

All Activities

Section	Activity number and name	Purpose	Resources to support
Effective Practice: Evidence	Activity 1: A learning walk	<p>We are looking for evidence that in this school staff have high expectations for pupils with literacy difficulties, specific learning difficulties and dyslexia:</p> <ul style="list-style-type: none"> ✓ What should we be seeing ✓ Agree what the good practice is that you are looking for 	<p>Rose key strategies for schools 1. <i>(adapted from Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009)</i></p> <p>Rose key strategies for schools 2. <i>(adapted from Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009)</i></p>
Effective Practice: Evidence	Activity 2: Evaluating impact	<p>The Simple view of Reading: Having looked at the four case studies in the IDP.</p> <p>Using the template for the simple view of reading; consider four children in your school who have these profiles.</p> <p>This activity will ensure that all staff know what the simple view of reading is and can use the framework to contextualise where a child may be having difficulties.</p>	<p>The simple view of reading. <i>(adapted from Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009)</i></p> <p>Case studies from the IDP/Dyslexia.</p>
Effective Practice: Evidence	Activity 3: Monitoring and assessing	<p>This activity provides staff with an opportunity to understand the richness of the information in the 'Phonics screening check: responding to results'.</p> <p>It will help schools to consider the preciseness of the support that they give to children when they are struggling with literacy and ask them to consider other factors which may be inhibiting this progress (such as co-occurring difficulties).</p> <p>It also provides pointers for appropriate support and next steps.</p>	<p>Phonics screening check: responding to results.</p>

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Effective Practice: Resources to support	Activity 4: The key messages in The Inclusion Development Programme: Supporting children and young people with dyslexia and literacy difficulties	This activity is a short training session that a SENCO or leader of literacy could use to ensure that all staff understand the key messages in the IDP and the implications for pupils in their class. Agree approaches.	IDP: Teaching and supporting pupils with Dyslexia.
Effective Practice: Resources to support	Activity 5: Becoming familiar with the Interventions for Literacy Toolkit	This is a short training session designed to give users the chance to explore the IFL website and see what it can offer them to assist their choice of interventions.	Link
School Funding Reforms	Activity 6: A strategic approach to deploying resources	This activity will focus staff over a period of time to consider what they already do in the classroom that supports all children to develop their literacy skills. It also allows staff to share ideas and talk about the effectiveness of various approaches. They will then consider which approaches have the greatest impact and whether or not they should have more or less of one type of approach. Agree approaches.	
School Funding Reforms	Activity 7: Value for money	Consider how you are using your notional SEND budget to provide appropriate interventions for those who are not making good progress. Agree approaches.	Rose: 3 levels of Assessment. <i>(adapted from Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009)</i>

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School Funding Reforms	Activity 8: Personalise the CPD needs for your school	Having agreed approaches, undertake a learning walk to assess consistency of good practice. Send staff a questionnaire to find how confident they are with a range of approaches. Agree a plan re: CPD for different groups of staff.	<ul style="list-style-type: none"> ✓ BDA style guide. ✓ PATOSS presentation style guide. ✓ Rose: Key strategies 1 & 2 Case Study Cognition, learning and learning differently. <i>(adapted from Identifying and teaching children and young people with dyslexia and literacy difficulties: An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009)</i> ✓ Questionnaire for staff.
Graduated Approach	Activity 9: Review your assessment practices	<p>This activity is designed to focus staff on their assessment practices: Are they rigorous enough?</p> <p>Who takes responsibility at each level of assessment?</p> <p>Are all staff clear about these processes and how important they are to ensure that all children can leave school with good literacy skills.</p>	
Local Offer	Activity 10: What must be included in the Local Offer?	<p>Previous activities in school will have prepared staff for what good universal teaching should look like and what high quality interventions should provide.</p> <p>The activity will focus staff on what areas they need to include and respond to in the Local Offer.</p> <p>They will consider these question from the perspective of a child with literacy difficulties, dyslexia and SpLD.</p>	What must be included in the Local Offer?
Local Offer	Activity 11: Is your offer for children and young people with literacy difficulties, dyslexia and SpLDs comprehensive enough?	Using the Dyslexia-SpLD Trust's Exemplar Local Offer, schools will look at the coverage of their Local Offer to ensure that they have considered all the areas identified in the Dyslexia-SpLD exemplar offer.	Dyslexia-SpLD exemplar Local Offer.