

The Transition Project

A Helen Arkell Dyslexia Centre (HADC) project

Partially funded by the Trust

The Rose Report indicated a need for evidence of effective literacy and dyslexia support for secondary school pupils. The Trust therefore supported pilot programmes to explore effective interventions for students in this age group.

The HADC project involved intervention with Year 7 pupils in the first year of Secondary Phase Education. Screening and assessment highlighted a group of 6 children who needed literacy support. Speech and Language difficulties were also highlighted.

Building on the success of the pilot project, the programme has been extended by HADC to cover two further schools. Control groups have been included to help provide empirical evidence; it is intended to include long-term follow up to track the impact of this early support on future attainment.

The following impact was noted at the end of the pilot:

Every pupil achieved increases in standard scores across a range of measures including single word reading, prose reading accuracy, reading comprehension and spelling.

All pupils displayed increases in standard scores for word reading with some pupils showing a gain of 10 points. In 50% of cases the standard scores moved from the below average range to the average range.

All the pupils spoke very positively about the teaching and felt their performance in class had improved as a result. All were able to describe strategies that they now use for attacking difficult words when reading and spelling; these strategies were also evident in the assessment.

The Dyslexia-SpLD Trust

Intensive one to one teaching was provided by qualified and experienced teachers from HADC. Teaching was tailored to suit the individual needs of each child, with the following principles:

- ✓ *improving pupils' ability to be independent learners by encouraging them to recognise and developing strategies appropriate for different situations.*
- ✓ *helping develop skills needed in year 7 such as developing research and study skills.*
- ✓ *improving the pupils' ability to access the curriculum across a range of subjects, particularly those with a heavy literacy component.*
- ✓ *consolidating activities based on the current curriculum where possible.*
- ✓ *providing the pupils with opportunities for success and encouraging them to take risks in order to make progress with learning and developing self-confidence.*
- ✓ *where necessary, addressing language and listening skills such as vocabulary development, identification and communication of main ideas, listening for detail, oral story telling.*

