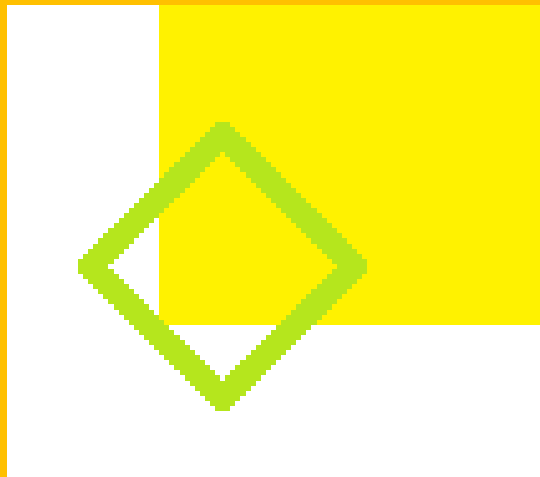


DYSLEXIA ACTION

Diploma in Specialist Teaching (DIST)



DIST Part 1 Handbook

The CPD Standards Office
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British Dyslexia
Association

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Preface

This document is the handbook for the *Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties* (DIST1).

This document is publicly available and is intended to be used by participants, academic and administrative staff.

This document is updated regularly and this version replaces all previous versions.

Sept 2024.

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Getting Started

Key General Resources

There are a few key sources of information that you will need to at least browse through if you are new to studying online or new to studying Dyslexia Action courses.

The DIST Study Guide

This contains general information about studying with us that you must be aware of before commencing studies. Topics such as support offered, expectations, tutors' roles in your studies and using forums are covered. This is in the *Appendix* of this document.

The Moodle Handbook

If this is the first unit that you have studied with us, you will need to familiarise yourself with our Virtual Learning Environment (VLE), Moodle. The document that you need to read through (if you have not done so already) is the Moodle Guide. This is available in the *Key Documentation* folder on Moodle.

The Guide to Referencing

This guide to referencing has been written by our company librarian, Jan Beechey. As you are working at Level 5 you will be expected to cite some of the sources you use during your studies. Jan gives you advice on this academic skill. Her article is in the *Appendix* of this document.

First Steps

Please Use the Welcome Forum!

Before you begin the tasks do take the time to introduce yourself on the *Welcome Forum*. This is a really important first step as it sets the tenor for the rest of the course. Please post to let us know:

- Why you are particularly interested in studying this award.
- What your working context is.

This helps us to get to know each other and begins the process of sharing thoughts and ideas on the course forums. The exchange of knowledge on forums is an invaluable part of the course. This forum is only open for the first two weeks of the course and should be used for introductions only.

Using the Queries and Questions Forum

The *Queries and Questions Forum* should be used for all other questions and queries to ensure that tutors can monitor your engagement and track questions effectively.

Doing the Practice Upload Task

Details of this task are available in the *Page Number One!* page on Moodle. Please do the practice upload task. This activity is included so that we can be sure that you know how to upload files ahead of the summative upload later in the course. The process helps you to understand the stages in the submission and feedback cycle on Moodle. It is your responsibility to ensure that you are familiar with the submission process by fulfilling this task and reading *The Moodle Guide* if necessary. Do seek guidance early in the course if you are not sure – we are here to help. We cannot always be available to answer queries at the eleventh hour before a final upload is due. **NB:** The *Practice Upload Task* should be undertaken before commencing Task 1.

Introduction

This introductory study unit provides a grounding in the key theoretical perspectives and constructs required to gain a firm understanding of how literacy-related difficulties arise and are perpetuated. It is designed to give graduate participants the opportunity to acquire a grounding in the sources of literacy difficulties. There is tutor support, but study is expected independently with the tutor providing a monitoring role. This is an intensive course that runs for nine to ten weeks. Please note the course may be referred to as DIST Part 1 or DIST1 in some document titles.

DIST Part 1: Understanding Literacy Difficulties		
Level: 5	Total Qualification Time: 120	Credits: 12
<p>Learning Outcomes - Participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss a range of factors that can influence literacy acquisition and progression. 2. Demonstrate a sound grasp of the key concepts and terminology necessary to promote progress in learners with delayed literacy development. 3. Demonstrate understanding of the range of factors to consider when supporting learners with decoding and reading comprehension difficulties. 4. Demonstrate understanding of the range of factors to consider when supporting learners with spelling and written expression difficulties. 		

Key Dates

The key dates for this unit of study are given below for the academic year 2023-2024. A copy of this term's dates will also be posted to the forum at the opening of the course.

DIST Part 1	<i>Cohort September 2024</i>	<i>Cohort January 2025</i>	<i>Cohort April 2025</i>
Start Date	Tues. 3rd Sept 2024	Tues. 7th Jan 2025	Tues. 1st April 2025
Summative Deadline	Fri. 8th Nov 2024	Fri. 14th March 2025	Fri. 6th June 2025
Forums close	Fri. 8th Nov 2024	Fri. 14th March 2025	Fri. 6th June 2025
Summative Feedback Due	Mon. 18th Nov 2024	Mon. 24th March 2025	Mon. 16th June 2025
Resubmission (if applicable)	Mon. 25th Nov 2024	Mon. 31st March 2025	Mon. 23rd June 2025
Summative Resubmission – tutor feedback due	2nd Dec 2024	7th April 2025	30th June 2025
Date access to course is disabled	9th Dec 2024	14th April 2025	7th July 2025

What Feedback Do I Get During the Course?

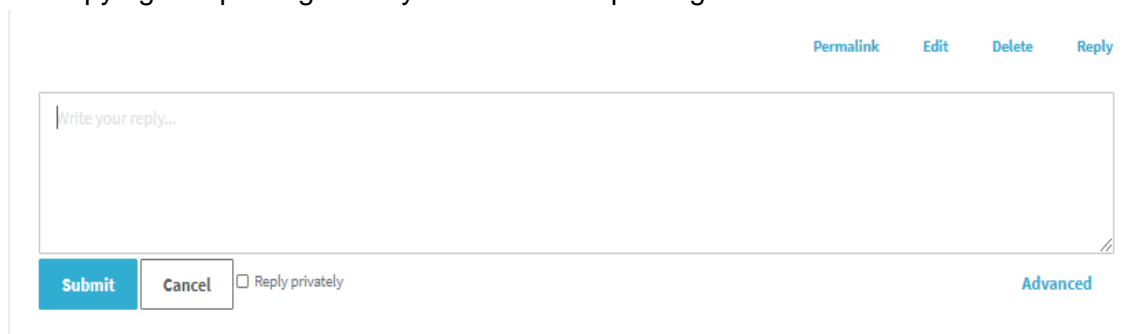
This is an intensive study course designed for graduate-level students. This is reflected in:

1. The expectations of engagement and self-study - participants are expected to work through the materials in a self-directed manner.
2. The reflective forums are monitored but tutors do not routinely comment on all posts – they dip in to comment and advise.
3. The majority of the quizzes are monitored and form part of your final grading (if a pass performance is recorded, 10% of the maximum mark is added to your cumulative score for the award¹).
4. As the quizzes form part of your final grading, it is not possible to give the correct answers on completion. NB: Please note that if you have to resubmit your summative log, the quizzes cannot be retaken – only the non-quiz elements form part of the resubmission process. You would however be expected to go over the content again to ensure that you have assimilated it in preparation for Part 2 of the diploma programme.
5. Tutors only review your completed work at the end of the award as part of the final marking process. There is no opportunity to submit draft versions of your work.
6. The result is based upon performance in the summative tasks, which are sprinkled throughout the course.

How Do the Course Tasks Link to the Assessment of my Work?

There are many tasks in this award. Each of them is outlined within this handbook, giving instructions as to any further resources needed and where they are located on our virtual learning environment (VLE), Moodle. These tasks are designed to give you a pathway through the materials to enable you to cumulatively gain a deeper understanding in the issues at play. The tasks are varied, some reading, some practical, some involve posting a contribution to a forum to share thoughts with other participants.

Details of how to upload a document to forums are given in the *Moodle Handbook*. In brief, you upload a document by clicking on 'REPLY' as usual then clicking on 'ADVANCED' in the bottom right-hand corner – this brings up the upload facility for you to drag and drop a file, should you wish to do this, rather than copying and pasting directly into the forum posting. See below.



The screenshot shows a Moodle forum reply interface. At the top right, there are links for 'Permalink', 'Edit', 'Delete', and 'Reply'. Below these is a large text input field with the placeholder text 'Write your reply...'. At the bottom left of the input field are two buttons: 'Submit' (in blue) and 'Cancel'. To the right of these buttons is a checkbox labeled 'Reply privately'. At the bottom right of the input field is a blue button labeled 'Advanced'.

NB: All tasks must be completed, as they are all linked to the quizzes and other summative tasks. Skipping on engagement may affect the strength of the foundations you have to draw on in the later parts of the diploma programme or indeed halt your forward progression.

¹ So, if there are 25 questions in a quiz, if a pass grade is recorded 2.5 marks will be added to your score for the unit of study.

Summative Submission for DIST Part 1

The *DIST Part 1 Summative Log* document is the key way that you demonstrate engagement with the course materials. It must be used to submit your written responses and to record your quiz results. The written responses you have posted to the delegated forums must be duplicated within the *Summative Log*. NB: *Tutors will not give any additional credit to written responses in the Summative Log that have been updated after posting to the forum. This is to ensure fairness in the marking process.*

The log must be uploaded by the due date given, unless you have a short, authorised extension. The upload zone is automatically set to stop submissions after the due date/time unless participants have applied for and been granted an extension. (See the section below for further details of the extension process). If you cannot access the upload zone for whatever reason, please use the separate upload area for late submissions, which has no access restrictions.

There are two opportunities to achieve successful completion – at first submission or after a resubmission process. *Please note that the diploma is a professional practice pathway, so none of its parts can be retaken if it has been failed on a previous occasion.*

There are a number of summative elements in this course – each element is listed below. The tasks that are immediately linked to them are also outlined. The weighting for each of the elements is as follows:

Summative Element	Associated Tasks	Weighting % ²
Summative Element 1 (Quiz 1 – 25 questions)	Task 1	2.5*
Summative Element 2 (Working Memory Short Answer)	Tasks 2 and 3	12
Summative Element 3 (Quiz 2 – 12 questions)	Task 4	1*
Summative Element 4 (Activity Design)	Task 5	6
Summative Element 5 (Quiz 3 – 20 questions)	Tasks 6 and 7	2*
Summative Element 6 (Activity Comparison)	Task 8	7
Summative Element 7 (Quiz 4)	Tasks 9 and 10	1.5*
Summative Element 8 (Quiz 5)	Tasks 11 and 12	1.5*
Summative Element 9 (Drawing Meaning from Print)	Task 13	18
Summative Element 10 (Cloze Passages)	Tasks 16, 17 and 18	5.5
Summative Element 11 (Agentive {-er} and schwa)	Tasks 19	12

² All asterisked weightings indicate the marks awarded if a PASS grade is gained after the second attempt at the quiz

Summative Element 12: (Quiz 6 – 10 questions)	Section 5 tasks (inc. Tasks 14, 15 and 20)	1*
Summative Element 13 (TIMED Quiz)	Tasks associated with syntax etc.	10
Summative Element 14: (Writing Difficulties)	Tasks 21 and 22	20

DIST Part 1 Quizzes

Taking the online quizzes is an important way of consolidating your underlying knowledgebase as you work through this unit of study. As already mentioned above, most of the quizzes form part of your final grading, so it is not possible to give the correct answers on completion. Each of the regular quizzes is available to you within this document. You can use the tables featuring the quiz questions to prepare thoroughly before taking the quiz on Moodle. Please note that you can only take each of the regular quizzes twice. Also, the score is averaged, so if you attempt the quiz without sufficient preparation the first time around, you risk undermining your overall score.

There is also one time-limited quiz (the *TIMED Quiz*), which can only be attempted once and where the questions are not seen beforehand. The questions are very similar to other questions you have met within the course materials. So thorough preparation for the *Timed Quiz* is essential. Please note that once you start the attempt you have one hour to complete it. There is only ONE attempt allowed. NB: Please note that if you have to resubmit your summative log, the quizzes cannot be retaken during the resubmission process – only the non-quiz elements form part of the resubmission.

NB: If you have a reasonable adjustment (are granted an extension as of right), please contact Terri at CPDMail@dyslexiaaction.org.uk about an adjustment to this task.

Information about Extensions

- Summative extensions are generally granted for only one-week periods. This is to ensure that it is possible to still transfer onto the DIST Part 2 (the second part of this diploma programme) in a timely manner. Teaching places with direct one-to-one tutoring support are allocated during this part of the diploma, so scheduling is tightly monitored.
- Application for a summative extension must be done in advance of the summative assignment deadline. Access to the submission area is automatically removed if the assignment deadline is passed without an authorised extension already in place.
- Any submissions that are late where an extension is not in place (or where extensions have been applied for late and access to the submission area has been blocked) must be uploaded to the *Late Submission Area*. Please note that forward progression onto DIST Part 2 may be delayed until the next available cohort if work is submitted late without an extension being applied for in a timely manner³. 'Available' meaning where there is a teaching place on the cohort for you.
- Forums close on the course deadline date. If you have an extension and have not posted to a designated forum, please just copy and paste your contribution into the Summative Log, in the appropriate section.

³ i.e., a minimum of a week before the summative deadline date.

Information About Deferrals

NB: Please see the *L5 Diploma in Specialist Teaching of Literacy-related Difficulties... (the syllabus document)* - available in the Key Documentation folder on Moodle - for details about deferrals. There are costs associated with them and you need to understand the consequences of seeking a deferral before you apply for one.

How to apply

There is a link to a deferral form within the Unit Base area on Moodle. Please fill this out and one of the DIST administrative team will get back to you. Please note that the system is designed to accommodate participants who have unforeseen mitigating circumstances and evidence must be attached within the application form.

NB: Once your deferral has been approved you will be suspended from Moodle. Your access will be reinstated when you recommence studies in your new cohort .

Rejoining the programme after a study break

Summative quizzes done prior to taking a deferral will have to be redone when you re-join the programme, in order to demonstrate that your working knowledge of DALP is in place at the time you restart your studies.

When a deferral is granted, a contact date is given. It is your responsibility to contact the deferral administration team via CPDMAIL@dyslexiaaction.org.uk by the date given to confirm that you wish to rejoin your programme of study. Important points to note about this contact date are:

- It is your responsibility to contact the administration team by the date given. If you do not contact us by that date, you will be withdrawn from studies. It is therefore very important that you note the date and contact us before or by that date.
- We cannot guarantee that a place will be available on your target return cohort. In most cases we would hope to accommodate re-joiners, but this cannot be taken for granted. If a place is not available you will be allocated a place on the next available cohort.

Section 1: Groundwork for Literacy

This section opens with a consideration of the nature of dyslexia and explores why how we conceptualise dyslexia can affect the effectiveness of the strategic support we can offer learners. The materials for the tasks in this sub-section are available to download via the *Conceptualising Dyslexia* page on Moodle. Moodle 'pages' can be identified from the blue 'page' icon:



NB: The *Practice Upload Task* should be undertaken before commencing Task 1.

Task 1

The first task is a bundle of activities designed to give you a range of background information about dyslexia and some of the difficulties that often co-occur with it. There is a quiz (Quiz 1) in this section that gives you the opportunity to demonstrate how much of the information you have assimilated. Please do the tasks in the order given below:

1. Watch the *Get Working* screencast. There are summary notes available in the document *Get Working Mindmap and Notes.pdf*. This screencast is an introduction to the section and the topics arising within it.
2. Study the *ADULT DYSLEXIA Cognitive Processing Checklist.pdf*. This has been developed to give an overview of the types of cognitive processes that can be affected in adults with dyslexia, as well as some of the strengths that might be displayed. Many of the features apply equally to younger people with dyslexia.
3. Read the document *Facets of Performance and Co-occurring Difficulties.pdf*. This provides an exploration of some of the speech, language and communications difficulties that can co-occur with dyslexia and the life prospects for those with overlapping difficulties.
4. Take a more detailed look at working memory and attention by reading *Working Memory Chunking Attention.pdf*.

Once you have thoroughly studied the materials in Task 1, move on to preparing for the quiz. Table 2 sets out the questions for you to consult. The breakdown of the questions and their document/learning object of origin are as follows:

- Questions 1 – 5 – Get Working screencast and associated materials
- Questions 6 – 12 – Adult Dyslexia Cognitive Processing Checklist
- Questions 13 – 17 – Facets of Performance-occurring Difficulties FT
- Questions 18 – 25 – Working Memory Chunking Attention

We suggest that you try to answer the quiz using the copy given in the table first, then to go back to the relevant section materials to check your performance by finding the answers. Then you can proceed to the Moodle-interactive version on the course site. Two attempts at the quiz are allowed. The system averages your two attempts. The pass mark is set at 80% to ensure that you have taken away sufficient detail from the set of activities.

Summative Log – Please enter your average score for the quiz in the Quiz 1 box within the document.

Table 2

	Option 1	Option 2	Option 3
1. What is 'multi-tasking'?	It's the layman's term for doing lots of tasks in a row.	It is the cognitive psychologist's term for mental juggling – doing several tasks at once – some of them might be onerous.	It means doing the same task multiple times in order to perfect performance.
2. Complete the following sentence: It is important, in one way or another, to provide _____ instructions and explanations to people with dyslexia.	implicit	detailed	Explicit
3. What can make acquiring new procedures or new bodies of knowledge especially challenging for people with dyslexia?	There is often no mental framework to help structure their understanding.	There is not a chance to rote learn the information.	There is not time to repeat the same thing over and over again.
4. What mental process is helpful when we are trying to comprehend text or a situation we are observing?	vocalisation	listening	activating schemas
5. What does the phrase 'visual noise' describe?	Visual noise describes situations where people visualise sounds.	Visual noise describes situation where there is too much irrelevant information on view, making it harder to see the key/ relevant information.	Is a situation where sound and visual senses are combined to aid learning.
6. List three types of cognitive process	<ul style="list-style-type: none"> ● walking ● speaking ● reasoning 	<ul style="list-style-type: none"> ● ageing ● respiring ● language 	<ul style="list-style-type: none"> ● attention ● perception ● memory
7. What sorts of skills are involved in phonological awareness tasks	<ul style="list-style-type: none"> ● Perception of visual representations. ● Recollection of sequences of movements. 	<ul style="list-style-type: none"> ● Perception of sounds within words. ● Mapping of speech sounds to letters. 	<ul style="list-style-type: none"> ● Linking sounds to movements. ● Remembering tunes.

		<ul style="list-style-type: none"> Manipulating speech sounds. 	
8. What is short-term phonological memory?	The type of memory used when the person needs to catch verbal or sound information and repeat it back immediately.	It is the type of memory used when you need to hold information for between 20 minutes to 1 hour.	It is a type of memory used by musicians to judge the quality of harmonies.
9. What sort of memory best fits the following description: <i>The type of memory used when a person needs to monitor and use incoming information for a task at the same time.</i>	Implicit memory	Short-term phonological memory	Working memory
10. Is visual memory always a strength in people with dyslexia?	<ul style="list-style-type: none"> Sometimes difficulties apparent in this area. Sometimes strengths apparent in this area. 	Visual memory is always a strength.	Visual memory is never a strength.
11. List three areas of performance that are often adversely affected in those with visuo-spatial difficulties.	<ul style="list-style-type: none"> Listening skills Encoding (spelling skills) Vocabulary acquisition 	<ul style="list-style-type: none"> Judgements of relative size and of the location of objects. Diagram and map work. General problems with areas of maths e.g., geometry, graphic work, co-ordinates etc 	<ul style="list-style-type: none"> Handwriting Verbal fluency Spelling skills
12. What types of activities are often challenging for people with visuo-motor difficulties?	Driving	Listening activities.	Activities that involve accurate location of targets, balance, co-ordination of one side of the body with the other etc.
13. What sort of categorisation system does the Crystal Model use?	It takes categories such as 'person with dyslexia', 'person with dyspraxia', 'person on	It categorises people according to the clarity of their reasoning processes.	It categorises people according to level of support they might

	the autism spectrum' etc. and breaks these categories down into key manifestations or facets		eventually require as adults.
14. What type of approach to intervention/support does Gillberg (2010) advocated?	A kinaesthetic approach	A dualistic approach	A holistic approach
15. What did research done by Conti-Ramsden & Durkin (2008) demonstrate?	The research demonstrated that teaching phonics at an early age or during early adulthood was the most effective way or reducing reading difficulties in later life.	The research demonstrated that language and literacy play a larger role in the promotion of independent functioning in adolescents with speech and language difficulties (and in typically developing adolescents) than other types of cognitive processes (e.g., non-verbal reasoning skills).	The research demonstrated that boosting cognitive processing skills such as non-verbal reasoning was the most effective way of promoting independent functioning in adolescents with speech and language difficulties.
16. Research tracking developmental language disorders into adulthood have found that...	... these individuals can continue to display difficulties with interpreting the motives/actions of others, substantial difficulties with social adaptation and had an increased risk of psychiatric disorder in adult life.	... these individuals always display difficulties with decoding words.	... these individuals always display difficulties with spelling
17. What percentage of young offenders did the Bercow Report (2008) state to have difficulties with speech, language and communication sufficient to affect their ability to communicate effectively with staff about routine matters?	40%	25%	At least 60%

18. What does the process of 'chunking' involve?	It involves the inter-play of long-term memory and new incoming information.	It involves splitting information into lots of separate pieces.	It involves making meaningless links between bits of information.
19. Why is serial information dealt with as separate chunks of information (at least initially)?	Serial information is dealt with as separate chunks of information because there is never any way of linking the information together.	Separate chunks are easier for people with dyslexia to process.	Serial information is dealt with as separate chunks of information. Because, at least initially, the pieces of information cannot be linked or chunked or dealt with in larger units i.e., they lack semantic ties for the person processing the information.
20. If you are familiar with and know the English Alphabet by heart, how many memory chunks would the sequence 'a, b, c, d' consist of for you?	One memory chunk	Four memory chunks	Seven memory chunks
21. How many memory chunks can be held in memory at one time according to Cowan (2005)?	Seven	Somewhere between three and five	One
22. What type of chunks is Miller describing when he says "We can increase the number of bits of information that [each chunk] contains simply by building larger and larger chunks, each chunk containing more information than before"?	Super-chunks or super categories	Chunks consisting of only one or two bits of information.	Double chunks
23. A key aspect of chunking is ...	... remembering the steps in tasks	... learning things by rote	... the presence of meaningful frameworks
24. Which three sub-systems of the way we process	<ul style="list-style-type: none"> ● Concentrating ● Remembering ● Linking 	<ul style="list-style-type: none"> ● Mental set shifting 	<ul style="list-style-type: none"> ● Rehearsing ● Grasping ● Reproducing

information and maintain attention did Miyake and colleagues report in 2000?		<ul style="list-style-type: none"> ● Information updating and monitoring ● Inhibition of powerful/automatic responses 	
25. The essence of strategic support for those with working memory difficulties is....	.... to introduce ways of supporting working memory that focus upon rote learning of basic facts.	.... to introduce ways of supporting working memory in order to minimise the disruption that tasks which involve attention-shifting can cause.	.... to introduce ways of supporting working memory that focus upon listening carefully for key words and phrases.

Task 2

This task involves looking more closely at the constraints and potentials in learning situations. It is designed to extend your understanding of the essential characteristics of effective dyslexia support provision, by looking more closely at the variables at play in learning and workplace settings. Steps are as follows:

1. Read the *Dyslexia: A Wide Realisation* document.
2. Study the Constraints and Potentials table that is found in the appendix to the document. Carefully consider how ‘within person’ and ‘within-operating-environment’ factors can interact.

Task 3

The final task for sub-section, is to study the detailed exploration of working memory in a real-life task/scenario. This is designed to help you understand the importance of considering memory and attention issues in both educational and workplace settings. This is a summative task. Steps are as follows:

1. Read the document *Working Memory_ATC.pdf* and consider it alongside the *Working Memory Chunking Attention.pdf*.
2. Identify four examples of information processing and data-handling tasks in your own setting, which could pose challenges for those whom you support.
3. Write a short piece (written in either sentence format or in bullet points) explaining the challenges they pose for those whom you support.
4. Copy and paste your piece into your **Summative Log – Element 2** – working memory area. Details of word count are given there.
5. Post your reflection to the *Working Memory Reflective Task Forum*. NB: You will only be able to see the responses of others after you have posted your own thoughts. Tutors do not comment on every posting. They monitor and comment as necessary.

Next, we examine how our brains’ attentional mechanisms need to be harnessed to ensure effective learning. The role of the ‘teacher’ and the structuring of learning opportunities and spaces are explored. The materials for the tasks in this sub-section are available to download via the *Structured Multisensory Teaching* page on Moodle.

Task 4

This task is a bundle of activities designed to give you a range of background information about how the structure of learning situations affects their effectiveness. The quiz (Quiz 2) gives you the opportunity to see how much of the information you have assimilated. NB: Performance on this quiz is monitored and contributes to your final grading. Quiz 2 has two discrete parts to it; each part should be tackled in turn. To prepare for the first set of questions do the following:

1. Watch/listen to the screencast *Structuring Learning: Structured Multisensory Input*, which gives an introduction to the principles of structured multisensory teaching by discussing the rationale for the methods used. There is a copy of the lecture script in the section folder on Moodle.
2. Study quiz questions 1 – 8 in Table 3. Use the tabulated version of the quiz questions to assess your own understanding. Go back to the relevant section materials to check any areas that you are unclear about.

The second part of the quiz (Questions 9 – 12) is based on the 'Learning Styles' - A Neuro-myth materials on Moodle. 'Learning styles' are currently a hot topic. One of the most accepted understandings of learning styles is that student learning styles fall into three 'categories': visual learners, auditory learners and kinaesthetic learners. Although, there are many different definitions and many different styles listed within these different definitions. The scientific validity of the construct learning styles is now widely questioned. This came to a head in 2017 when a joint letter was sent to The Guardian newspaper by a long list of experts in the fields of psychology, neuroscience and education. There is a set of web-links given to short articles that are part of the re-appraisal of the concept of learning styles and their usefulness. The stages to work through are as follows:

- Follow the three web-links given with the Moodle page and read the content carefully.
- Read through the final four questions in Table 3 (Questions 9 – 12) and select your answers, checking as necessary.
- Finally, have a go at the online version of the whole quiz. Two attempts at the quiz are allowed. The system averages your two attempts. The pass mark is set at 80% to ensure that you have taken away sufficient detail from the set of activities.

Summative Log – Please enter your average score for the quiz in the Quiz 2 box within the document.

Table 3

	Option 1	Option 2	Option 3
1. How are 'paying attention' and 'selection' linked?	They are linked because they are both things we do when we think.	Paying attention means that we select certain information as important: we give priority to that information over the other thousands of things bombarding our senses.	They are not linked. You can pay attention without selecting any information.
2. The educational philosopher Dewey	Dewey states that future learning will be highly	Dewey states that this demonstrates the	Dewey states "...The consequence of

<p>warns that if we don't structure learning experiences effectively for learners they will form 'dispersive, disintegrated, centrifugal habits.' What does he state will be the consequence of this for their future learning?</p>	<p>effective in these learners.</p>	<p>power of multisensory in isolation.</p>	<p>formation of such habits is inability to control future experiences." This means learners will not be able to regulate their own learning or learn effectively and efficiently.</p>
<p>3. Which two elements does Dewey highlight as being essential to educational experience?</p>	<p>Dewey highlights the importance of structure and cumulative practice to educational experience.</p>	<p>Dewey highlights the importance of drill and rote learning to educational experience.</p>	<p>Dewey highlights the importance of movement and using visual images.</p>
<p>4. What do Talsma, Senkowski, Soto-Faraco & Woldorff, 2010, state is essential to successful behaviour?</p>	<p>They state that focusing on only one thing at a time is essential.</p>	<p>They state that hard work and lots of practice is essential.</p>	<p>They state that the interplay between attentional selection [how we structure and focus our attention on tasks] and multisensory processing is essential.</p>
<p>5. Which list best captures how we can most effectively shape the delivery of syllabus content?</p>	<p>We should:</p> <ul style="list-style-type: none"> ● Focus on the use of worksheets. ● Encourage learners to focus on remembering key facts. ● Minimise explanations. 	<p>We should:</p> <ul style="list-style-type: none"> ● Use routines and strategies that structure and reinforce learning ● Use cumulative practice ● Plan a meaningful framework to base the content within 	<p>We should:</p> <ul style="list-style-type: none"> ● Teach topics in blocks. ● Not make links between topics. ● Focus on retention not understanding of subject matter.
<p>6. What are the key features of relational understanding?</p>	<ul style="list-style-type: none"> ● It helps us to do things that we don't understand. ● It looks at how we relate to things. 	<ul style="list-style-type: none"> ● It focuses on remembering key facts ● It arises from rote learning ● It focuses on fixing difficulties with a particular task rather than addressing underlying misconceptions. 	<ul style="list-style-type: none"> ● It arises from knowing how facts are inter-related ● It gives us the ability to relate tasks to the underlying structure (makes them meaningful) ● It fosters the ability to generalise and grow as a problem-solver
<p>7. What is meant by teaching for 'instrumental understanding'?</p>	<p>It is a type of tuition that focuses on the use of tools.</p>	<p>It is a type of tuition that focuses upon giving learners practice that</p>	<p>It is a type of tuition that focuses on addressing misconceptions.</p>

		promotes the retention of isolated facts.	
8. What is it that gives multisensory interactions their power in learning activities?	It is the structure that we bring to multisensory interactions that give them their power.	It is the fact that the weaker sense is supported by the stronger sense.	It is the fact that lots of noise and images capture our attention.
9. One of the most accepted understandings of learning styles is that student learning styles fall into three 'categories':	<ul style="list-style-type: none"> • Movement-triggered learners • Sound-triggered learners • Meaning-triggered learners 	<ul style="list-style-type: none"> • Collaborative learners • Independent learners • Exploratory learners 	<ul style="list-style-type: none"> • Visual learners • Auditory learners • Kinaesthetic learners
10. Complete this statement by Professor Bruce Hood in a Guardian newspaper article in 2017: "The claim that students will perform better when the teaching is matched to their preferred sensory modality (learning style) is ..."	"... is supported by a wealth of scientific evidence."	"... is widely supported by a large number of influential scientists."	"... is simply not supported by the science and of questionable value,"
11. Which four truths lie behind the 'learning styles' myth, according to Yana Weinstein in her blog.	<ol style="list-style-type: none"> 1. People have preferences for how they learn. 2. All people learn better when more senses are engaged. 3. Some people need additional modalities more than other people. 4. No one suffers from the addition of a modality that's not their favourite. 	<ol style="list-style-type: none"> 1. Learners can be classified by which is their favoured 'input'. 2. Learning styles are scientifically proven. 3. Learning styles are increasingly popular with scientists. 4. We should all take Learning Style Inventory tests. 	<ol style="list-style-type: none"> 1. Learners can sometimes be classified by which is their favoured 'input'. 2. Learning styles are not yet scientifically proven. 3. Learning styles are increasingly popular with scientists. 4. We should stop trying to categorise learners in this way.
12. Complete the following statement from a research article by Pashler and colleagues ⁴ (2008) cited on the Work-Learning Research Learning Styles Challenge web-page:	"... <i>there is no adequate evidence base to justify incorporating learning-styles assessments into general educational practice.</i> "	"... <i>there is an adequate evidence base to justify incorporating learning-styles assessments into general educational practice.</i> "	"... <i>there is no need for teachers to dispense with their belief in the efficacy of learning styles to inform educational practice.</i> "

⁴ Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9 (3), 105-119.

“We conclude therefore, that at present...”			
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Task 5

The second part of the materials in this sub-section focuses upon ‘metacognition’ and how it is fostered by an explicit, active and structured approach to learning. Steps are as follows:

1. Read the first chapter of the document *Structured Multisensory Teaching and Learning Booklet (Resources to Structure Active Learning Engagement and Metacognition)*. This gives you an overview of some of the ways in which a methodical, learner-centred approach to learning (and the monitoring of learning) can have great benefits for learners. Carefully think through the connections between learner’s ability to attain and develop independence in learning and the structure of the tasks we create for them.
2. Read the second chapter of the document: *Resources to Structure Active Learning Engagement and Metacognition*. This considers the characteristics of ‘productive’ activities (that is, what makes them beneficial to learning).
3. Go to **Summative Element 4** in your Summative Log and follow the instructions give there.

The final sub-section considers some very fundamental aspects of grammar. Knowledge of grammar is something that underlies our use of language. We may not all be able to explicitly explain what we know or how we know it, but without an understanding of grammar we would not be able to understand written or spoken language or to formulate utterances and sentences of our own. Because our knowledge of grammar is not always explicit, it can be difficult to explain usage to the language learners we are working with. This section is designed to give you the foundations to explain such usage with clarity. Kennedy defines grammar as:

The grammar of a language is a set of cognitive rules or principles for combining words (and parts of words) to express certain notions or ideas. For example, we combine words to explain where things are, what happened to them, who did what to whom; when, where, why, or how something happened. In this sense, grammar is a system that enables us to get meaning out of sound. (Kennedy, 2003, p. 1)

Task 6

In his book, *Structure and Meaning in English*, Kennedy cites seminal research done by Brown in the 1970s⁵. In Table 4 the relationships outlined by Brown are set out in tabular form. The grammatical relationship is shown in the first column, followed by some indicative questions that we might ask of this type of relationships. The indicative questions are not by any means exhaustive, in places ‘what’ or ‘the object’ is used where the actual receiver of the action could, for example be a person. Bear this in mind as you read through the table. The second column of the table shows a two-word example that could be uttered by a young child. This task gives you the opportunity to examine the relationships and the potential meanings and ambiguities within each group of words.

⁵ Brown, R. (1973). *A first language: The early stages*. Cambridge: Harvard University Press.

Table 4

Grammatical Relationship	Example 1 (agent's name ⁶ = Kish)
Agent and action (<i>Who did what?</i>)	Kish smash
Action and receiver of the action (<i>What happened to the object? What happened to the person? Etc.</i>)	smash mug
Agent and receiver of the action (<i>Who is acting? What is focus of the action?</i>)	Kish mug
Action and place (<i>Where is the action to take place? What is to happen in that place?</i>)	drink table
Thing or person and place (<i>What thing or person? Where?</i>)	mug shelf
Possessor and possession (<i>Who own's what?</i>)	Kish mug
Thing or person and a characteristic (<i>What is x (an object, a person) like?</i>)	shelf dusty
Action and instrument (<i>What is the action being done with?</i>)	polish duster

Things to think about...

- Where do ambiguities occur?
- Note that in Table 4 the name of the agent (the person doing the action) is capitalised, as it typically would be. Consider carefully how much information this gives you if you understand the convention of capitalising and what might be missing from your understanding if capitalisation is either not something you do, or not something you can consistently do accurately.
- How could the use of capitals change the range or nature of the grammatical relationships between words? For example, 'Polish duster'.

In Table 5 the capitalisation has been removed. Explore the ambiguities this presents us with when we try to extract meaning from the two-word utterances.

Table 5

Grammatical Relationship	Example 2 (agent's name is not capitalised)
Agent and action	kit smash
Agent and receiver of the action	kit mug
Possessor and possession	kit mug

Consider the impact that this task has had upon your understanding of word classes. Possible topics to consider would be:

⁶ Put most simply, the agent is the person performing the action, experiencing a particular 'state' etc.

- Conceptual aspects (e.g., the ambiguities of meaning latent in the different utterances, the role of punctuation, the complexity of the relationships that can be represented in two-word utterances, explore the role that context would have provided if the utterance had been made within a real situation, explore the role that prosody – the stress and rhythm of speech – would play)
- How you are re-considering your present teaching practice
- How future practice might be changed in the light of fresh understanding

Task 7

This task serves as an opportunity for you to refresh your understanding of key word classes that you will be working with as a specialist literacy teacher. Quiz 3 and the associated activities are designed to enable you to consider your understanding on a range of key aspects of word class. Performance on this quiz is monitored and contributes to your final grading. The steps in the task are as follows:

1. Read through the quiz questions (Quiz 3), which are set out in Table 6.
2. If there are any you are unsure of, try to use online dictionaries or published sources to help you clarify which answer to select.
3. Identify the answer for each of the questions that you consider to be correct and make note of your choices.

Table 6

	Option A	Option B	Option C
1. Which of the following is the most accurate description of the term 'noun'?	Nouns are always physical objects.	Nouns typically identify people, <i>objects</i> , places or abstract states like 'pity', 'honour' etc.	Nouns are the names we give to objects.
2. Identify the noun/nouns in the following sentence: <i>The growth of the plant was phenomenal.</i>	plant growth	Plant	phenomenal, plant
3. Identify the noun/nouns in the following sentence: <i>She was overwhelmed by his kindness and bravery.</i>	kindness, bravery	kindness, overwhelmed	she, kindness
4. Which of the following is the most accurate description of the term 'proper noun'?	Proper nouns form a separate class of nouns. The most frequent proper nouns are names of places, people, brand names, institutions, days of the week, months of the year etc.	Any word with a capital letter is a proper noun.	Proper nouns are words like 'which', 'us', 'you', 'they'.
5. Identify proper noun/nouns in the following sentence:	Pam, Coke, packet, crisps, shop	Pam, packet, crisps, shop	Pam, Coke

<i>Pam and I got a Coke and a packet of crisps from the shop.</i>			
6. Identify the proper nouns and noun in the following sentence: <i>Tomasz goes to Brent on Tuesdays to study for his exam.</i>	Brent, Tuesday, exam	Tomasz, Brent, Tuesday	Tomasz, Brent, Tuesdays, exam
7. Which of the following is the most accurate description of the term 'verb'?	Verbs typically describe actions, events or states.	Verbs are doing words.	Verbs always describe visible actions.
8. Identify verb/verbs in the following sentence: <i>Dembe waltzed into the ballroom and swept Gwendolen into his arms.</i>	waltzed	waltzed, swept	Swept
9. Identify verb/verbs in the following sentence: <i>I jumped for joy as Dilek strode towards me.</i>	jumped	joy, strode	jumped, strode
10. Identify verb/verbs in the following sentence: <i>The paper plane flew into the stew.</i>	flew	flew, stew	stew
11. Which of the following is the most accurate description of the term 'adjective'?	Adjectives are describing words.	Adjectives are noun modifiers – they associate characteristics with nouns to give us more information about them.	Adjectives are verb modifiers – they associate characteristics with verbs.
12. Identify the adjective/adjectives in the following sentence: <i>My dog is small and bad-tempered.</i>	small, bad-tempered	dog, is	small, bad
13. Identify the adjective/adjectives in the following sentence: <i>He couldn't open the old, silver locket.</i>	could, old	Old	old, silver
14. Identify the adjective/adjectives in the following sentence: <i>It was a polished and professional performance.</i>	professional	Polished	polished, professional
15. Which of the following is the most accurate description of the term 'adverb'?	Adverbs only modify nouns.	Adverbs only modify verbs.	Adverbs can modify verbs,

			adjectives and other adverbs.
16. Identify adverbs in the following sentence: <i>The elegant woman danced beautifully.</i>	beautifully	elegant, danced	elegant, beautifully
17. Identify adverbs in the following sentence: <i>He worked fast and furiously.</i>	furiously,	Fast	fast, furiously
18. <i>What a fast worker!</i> Is the word 'fast' an adverb or an adjective in the sentence above?	adverb	Adjective	
19. <i>It was a measured response.</i> Is the word 'measured' a verb or an adjective in the sentence above?	verb	Adjective	
20. <i>Adverbs always end in <ly>.</i> Is the above statement true or false?	true	False	

4. After you have selected an answer for each quiz question, access the Moodle 'page' *The Function of Words Within Sentences*. From that page link to and watch a YouTube short video about word classes.
5. Make any necessary adjustments to your quiz answers after you've watched the video.
6. Work through the Quiz 3 questions on Moodle. Two attempts at the quiz are allowed. The system averages your two attempts. The pass mark is set at 80% to ensure that you have taken away sufficient detail from the set of activities.
7. **Summative Log** – Please enter your average score for the quiz in the Quiz 3 box within the document.

Task 8

This task is designed to get you thinking about activity design in more depth and how clarity of purpose when planning teaching activities is essential.

The task involves appraising two teaching activities, applying what has been covered about word classes, then writing a short reflection that can be posted to the forum to share with others. *This is an important formative task, which should be used to demonstrate your understanding of both activity design and word classes.* The task is done in three stages:

1. Look at Activity 1 (below) and reflect upon the following:
 - Does the task meet the tutor's objective – **'to identify the word class on five occasions unsupported'**
 - Are there any difficulties that could arise when the learner is doing the activity? If so, what are they?

Activity 1: *In this task the learner is given cards with words on and asked to put them under the correct header cards: 'noun' 'adjective' and 'verb'. The learner then turns the word cards over to self-check the answers.*

noun	verb	adjective	
pinch	hand	jump	dog
lob	short	wet	leg

2. Look at Activity 2 (below) and reflect upon the following:

- Does the task meet the tutor's objective – **'to identify the word class on five occasions unsupported'**
- Are there any difficulties that could arise when the learner is doing the activity? If so, what are they?

Activity 2: In this task the learner is given cards with sentences on and asked to put them under the correct header cards: 'noun' 'adjective' and 'verb' using the underlined word in bold. The learner then turns the sentence cards over to self-check the answers.

noun

verb

adjective

Don't **pinch** Sid!

Leg it!

I have a **pinch** of salt.

Lob it into the pond!

The map is **wet**.

I have a **dog**.

Don't **wet** the map.

He is **short**.

Can you do a big **jump**?

We **dog** his steps.

3. Formulate a reflective piece guided by the structure in your **Summative Log – Element 6** Teaching Activities Comparison area, based upon your analysis of the activities.
4. Finally, post your reflection to the *Teaching Activities Comparison Task Forum*. NB: You will only be able to see the responses of others after you have posted your own thoughts. Tutors do not comment on every posting. They monitor and comment as necessary.

The knowledge gained in this section contributes towards the **TIMED Quiz** (Summative Element 13), which is released during Week 7 of the course. The questions will be similar to those already encountered in this section. A thorough consideration of them (along with some materials encountered later in the course) will prepare you well for the quiz. Please see the *DIST1 Quizzes* section earlier in the handbook for further details.

Section 2: Reading, Writing and Study Skills Support

Reading Skills and Support

Experienced readers often underestimate the complexity of the reading process, as they become blind to the many different types of skills that are pooled when we read. The materials for the tasks in this section are available to download in a zip file via the *Reading Skills and Support* page on Moodle.

Task 9

The first group of activities in this sub-section is designed to give you a fresh appreciation of reading processes. Please note that it is important to work through the steps set out below to ensure that the full impact of the task is experienced.

1. Read the document *General Advice on English Teaching and Dyslexia.pdf*. This is a very good source of general information about supporting learners with dyslexia in an academic context.
2. Read the *Reading_basics.pdf*. This has introductory information about some of the themes featured in the section.
3. Read the document *Reading Knowledge Skills and Habits.pdf*, then do the activity as given at the end. Do not look at this in advance or the power and impact of the task will be reduced.
4. There is a grid given following the flipped text – you can use this to guide your reflections on the task. You do not need to upload anything to a forum, but do post some of your reflections informally to share with other participants to the *Flipped Text Forum*, if you would like to.

Task 10

The second batch of activities look in more detail at some of the subskills for reading and at some recent explanatory models of reading that you may find enlightening. The activities cumulatively build towards Quiz 4 – the quiz gives you the opportunity to consolidate understanding of some of the key terminology. Steps are as follows:

1. Read the document *Phonological Awareness Skills.pdf*. This gives you an overview of some of the sound-related reading subskills and how they are connected to working memory.
2. Read pages 75-93 of the document *Independent Review of The Teaching of Early Reading: Final Report.pdf*. This briefly discusses the background factors and theory to two recent models of reading: The Searchlight Model and The Simple View of Reading. These are useful to know about as considering them helps us to assess the relative importance of different inputs to the development of reading skills, and also to the presence of particular skills in skilled readers.
3. Look through the Quiz 4 questions (available in Table 7). This table contains all of the questions from Quiz 4, plus the four possible answers. Make notes of the answers.
4. Take the interactive version of the quiz on Moodle. Two attempts at the quiz are allowed. The system averages your two attempts. The pass mark is set at 80% to ensure that you have taken away sufficient detail from the set of activities.

Table 7

Instruction	A	B	C	D
1. Synthetic phonics includes analysis of onset and rime.	True	False		
2. Why do Rief and Stein (2010) recommend that for some learners splitting words into body and coda might be more effective than onset and rime?	Because there is less distortion of the vowel sound when body and coda are blended.	Because synthetic phonics is the best method to use.	Because onset and rime is old-fashioned.	Because it is currently recommended by government advisors.
3. 'Phonological awareness' can be defined as ...	...our ability to rote learn pieces of text.	... our ability to remember instructions.	... our ability to acquire spoken language.	... our ability to reflect upon and manipulate the sound units that make up the words in a language.
4. 'Phonemic awareness' is a sub-set of phonological awareness. Phonemic awareness can be defined as ...	...our ability to rote learn the alphabet.	... a type of awareness that we gain as infants.	... our ability to reflect upon and manipulate a variety of the sound units that make up the word in a language.	... the knowledge of and ability to manipulate sound units within words at the level of the phoneme.
5. Which kind of memory can the ability to transpose phonemes between words and reverse the order of phonemes within words give us information about?	long term memory	short term memory	working memory	episodic memory
6. What are the four inputs to the reading process outlined in The Searchlight Model?	<ul style="list-style-type: none"> ● Visual ● Verbal ● Haptic ● Spatial 	<ul style="list-style-type: none"> ● Phonics ● Grammatical knowledge ● Word recognition and graphic knowledge ● Knowledge of context 	<ul style="list-style-type: none"> ● Syntax ● Punctuation ● Orthography ● Phonology 	<ul style="list-style-type: none"> ● Vision ● Auditory ● Kinaesthetic ● Haptic

7. The inputs ('searchlights') in The Searchlights Model were essentially seen as	Four different methods that could be used in isolation to support readers who were struggling.	Different types of reading experience.	'cueing systems' used with increasing skill by readers as they learn to read.	Ways of describing the skills that learners acquire by learning to read.
8. In 1998 The Searchlight Model was considered a reflection of best practice, which took a...	holistic approach to reading.	Strand approach to reading	Psychological approach to reading	Realistic approach to reading
9. Since 1998 research into reading has generally taken a different approach, tending to separate:	Visual from verbal processes.	Cognitive from perceptual processes.	Integrated from isolated processes.	<ul style="list-style-type: none"> the ways in which children's word recognition skills (i.e., their ability to read and understand words, in and out of context) develop. the ways in which children's ability to understand written texts develops.
10. Coltheart (2006) warns us that it is very difficult if not impossible to study the actual process of 'real reading'. He directs us instead to...	Do case studies rather than cognitive investigations.	Use computer simulations to inform our understanding.	... break up 'real reading' into simpler component parts that are more immediately amenable to investigation	Do structured interviews to understand people's experience of reading.
11. What are the two component parts first put forward by Gough and Tunmer (1986) in The Simple View of Reading?	Prediction and manipulating syllables	Decoding and comprehension.	Grammar and syntax	Lexical knowledge and semantic knowledge
12. What does 'comprehension' mean	Linguistic comprehension	Reading comprehension	Comprehension of visual images	Understanding single words

<p>within The Simple View of Reading Model?</p>				
<p>13. What do Gough and Tunmer make clear about word recognition in their model?</p>	<p>That it is sufficient to give readers what they need to understand text.</p>	<p>That it is necessary but not sufficient for reading because ability to pronounce printed words does not guarantee understanding of the text so represented.</p>	<p>That it is neither necessary or sufficient to give readers what they need to understand text.</p>	<p>That it is not something readers need to be able to do.</p>
<p>14. If we assume that recognition and comprehension elements are separate dimensions in the reading process, we can predict that:</p>	<p>Reading is complex and hard to understand.</p>	<ul style="list-style-type: none"> ● Many learners will struggle with different dimensions. ● Most learners will be better at one than the other. 	<ul style="list-style-type: none"> ● Different underlying skills and abilities should contribute to successful development of each dimension. ● Four different patterns of performance should be observable across the two dimensions. ● Context effects might be shown to operate differently at word and text level. 	<ul style="list-style-type: none"> ● Phonics is the only method of reading instruction that will be beneficial. ● Comprehension will arise from word recognition alone.
<p>15. Which patterns of performance are predicted by The Simple View of Reading?</p>	<ul style="list-style-type: none"> ● Poor word recognition; good comprehension ● Good word recognition; good comprehension ● Poor word recognition; poor comprehension ● Good word recognition; poor comprehension 	<ul style="list-style-type: none"> ● Poor predictive skills ● Good listening comprehension 	<ul style="list-style-type: none"> ● Poor predictive skills ● Good word manipulation skills 	<ul style="list-style-type: none"> ● Poor recognition of rhyme ● Good generation of rhyme

Task 11

In this sub-section each of the bundle of activities in one way or another consider the types of resources and the types of strategies we can use to support reading development and efficiency in learners with literacy-related difficulties (often learners with working memory weakness). The steps in the first activity are as follows:

1. Read Part One of the document *Structured Support of Reading.pdf* carefully. Consider how each structured routine contributes towards the successful grasp and consolidation of the grapheme-to-phoneme link.
2. Click on the links within the Moodle page to watch the clips that demonstrate some key structured routines used to consolidate grapheme-to-phoneme correspondences in learners of all ages with literacy difficulties.
3. Read Part Two of the document *Structured Support of Reading.pdf* carefully. Consider how each type of card and the strategies associated with them contribute to the strategic support of memory in order to support reading development.
4. Read Part Three of the document. This part of the document is designed to get you thinking about how you structure the documents you might produce for the learners you work with, or the documents you might produce in your working environment. Do you ever consider the formatting of the documents and how they could be made more accessible to people who have difficulties accessing unstructured text that cannot be read by standard document reading software? Or do you ever consider how you could add an internal structure to your documents to allow in-document navigation strategies to be used?

Task 12

This task aims to give you the opportunity to explore several different aspects of reading theory and research by reading an interview done with Professor Jeff Bowers. Although it does focus upon the debate about the efficacy of phonics, many of the arguments in it are pertinent to older learners too and how we support those who are struggling to make progress in literacy. Do note the comments made about the role of richness of linguistic input and how those who need it most may be deprived of it. Steps are as follows:

1. Read the Dyslexia Review article *Beyond Phonics...*
2. Reflect upon the topics arising within it and how they might make you reappraise your current practice.
3. Move on to doing Quiz 5 – the questions and possible solutions for them are given in Table 8. The breakdown of the questions and their document of origin are as follows:
 - Questions 1 – 5 – *Structured Support of Reading: Part TWO*
 - Questions 6 – 10 – *Beyond Phonics* article
 - Questions 11 – 15 – *Structured Support of Reading: Part THREE (Formatting Text to Aid Accessibility)*

NB: Two attempts at the quiz are allowed. The system averages your two attempts. The pass mark is set at 80% to ensure that you have taken away sufficient detail from the set of activities.

Table 8

1.	Is the statement below true or false? <i>It is suggested that the teacher creates the metacard</i>	True	False	
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2.	<p>SELECT TWO OPTIONS that successfully complete the sentence below: <i>The benefits of using metacards are...:</i></p>	<p>... they help to support memory and consolidate grammar, punctuation and other types of conceptual learning points.</p>	<p>... they can be used in every teaching session as a reminder of previous learning points.</p>	<p>... that they can be used to rote learn key phonemic points.</p>
3.	<p>What did recent research with children by MacKay, Levesque & Deacon, 2017, indicate?</p>	<p>It indicated that skills in interpreting analogies have nothing to do with comprehension skills.</p>	<p>It indicated that children with poor analogy processing are good at comprehension.</p>	<p>It indicated that a very particular type of deficit in analogy processing may be evident in children who are unexpectedly poor comprehenders.</p>
4.	<p>Examining synonyms and antonyms can support vocabulary expansion because...</p>	<p>... this process provides opportunities to explore etymological structure of words.</p>	<p>... this process links words together.</p>	<p>... synonyms can act as a stepping stone to the new word's retention and because antonyms can provide information that helps to anchor meaning by association.</p>
5.	<p>SELECT TWO OPTIONS that successfully complete the sentence below: <i>Combining the use of cards featuring the definition on one side and the term on the other with cloze passages is beneficial because ...</i></p>	<p>...it is a multisensory activity which engages the learner in comprehension of text instead of passively reading.</p>	<p>...the learner has a tool (set of cards) to refer to which supports memory.</p>	<p>... it promotes rote learning and doesn't engage with the meaning of words or the context in which they are used.</p>
6.	<p>Morphological awareness can be defined as</p>	<p>Explicit knowledge about the morphemic structure of words, which enables the manipulation of and reflection upon those structures</p>	<p>Implicit knowledge about syntax.</p>	<p>Explicit knowledge about syllable structure and the vowels within them.</p>
7.	<p>Etymology is...</p>	<p>...the study of the way phonemes and graphemes are used within words.</p>	<p>... the study of grammar and syntax.</p>	<p>... the study of words and how they have changed throughout history</p>
8.	<p>What does research done by Compton, Miller, Ellemann &</p>	<p>It suggests that current intervention programs target instruction at a</p>	<p>It suggests that current intervention programs target instruction at a knowledge level below</p>	<p>It suggests that current intervention programs rightly focus upon low level phonic</p>

	Steacey (2014) suggest?	knowledge level too high a level to foster reading skill development that is “generative” in children with reading difficulties.	that which is necessary to foster reading skill development that is “generative” in children with reading disability (RD).	skills to address the difficulties encountered by children with reading disability (RD).
9.	Structured Word Inquiry (SWI) ....	... only explores how phonemes are represented within the context of morphology	...is a holistic way of exploring word structure and meaning and how these two elements can support vocabulary development and comprehension.	... looks only at how words are made up from phonic units.
10.	What does Professor Bowers say is an important truth that we have learnt from many decades of psychological research?	One thing we know from psychology is that the best way to learn is to attach meaning and organise things.	One thing we know from psychology is that the evidence put forward by researchers can always be taken at face value.	One thing we know from psychology is that the best way to learn is to rehearse things over and over again without attaching meaning to things.
11.	Text modification changes the text by using which features of word-processors in a structured way?	<ul style="list-style-type: none"> ● Font Size ● Font Colour ● Optical character recognition ● Text wrapping ● Mail-merge 	<ul style="list-style-type: none"> • Font Type • Font Size • Font Colour • Optical character recognition • Text wrapping • Mail-merge 	<ul style="list-style-type: none"> • Font Type • Font Size • Font Colour • Screen Zoom • Line Spacing • Alignment
12.	Is the following statement true or false? <i>Fonts are worth exploring with each learner, to see if one works better than another for them.</i>	True	False	
13.	What is the ‘styles’ facility with word-processing software?	‘styles’ are templates for creating bespoke images within documents.	‘styles’ are a range of the most popular fonts in a word-processor.	‘styles’ are templates for paragraph formatting.
14.	Choose the option that successfully completes the following sentence: <i>When a document contains carefully structured headings</i> ...	... it looks much neater.	... it is easy to browse the document using the Navigation Pane or a Document Map	... it is easy to proofread.

15.	How can the scan and search processes of readers be also supported by text formatting?	It helps because it makes the meaning of each paragraph clear.	The effective use of headings and sub-headings additionally gives readers the opportunity to scan and search documents in an enlightened way.	It helps because it makes readers pay less attention to the message in the text.
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Task 13

This task extends some of the topics from the previous ones and builds upon them. Reading is much more than decoding words and processing them in a sequence. There are higher-order skills involved in our processing and interpretation of text. The materials here examine both what processes are involved in doing everyday reading tasks (which often involve higher order skills), and the sorts of structured activities and resources we can use to support learners to develop and extend higher order reading skills.

1. Click the link in the section on Moodle to Sheida White's article (2011). Read from the bottom of page 41 to the bottom of page 47. Reflect upon its implications for your own professional practice in teaching and supporting reading skills.
2. Read the extract from Jeff Zweirs' book, *Building Reading Comprehension Habits (in Grades 6 – 12). A Toolkit of Classroom Activities*. The chapter focuses upon how we can use background knowledge to help support memory and enhance comprehension in a range of ways.
3. You should now be ready to undertake a first draft of **Summative Element 9**. Within the Summative Log, you will find a structured grid for you to record your ideas and reflections about three of the activities from Zweirs' book. Note that you are required to choose three activities as follows:
 - An activity you would use as a pre-reading activity.
 - An activity you would use during a reading activity.
 - An activity you would use as a post-reading activity.
 -

A useful reference guide to use when considering your choices for this exercise is Zweirs, page 71, Table 8. This table is entitled 'Where and When to Use the Activities in Chapter 4' - so consulting it will help to guide your choice to ensure that you have an activity from each of the three categories (pre, during and post) specified. *NB: You do not have to upload this work to a forum it is completed within your log only.*

Spelling and Metalinguistics

This sub-section is an exploration of strategies to support spelling skills and of how metalinguistic awareness can be promoted to contribute to vocabulary development, reading comprehension and to spelling if a structured approach is taken. The materials for the tasks in this section are available to download in a zip file via the *Spelling and Metalinguistics* page on Moodle.

Spelling

Here we look at some structured ways to support spelling skills and at the inherent difficulty of spelling in a language such as English, where there are often two or more possible ways of representing phonemes in written form.

Task 14

This task is designed to demonstrate how teaching the spelling of phonemes can be built into a highly structured, yet meaningful routine. Steps are as follows:

1. Open the document *Structured Support of Spelling_Using Routines_1* and study its contents. Focus particularly on the Spelling Card Routine and the Echo, Spell, Write, Check Routine and the rationale for each of the stages within them. These focus on reinforcing learner knowledge at the phoneme level and at word level.
2. Click the links on the Moodle page for this sub-section to view each of these routines in turn.
3. Go back to the document *Structured Support of Spelling_Using Routines_1* and study the Sentence Dictation Routine section, which focuses on spelling skills at sentence level.
4. Click the link on the Moodle page to view the routine.
5. Consider how the different types of spelling routines work cumulatively to support spelling skills.

Task 15

Speech dynamics (the way in which phonemes alter when they feature in everyday speech) is an important area for practitioners to be aware of. The materials associated with this task explore the concept of speech dynamics and the sort of knowledge base we need to be in command of to tackle spelling difficulties effectively. Steps are as follows:

1. Click the link within the Moodle page to watch the *Grasping Speech Sounds* screencast – there are also lecture notes available in the download zip file, which can be referred to as you watch the lecture.
2. Then open the document *Jaks Thot*. This is a sample of writing from a learner writing about his friend Jack. Read through the spelling representations in it. We suggest creating a table for yourself similar to Table 9, in order to analyse the several of the representations. This will help you to understand how, what may at first appear to be bizarre spellings, can actually have a plausible rationale. This work does not need to be uploaded to a forum – it is to build your own understanding of speech dynamics and how they contribute to learners' spellings.

Table 9

Representation	Target word	Rationale for the representation

4. From your analysis of the learner’s spelling representations, consider which **three** areas you would prioritise for remediation. Provide a rationale for each of your choices. Again, this work does not have to be uploaded, but is to support your understanding of speech dynamics.

Using Metalinguistic Knowledge to Enhance Understanding

Next, we undertake an exploration of how metalinguistic awareness can be promoted and how it can contribute to vocabulary development, reading comprehension and to spelling if a structured approach is taken. Some methods are described in outline, for you to try. Doing the tasks will help you identify areas where you might need to do some more reading or online research to consolidate your knowledge or to make it more explicit.

Table 10 has been put together to get across an idea of the complexity of suffixing in an attempt to illustrate the complexity of what learners face when developing literacy skills. Most of you will have implicit knowledge of many of the elements involved – but you need to develop explicit knowledge in order to enable you to guide learners effectively. NB: within the table symbols from the International Phonetic Alphabet are used.

Table 10

Aspect of suffixing	What is bundled up in this aspect of suffixing?
Adding the suffix {-s} to nouns to make plurals Adding of the suffix {-es} to nouns to make plurals	<ul style="list-style-type: none"> ● Knowledge of word classes – concept of nouns ● Ability to identify nouns within sentences – knowledge of word position, words that signal nouns e.g., ‘the’, ‘a’ etc. ● Understanding why {-s} is applied ● Understanding why {-s} means different things when attached to different word classes ● Understanding why {-es} is added in some cases (i.e., because of the phonemes at the end of the base noun)
Adding the suffix {-s} to verbs to make the 3 rd person singular Adding of the suffix {-es} to verbs to make the 3 rd person singular	<ul style="list-style-type: none"> ● Knowledge of word classes – concept of verbs ● Ability to identify verbs within sentences ● Understanding why {-s} is applied ● Understanding why {-s} means different things when attached to different word classes ● Understanding why {-es} is added in some cases (i.e., because of the phonemes at the end of the base verb)
Regular Past Tense Suffix {-ed} Regular Past Tense Suffix {-ed} as /ad/ Regular Past Tense suffix {-ed} as /t/ Regular Past Tense suffix {-ed} as /d/	<ul style="list-style-type: none"> ● Concept of past or completed actions ● Ability to analyse sentences aurally in order to use suffixing knowledge effectively ● Hierarchical spelling information utilised (e.g., when {-ed} is added to a verb with the structure CVC (e.g., ‘rob’, ‘tan’ etc.) the final consonant of the base verb is doubled – ‘rob’ becomes ‘robbed’)

Adding {-ed} to CVC verbs (C onsonant- V owel- C onsonant verbs such as 'rob')	<ul style="list-style-type: none"> ● Knowledge of phonetically plausible spellings can be utilised ('It sounds like it should be spelt <id>, but it's <ed> at the end')
Adding {-er} to form comparative adjectives /ə/ as <-er> ({-er})	<ul style="list-style-type: none"> ● Knowledge of word classes – concept of adjectives (this is conceptually complex) ● Ability to identify adjectives within sentences – sentence position, possible suffixes (e.g. {-er}, {-est} – the superlative form) ● Ability to differentiate between the letter cluster <-er> and the adjective suffix {-er} (e.g., 'cheer' and 'clearer') ● Knowledge of the common schwa phoneme /ə/ – and how it has many spelling alternatives ● Listening skills – hearing the emphasis put on sublexical units (units within words) ● Concept of stressed and unstressed syllables – the consideration of questions like: <ul style="list-style-type: none"> - Where does the stress fall within the word? Which parts of the word might be tricky to spell? etc. ● Extension of knowledge to stress within sentences is possible
{-er} agentive morpheme /ə/ as <-er> ({-er})	<ul style="list-style-type: none"> ● Knowledge of word classes (e.g., the verb 'golf' + the suffix {-er} = a person who plays golf i.e., the transformation of verb to noun) ● Ability to spot instances of the agentive suffix within sentences (e.g., the presence in 'golfer' but not in 'corner' and not in 'hotter') ● Comparison with {-er} the suffix that creates the comparative adjective ● Identify the schwa phoneme and the bundle of complex knowledge this entails

Bear these complexities in mind as you work through the tasks below – you may find yourself referring back to the table.

Task 16

When we take a metacognitive approach to teaching grammar, syntax and punctuation conventions, we need to have a firm understanding of some basics ourselves. If we don't have this firm base, instead of directing the learning to discover information we end up either teaching them rules in a shallow way or misinforming them entirely. It is important to be able to be precise when describing how learners are representing phonemes (speech sounds) in written form. Gaining a working knowledge of the International Phonetic Alphabet (IPA) is a key step in deepening our understanding of the complexities of spelling in English, complexities which accomplished spellers often manage to screen out or even cease to be aware of.... Steps in this opening task of the section are as follows:

1. Open the *Metalinguistics and Spelling Booklet* and study the tables within the booklet: Table 1 looks at the common consonant sounds in IPA that are different from our everyday alphabetic symbols; Table 2 looks at some of the most common simple vowel sounds.
2. Experiment with an IPA Phonemic Chart and an IPA typewriter to see the facilities they offer. Links to some good examples of these are available in the Spelling and Metalinguistics page on Moodle.
3. There are also 'conversion' websites that you should be aware of, an example is given within the same Moodle page. You can experiment with the conversion process. Try typing the following sentences in turn:
 - a. I have jam on my shoe.
 - b. Grasp the bun and push it through the vent.

NB: transcription/conversion is complex, we are only looking at this at an initial level for the purposes of this course. Note that, for example, the transcription of the same word can vary within sentences depending upon whether that word is in a stressed or unstressed position. This will be looked into a little more later in this section.

Task 17

This task is designed to help you explore sentence analysis and how it promotes a new way of interacting with text – many learners find this approach a fresh and practical way to tackle language. Try the process out for yourself. Steps as follows:

1. Study Part Two of the *Metalinguistics and Spelling Booklet*, which looks at a coding system to aid metalinguistic awareness.
2. Try out the method yourself using the set of sentences given within the booklet. You can print off the sentences and manually annotate them.
3. Consult the solutions given in the appendix to the document.
4. Think about what you have learnt by doing the task and how it might (or might not) be useful for the learners you routinely work with.

Task 18

This task is designed to pull the different strands of the tasks you have undertaken in this, and earlier sections, together. Here we move from looking specifically at suffixing back to word classes and understanding of sentence structure. Cloze sentence activities offer a very fertile way to extend and explore learners' understanding. The task runs as follows:

1. Study Part Three of the *Metalinguistics and Spelling Booklet*.
2. Work through the sentences given one by one identifying the word class that needs to go in the gap using the appropriate colour (noun = red, verb = blue and adjective = green). You can print off the sentences and manually annotate them.
3. Make note of the processes you follow to reach your decision. Then identify the key other words in the sentence using the same underlining method. Work through the sentences again, choosing a word to fit in the gap.
4. Choose a couple of sentences to embellish further i.e. choose more than one word to fill a gap. Take a photo of one of the sentences you have embellished.
5. Consult the solutions to the task given in the appendix to the *Metalinguistics and Spelling Booklet*.
6. **Summative Element 10** – Guided by the format in the summative log, write a reflective analysis of this task considering the following points:

- What processes did you use to identify the word class of the words that would fit in the gaps?
 - Appraise the powerfulness of the task for supporting development of synonym (and antonym) knowledge and vocabulary development more generally.
 - How does a task like this enhance comprehension skills?
7. Record your thoughts in the summative log and upload your reflection to the *Cloze Sentence Task Forum* for this element.

Task 19

This task is designed to give you the opportunity to do an investigative task featuring the agentive suffix {-er} (as in 'golfer', 'teacher' etc.) using an online dictionary. It should deepen your understanding of the complexity of the representation of suffixes in written form. Steps are as follows:

1. Using an online dictionary (e.g., The Cambridge Dictionary dictionary.cambridge.org/dictionary/english/) look up the following words:

painter dancer singer

What do you notice about how the suffix {-er} is represented as a phoneme?

2. Read Part Four of the *Metalinguistics and Spelling Booklet*.
3. To extend your knowledge further link to some of the following sites:
 - teachingenglish.org.uk/article/teaching-schwa?_ga=2.77474581.1808532413.1566209949-1068085664.1563358131
 - teachingenglish.britishcouncil.org.cn/article/schwa
 - logicofenglish.com/blog/60-spelling/392-what-is-a-schwa-helping-students-read-and-spell-the-schwa-sound
 - bbc.co.uk/worldservice/learningenglish/grammar/pron/features/schwa/
4. Formulate a reflective analysis in your **Summative Log, Element 11** – the agentive {-er} suffix area.
5. Post your reflection to the *Suffix {-er} Task Forum*. NB: You will only be able to see the responses of others after you have posted your own thoughts. Tutors do not comment on every posting. They monitor and comment as necessary.

Task 20

Quiz 6 is designed to give you the opportunity to draw together what you have gained and/or consolidated in this section of the materials. Steps as follows:

1. Work through the questions (shown in Table 11) and select an answer for each quiz question, making a note of your choices.
2. Attempt the quiz on Moodle. Two attempts at the quiz are allowed. The system averages your two attempts. The pass mark is set at 80% to ensure that you have taken away sufficient detail from the set of activities.

Table 11

	Option A	Option B	Option C
1. How frequently does the schwa phoneme occur in the English language?	The schwa is a rare phoneme in English. This is why it is not commonly taught in literacy intervention programmes.	The schwa is the most frequently used vowel sound and the most common phoneme in English.	It is the most common consonant phoneme. This is why it is commonly taught in literacy intervention programmes.
2. Which symbol is used to represent the schwa in the International Phonetic Alphabet?	It is represented by the International Phonetic Alphabet symbol /ə/.	It is represented by the International Phonetic Alphabet symbol /ɜ/.	It is represented by the International Phonetic Alphabet symbol /è/.
3. Look at the underlined word in the sentence and identify the role of the {-es} suffix. <i>Jasmina <u>clutches</u> the old carrier bag.</i>	adjective suffix	noun - plural suffix	verb - 3 rd person suffix
4. Look at the underlined word in the sentence and identify the role of the suffix. <i>Gleb always <u>misses</u> the target.</i>	Verb {-es} 3 rd person because the words end in <ss>	noun {-es} plural suffix because the words end in <ss>	noun {-es} plural suffix
5. Look at the underlined word in the sentence and identify the role of the {-s} suffix. <i>She <u>fight</u>s to be heard above the din.</i>	adjective suffix	noun - plural suffix	verb - 3 rd person suffix
6. Look at the underlined word in the sentence and identify the role of the {-s} suffix. <i>Greg met nine <u>preachers</u> at the seminary.</i>	noun – plural	verb – 3 rd person	
7. Look at the underlined word in the sentence and identify the role of the {-s} suffix. <i>Kalim can do 50 <u>skips</u> in one minute.</i>	noun - plural suffix	adjective suffix	verb - 3 rd person suffix

8. Look at the underlined word and identify the role of the {-er} suffix. <i>Floyd always wanted to be a <u>dancer</u>.</i>	{-er} suffix to change a noun to an adjective	{-er} suffix to change a noun to a verb	{-er} suffix to change a verb to a noun
9. Look at the underlined word and identify the role of the {-er} suffix. <i>You should be <u>kinder</u> than that.</i>	{-er} suffix to change a verb to a noun	{-er} suffix to change a noun to an adjective	{-er} suffix to make the comparative form of the adjective 'kind'.
10. Look at the underlined word in the sentence and identify the role of the {-es} suffix. <i>Belinda paints in several different classes in the <u>evenings</u>.</i>	noun {-s} plural suffix	noun {-es} plural suffix because the word ends in <ss>	verb {-es} 3 rd person suffix because the word ends in <ss>

Summative Element 13 – Timed Quiz

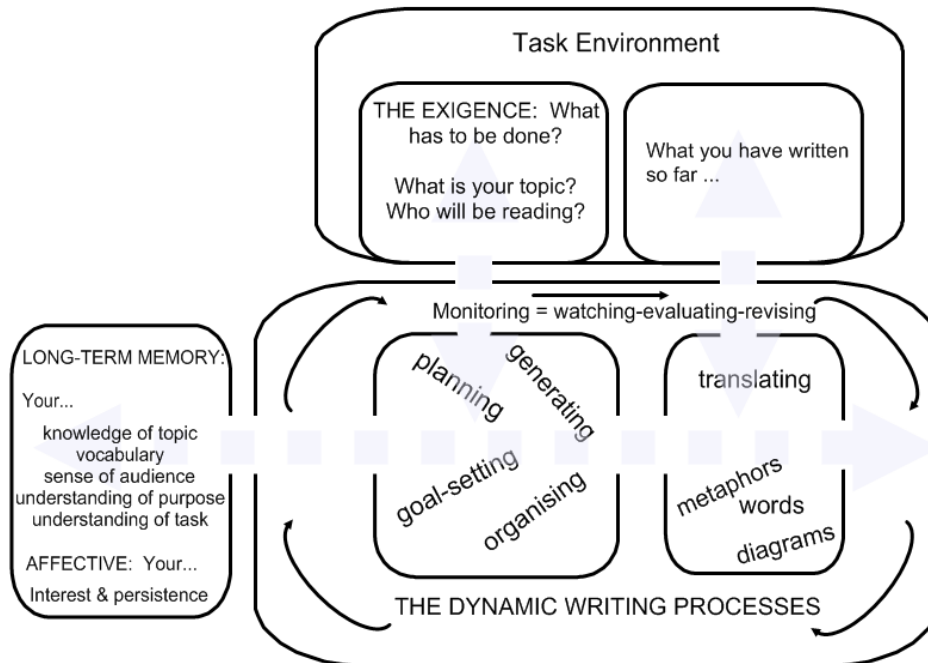
The knowledge gained in this section contributes towards the TIMED Quiz, which is released during Week 7 of the course. The questions will be similar to those already encountered in this and the earlier 'practitioner knowledgebase' section. A thorough consideration of the quiz questions that you have already completed will prepare you well for this summative task. Please note the following about the quiz, as it is not set up like the others on the course:

1. The quiz is time limited. Once you start it you have 1 hour to complete it.
2. You only get one attempt – so ensure that your computer has enough battery, that you will not get interrupted etc., before you begin.
3. You must indicate that you have completed the summative quiz in the appropriate place within the *Summative Log*.
4. *NB: The quiz must be completed before the course deadline, whether or not you have an extension, as the quiz closes on the course deadline date.*

The Writing Process

The materials for the tasks in this sub-section are available to download in a zip file via the *Writing Skills and Support* page on Moodle. This is an extremely important section as writing difficulties often persist into adulthood and can cause significant challenges for those affected in both work-based and academic settings/roles. There is a summative question on the process of writing.

The first we consider the complexities of the writing process. The materials touch upon topics from earlier sections as the complex blend of skills needed during the process of planning, structuring and producing written work explains why many learners with and without literacy difficulties struggle with written composition. A model of writing that is still useful (though it does not claim to be complete) is that created by Flower and Hayes back in 1984.



Adapted from Flower & Hayes, 1984.

Figure 1

Task 21

There is a series of activities bundled together in this task, to enable you to develop an understanding of the complexities of written composition for learners of all ages. Steps are as follows:

1. Click the link in the *Writing Skills and Support* page on Moodle to watch the *Writing Process* screencast. A version of the lecture notes is available in the sub-section download folder.
2. For further information about writing and research about dyslexia and writing in particular, read the *Writing in Dyslexia: Product and Process* article by Frøydis Morken and Turid Helland. This is a research article and does not need to be read in its entirety. Key pages to read are:
 - From page 131 to the top of page 135 (Introductory sections)
 - From the bottom of page 141 (Discussion) to page 145
3. After watching and reading these two resources consider which of the sub-processes of writing are you most interested in, or which you find needs the most targeted support in learners. Post to the *Writing Sub-processes Task Forum (Task 21)*.

Finally, dip into and explore the *Study Skills Shorts Book*. This gives many examples of strategies and resources to support the development and extension of writing skills. Clicking on the links to the screencasts within the book will prompt the screencast file to open up in a new window; clicking on the links to the slide PDF files will also load a new window - from there you can either view the slides or download the file to save to your computer.

Study Skills

This sub-section closes with a general consideration of access to strategic support for learners with

literacy-related difficulties. These materials are for general information but some of the topics within them will build upon and consolidate content from earlier sections of the course. It is therefore important that you read through them to gain the maximum from this unit of study.

Task 22

This task feeds into Summative Element 14. Steps as follows:

1. Read the lecture notes for the lecture *Academic Language: The Currency of Learning* from the section folder. The lecture covers topics such as academic register and academic habits (ways of acting learnt through study and via role models). Consider the role that academic experience plays in developing study and lifelong learning skills. *There is no screencast of this lecture.*
2. Download and read, Price, G. (2012). *Why can't I learn? metacognitive strategy instruction.* *Supporting Dyslexic Adults in Higher Education and the Workplace*, 51-58.
3. Download and watch the set of short screencasts that outline further areas of difficulty for learners with literacy-related difficulties. Topics include: planning for writing, processing and organising information, active reading, personal organisation. There are no additional notes to the screencasts (i.e., no more detailed scripts), but a PDF of each of the presentations is available in the folder, should you wish to download them.
4. Finally, there is a set of short 'study skills tips' screencasts in the *Study Skills Tips for Students Book*. Clicking on the links to the screencasts within the book will prompt the screencast file to open up in a new window; clicking on the links to the slide PDF files will also load a new window - from there you can either view the slides or download the file to save to your computer. These short screencasts can serve a dual purpose. They can be downloaded and used with the learners you work with (because they are written from a learner's perspective) or they can be used by practitioners to glean further potential support strategies.

Summative Element 14

The final summative task gives you the opportunity to explore the topic of the writing process, the skills involved in it and possible methods to support the development and extension of writing skills. Details are in the *Summative Log* document. This element does not need to be uploaded to a forum.

Submitting your Summative Submission

You should already have done a practice submission at the beginning of the unit of study to ensure that you are confident with the submission and feedback process. The *Summative Log Upload Zone* is in the same area that you used previously (the *Getting Started* section).

APPENDIX

Diploma in Specialist Teaching (DIST) Study Guide

Support for Participants

Course Tutors

Dyslexia Action tutors will guide you through your studies. They serve the role of advisors and guides in your introduction to the field of literacy-related difficulties. Their role is not to coach you to gain competence or to ensure that you pass the diploma course. It is your responsibility as specialist trainees to work diligently to gain the background knowledge and the specialist knowledge of the structure of the English Language required to become a qualified professional in the field.

The tutors are all specialists in the field of dyslexia/literacy-related difficulties and have other work commitments. Contact with tutors usually happens through the forums and the feedback for formative and summative tasks. Tutors are generally online twice a week and will respond to forum posts on these days, replying to posts within 3-4 working days at most. Occasionally a post gets missed so if you have not had a reply after 4 working days, please post again. Note that tutors are not expected to work at weekends, nor to check forums daily.

Personal Support

Tutors support all participants via the Moodle forums but if you require personal support or are experiencing any difficulties, please send an email in the first instance to the CPD course administrator at cpdmail@dyslexiaaction.org.uk who will put you in touch with the Programme Manager. Please include the name and reference of the course you are studying, the start date of the course and briefly outline the issues you are experiencing.

Technical Support

If you experience any technical difficulties during the course, please click on the floating **Moodle Support** tab at the bottom right-hand corner of the online learning screen for assistance. Be sure to include your full name and course title. Please see the **Moodle Handbook** for further information and technical advice.

Disabilities Information

A person is said to have a disability under the Equality Act 2010 if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal daily activities. A disability can arise from a wide range of impairments which can be:

- Sensory impairments, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;
- Auto-immune conditions such as systemic lupus erythematosus (SLE)
- Organ specific, including respiratory conditions such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour

- Mental illnesses, such as depression and schizophrenia
- Produced by injury to the body, including to the brain

In cases where someone is the sole carer for a person with a long-term illness or a disability then that person is, under The Equality Act, afforded the same rights and access to reasonable adjustments that the long-term unwell/disabled person would be.

See: gov.uk/definition-of-disability-under-equality-act-2010

The online training provided by Dyslexia Action has an inbuilt flexibility and this enables many participants with disabilities to work without any reasonable adjustments. However, we can be responsive to individual requirements within practical limits. If you have a disability, we would encourage you to disclose this at the time of application so that we can put in place any support required at an early stage. Our disclosure (DISC) form is sent to any candidate who indicates that they have a disability on our registration form. On the disclosure form you are asked to detail the nature of your disability and to indicate whether you would like a one-week extension on all units/courses you study with Dyslexia Action.

If we have permission for us to disclose, this information will be shared with the Disabilities team, any tutors you work directly with and the tutor in charge of marking. Any agreed reasonable adjustments will be noted on a form and this form will be sent to you for your records. Participants with a disability can discuss their individual requirements with the Disabilities Advisor. The Disabilities Administrator should be contacted in the first instance at: dada@dyslexiaaction.org.uk

Moodle Discussion Forums

How do I contribute to a course forum?

It is important that participants engage regularly with all elements of the course. Tutors expect to see participants online on a regular basis during the course. This ensures that participants gain maximum benefit from the course.

If you are unfamiliar with posting on a forum, please do not worry. Think of it as taking part in a discussion when you attend a tutorial - follow the 'thread' and give your own ideas and opinions, or start a discussion of your own. Asking questions on the forums is fine, but make sure you have checked the course content for an answer first. Participants are expected to get involved in discussions about course content and related themes. Participants should also post any questions they have about the content and/or the assignment portfolio exercises

Please keep your postings as concise as possible. If you want to write more than a brief note, you are advised to do this in WORD and then copy it into the forum. This is because the time to write messages in the forums is limited and you could be timed-out before you have finished writing.

When do forums close?

Tutor support on the forums closes on the assignment deadline. Tutors will not respond to any forum posts after the assignment deadline date.

Guidance on Course Forum Etiquette

The following guidance for forum participation must be adhered to by all course participants. It has been formulated to make the Moodle forums effective discussion platforms, which promote respectful, tolerant and sensitive discussion. The course tutors reserve the right to delete any

postings that breach this forum etiquette. Any serious or persistent breaches may also lead to intervention by the Board of Studies and the issuing of a written warning to the participant or participants concerned. Please read the following pointers carefully, they apply to all forum users:

1. Make sure you always name new discussion topics very explicitly. This makes important posts easier to find. Avoid general titles such as '*Help!*' or '*Advice please!*'
2. Make sure you are posting to the relevant discussion topic. If you want to divert the discussion to a new topic, start a new discussion thread with a title that will inform others as to the content of the thread.
3. Use the forums reflectively – if you are working through a topic consider jotting down some notes and posting later. Sometimes questions arise that are answered by reading to the end of the document/lecture notes. The questions should be asked after due consideration rather than on the spur of the moment.
4. Avoid posting multiple separate questions on the same thread in a short space of time – this makes answers hard to track and fragments the discussion to the point where it loses coherence.
5. Do not post 'empty responses', such as, '*Hear, hear!*' or '*Agreed!*', as this does not move the discussion on. If you consider a response to be enlightening or stimulating, then, if appropriate, state the reasons why, so that your thoughts contribute to the fabric of the discussion.
6. Be sensitive in your responses to tutors and to fellow participants. Consider how you phrase your posts and read them back before uploading them to make sure that you have stated your point clearly and appropriately. If you disagree with an opinion given, respond professionally without overt criticism of the person, objectively stating your reasons for not supporting a particular point-of-view and for supporting an alternative one.
7. Forums must not be used to criticise the course, the tutors or your fellow participants.
8. Forum users should carefully consider the timing of their contributions, so that others have the opportunity to contribute to the discussion.
9. Ensure that any comments about learners you are working with or people you have assessed are anonymised, so that the persons identify cannot be gleaned from the post. Similarly, the names of the establishments involved should not be identifiable.
10. Ensure that any comments made are not discriminatory and could not be construed to be discriminatory.
11. Ensure that no direct links to web-based documents are entered within posts as this could encroach upon copyright. Similarly, do not upload documents to the forum threads, reference where they can be found instead.

Course Design and Development

Our courses are regularly updated and new materials are added on a scheduled basis. We aim to keep our materials current and topical. Links are added to external resources and these often date quickly. We check links regularly but if you spot a broken link, please alert our Moodle support team by emailing moodlesupport@dyslexiaaction.org.uk or by noting this in the course survey at the end of the course.

Participant Feedback on Courses

Participant Feedback is collected through a variety of mechanisms which include:

- online participant surveys on each unit/course.
- participant discussion forums on particular issues, available and encouraged on Moodle

At the end of each course, we ask you to complete a short course survey. Completion of these surveys helps us to find out your opinion of our courses and assists us in the improvement and further development of the programmes.

Reports and feedback from tutors are also collated and presented for discussion at the termly tutor meetings.

Study Skills Resources: Using The Guild Library

The library, also known as the National Dyslexia Resource Centre (NDRC) is just one of the many benefits of being a Dyslexia Guild member (an annual membership is payable) and further details can be found here: dyslexiaguild.org.uk/

Once you are a member, contact library@dyslexiaaction.org.uk and ask the librarian to set up your login details. Titles can be read online, downloaded for 24 hours or a postal loan system is available for full members (not reduced Affiliate membership or outside the UK). Guild members can obtain detailed advice on relevant publications, information literacy skills, and extensive support for citation and referencing from the Librarian.

The following titles are available as both a hard (physical) copy and as an e-book with the NDRC unless otherwise stated. This reference list has been produced using the Harvard Referencing system. The books are also available for purchase from bookshops should you not wish to join the Dyslexia Guild.

General titles that cover Dyslexia and other Specific Learning Difficulties (SpLD)

- Elliott, J., and Nicholson, R. (2016) *Dyslexia: developing the debate*. London: Bloomsbury.
- Honeybourne, V. (2018) *The Neurodiverse Classroom: A Teacher's Guide to Individual Learning Needs and How to Meet Them*. London: Jessica Kingsley Publishers.
- Honeybourne, V. (2020) *The Neurodiverse Workplace: An Employer's Guide to Managing and Working with Neurodivergent Employees, Clients and Customers*. London: Jessica Kingsley Publishers.
- Hudson, Diane. (2016) *Specific learning difficulties: what teachers need to know*. London: Jessica Kingsley
- McLoughlin, D., and Leather, C. (2013) *The Dyslexic Adult: interventions and outcomes – an evidence-based approach*. Oxford: Wiley-Blackwell.
- Reid, Gavin. (2016) *Dyslexia: a practitioner's handbook*. 5th edn. Chichester: John Wiley & Sons Ltd. - Available as hard copy only in the NDRC, but 4th edition is available in both formats
-

Titles that will help you in your own studies

- Cottrell, S., and Morris, N. (2012) *Study Skills Connected: using technology to support your studies*. Basingstoke: Palgrave Macmillan - Available as e-book only in the NDRC
- Godfrey, J. (2016) *Writing for University*. London: Palgrave
- Pears, R., and Shields, G.J. (2019) *Cite them right: the essential referencing guide*. 11edn. London: Palgrave - Available as hard copy only in the NDR
- Wallbank, A. (2018) *Academic writing and dyslexia: a visual guide to writing at university*. Abingdon: Routledge.

You may also find the UCAS Study Skills Guides useful: ucas.com/undergraduate/student-life/study-skills-guides

Assignment Marking and Resubmissions

Requirements for a Pass

This diploma is a professional qualification pathway – the demonstration of competences is therefore at the heart of the assessment process. All the key elements (learning outcomes) of a unit of study must be met to obtain a grading in that is an overall pass. To achieve a mark in this range, the assignment(s) must display characteristics matching all of the following descriptors:

- Demonstrates at least a satisfactory understanding of the assignment topic/knowledgebase being scrutinised.
- Demonstrates engagement with the course materials.
- Demonstrates key competences in written and practical work (where applicable).
- Demonstrates professionalism in written and practical work (where applicable).
- Predominantly cites evidence from course materials but has some evidence of wider reading.

An incomplete assignment will have substantial or serious error(s) and/or omissions and will be lacking in organisation and scope. Candidates will be given the opportunity to resubmit work that shows some or all of the following characteristics:

- Is an incomplete answer that does not address the assignment topic adequately.
- Demonstrates a lack of engagement with the course materials.
- Shows evidence of confusion and/or insufficient knowledge of assignment topic.
- Key competences are not demonstrated.
- Professionalism is not sufficiently demonstrated.
- Is poorly organised with substantial or serious errors and/or omissions.
- Is characterised by unsupported generalisations and may also include unsupported personal opinion.

Resubmissions

Should any resubmissions be required, these will be noted on your marked assignment portfolio and full guidance on what is required to achieve a pass grade will be provided. Re-submissions must be submitted by the deadline date listed within the *Key Dates* in table in this document. You should read through all feedback before commencing your resubmissions so that you have a clear idea of what is required.

If a tutor has concerns about a resubmitted assignment, the work is passed to a moderation team and the following process applies:

- The moderation team will mark the work to see whether they think the work meets the requirements of a pass.
- If the members of the moderation team do not agree on a pass grade, the assignment will be referred to the Board of Studies in order for a final decision to be made after due deliberation.
- Participants given a fail grade will not be permitted to study the same unit again and will have to withdraw from the diploma programme.

The Academic Board

The Board of Studies is the governing body for the course which reviews participant progression and continuation on the Diploma programme. The full Board of Studies consists of the Chair of the Academic Board (Senior Tutor), the Lead Tutor and a tutor representative.

All suspected cases of plagiarism will be dealt with by the Academic Board. Markers are required to report any suspicion of plagiarism or academic misconduct immediately to the Chair of the Academic Board who will carry out an investigation. This includes:

- Reviewing the entire candidate's assessed work for evidence of misconduct.
- Interviewing the candidate in the light of the results of the investigation.
- The resulting decision will be based on the balance of probabilities (rather than beyond reasonable doubt).

Penalties will be applied and previous cases will be used as case law to ensure a consistency of approach. Possible penalties are:

- A written warning
- Submitting another piece of work for marking
- Failing the piece of work
- A recommendation for discontinuation from the programme

Accreditation of the Diploma in Specialist Teaching

See the Dyslexia Action Diploma Syllabus (DIST) document for details.

Certificate Information

See the Dyslexia Action Diploma Syllabus (DIST) document for details. **Please note:** there will be a charge for replacement certificates.

Academic Appeals Procedure

Participants wishing to exercise their right of appeal should write in the first instance to: The CPD Administrator: cpdmail@dyslexiaaction.org.uk or by post to: Dyslexia Action Training, Centurion House, London Road, Staines-upon-Thames TW18 4AX.

The lodging of an appeal should take place within a maximum period of four weeks of being notified of a decision against which they wish to appeal. The letter of appeal should contain a full statement of the reasons and grounds for appeal and of the evidence that the candidate wishes to be considered by the Appeals Committee. It should also identify the outcome being sought by the appellant. Wherever possible, supporting documentary evidence for the grounds of appeal should be submitted with the letter, or an indication given of the timescale in which it might be received.

Consideration of appeals

Following submission of an appeal the Programme Manager will undertake a preliminary review of the appeal and obtain comments on the appeal from the tutors, lead tutors or other appropriate persons. The candidate shall be informed in writing of the findings within 20 working days of the acknowledgment letter. The timescales may need to be extended during vacation periods and the

Programme Manager will keep all parties informed of progress and the reason for any delay in proceedings if applicable.

Where the preliminary review identifies that the grounds for appeal are accepted as valid, the appeal will be submitted to the Academic Board for consideration. Where the preliminary review identifies that the appeal does not have substance within the accepted grounds for appeal, the candidate shall be informed of this decision in writing.

Grounds on which an Academic Appeal can be made

Participants can appeal against a decision concerning assessment if it is believed:

- that a procedural irregularity has occurred
- that the assessment was conducted unfairly or improperly
- that for good reason, other relevant mitigating circumstances can be shown which could not reasonably have been brought to the attention of the tutors before a decision on a candidate's academic performance was reached.

Appeals will not be considered against the academic judgement of the tutors or in respect of the quality of teaching or supervision which occurred prior to the assessment unless the candidate could not reasonably have been expected to have made this a subject of a complaint before the examination.

Customer Service Statement

As a customer or potential customer of Dyslexia Action Training and Professional Development you can expect us:

- To treat all customers and potential customers courteously at all times being fair, polite, respectful and professional, regardless of age, gender, race, religion, sexual orientation or disability.
- To adhere to quality and procedural guidelines which exist to ensure good practice and are for the benefit of both customers and staff.
- To act promptly and efficiently in our dealings with customers, being clear about what action will be taken and when.
- To consult our customers regularly to obtain feedback on our services and to use that feedback positively.

We ask our customers to:

- To treat staff courteously - at all times being fair, polite and respectful, regardless of age, gender, race, religion, sexual orientation or disability.
- To abide by our policies and procedures.
- To give us feedback and inform us of any difficulties they experience, when they arise.
- To remember that Dyslexia Action Training and Professional Development will not accept abusive language or threats to its staff and will take appropriate action where these occur.
- If you are unhappy with the service you receive:
- You should discuss it first with the person concerned. We aim to resolve your complaint as quickly as possible and within 10 working days.
- If this does not lead to a satisfactory resolution then please put your complaint in writing outlining the circumstances to the Programme Manager at the address given in this brochure.

Equality and Diversity Policy

Dyslexia Action Training and Professional Development is committed to ensuring equality of opportunity and fairness and to valuing the diversity of our customers and colleagues.

We aim to provide excellent customer service by maintaining the highest standards of professional excellence.

We are committed to training and continuing professional development and to encouraging all our colleagues to reach their full potential, regardless of age, gender, marital status, race or ethnicity, nationality, disability, religion or religious or other beliefs, sexual orientation, social or educational background or family or care responsibilities.

We are determined to create a working environment which supports our vision and values and which is free from any form of discrimination, harassment or bullying and within which all individuals are treated with respect, fairness and courtesy.

Referencing Advice

What is referencing and citation?

Referencing is a way of acknowledging other people's work when you have used it in your assignment. It also allows your tutors and others to quickly find your source materials so they can read these themselves and verify the validity of your arguments.

You identify the sources you have used in two ways, firstly by citing them briefly in the text of your assignment, called citations or in-text citations, and secondly by referencing them in full at the end of your assignment portfolio in a reference list.

The reference list only includes the sources cited in your text and is different from a Bibliography, which uses the same referencing style but also includes all material, i.e., your background reading that you used in the preparation of your work.

Referencing allows you to:

- Prove you have read widely on the subject and considered the writings of others
- Show your tutor where you got your evidence and allowing them to appreciate your contribution to the topic while distinguishing between your ideas and those of others
- Allow the reader to locate the original material you used
- Give credit to the original authors, editors and creators
- Avoid plagiarism

You should reference EVERY time you use someone else's work or ideas in your own work. You should reference ALL the sources that you use, any information that you copy and paste from elsewhere, repeat word-for-word or summarise must be acknowledged by referencing it, according to Pears & Shields (2016, p.1), this includes any information found on the internet and YouTube.

What is plagiarism?

The following are all considered forms of plagiarism:

- Presenting someone else's work as your own, including other participants
- Paraphrasing or summarising others material without citation or referencing
- Using a piece of your own work that you previously submitted for another course or unit
- Listing items in your references that you have not read
- Taking the exact words from an original source without using quotation marks: in her essay "Referencing Advice", Jan Beechey insists that "taking the exact words from an original source without using quotation marks" is plagiarism

The Harvard Referencing Style

This diploma course uses the Harvard Referencing Style. There are many useful tools that are freely available on the internet which set out how to reference particular kinds of materials such as books, chapters within books, journal articles, websites, video clips etc.

Here are a few that you might find useful:

- **Cite This For Me:** <http://www.citethisforme.com/harvard-referencing>
- Anglia Ruskin University has a quick guide and a full Guide to the **Harvard System of Referencing** in pdf format freely available here: <https://library.aru.ac.uk/referencing/harvard.htm>
- One of the very best books on the subject is called '**Cite them right**' and sets out all the main referencing styles in a very clear way, details are below. The book comes out in a new edition every few years so you can get the very latest up to date advice in it. It is very affordable but if you do not want to buy your own copy, you can get it from the library. Library access is part of the Dyslexia Guild membership. Details on joining the Guild are here: <http://www.dyslexiaaction.org.uk/membership-dyslexia-guild>

How do I reference a Dyslexia Action presentation?

Tutors lecture notes and PowerPoint presentations within Moodle, the online virtual learning environment (VLE) also need to be referenced.

Citation order:

- Author or tutor name if there is one, if not use the organisation name
- Year of publication (in round brackets) or if no date (N.D.)
- Title of item (in single quotation marks)
- Unit code: unit title (in italics)
- Available at: URL of VLE
- (Accessed: date)

For example, the **in-text citation** should look like this:
(Dyslexia Action, 2021)

The **Reference list** entry should look like this:

Dyslexia Action. (2021) 'Lecture 1: What is dyslexia?', *DACPD51 Dyslexia and Co-occurring difficulties*. Available at: <https://moodle.dyslexiaaction.org.uk/course/view.php?id=675> (Accessed: 27 January 2022)

But there are more than one set of Dyslexia Action lecture notes, how do I distinguish between them?

As there is more than one set of lecture notes include a, or b, or c etc. after the date to make it clear which set is being referenced. For example:

In-text citation:

- (1) Caretti et al (2009) cited in Dyslexia Action (2018a) Slide 5.
- (2) Miller (1953) cited in Dyslexia Action (2018b) Slide 10.

In the References List:

Dyslexia Action, (2018a) Working Memory DACPD52 [online via internal VLE] Dyslexia Action Training Department. Available at: URL here (Accessed: Date Here)

Dyslexia Action, (2018b) Memory in Practice DACPD52 [online via internal VLE] Dyslexia Action Training Department. Available at: URL here (Accessed: Date Here)

Secondary referencing

Sometimes you will want to quote **the ideas of another author that is mentioned** in a lecture. In that case you should try to read the original author's work, (known as the primary source) and reference as normal, but if you cannot, see this example of **in-text citation**:

The phonological difficulties found in learners with dyslexia who speak English are not found to such a degree in less opaque orthographies (Helland 2007 cited in Dyslexia Action, 2018)

If you read Helland (the primary source) then you include him in your reference list. If you were unable to read Helland then you can only cite and do not include him in your reference list.

How to reference a message from another participant or tutor from the Moodle Forums?

Citation order:

- Author
- Year of publication (in round brackets)
- Title of message (in single quotation marks)
- Title of discussion board (in italics)
- 'in' Unit code: unit title (in italics)
- Available at: URL of VLE
- (Accessed: date)

Example of **In-Text Citation**:

This is a game that encompasses both traditional resources and the use of technology (Bailey, 2021)

Example of **Reference**:

Bailey, D. (2021) 'Phonics game', Moodle unit forum in *DACPD52-0121: Dyslexia: Supporting individuals with memory weakness*. Available at: <http://moodle.dyslexiaaction.org.uk/mod/forum/discuss.php?d=11265> (Accessed 14 February 2021)

I want to quote something I wrote myself.

This is called self-referencing and the reason you do it is to draw your tutors' attention to your previous hard work and knowledge, it also proves you are not repeating your work.

Citation order:

- Student name
- Year of submission (in round brackets)
- 'Title of essay/assignment' (in single quotation marks)
- Module code: module title (in italics)
- Institution name
- Unpublished essay/assignment

Example of **In-Text Citation**:

The topic of the essay examined co-occurring difficulties (Beechey, 2019) ...

Example of **Reference**:

Beechey, J. (2019) 'An explanation of the factors around dyslexia and co-occurring difficulties in secondary school children', in *DACPD51: Dyslexia and Co-occurring Difficulties*. Dyslexia Action. Unpublished essay.

Do I reference anecdotal or personal experience?

You would not reference anecdotal sources of information but you may still include them as an appendix to your main text. Be aware of confidentiality and ensure you have gained any permission to use the information if you are talking about someone else. If you have recorded/interviewed someone, you can include the transcript as an appendix to your work. To back up your opinions or responses try to support your viewpoints and experiences with scholarly material.

How do I reference a printed book?

Citation order:

- Author/editor – surname, followed by initials
- Year of publication (in round brackets)
- Title (in italics)
- Edition (only if it is not the first edition, ignore reprint dates)
- Place of publication: Publisher name
- Series and volume number (if and where relevant)

How do I reference an e-book?

When an e-book has publication details and pagination, just reference like you would for a printed book. On some devices such as Kindle, KOBO, some smartphones and tablets, the page numbers are not available so use the information they do provide such as loc, %, chapter/page, for example (Richards, 2012, 67%) or (Richards, 2012, ch.4, p.45).

How do I reference a book with more than one author?

If there are two or three authors, include them all in both in the citation and reference.

Example of In-text citation:

Dockrell and McShane (1993) suggested...

Example of Reference:

Dockrell, J., and McShane, J. (1993) *Children's learning difficulties: A cognitive approach*. Oxford: Blackwell

If there are four or more authors or editors, you can use italicised **et al.** (Latin for 'and others') in your citation but you must include them all in your reference list! All authors/editors' names are given in the reference so each can receive credit for their research and published work.

Example of In-text Citation:

New research by Reid *et al.* (2009) ...

Example of Reference:

Reid, G., Elbeheri, G., Everatt, J., Wearmouth, J. and Knight, D. (eds.) (2009) *The Routledge Companion to Dyslexia*. London and New York: Routledge.

How do I reference a book with authors and editors?

You just put (ed.) after the name if they are an editor, but if you have authors of a chapter in a book with an editor(s), the examples look like this:

Example of In-text Citation:

Singleton (2009) points out...

Example of Reference:

Singleton, C. (2009) 'Visual stress and dyslexia', in Reid, G. (ed.) *The Routledge Companion to Dyslexia*. London: Routledge, pp.43-58

How do I reference a journal article?

This is similar to the referencing an author of a chapter in a book with an editor. **E-journals** can be cited and referenced in the same way but you add in the date accessed.

Citation order:

- Author of the article (surname followed by initials)
- Year of publication of the article (in round brackets), this is usually the same as the journal itself
- Title of the article (in single quotation marks)
- Title of the journal (in italics but put the first letter of each word in capitals except for linking words like and, of, the, for)
- Volume number followed by the part number, month or season (all in round brackets)
- Page numbers
- If accessed online include the DOI **or** Available at: URL www.fakewebaddress.co.uk (Accessed: 18 August 2021).
- Digital Object Identifier (doi) they are a bit like a URL, and tag individual online sources such as an article on its own. Only include it if it is available, you can use a URL instead (you don't need both).

Example of **In-Text Citation**:

Most apps haven't been destined with accessibility in mind (Watkinson, 2017) ...

Example of **Reference**:

Watkinson, M. (2017) 'The iPad – technology for learning', *Dyslexia Review*, 27(2) Autumn/Winter, pp.22-23.

How do I reference an article from a website?

As the internet is made up of lots of types of information such as websites, blogs, intranets, publications in different formats (i.e., Word or pdf) etc. so be sure what you are referring to as this will govern how you cite or reference it. See the references and bibliography below for more sources of examples as we can only list a few types here.

Web pages with individual authors

Citation order:

- Author
- Year that the site was published/last updated (in round brackets) sometimes very hard to pin down but look at the bottom of the page for a copyright date

- Title of the web page (in italics)
- Available at: put the URL i.e., www.dyslexiaaction.org.uk
- The date you accessed it (in round brackets) in case it gets taken down or moved

Example of In-Text Citation:

Reid (2017) says that dyslexia is the most common but least understood of all the learning difficulties...

Example of Reference:

Reid, G. (2017) *Dyslexia*. Available at: <http://www.drgavinreid.com/free-downloads/> (Accessed: 14 February 2020).

Websites with organisations as authors

Example of In-Text Citation:

Special Educational Needs and Learning to talk (National Literacy Trust, 2017)

Example of Reference:

National Literacy Trust (2017) *Special Educational Needs and Learning to talk*. Available at: <https://literacytrust.org.uk/resources/special-educational-needs-and-learning-talk/> (Accessed: 4th September 2018)

How do I reference non-Roman scripts?

You may wish to reference sources that are in another language script such as Chinese or Arabic. It is recommended that you provide a translation of the titles of the work in square brackets after the title in the original script.

What about all those blogs, social media sites, YouTube clips and all the other complicated sources I want to quote from?

We cannot give examples of how to reference or cite every kind of material in this brief document. You can usually find free resources on the internet and those that have been produced by librarians from well-known universities are very reliable.

Once again, I would strongly recommend the 'Cite them right' book listed below, it covers all this and more in an easy format.

Jan Beechey DipLis MCLIP, Librarian

References:

Pears, R., and Shields, G. (2016) *Cite them right: the essential referencing guide*. 10th edn. London: Palgrave

Bibliography and further reading:

Directorate of Learning Resources. (2010) *Harvard referencing: student style guide*. 2nd edn. Sunderland: City of Sunderland College

Contacts

The Diploma Programme is administered from the Real Group Offices in Canterbury. The main contacts for our courses are as follows.

- **DIST Administration Team (Admissions, Certificates and Disability Administration)**
Terri Jacomb (Canterbury)
Email: cpdmail@dyslexiaaction.org.uk
Tel: 01273 358080
- **Librarian and Guild Membership Administrator**
Janice Beechey
Email Guild : guild@dyslexiaaction.org.uk
Email Library: library@dyslexiaaction.org.uk
Tel: 01784 222342

Terms and Conditions

Dyslexia Action Terms and Conditions can be found online at:
dyslexiaaction.org.uk/terms-and-conditions/

Complaints Procedure

Dyslexia Action Training and Professional Development welcomes comments and suggestions about the services it provides; participants wishing to make a comment or suggestion about a course, either academic or non-academic, can do so informally by contacting the unit tutors. Individuals who are considering making a complaint may wish to seek advice in the first instance from the Head of Education and Training who will seek to resolve the matter. Further details on our Complaints Procedure can be found at:
realgroup.co.uk/downloads/delegate_complaints_procedure.pdf