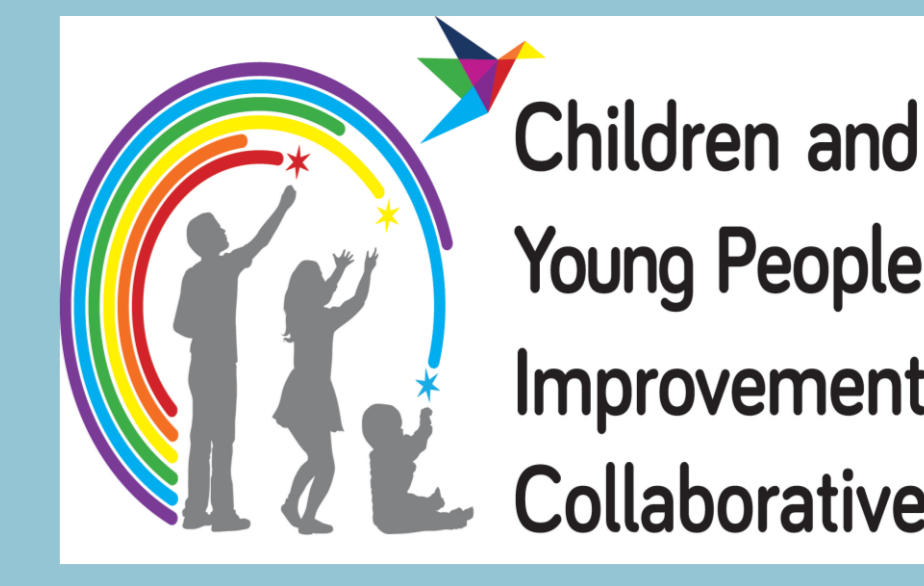
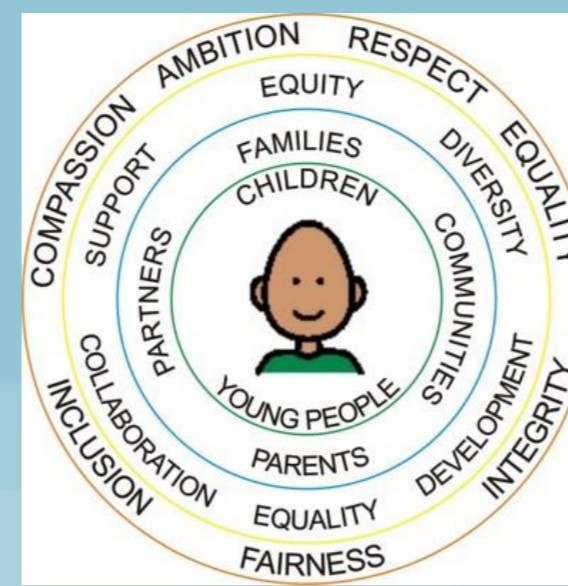


# Early Literacy Skills

Lea McCallum = Teacher - DLD Team



**Rationale** – over 50% of the Request for Assistance to the DLD team state that pupils have struggled to learn to read and spell

**Stretch Aim** - By June 2022, pupil will be able to decode, blend and encode over 80% of CVC words/non words. (Baseline 0%)

**Aim 1** - By December 2021, pupil will be able to decode, blend and encode over 75% of vowel-consonant blends with short /a/. (Baseline 0%)



## Method

Participated in Quality Improvement Training (1 full day training and 5 Twilight sessions).

### 5 Why's?

**Problem – Pupils with DLD struggle to learn to read and spell**

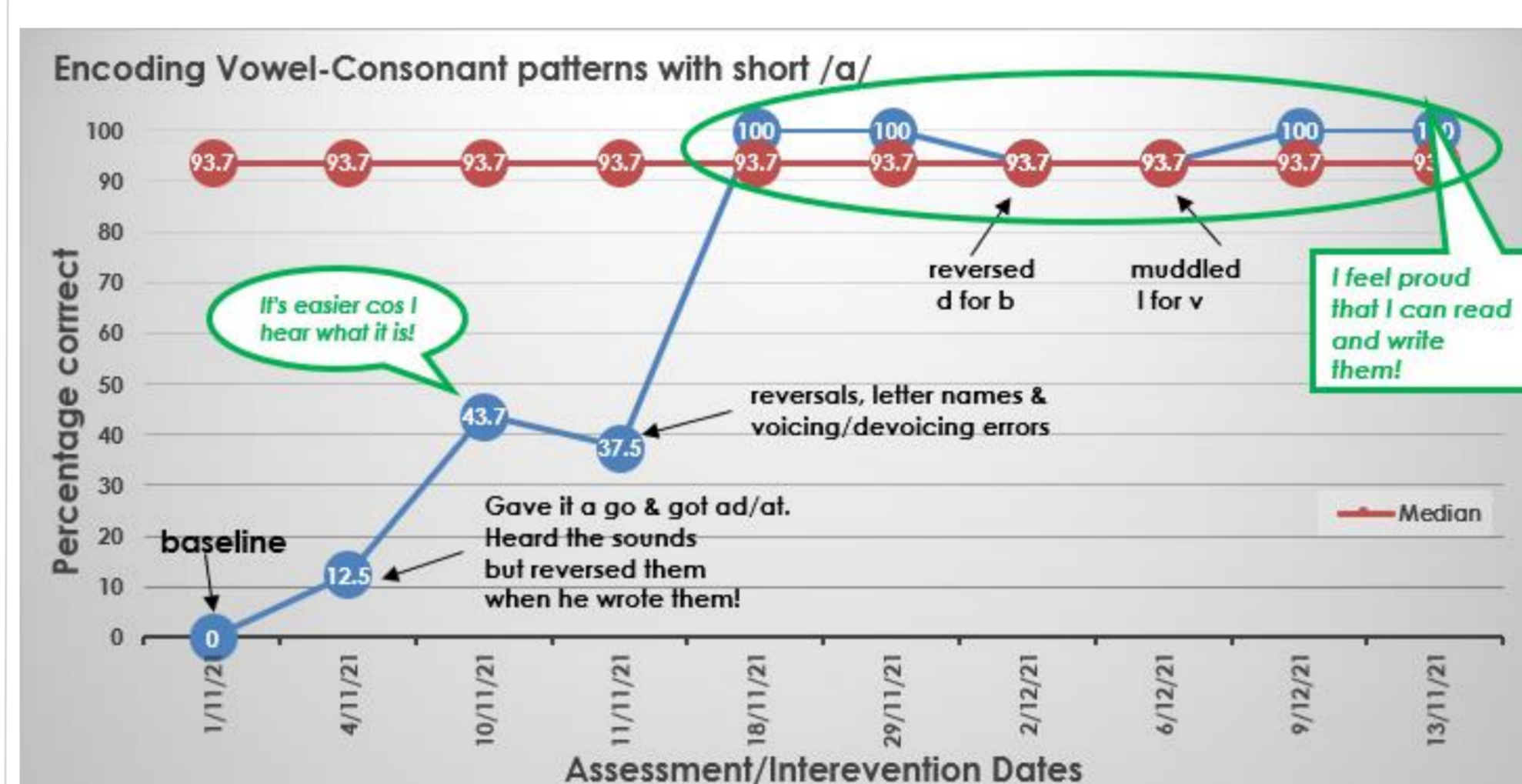
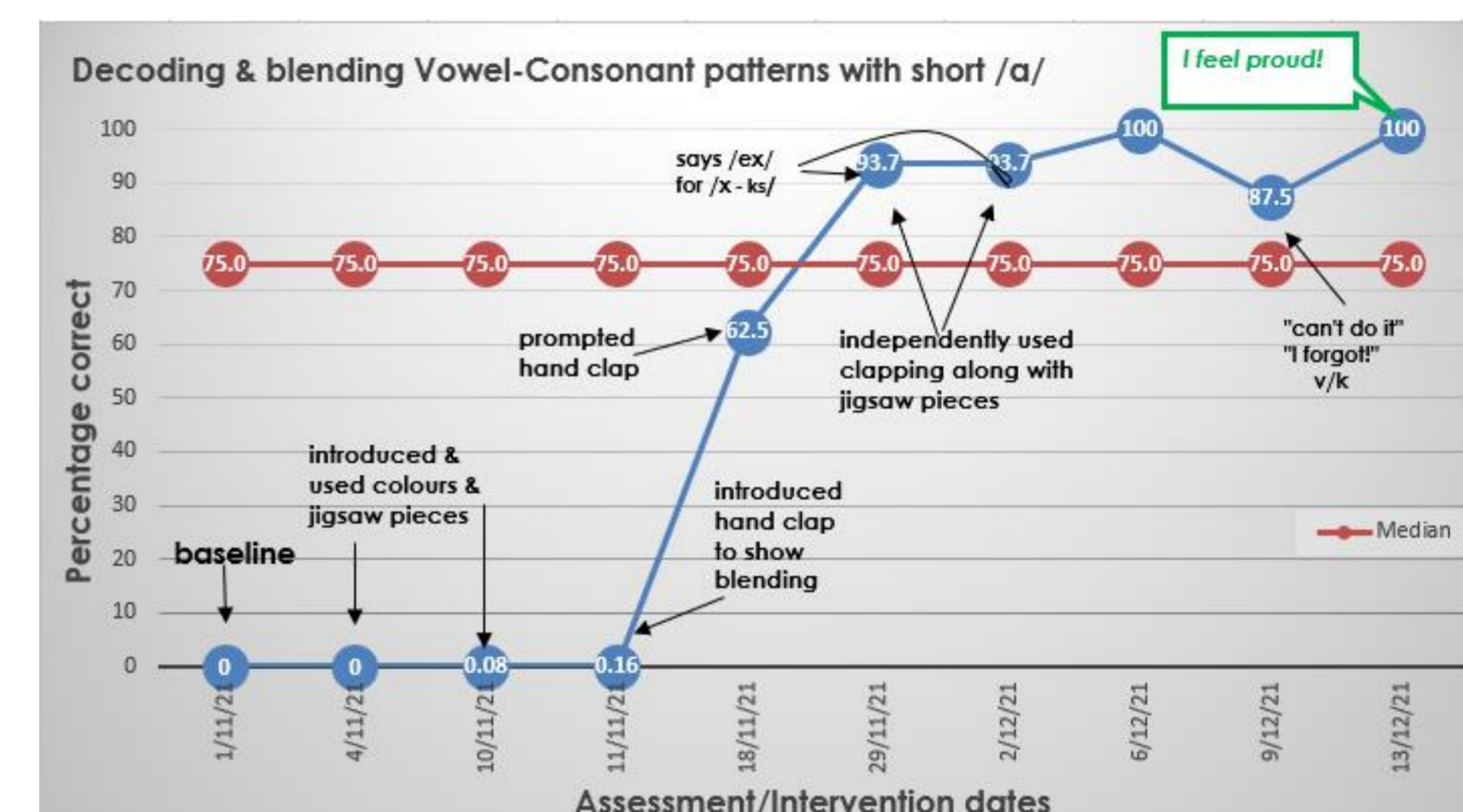
- Why? – They struggle to recognise and remember whole words
- Why? – They struggle to decode & blend and encode
- Why? – They don't have the skills
- Why? – They have never been taught?
- Why? – Time, exploring different methods of learning

## Process Change

- Implement the **I do - We do - You do** teaching method
- Use jigsaw pieces with **vowels colour coded** (*Vowel House*) and **consonants colour coded** (*Sunnybank Colour Coding*) – (**visual**)
- **Connect jigsaw pieces** with graphemes to symbolise the skill of blending - (**tactile/visual**)
- Use **each hand** to represent each one of the sounds and **clap them together** to represent the skill of blending - (**kinaesthetic/auditory**)



## Results



*It's easier cos I hear what it is!*

## Conclusions

- Unusually pupil had success quicker with encoding
- Pupil still needs to use **each hand** to represent each sound and clap them together to be able to decode and blend
- On average pupil was able to **decode 75%** of vowel-consonant blends with short /a/
- On average pupil was able to **encode 93%** of vowel-consonant blends with short /a/

## Key Learning Points

- It was important to expose pupil to all the different strategies separately building on the them one at a time – visual – auditory – kinaesthetic – tactile
- Pupil independently needs to use the **kinaesthetic strategy of hand clapping** to support them
- Not all pupils will find the normally easier skill of decoding and blending (reading) easier than encoding (spelling)
- The QI cycles may start sooner (or later) than planned and can run concurrently
- The QI project formalised and proved how our working practice is having a positive impact in supporting our DLD pupils with reading and spelling.

## Next steps

- **Aim 2** - By end of January 2022, pupil will be able to decode, blend and encode over 75% of Vowel-Consonant blends with all short vowels . (Baseline to be collected)
- **Aim 3** – By the end of February pupil will be able to decode, blend and encode over 75% of Consonant - Vowel blends with all short vowels. (Baseline to be collected )
- *Be mindful of how long pupil uses the kinaesthetic support of handing clapping to support them to blend*

## Achievements

- Pupil has learnt the **skill of encoding** two sounds in the vowel-consonant pattern with short /a/
- Pupil has learnt the **skill of decoding** two sounds in the vowel-consonant pattern with short /a/ using **each hand** to decode and represent each sound then clap them together to be able to blend
- Pupil showed they were **able to transfer the decoding, blending and encoding skills** they had learned to read and spell vowel-consonant patterns with other short vowels in isolation

