

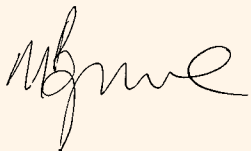
IN THIS ISSUE

Director's message

Welcome to the 10th edition of the Dyslexia-SpLD Trust newsletter. It's positively packed with updates and project news. Please try and look at the new Parent Champions' resources that we've developed including the top tips for parents on reading, writing, spelling, organisational skills and memory; all made especially for busy parents of children with literacy difficulties and dyslexia. Also we now have 6 new case studies (3 short films and 3 written) and 4 roadmaps available on the www.interventionsforliteracy.org.uk site.

As one year and government grant period ends another exciting 2 years of government funding starts. We look forward to working with all our stakeholders during 2013, disseminating valuable resources and information widely and gathering your feedback. We know this will be a challenging and perhaps worrying time with the SEN reforms ahead of us but we will strive to make these work for our children and young people with dyslexia and support those of you who work with families affected by dyslexia. Keep looking at our [Policy Page](#) on our website to see how you can get involved.

Also, watch out for our national dissemination and training events, we'll be posting dates very soon.



Mel Byrne
Director





Focus on...

The Driver Youth Trust

The Trust has recently gained a new partner organisation, so we'd like to welcome aboard the [Driver Youth Trust](#)

The Driver Youth Trust is a charity dedicated to improving the life chances of children and young people with a focus on those who struggle with literacy, particularly children with dyslexia. They work in partnership with other organisations to help children to access education, build their confidence and realise their goals. They achieve this through campaigning for policy change so that all children, including those with dyslexia, get the right support to learn to read and write and reach their full potential.

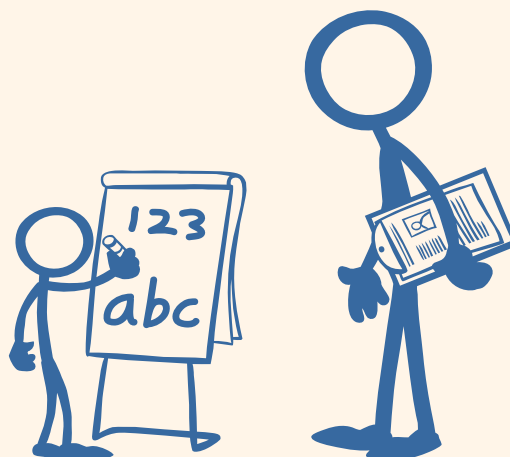
The Driver Youth Trust is represented at The Dyslexia-SpLD Trust by founding member Sarah Driver. Sarah is mum to 3 children with dyslexia, so knows just how important our work is!

One of the key pieces of work recently undertaken by the Driver Youth Trust, is a report on initial teacher training, 'The Fish in the Tree'. The report looked at whether or not newly qualified teachers had the appropriate skills to identify and support pupils with dyslexia. The report found that;

- 84 per cent believed it was very important that they were trained in teaching children with dyslexia
- yet 52 per cent revealed that they received no training at all on dyslexia during their initial training course
- and 74 per cent did not feel satisfied that their initial training provided them with the skills they needed to identify and teach children with dyslexia.

The lack of specialist training provision was confirmed in a separate survey of colleges and providers. Seven out of ten providers admitted they spent less than a day training students how to support children with dyslexia.

You can read the report in full [here](#)





Project highlight

Supporting Good Practice: New Case Studies

As part of Trust's on-going commitment to share good practice, we have produced 6 new case studies, available at www.interventionsforliteracy.org.uk/case-studies

We would like to take this opportunity to thank all those involved, particularly those who let our film crew in!

One of the great examples shown is Lyndhurst Dyslexia Centre in Camberwell. Here, Mark Sherin, talks about their radio station.

At Lyndhurst Dyslexia Centre we use our school radio station (Grove FM) to encourage the children to express themselves creatively and imaginatively, outside the constraints of the written word and away from the daunting sheet of blank white paper.

The radio station was developed as a deliberate response to the need for keeping a high profile on speaking and listening in the literacy curriculum. We work with dyslexic learners and other pupils with literacy and communication difficulties, but also with the whole school usually in class groups.

Often dyslexic learners and other learners with literacy difficulties find it frustrating not to be able to transfer their brilliant ideas and learning into writing.

By producing sound files and editing them into pod casts, our pupils;

- build confidence when using language
- boost and bolster their self-esteem
- are able to evidence their learning and their ideas
- represent themselves as learners.

The majority of our radio work is about the process of learning rather than the finished product. We focus on metacognition, and build resilience and determination. We encourage our children to 'own' their language and to develop critical, reflective and analytical thinking.





Here are some examples of our children's work:

The Dyslexic Word Book

This film was made by three year 5 children who wanted to capture some of the difficulties they have when they read. It was written, filmed and edited by them and they created the music for it as well. It was made over one term.

www.vimeo.com/30124708

Don't Need a Bully

This film was created by a year 5&6 class as part of anti-bullying week their scheme of work was to write raps, poems and created scenes and as a group we worked to interweave the stories and raps into the song. One of the children fitted the lyrics 'don't need a bully' to Aloe Blacc's song 'I need a dollar' and the video was born!

www.vimeo.com/38906836

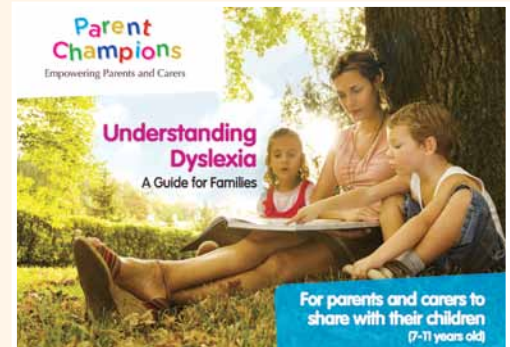
We also have some radio broadcasts, which are all about our curriculum work and the school life.

www.grovefmweb.com/wordpress/class-broadcasts/

Mark Sherin
Lyndhurst Dyslexia Centre Manager

**This film is about
what it feels like
to read
when you have
dyslexia.**





Empowering Parents and Carers: Providing Support at Home

'Understanding Dyslexia' - A Guide for Families

This booklet was written by parents and children - for parents and children. It's written by **Parent Champion Emma Seymour and her 8-year-old son.**

It is for mums, dads and carers to share with their children.

Understanding Dyslexia will be sent free to all parents and carers who want to join our national team of Parent Champions at www.parentchampions.org.uk

Short Films with Top Tips on Reading, Handwriting, Spelling, Organisation and Memory

As part of The Trust's 'Empowering Parents and Carers' project, Julianne Miller, specialist teacher and mum gives you her 'Top Tips' on supporting your child with reading, handwriting, spelling, organisation and memory.

These short films contain practical tips aimed at helping children aged 5 to 11 years www.parentchampions.org.uk/resources/top-tips-on-reading-handwriting-spelling-memory-and-organisation/



Homework support

You can find a roadmap, written by Helen Arkell Dyslexia Centre, on 'Supporting your child with Homework' on The Trust website,

www.interventionsforliteracy.org.uk/assets/Case-Studies/Action/Homework-Road-Map.pdf



News

New report out

Earlier this year, the HELEN ARKELL DYSLEXIA CENTRE released their report on Y7 TRANSITION.

The report follows a quasi-experimental matched-groups study, investigating the effectiveness of support for pupils with mild literacy difficulties on transition to secondary school

The study illustrated the positive impact that a short course of individual support can have on the attainment and self-confidence of pupils with weak literacy skills, on transition to secondary school.

The study observed the following key findings:

- A decline in attainment in literacy skills was seen in the comparison group, but the taught group improved in both reading and spelling.
- Pupils' self-confidence improved and attainment in more subjective qualities of attainment, such as writing skills, also rose.
- School assessment of pupils' progress reflected gains in reading and spelling skills, with 50% of results showing learners moving from below average to average reading attainment.

'HADC is very grateful for the support of The Trust with this project and we are delighted at the benefits to the children involved in the study. It is wonderful to have real evidence that effective intervention can make a difference'

Bernadette McLean, Principal, Helen Arkell Dyslexia Centre

To read the report in full, go [here](#)

The HADC scheme is one of the evidence based interventions included in the new edition of 'What really works' by Professor Greg Brooks, available [here](#)



SEN Reforms

The Trust recently hosted a parliamentary event *Making the Children and Families Bill work for all families*, kindly sponsored by Lord Addington, at House of Lords. The day drew attention to upcoming SEN reforms and included The Trust recommendations for amendments to the Children and Families Bill, in order to ensure appropriate support is provided to children with dyslexia/SpLD.

To find out more about our work on the Children and Families Bill, you can go to the new policy section on our website www.thedyslexia-spldtrust.org.uk/policy

The day was a great success and we'd like to thank everyone who attended for their support.



The Inclusion Development Programme (IDP)

The Inclusion Development Programme (IDP), which is part of the government's strategy to improve outcomes for children with special educational needs, is now available online and includes a section on how teachers and other professionals can support children & young people with dyslexia, as well as a range of other special educational needs (SEN).

To learn more click [here](#)



Diary dates



22nd and 23rd May

Nasen Live

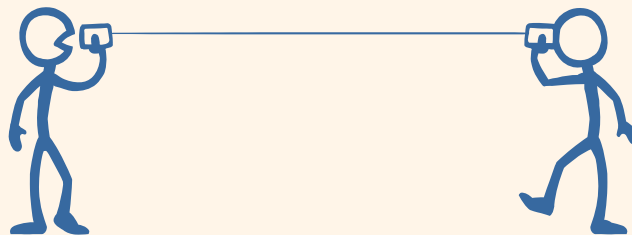
Reebok Stadium, Bolton

To find out more and book your place, go to www.nasenlive.org.uk/

July 2013

Dyslexia Action has released dates for this year's Summer School for Teachers and Teaching Assistants. To find out more, please check out our [events page](#)

Your say



Parent Champions

We are always interested in what our stakeholders have to say, as this helps to shape our work ahead.

If you are a parent and would like to share your experiences with other parents, perhaps you'd like to join our group on Facebook [Parent Champions?](#)

If you are a professional and would like to keep up to date on Trust activities, you can join us on [Facebook](#) or [Twitter](#)

We are always looking for contributors for our newsletters so please get in touch if you have an item you would like to be included in the newsletter. Alternatively if there is something you think we need to cover, please let us know.

Email the Editor, Sarah Hanna at sarah@thedyslexia-spldtrust.org.uk

