

The Literacy Toolbox - Contents and instruction for use.

The Library consists of 300 titles graded in six levels of intellectual challenge. Most children should start with a Level 3 title and then move up or down as appropriate. **It is very important that the children should carry out the computer preparation on their own without adult intervention no matter how severe the child's reading deficit.** The child simply

1. taps the spacebar to advance word focus and
2. taps any letter key to make the computer vocalise unfamiliar words.

When the session is complete, the child places the printout in his/her reading folder and at some convenient time, reads the prepared text to a teacher or T.A. We recommend that two chapters are completed at each daily session. Using headphones is highly recommended.

The child never reads to an adult from the computer screen.

Reading Comprehension Course is tackled in the same way as the library.

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The comprehension exercises can be completed in any order and are suitable for vulnerable readers in Years 6, 7, 8 and 9. This course presents a more challenging quality of reading than the library stories. These exercises report on both literal and inferential comprehension. Inferential comprehension is a higher level reading skill which only accrues as reading skills become completely fluent.

Jumpstart is a course of individual reading exercises designed for vulnerable readers in Years 3 or 4.

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We recommend that one exercise is completed each day over the course of one term.

Dictation One is a simplified dictation course for vulnerable readers in Years 3 and 4. We recommend that this course is offered to vulnerable readers in the target age range who have completed a term of work on the Jumpstart

course. Children should be given a dedicated dictation exercise book for this course which incorporates a Spelling Helper which means that the exercises can be completed without spelling errors. **It is very important that all spelling errors are rigourously marked so that children acquire experience of only spelling words correctly. This is the main point of all the dictation courses.**

Dictation is the middle range dictation course suitable for vulnerable readers. These dictation courses automatically accommodate the pace and short term memory span of each individual user and also provides a 'Spelling Helper.' Punctuation is given in this course. These exercises may be completed in any order. **It is very important that all spelling errors are rigourously marked so that children acquire experience of only spelling words correctly. This is the main point of all the dictation courses.**

Dictation Upper is similar to the course above except that appropriate grammar is implied by the voicing and not stated. **It is very important that all spelling errors are rigourously marked so that children acquire experience of only spelling words correctly. This is the main point of all the dictation courses.**

Sentence Builder is a spelling and language development course which requires users to spell words within the context of an engaging sentence. It uses the highly effective 'whisper-spell-twice' technique which is proving to be increasingly effective. This suite can be used on an *ad hoc* basis with targeted children with specific spelling issues. Sentences are presented with one word missing and pupils have to select what they think is the missing word from a given group. Any word on the screen, including the words in the sentence can be vocalised by clicking the mouse on them.

Reading Starter.

This is a one term Perceptual Learning course which is designed for non or near-readers in Year 2. Completing the course boosts these children's confidence in their own ability to learn to read and kick-starts their reading skills generally. Used over the first term of the academic year, this course will ensure that these children catch up with their peers in reading. **Pupils should be taught to use the programme independently viz without adult supervision or intervention. This usually takes no more than a few sessions.**

1. The programme instructs the child to "*Watch every word - and listen!*" and then serially highlights each word before voicing it. The delay between the visual emphasis of each word and its enunciation is variable and carefully calculated to allow the child's brain time to make a judgement which the voicing subsequently either confirms, corrects or instructs.

2. The programme then instructs the child "*Now read it yourself!*" highlighting only the first word. The child is able to advance the word focus by tapping the

spacebar and to 'voice' any unfamiliar words by touching any letter key. This is the reinforcing experience.

3. When the passage has been read through, pupils are offered the option to either (1) Read it again him/herself or (2) to Exit the programme or (3) to print out the exercise.

In the interests of economy, teachers may feel it appropriate to print off a copy of each exercise and staple them in groups of ten exercises. After the child has prepared the text at the computer, he or she should read it to an adult from the printed exercise. After the first five exercises have been completed, the children should have reached a point at which they are able to read the text from the printout with reasonable accuracy. **As soon as a child has reached this stage, s/he should be asked also to read the previous day's text but this should not be attempted until the child**

Primary/Junior Schools.

General Instructions for target groups to restore literacy skills deficits.

Year 2 target group. Read the instructions for the **Reading Starter** programme and follow these for one term. This will restore the child's reading skills and make it possible for them to engage more productively with their phonics exercises with the rest of their peers.

Year 3 target group. Read the instructions for the **Jumpstart** programme. The child completes one exercise per day from the Jumpstart Course over a full term. This will bring their reading and chronological ages into line.

Year 4 target group. The target children complete one exercise per day from the **Jumpstart** course AND on three days each week (Mon, Wed & Fri) also complete one exercise from the **Dictation One** course. The children read their prepared work to an adult.

Year 5 target group. Each child complete two chapters from any title in the **library** every day and reads these to an adult from the printouts – never from the computer screen. Additionally, on three days each week (Mon, Wed & Fri) they complete an exercise from the **Dictation** course. The children read their prepared work to an adult.

Year 6 target group.

Term one: Each child completes two chapters from any **library** title every day and reads these to an adult. They also complete an exercise from the **Dictation** course three times each week also reading these to an adult.

Term two: They complete an exercise from the **Reading Comprehension Course** every day and three exercises weekly from the **Dictation Upper course**. Completing further titles from the library becomes a purely voluntary activity.

Term three: Continue with the daily **Reading Comprehension Course**. When all dictation exercises have been completed, this work could be replaced by the completion of an exercise from the **Sentence Building** course which extends vocabulary.

High intensity course for a small Y6 target group to achieve Level 4 English at KS2 English in one term.

Each child in the small target group

- 1. completes any Reading Comprehension exercise every day.**
- 2. completes any exercise from Dictation course every day.**
- 3. reads both completed exercises to a TA daily.**

On completion of the Dictation course, the children start the Dictation Upper course. Every child who completes this high intensity regime as recommended will achieve Level 4 English at KS 2.