

The Dyslexia-SpLD Trust

Supporting Literacy through Transition from Primary to Secondary School

A Springboard for Children project
supported by the Dyslexia-SpLD Trust

The project will achieve:

- ✓ *Improved levels of literacy for tutored pupils.*
- ✓ *Improved Parent/Carer ability to support their children.*
- ✓ *Increased participation and improved skill levels of volunteers, including volunteers from the school community.*
- ✓ *Development of a sustainable model and increased access to high quality support.*



For more information please visit
www.thedyslexia-spldtrust.org.uk

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In 2011 through to 2013, the Trust will be supporting organisations which are:

- ✓ *Undertaking projects that demonstrate best practice in supporting children and young people with dyslexia/specific learning difficulties.*
- ✓ *Expanding access to interventions of consistent quality and approach.*
- ✓ *Working to achieve greater long term sustainability through innovative approaches.*

How it works

Springboard train volunteers to support children in primary schools, within areas of high deprivation, to improve their literacy skills and has a strong track record of success in areas of Manchester and London. Their existing model uses a mixture of qualified tutors, interns and part time volunteers. This project will enable Springboard to build on their existing good practice and develop a similar model, for pupils on transition from Key Stage 2 to Key Stage 3. A model will be developed, to ensure a consistent format and high quality provision, which can be made available to other schools therefore expanding access. The model will include:

- ✓ *One to one tuition and mentoring delivered by qualified tutors and highly trained volunteers.*
- ✓ *Training and development of volunteers, including volunteers from within the secondary school community.*
- ✓ *Intervention sessions with parents/carers.*
- ✓ *Engagement of school personnel.*
- ✓ *Collaboration with other literacy focused charitable organisations and schools to share experience and effective practice.*
- ✓ *Introduction of a Peer Mentor system–Key Stage 4/5 ‘Buddying’.*