

# Background to the Development of the Dyslexia Action Literacy Programme

## 1. Background to the Development of the Dyslexia Action Literacy Programme


### *1.1 Background to the Development of the Dyslexia Action Literacy Programme*




#### **Notes:**

Welcome to Structuring Learning\_Structured Multisensory Input

## **1.2 Which educational issues and theoretical research have influenced DALP's development?**

Which educational issues and theoretical research have influenced DALP's development? 

- 1** Learners with a wider range of requirements are now found within mainstream classrooms
- 2** Recent educational policy (re: synthetic phonics) is creating anomalies (e.g. good phonic knowledge but poor syntactic and morphological knowledge)
- 3** Striking instances of research suggesting something is not going well for a purely phonological approach. In particular, the learners who most need support have been found to respond least well to a phonics-based approach


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### **Notes:**

- Learners with a wider range of requirements are now found within mainstream classrooms. Largely because The Special Educational Needs and Disability Code of Practice: 0 to 25 Years policy publication has implications for the responsibilities of teachers and their ability to plan and deliver curricular content to far wider variety of learners than previously.
- Recent educational policy (re: synthetic phonics) is creating anomalies (e.g. good phonic knowledge but poor syntactic and morphological knowledge). We have also been influenced by our own observations from 2000 onwards, noting changes in the type and range of challenges learners with literacy difficulties face. We'll discuss this further in the 'literacy profile' section of the presentation.
- Striking instances of research suggesting something is not going well for a purely phonological approach. In particular, the learners who most need support have been found to respond least well to a phonics-based approach.
- A randomised controlled trial for beginning readers with literacy delay (Hatcher, Hulme, Miles, Carroll, Hatcher, Gibbs et al., 2006) found that around a quarter of the failed to respond/improve: '... the children with severe reading problems at the beginning of the study ... and children in receipt of free school meals tended to respond less strongly to the programme' (Hatcher et al., 2006, p. 825). In other words, those who needed strategic support the most were not helped by the type of input given.
- Compton, Miller, Ellemann & Steacey (2014), suggest that the limited success of approaches (like phonics-based approaches) in remedial instruction is because they are not rich enough to engage the cognitive processes necessary to facilitate a breakthrough in reading skills.


### 1.3 Learners and literacy profiles

## Learners and literacy profiles



- A literacy profile can be defined as 'a summarising snapshot of an individual's proficiency across a range of subskills associated with typical literacy development.'
- A placement process, that is a systematic way of analysing the key areas of difficulty (and strength) in learners, has been developed
- DALP was developed to tap different aspects (dimensions) of literacy - these dimensions are known as 'strands. DALP's strands reflect the multidimensionality of literacy and allow particular areas to be targeted, the assumption being that different constellations of dimensions are apparent in different learners' literacy profiles

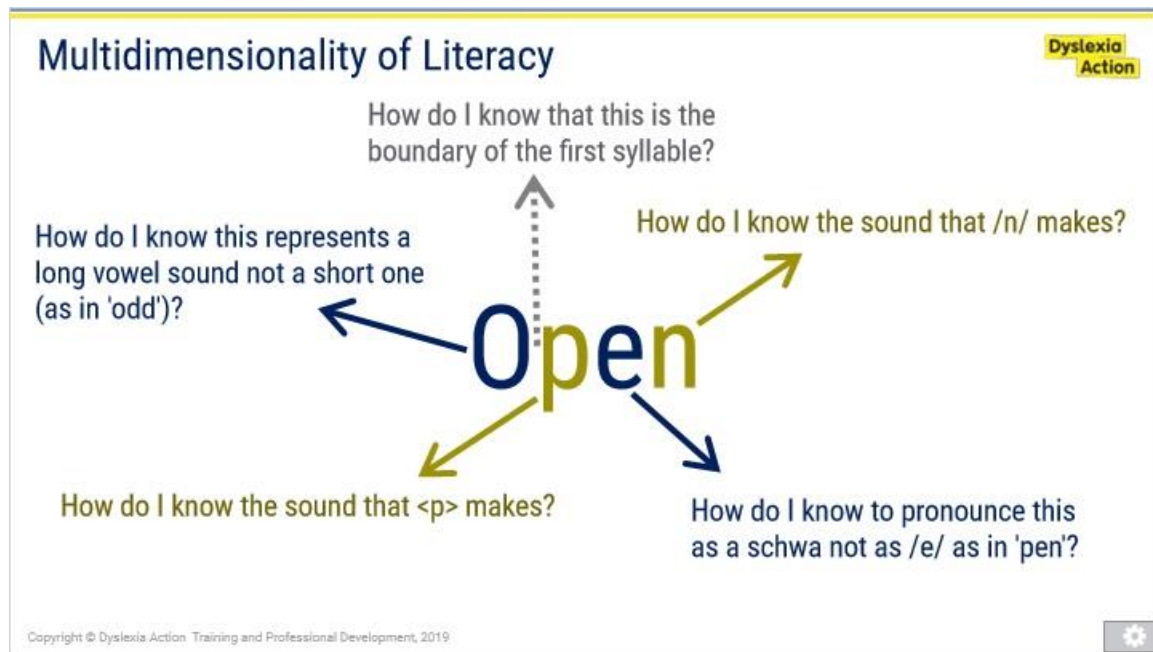
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#### Notes:

- The construct 'literacy profile' is used within DALP to highlight the multidimensionality of literacy - its different facets within each of us. A literacy profile can be defined as 'a summarising snapshot of an individual's proficiency across a range of subskills associated with typical literacy development.' Learners' literacy profiles can be influenced by their age, home environment and linguistic heritage, educational opportunities, characteristics of the operating environment (such as educational methods employed during schooling) as well as within-person attributes (such as aspects of cognitive functioning that affect the processing and consolidation of language in spoken or textual form).

## 1.4 Multidimensionality of Literacy




### Notes:

Before looking at the strands of DALP in a little more detail, let's look at some examples that illustrate the complexity of what we do when we read and spell words... We'll focus on the word 'open' and associated words 'opener' and 'opened'.

Literacy intervention programmes often fudge these separate dimensions of knowledge. In DALP, however, they are separated out and tackled explicitly. Let's look at the strands one-by-one.

## 1.5 DALP's strands: The Phonemic Strand

### DALP's strands: The Phonemic Strand



- To give precision and clarity, DALP uses the International Phonetic Alphabet - a method of accurately capturing speech sounds in written form

cat...kit...pick...Christmas

- Speech dynamics (how speech sounds in isolation change when uttered in rapid speech) is given considerable emphasis in DALP because speech dynamics can influence spelling
- Other types of variation in pronunciation are also covered (e.g. guidance given on regional variations and particular issues for English as additional language learners) is given

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### Notes:

- o Speech dynamics (how speech sounds in isolation change when uttered in rapid speech) is given considerable emphasis in DALP because speech dynamics can influence spelling and have enhanced understanding of how to remediate certain types of spelling errors. (Smith & Bloor, 1985; Culpeper, Katamba, Kerswill, Wodak, & McEney, 2009; Cruttenden, 2008; Kennedy, 2003).
- o Other types of variation in pronunciation are also covered (e.g. guidance given on regional variations and particular issues for English as additional language learners) is given (Cruttenden, 2008; Kennedy, 2003).

## 1.6 DALP's strands: The Phonemic Strand

DALP's strands: The Phonemic Strand

Dyslexia Action



/kt/ act


/ʌ/ umbrella

/ju:/ unicorn

/u:/ ruler

/nʃ/ bunch


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Notes:


## 1.7 DALP's strands: The Coding Subskills Strand

### DALP's strands: The Coding Subskills Strand



- It promotes understanding of syllables and how syllable structure affects pronunciation. Why is the first phoneme in 'open' different to the first sound in 'opera'?
- ... enhances practitioners' understanding of the complex nexus of skills that must be developed prior to the introduction of coding attack patterns as decoding tools for the reading and spelling of polysyllabic words.

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### Notes:

The Coding Subskills Strand is designed to promote understanding of the internal of structure of words in a way that acts as a basis for advanced decoding skills.

- The learning points in this strand structure the learner's understanding of how vowel and consonant clusters need to be analysed.
- It promotes understanding of syllables and how syllable structure affects pronunciation. For example, why is the first phoneme in 'open' different to the first sound in 'opera'?
- Working through the strand's learning points also enhances practitioners' understanding of the complex nexus of skills that must be developed prior to the introduction of coding attack patterns as decoding tools for the reading and spelling of polysyllabic words.

## 1.8 DALP's strands: The Coding Subskills Strand

*(Drag and Drop, 10 points, 2 attempts permitted)*

**DALP's strands: The Coding Subskills Strand** Dyslexia Action

Identify the vowels and consonants by dragging the V & C tiles above the letters...

**mad send**

V C C C C V C

**SUBMIT**

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Drag Item	Drop Target
4c	C HOTSTOP
3c	C HOTSTOP
4a	C HOTSTOP
4b	V HOTSPOT
3b	V HOTSPOT
4d	C HOTSTOP
3a	C HOTSTOP

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted



**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.

**Notes:**

**Correct (Slide Layer)**

The screenshot shows a digital learning activity interface. At the top, the title is "DALP's strands: The Coding Subskills Strand" with a "Dyslexia Action" logo. Below the title, the instruction reads "Identify the vowels and consonants by dragging the V & C tiles above the letters...". A row of eight green rectangular tiles is visible. A dark blue feedback overlay is present, featuring a yellow checkmark icon, the word "Correct", and the message "That's right! You selected the correct response." Below this, a yellow "CONTINUE" button is shown. At the bottom of the interface, there are two sets of letter tiles: "VCC" and "CCVC", with a "SUBMIT" button to the right. A small copyright notice at the bottom left reads "Copyright © Dyslexia Action Learning and Professional Development, 2019".



### 1.9 DALP's strands: The Coding Subskills Strand

(Drag and Drop, 10 points, 2 attempts permitted)

**DALP's strands: The Coding Subskills Strand** Dyslexia Action

Sort the following examples by dropping them on to the correct field...

**CVC**

**CVCC**

Word cards to be sorted:

- sit
- me
- list
- den
- bad
- mint
- test
- land
- mop

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Drag Item	Drop Target
3c	drop3
4d	drop4
3d	drop3
4e	drop4
4c	drop4
3b	drop3
4b	drop4
3a	drop3
4a	drop4

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.


**Notes:**

### Correct (Slide Layer)

DALP's strands: The Coding Subskills Strand Dyslexia Action

Sort the following examples by dropping them on to the correct field...

CVC CVCC [ ] bad

 **Correct**  
That's right! You selected the correct response.

CONTINUE

den


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### Incorrect (Slide Layer)

DALP's strands: The Coding Subskills Strand Dyslexia Action

Sort the following examples by dropping them on to the correct field...

CVC CVCC [ ] bad

 **Incorrect**  
You did not select the correct response.

CONTINUE

den

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### Try Again (Slide Layer)

DALP's strands: The Coding Subskills Strand Dyslexia Action

Sort the following examples by dropping them on to the correct field...

CVC CVCC bad

✘

**Incorrect**  
That is incorrect. Please try again.

TRY AGAIN


den

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### 1.10 DALP's strands: The Coding Subskills Strand

*(Drag and Drop, 0 points, 1 attempt permitted)*

DALP's strands: The Coding Subskills Strand Dyslexia Action



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Drag Item	Drop Target
-----------	-------------

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted

**Notes:**

***1.11 DALP's strands: The Punctuation and Syntax Strand***

## DALP's strands: The Punctuation and Syntax Strand Dyslexia Action

- Learning points are covered in a structured and explicit way
- A novel aspect of this strand is that the concepts within it are often taught by rote, whereas in each of the learning points the content is discovered by the learner rather than taught to him or her as rules
- There are often complex mixes of phonemic and conceptual points involved in misconceptions about punctuation and syntax, that benefit from being analysed separately and explicitly

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**Notes:**

The learning points in this strand develop learners' knowledge of key areas of punctuation and syntax (word class, capitalisation, apostrophes of omission, question marks, speech marks etc.)

- Learning points are covered in a structured and explicit way.
- A novel aspect of this strand is that the concepts within it are often taught by rote, whereas in each of the learning points the content is discovered by the learner rather than taught to him or her as rules.
- In many literacy programmes teaching points to do with punctuation/syntax are often subsumed within other teaching points - so assumptions are made. These assumptions can throw both the learner and the practitioner because what is actually being taught is not always clear... There are often complex mixes of phonemic and conceptual points involved in misconceptions about punctuation and syntax, that benefit from being analysed separately and explicitly.

**1.12 DALP's strands: The Punctuation and Syntax Strand**

DALP's strands: The Punctuation and Syntax Strand

Dyslexia Action

Don't stamp on it.

Do not stamp on it.

It's in the pan.

It is in the pan.

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**Notes:**



### 1.13 DALP's strands: The Punctuation and Syntax Strand

DALP's strands: The Punctuation and Syntax Strand Dyslexia Action



**"I'm off to the shops,"** said Meg  
**I'm off to the shops**

**"The dog isn't in his bed,"** said Pam  
**The dog isn't in his bed**




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Notes:


## 1.14 DALP's strands: The Suffixing Strand

### DALP's strands: The Suffixing Strand



- Has strong links to several other strands of DALP because of the complexity of this area of literacy
- The spelling of suffixes can be a persistent difficulty for some learners (for reasons of speech dynamics, for example) even when basic phoneme to grapheme links are secure
- It is within this strand that the complex schwa phoneme is introduced within the context of the suffix {-er} in comparative adjectives

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### Notes:

The learning points in this strand have been developed to structure learners' understanding of the complex area of suffixing, where spelling and unit meaning issues intertwine. Learners' literacy profiles appear to have changed in recent years - spelling suffixes has emerged as a very prevalent area of difficulty.

- Has strong links to several other strands of DALP because of the complexity of this area of literacy. Many elements need to be considered by practitioner and learner: the meaning of the suffix, the word class of the base word, the consonant-vowel patterns within the words, how the sound of the suffix can vary but the spelling is constant etc.
- This developed as a separate strand as the spelling of suffixes can be a persistent difficulty for some learners (for reasons of speech dynamics, for example) even when basic phoneme to grapheme links are secure.
- It is within this strand that the complex schwa phoneme is introduced within the context of the suffix {-er} in comparative adjectives.


## 1.15 DALP's strands: The Suffixing Strand

### DALP's strands: The Suffixing Strand



- The analysis of vowel and consonant clusters at the end of words is also covered within this strand
- There is also a system (the 'suffixing situation table'), which has been developed to encourage exploration to predict the application of new suffixes and the application of known suffixes to different base words

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### Notes:

- The analysis of vowel and consonant clusters at the end of words is also covered within this strand as this information is crucial when a learner is adding suffixes.
- There is also a system (the 'suffixing situation table'), which has been developed to encourage exploration to predict the application of new suffixes and the application of known suffixes to different base words.

### 1.16 DALP's strands: The Suffixing Strand

DALP's strands: The Suffixing Strand

Dyslexia Action



09:00

12:00

He plants

He planted

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Notes:

### 1.17 DALP's strands: The Suffixing Strand

DALP's strands: The Suffixing Strand Dyslexia Action



09:00

**She mends**



12:00


**She mended**


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**Notes:**

### 1.18 DALP's strands: The Suffixing Strand

DALP's strands: The Suffixing Strand Dyslexia Action

**/ɪd/**  **landed**

**/t/**  **jumped**


**/d/**  **grinned**

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Notes:

## 1.19 DALP's strands: The Coding Attack Pattern Strand

### DALP's strands: The Coding Attack Pattern Strand



- Strong links to the Coding Subskills Strand - where the subskills for the use of the patterns are honed
- Mainly of use for decoding skills but can aid spelling of vowel sounds within polysyllabic words
- Gives learners the confidence to analyse why the vowel sound (for example) in 'tuba' and 'tundra' differs
- It is an important strand, as it develops strategies to cope with the reading and spelling of polysyllabic words. It has proved particularly useful for older adolescent and adult learners

### Notes:

The learning points in this strand centre around the strategic use of syllable division patterns. It demonstrates how particular patterns of consonants and syllables recur in words and how this information can be used to aid decoding in longer words.

- Strong links to the Coding Subskills Strand - where the subskills for the use of the patterns are honed.
- Mainly of use for decoding skills but can aid spelling of vowel sounds within polysyllabic words.
- Gives learners the confidence to analyse why the vowel sound (for example) in 'tuba' and 'tundra' differs.

## 1.20 DALP's strands: The Coding Attack Pattern Strand

DALP's strands: The Coding Attack Pattern Strand Dyslexia  
Action

The <sup>VC/V</sup>**robin** hopped into its nest.

Did the old <sup>VC/V</sup>**dragon** <sup>VC/V</sup>**vanish?**

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### Notes:



### **1.21 DALP's strands: The Coding Attack Pattern Strand**

DALP's strands: The Coding Attack Pattern Strand

Dyslexia Action


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**Notes:**

### **1.22 DALP's strands: The Coding Attack Pattern Strand**

*(Drag and Drop, 0 points, 1 attempt permitted)*

DALP's strands: The Coding Attack Pattern Strand Dyslexia Action

Stressed syllables = 

Unstressed syllables = 

detector

computer

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Drag Item	Drop Target
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Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted


**Notes:**


### 1.23 DALP's strands: The Coding Attack Pattern Strand



(Drag and Drop, 10 points, 2 attempts permitted)

DALP's strands: The Coding Attack Pattern Strand

Dyslexia Action

Stressed syllables = 

Unstressed syllables = 

Drag disks over the appropriate letters:  

panda

SUBMIT

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Drag Item	Drop Target
Stress 4	Group 2
Un 8	Group 5

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Snap to center)
Delay item drop states until interaction is submitted

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.




**Notes:**


**Correct (Slide Layer)**

The screenshot shows a slide titled "DALP's strands: The Coding Attack Pattern Strand" with the "Dyslexia Action" logo in the top right. Below the title, there is a grey box containing the text "Stressed syllables =" followed by an orange circle. To the right, the text "Drag disks over the appropriate letters:" is followed by an orange circle and a yellow circle. A dark blue feedback box is overlaid on the slide, featuring a yellow checkmark icon, the word "Correct" in bold, and the text "That's right! You selected the correct response." Below this, a yellow button labeled "CONTINUE" is visible. At the bottom of the slide, the word "panda" is written in a large, blue, lowercase font, and a "SUBMIT" button is partially visible on the right. A copyright notice at the bottom left reads "Copyright © Dyslexia Action Training and Professional Development, 2019".

### Incorrect (Slide Layer)

DALP's strands: The Coding Attack Pattern Strand Dyslexia Action

Stressed syllables =  Drag disks over the appropriate letters:  

 **Incorrect**  
You did not select the correct response.


**CONTINUE**


**panna** **SUBMIT**

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### Try Again (Slide Layer)

DALP's strands: The Coding Attack Pattern Strand Dyslexia Action

Stressed syllables =  Drag disks over the appropriate letters:  

 **Incorrect**  
That is incorrect. Please try again.

**TRY AGAIN**

**panna** **SUBMIT**


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### 1.24 DALP's strands: The Coding Attack Pattern Strand



(Drag and Drop, 10 points, 2 attempts permitted)

DALP's strands: The Coding Attack Pattern Strand

Dyslexia Action

Stressed syllables = 

Unstressed syllables = 

Drag disks over the appropriate letters:  

d e l t a

SUBMIT

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Drag Item	Drop Target
Stress 4	Group 2
Un 8	Group 5

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Snap to center)
Delay item drop states until interaction is submitted

**Feedback when correct:**

That's right! You selected the correct response.




**Feedback when incorrect:**


You did not select the correct response.

**Notes:**

**Correct (Slide Layer)**

DALP's strands: The Coding Attack Pattern Strand Dyslexia Action

Stressed syllables =  Drag disks over the appropriate letters:  

 **Correct**  
That's right! You selected the correct response.




**CONTINUE**


u c r t a **SUBMIT**

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### Incorrect (Slide Layer)

DALP's strands: The Coding Attack Pattern Strand Dyslexia Action

Stressed syllables =  Drag disks over the appropriate letters:  

 **Incorrect**  
You did not select the correct response.

**CONTINUE**

**u c r t a** **SUBMIT**

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### Try Again (Slide Layer)

DALP's strands: The Coding Attack Pattern Strand Dyslexia Action

Stressed syllables =  Drag disks over the appropriate letters:  

 **Incorrect**  
That is incorrect. Please try again.

**TRY AGAIN**


**u c r t a** **SUBMIT**

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## 1.25 DALP's strands: The Phonological Awareness Strand

### DALP's strands: The Phonological Awareness Strand



- Some learners will not need to do this strand as their phonological subskills are well developed
- Need to consider the reason for doing the learning points in this strand very carefully when the learner is reading competently
- Some learners who are competent readers might benefit from doing some of the later points as working memory or auditory analysis practice

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### Notes:

This was originally developed in 2013, but it is less frequently used than the other strands. It is now not seen as compulsory within Dyslexia Action training courses, it is listed as an optional strand to study. The learning points in this strand develop the learner's knowledge of key terminology and underlying ability with handling speech sounds from word to phoneme level.

- Some learners will not need to do this strand as their phonological subskills are well developed.
- Need to consider the reason for doing the learning points in this strand very carefully when the learner is reading competently. Key consideration: if someone has well-developed reading skills, does the fact that a sub-skill is not intact matter?
- Can consider some of the learning points as associated with other more generic learning/life-skills. For example, some learners who are competent readers might benefit from doing some of the later points as working memory or auditory analysis practice.


## 1.26 Standard Learner Progress Route

### Standard Learner Progress Route



- It was originally seen as a default route for most learners to work through to make literacy progress
- This has now been abandoned as a standard/suggested route as it became obvious that many learners had a more extreme mixture of strengths and weaknesses in literacy subskills than the notional 'standard learner' that we had developed
- This structure is still available within the Phonemic Strand Manual

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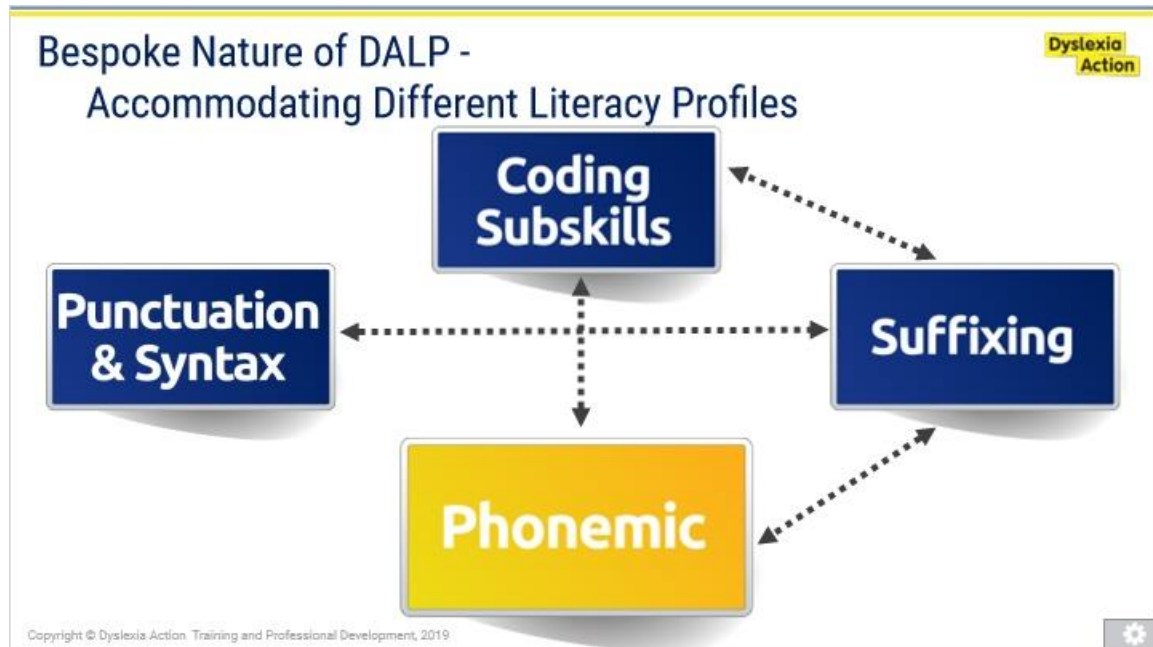
### Notes:

A Standard Learner Progress Route was designed in the early stages of the development of DALP. This is a notional pathway through DALP, which bundles together phonemic and non-phonemic learning points within the DALP.

- It was originally seen as a default route for most learners to work through to make literacy progress.
- This has now been abandoned as a standard/suggested route as it became obvious that many learners had a spikier literacy profile i.e. had a more extreme mixture of strengths and weaknesses in literacy subskills than the notional 'standard learner' that we had developed.
- Developing the route reinforced the writers' understanding of the complexity of the issues at play when literacy development is halted or delayed.
- This structure is still available within the Phonemic Strand Manual - some practitioners still find it useful as an initial study route to help understand the sorts of issues learners often face and how the strands of DALP interlink in order to address the complexity of literacy learning.

## 1.27 Bespoke Nature of DALP -

### *Accommodating Different Literacy Profiles*

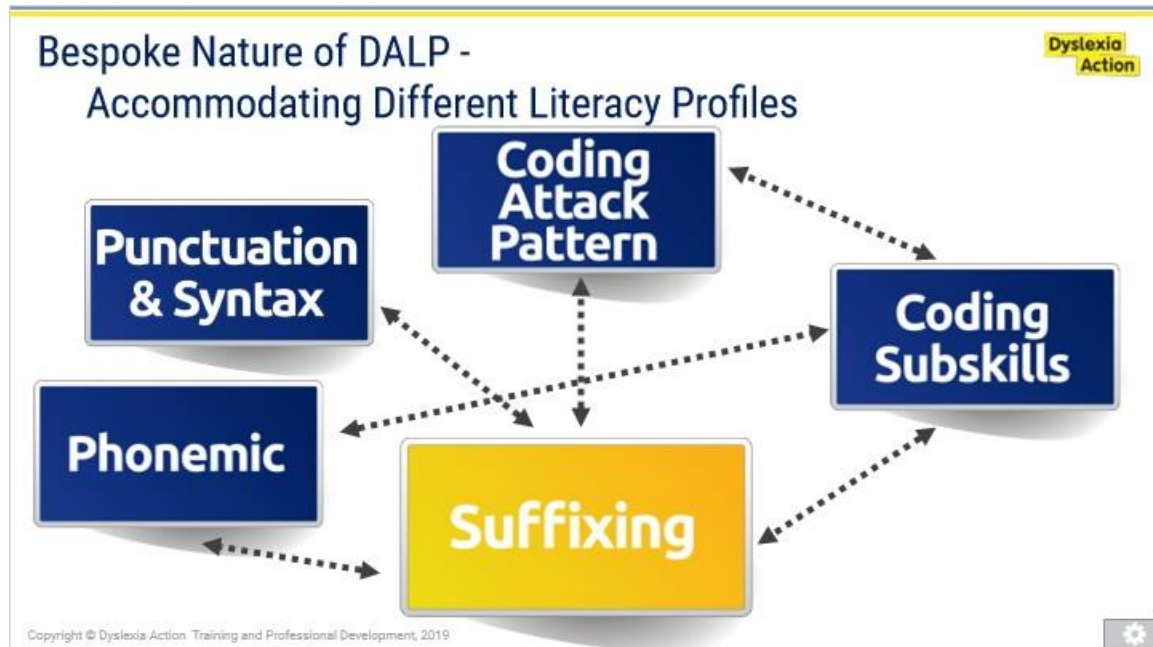


#### **Notes:**

This is a diagrammatic representation of the strands of DALP that a learner with predominant difficulties with reading and spelling at a more basic level. All of the basic phoneme-to-grapheme and grapheme-to-phoneme links are not secure - so the Phonemic Strand is the base strand - the predominant source of learning points for this learner. But this strand has links to the Suffixing Strand and (indirectly, to the Punctuation and Syntax Strand - as word class knowledge may be weak). Punctuation knowledge too may need to be addressed. There are also links between the Coding Subskills Strand and the Phonemic Strand when learning about key vowel sounds and links to the Suffixing Strand as the coding of vowels and consonants is an important part of word-building using suffixes. A learner of this profile may not cover and of the learning points in the Coding Attack Pattern Strand, as the focus is predominantly a phonemic one.

## 1.28 Bespoke Nature of DALP -

### *Accommodating Different Literacy Profiles*



#### **Notes:**

This is a diagrammatic representation of the strands of DALP that a learner with predominant difficulties with reading and spelling at a more basic level. All of the basic phoneme-to-grapheme and grapheme-to-phoneme links are not secure - so the Phonemic Strand is the base strand - the predominant source of learning points for this learner. But this strand has links to the Suffixing Strand and (indirectly, to the Punctuation and Syntax Strand - as word class knowledge may be weak). Punctuation knowledge too may need to be addressed. There are also links between the Coding Subskills Strand and the Phonemic Strand when learning about key vowel sounds and links to the Suffixing Strand as the coding of vowels and consonants is an important part of word-building using suffixes. A learner of this profile may not cover and of the learning points in the Coding Attack Pattern Strand, as the focus is predominantly a phonemic one.

## 1.29 Bespoke Nature of DALP - Uses and Potential Uses

### Bespoke Nature of DALP - Uses and Potential Uses Dyslexia Action

- DALP's emphasis on a discovery method and meaningful tuition rather than rote learning makes it a useful teaching tool for learners on the autism spectrum and learners with behavioural/attentional difficulties.
- Metalinguistic element and embedded/meaningful context of tuitions are elements known to assist learners with English as an additional language
- The focus upon morphology and emphasis of its importance as a propeller of literacy progress within DALP, is beneficial for learners of all literacy profiles including those learners who are deaf or hard of hearing

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### Notes:

- Discovery method and DALP lesson structure has proved useful for learners with behavioural difficulties as well, as the tutor is seen as a facilitator and the learner is given the lead in most respects. Key factors here seem to be deeper learner engagement, shorter and varied lesson segments, as well as the emphasis on self-checking and monitoring.
- Metalinguistic element and embedded/meaningful context of tuitions are elements known to assist learners with English as an additional language (Cummins, 1978; 2000; Dutro & Moran, 2002; Tangen & Spooner-Lane, 2008).
- The focus upon morphology and emphasis of its importance as a propeller of literacy progress within DALP, is beneficial for learners of all literacy profiles because as learners develop literacy skills the emphasis shifts from segmenting by phoneme to segmenting by units of meaning (word roots, affixes etc). This sort of input is especially important for vocabulary development/reading comprehension and spelling polysyllabic words. (Tong, Deacon, Kirby, Cain & Parrila, 2011; Deacon & Kirby, 2004; Berninger, Nielsen, Abbott, Wijsman & Raskind, 2008; Nagy, Berninger & Abbot, 2006; Pollatsek, Hyönä & Bertram, 2000; Anglin, 1993). A focus on morphology is also known to benefit learners who are deaf or hard of hearing (Nunes, Burman, Evans & Bell, 2010).

### 1.30 Metacognition and Metalinguistic Awareness

## Metacognition and Metalinguistic Awareness

**Dyslexia  
Action**

- DALP's design reflects the fact that the development of metalinguistic awareness (the ability to be able to talk about actions involving units of language) is a fundamental requirement in all language learners.
- The teacher-practitioner is shown via scripts and resources how to elicit this understanding from learners.
- Links made in DALP explain why the sorts of schema knowledge that metacognition involves support memory function in learners.
- Self-efficacy is an important corollary of metacognition. DALP systematically promotes metacognition and the empowerment of the learner.

#### Notes:

- DALP's over-arching principle that tuition must be structured, sequential, cumulative and multisensory. (Dewey, 1938/1997). There is an emphasis upon the union of structured presentation and multisensory input, though it is the structuring of the input and how it engages with learners focus of attention, that is considered of prime importance.
- Within DALP there is also the assumption that tuition must also be meaningful and purposeful to ensure retention (Talsma, Senkowski, Soto-Faraco & Woldorff, 2010), to promote metalinguistic awareness, to promote self-efficacy (Bandura, 1994) and the development of learner engagement and what is currently known as 'grit' - the tendency to sustain interest in and effort toward very long-term goals (Duckworth et al., 2007)
- Theoretical links are clearly and consistently made in DALP- all aspects are linked to constructs and research/theory allowing the teacher-practitioner to actually understand why certain strategies are suggested and why they are generally effective. This means that it is easier for students of specialist teaching to make the links from theory to practice: an essential aspect of Level 7 (Masters) study and to make the research base explicit for Level 5 practitioners. For example, teaching routines are linked to the construct 'deliberate practice' (Ericsson, 2008), which explains how a reflective application of knowledge and practising of core sub-skills leads to automaticity and expertise.

### 1.31 Well done



The image shows a presentation slide with a white background. At the top right, there is a yellow logo with the text "Dyslexia Action". A large dark blue horizontal band across the middle contains the text "Exercise completed" in white. Below this band, centered, is a yellow button with the text "RESTART PRESENTATION" and a circular arrow icon. At the bottom left, there is small grey text: "Copyright © Dyslexia Action Training and Professional Development, 2019".

#### Notes: