

The
Dyslexia-SpLD
Trust

CASE STUDY

Excellent progress
achieved through a
combined reading
and phonics-based
programme



Funded by:



Department for Education

Sally attends New Park Primary School in Harrogate, and was identified as a child who required a Wave 3 literacy intervention in 2009 when aged 6 years.



Though Sally had received classroom-based support throughout the Foundation Stage she had made little progress in reading.

Sally was described by the school as a shy child, lacking in confidence and anxious when asked to read. Sally also had a history of intermittent hearing difficulties and had received speech therapy. Her parents were aware of her difficulties in literacy and concerned about her progress.

North Yorkshire introduced the Reading Intervention programme (Hatcher et al., 1994) in 2003 for those children who required an intensive intervention for reading. The programme is seen as an effective Wave 3 intervention and was listed in the DfES publication Targeting support: choosing and implementing interventions for children with significant literacy difficulties (DfES, 2003). North Yorkshire initiated a training programme to ensure all schools had access to a trained individual who could deliver the programme.

A teaching assistant from New Park School received training (4 days followed by tutorial support). A small group of three children in Year 2, including Sally, were identified through their progress data to receive the programme in the spring of 2009. At this point Sally had a score of 5.5 years on a standardised reading test. During the ten weeks of the spring term, Sally received thirty sessions of support, both individually and through group work.

The content of the programme included reading a variety of texts, phonological instruction using Sound Linkage (Hatcher, 2000), and writing.

The teaching assistant described how this was the first time she had worked with a structured programme of intervention, and that she was able to see the impact. Sally, who had been given the lowest rating for general confidence at the start of the intervention, improved substantially and appeared able to concentrate better.

Sally made significant progress in terms of her phonological skills, her sight word reading, and the level of text she was able to decode. Her score on the reading test at the end of the ten-week intervention had risen to 6.8 years. This translates into a progress measure of 15 months in 2½ months, or an average of 6 months' progress per month.

Sally's parents were thrilled and delighted with the difference the intervention had made.



Helpful Contacts:

The British Dyslexia Association (BDA) have local support groups

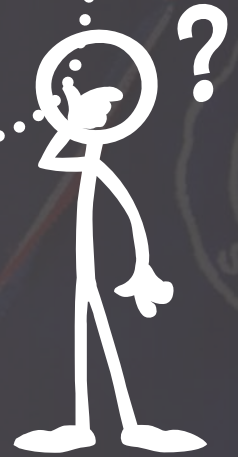
W: <http://www.bdadyslexia.org.uk>

T: 0845 251 900

Dyslexia Action have local teaching and assessment centres

W: <http://www.dyslexiaaction.org.uk>

T: 01227 711 602



The individuals represented in these photographs are not models. The photographs were taken during Trust activities but individuals may not be involved in this specific work described and are used only to illustrate the case study.