



HELPING YOUR CHILD AT HOME

2017-2018

1. Introduction

2. Programmes

- Year One – *Letters and Sounds Programme. ESL Programme*
- Year Two- *Letters and Sounds Programme. ESL Programme*
- Year Three-Five – *Letters and Sounds Programme. Fry Sight Words.*

3. IEPs, Aston Index, how you can help your child.

- IEPs and how are they used
- Explaining the Aston Index Test –Years 3-5
- Understanding your child's needs and how to help at home.

4. Diagnosing and Treating Specific Learning Difficulties

1. Introduction

This booklet is written to help parents understand what students will be doing in Additional Support classes and how they can be further helped at home. It sets out what programmes they will be following as well as giving useful recommendations.

2. Programmes

Students in Year One and Year Two are referred by their previous year's teacher and those who fall into the "language skills are significantly delayed" category will follow an ESL programme after which time they will be re-assessed to whether they take part in a further language programme in terms two and three based on the following topics.

My Body	Bath & bedroom
Prepositions	Fruit
Shapes & Colours	Vegetables
Opposites	Animals
Clothing	Daily routine
House	Chores
Kitchen	Verbs

Students engage in activities and games to learn new words and are given opportunities to use these words in real life situations.

Below is the website that is used to consolidate the oral work done in class. It has free printable flashcards, worksheets and games that the children enjoy. There are many activities here that you can do with students to reinforce what has been done in class:

www.mes-english.com

Students in Year One will also work on phonics, reading, writing as well as visual and auditory skills if the need arises.

Letter and Sounds Phonics Programme

Letters and Sounds is a phonics resource published by the Department for Education and Skills in the UK. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five.

There are six overlapping phases.

Phase	Phonic Knowledge and Skills
<i>Phase One</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i>	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i>	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i>	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

This phonic scheme will be used in class with the English teacher as well as being reinforced in the Learning Support classes in Years Two to Four. Information, worksheets and games can be found on the following website www.letters-and-sounds.com or parents can subscribe to the following website www.phonicsplay.co.uk

Fry's Sight Words.

The Fry's lists are the most common words used in English ranked in order of frequency. They are grouped into lists of 100 words with ten lists in total. They can be downloaded on the following website.

<http://www.sightwords.com/sight-words/fry/#lists>

3. IEPs

In Years One to Five students on the Additional Support register will have an IEP (Individual Educational Plan) in English and Arabic.

An IEP or Individual Education Plan is a plan or programme designed for children with Special Educational Needs to help them to get the most out of their education.

An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.

An IEP is a teaching and learning plan and should set out targets and actions for the child that are different from or additional to those that are in place for the rest of the class.

The purpose of an IEP is to inform the teacher and others working with the child of specific targets for the child and how these will be reached. The IEP allows schools and staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific targets.

An IEP is produced at the beginning of the academic year after the student has been assessed or is referred by a teacher throughout the academic year.

- A copy is kept in the Additional Support office.
- Another is given to the class teacher during a meeting with the Additional Support teacher to discuss how they will work as a team to help the student.
- Parents are given a copy when they are invited in to discuss their child with the Learning Support teacher.

- The IEP will highlight the weaknesses as well as the strengths the assessment has highlighted and appropriate targets, strategies and recommendations are drawn up based on the Aston Index Test.

The Aston Index is a comprehensive, tried and tested battery of assessments for screening and diagnosing language difficulties. It offers a thorough understanding of the needs and difficulties of individual children - a sound basis for planning a programme of remedial work. It contains 16 tests which enable learning support teachers to measure an individual pupil's general underlying ability and attainment with reference to the child's mental age. It also examines the pupil's strengths and weaknesses in visual and auditory discrimination, motor co-ordination, written language, reading and spelling. The index identifies:

- Children with language difficulties.
- Children with auditory and visual perception difficulties.
- Children with graphic difficulties
- Specific difficulties in reading, writing and spelling fluency.
- Children with special educational needs.

Listed below are main difficulties identified by the test, how they affect learning and how you can help overcome these difficulties at home.

Visual Perceptual Processing

Visual perceptual processing or visual information processing is a set of skills we use to gather visual information from the environment and integrate them with our other senses.

Without visual perceptual processing skills students will not be able to:

- Learn to read accurately
- Give or get directions
- Copy from the board or a book
- Visualise objects or past experiences
- Remember things visually
- Have good eye-and-hand coordination
- Integrate visual information with our other senses

1. Visual discrimination:

Visual discrimination is the ability to distinguish similarities and similarities differences between objects like letters (d, b) or shapes. In reading, this skill helps children distinguish between similarly spelled words, such as was/saw, then/when, on/one, or run/ran. Puzzle games that ask us to tell how two pictures are different are good ways to help develop visual discrimination.

2. Visual sequential memory

Visual sequential memory is the ability to remember symbols, words, or objects in the order they were originally presented. This skill is particularly important for spelling. A child who struggles with visual sequential memory may omit, add or transpose letters within words. He or she may subvocalize (whisper or talk aloud) while writing. Recognizing and remembering patterns may also prove difficult.

Example: Recall a phone number 205-9786 vs. 205-9687, or in spelling "their" vs. "thier"

A child with this deficit may demonstrate difficulties with:

- Remembering assignments
- Remembering steps that are shown in an activity
- Remembering the alphabet in the correct order
- Spelling words

- Writing words in the correct order even if verbal spelling is correct
- Retrieval of words with reversals or ordering words
- Math problems
- Remembering the order of events after reading
- Writing letters correctly
- Dot to dot activities
- Pattern completion
- Copy from one place to another

Activities to address difficulties

- Work with bead and block patterns
- Assist in completion of recipes or building with blocks
- Cut up newspaper comics and place in order
- Use magnetic or other type of letters to spell or put in alphabetical order beginning with the left side
- Simple origami
- Construct simple paper projects like a football or airplane
- Dot to dot

3. Visual memory

Visual memory is the ability to recall characteristics of what is or has been seen. This skill helps children remember what they read and see by processing information through their short-term memory and filtering that information into their long-term memory. Children with poor visual memory may struggle with comprehension. They often subvocalise, or softly whisper to themselves, as they read in order to help compensate listening to what they read. They may have difficulty remembering what a word looks like or fail to recognize the same word on a different page. They may also take longer copying assignments because they must frequently review the text. Complete the same activities used in the previous section.

Auditory Processing

Auditory processing is the ability to perceive, understand and interpret sounds and words by means of the sense of hearing. Difficulties with auditory processing do not affect what is heard by the ear, but do affect how this information is interpreted, or processed by the brain. Auditory processing refers to a set of skills related to how the brain recognizes and interprets information presented orally. This includes not just speech, but also the processing of non-speech auditory stimuli like music and environmental noise. Some people say auditory processing is "what we do with what we hear." Humans hear sounds through the ear and then sounds are changed into electrical information that is interpreted by the brain.

Some children (approximately 2-3 percent) are diagnosed with an auditory processing disorder (APD), sometimes called Central Auditory Processing Disorder. It means something is affecting the processing or interpretation of the information a child hears. Some reading experts believe that APD is closely related to disorders of attention, general phonological processing, and language-based difficulties, and does not reflect a separate disorder.

Without auditory processing skills students will not be able to

- Process information
- Recognise subtle differences between sounds in words.
- Read fluently
- Pay attention in class for a long period
- Remember information presented orally.

Auditory processing is divided into the following categories:

1. Auditory discrimination
2. Auditory blending
3. Auditory sequential memory
4. Auditory memory

1. Auditory discrimination:

Auditory discrimination is the ability to identify slight similarities and differences between sounds or words. This includes the ability to identify words and sounds that are similar and those which are different. Children who have difficulties with this might have trouble understanding and developing language skills because their brains either misinterpret language sounds, or process them too slowly. Often, these children cannot differentiate between similar sounds, or they are unable to recognize language in certain situations.

Activities to develop auditory discrimination skills:

1. Listening – listen to sounds on CD, then ask your child to: o point to a picture of the object making the sound and name it o point to a real object that makes the sound and then try it out. Variation: – listen to the sound of real objects with eyes closed. Child guess and name.

2. Play Sound Bingo – listening to sounds on tape and covering the correct picture

3. Sound walk – child drawing pictures or writing down the names of the sounds they hear on the walk.

4. Grouping sounds – animals, musical instruments, vehicles, etc.

5. Odd one out – ask your child to identify the sound that is not part of a group of sounds, e.g. dogs barking, owl hooting, cow mooing, musical instrument playing.

6. Musical discrimination – discriminating between loud/quiet, high/low, fast/slow notes.

7. Clapping or tapping rhythms – you can use families' names and polysyllable words. This activity can be linked with picture-noun recognition. You all can work in pairs, using picture-noun cards – take turns to clap syllable beats and choose the picture-noun card to match the number of beats.

8. Same/different 1 – ask your child to listen to sets of two everyday sounds and identify those that are the same and those that are different.

9. Same/different 2 – ask your child to listen to sets of two words and identify those that are the same and those that are different, e.g. bat/bat, bat/bet.

10. Same/different 3 – ask your child to listen to sets of two words and identify those that rhyme and those that don't, e.g. cat/mat, bed/bud.

11. Hands up 1 – ask your child to put up his/her hands when they hear a particular sound (sounds given one at a time).

12. Hands up 2 – ask your child to put up his/her hands when they hear a particular sound against a background of other sounds (figure/ground auditory discrimination).

13. Who is it? – choose yourself to be blindfolded, then ask your family to say a short sentence. Ask the blindfolded pupil to identify the other family member by name.

14. Sound bingo – discriminating between initial sounds.

2. Auditory blending

Auditory blending is the process of putting together phonemes to form words. For example, the individual phonemes "c", "a", and "t" are blended to form the word, "cat". Auditory blending is the ability to build words from individual sounds by blending the sounds together in sequence. Blending is a crucial skill in learning to read since being able to mentally join speech sounds together to make words helps students to decode unfamiliar words using letter-sound patterns when reading. Difficulties with the ability to blend is a hallmark of the struggling reader.

Recommendations

- Use pictures to develop your child's blending skills. Provide him/her with a picture (e.g. a cat) and have him/her sound out the name while placing marbles, drawing marks, or tapping their fingers for each of the individual sounds in the word (e.g., /c/.../a/.../t/ is composed of 3 sounds, thus your child would use 3 marbles, marks, or taps.)

- Let your child practise counting syllables by clapping or using their fingers to tap out the number of different sounds, or phonemes, in a word.
- Give your child various opportunities throughout the evening and weekends to practise blending sounds to create words.
- Provide reinforcement for learning consonant blends that are particularly challenging to your child. For example,
 - Your child can play blend bingo where she/she match words chosen from a deck of picture cards or called out to him/her with the blends written on their bingo cards, e.g. sl, sm, sn, sp, etc.
 - Play a "How Many Words Can You Make" game: Your child makes words by combining consonant blends and digraphs (consonant combinations that make a single sound), such as /sh/ and /th/) with a variety of word endings.

3. **Auditory sequential memory (numbers and words)**

Auditory sequencing is the ability to perceive, remember and recall sequential auditory stimuli in the correct order. It is the ability to remember or reconstruct the order of items in a list or the order of sounds in a word. Someone with an auditory sequential memory problem might make mistakes like saying or writing "ephelant" for "elephant." This part of the disorder makes it difficult for a child to memorise numbers and facts, and also affects his reading and language skills. Children with auditory memory problems typically take longer to learn their telephone numbers and addresses, and have difficulty remembering basic math facts. Verbal instructions and lists are similarly tough to retain.

Recommendations.

- Minimise the number of key points your child has to remember, sequence the items clearly and avoid any language that is likely to confuse the issues.
- Work with your child on finding memory strategies or *triggers* that are effective for them (e.g. visual cues).
- Try learning in *chunks* (not mnopqr, but mn, op, qr).
- Encourage your child to consider using cue cards, for example when they are preparing presentations.

- Provide small-step instructions.
- Provide explicit, logical links using different colours, cue lines, diagrams and known symbols when appropriate.
- Offer your child memorising techniques such as mnemonics (a visual approach to learning), mind maps, auditory strategies and learning by doing.
- Encourage your child to find their own strategies and become independent in their learning.
- Be aware that it is always easier to remember arrangements / items when personally motivated. This is a natural facet of memory that ensures that individual priorities require the least effort.

4. Auditory memory

Auditory memory is the ability to store and recall information which was given verbally. An individual with difficulties in this area may not be able to follow instructions given verbally or may have trouble recalling information from a story read aloud. The same activities listed above can be used here.

Though visual and auditory processing skills develop naturally in most children, the necessary knowledge and skills can be taught through direct instruction for those who have difficulty in these areas.

In general children with auditory processing problems:

- Have trouble paying attention to and remembering information presented orally
- Have problems carrying out multistep directions
- Have poor listening skills
- Have low academic performance
- Have behaviour problems
- Have language difficulty (e.g., they confuse syllable sequences and have problems developing vocabulary and understanding language)
- Have difficulty with reading and spelling
- **Useful websites containing information on auditory processing disorders**
 - [What are Central Auditory Processing Problems in Children?](#) (LD OnLine)
 - [Auditory Processing Disorders](#) (National Center for Learning Disabilities)
 - [Central Auditory Processing Disorder](#) (Kids Health)

Helping Children with Reversals and Laterality

It is not unusual for children to reverse letters and words when they read or write up to the age of 6 or 7. This is due to immaturity in brain development. Children who have problems with reversals usually also have problems with left-right directionality.

The reason a child has a dominant hand, foot, ear and eye is because one of the two brain hemispheres has stepped forward as the dominant hemisphere, thus taking the lead in the process of making decisions as well as the way we perform tasks. This dominance should be established by the age of five and it should correlate or be on the same side of the body by the age of six years. This means that by six, the child should demonstrate dominance on the same side for his hand, foot, ear and eye. It is normal for a five-year-old child to sometimes use his non-dominant hand to perform a task that should be done with his dominant hand, but this should be the rare occasion.

Signs of dominance not being established include:

1. The child's switching hands when writing, colouring in and drawing
2. Not using a specific hand consistently to write, draw, cut etc
3. Using different feet to kick a ball
4. Writing on the right side of the paper with the right hand and on the left side of the paper with the left hand

Specific areas of difficulty if dominance is not established include:

1. Papers being read or written on are dramatically rotated
2. Difficulty perceiving left and right sides of objects and letters
3. Uncertainty about personal left and right body sides
4. Difficulty making decisions
5. Difficulty in accepting a change in rule or decision once it has been made
6. Delayed language acquisition
7. Difficulty comprehending instructions
8. Problems with word finding
9. Difficulty with organisational skills
10. Diminished concept of consequences
11. Poor gross and fine motor skills in general, in other words difficulties with kicking a ball, colouring in, cutting with scissors, drawing, etc.
12. Writing patterns that are inconsistent and untidy
13. Not crossing the midline

Recommendations

- Trace, then write the confused letter or word and pronounce it as written.
- If the child is confused about his own left/right, use a ring, watch, ribbon or band on his writing arm. Colour cue side of desk or paper or word as a starting place.
- Gradually increase the difficulty of material to discriminate. If errors are made, go back to simpler practice.

Suggestions for Improving Laterality:

- Trace hands on paper. Label “right,” “left.”
- Play “Simon Says” – “Touch right foot; raise left hand,” etc.
- Child follows the directions in drawing lines up, down, right to left, etc. and in touching parts of body.
- Child connects dots on blackboard to make a completed pattern; repeats process on paper.
- Child shows hands in sequence pattern: left, right, left, right, etc. Use marching as a variation.
- Child names objects on right and on left. He moves to different parts of the room and repeats.
- Arrange story pictures in sequence, left to right.
- Use lined paper for writing.
- Use weighted wristband to designate right or left hand.
- Tracing activities, left to right. Mark left with small “x.” Use colour tracing to repeat.
- When beginning writing the lessons, teach the child to begin as close to left edge of sheet as possible (then can move only toward the right).
- In reading, use markers, “windows,” and other left-to-right directional aids.

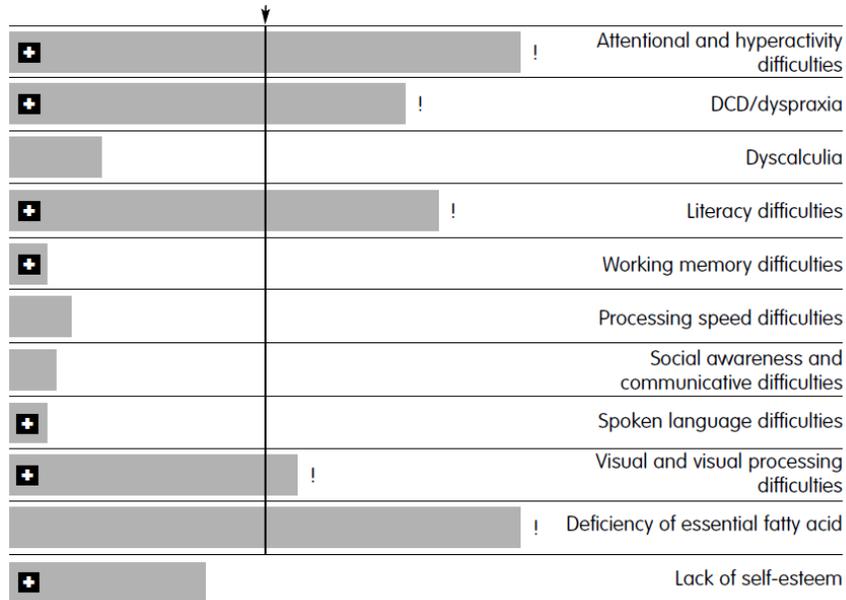
4. Diagnosing Specific Learning Difficulties

Sometimes a child is referred to the Additional Support team and the teacher suspects there is more than one specific learning difficulty. When this is the case SNAP (***Special Needs Assessment Profile***) will be used.

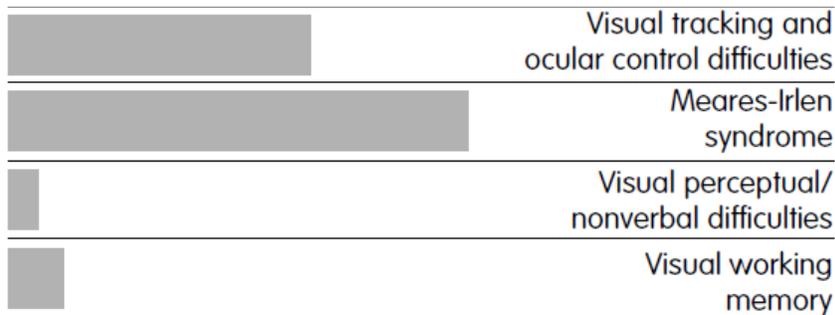
Snap Assessment - is a computer aided diagnostic profile across 24 specific learning difficulties. It maps each child's own mix of problems onto an overall matrix of learning, social and personal difficulties. Teachers or parents who suspect there is a learning difficulty but are not sure of the specific difficulty may refer these children to the Head of Additional Support for assessment.

Attention deficit disorder	Visual working memory difficulties
Auditory processing difficulties	Phonological difficulties
Auditory working memory difficulties	Processing speed difficulties
Dyscalculia	Reading
Dysgraphia	Sensory integration and sensory sensitivity difficulties
Educational self-esteem	difficulties
Essential fatty acid deficiency	Social awareness and communicative difficulties
Expressive/receptive language difficulties	difficulties
Hyperactivity	Social self-esteem
Hyperlexia/Specific comprehension deficit	Spelling
Impulsivity	Visual-perceptual/nonverbal difficulties
Involuntary speech/motor difficulties	Visual tracking and ocular control difficulties
Meares-Irlen syndrome	Movement, balance, coordination and planning difficulties

Children who are to be assessed will be given a questionnaire for parents to complete as well as class teachers. These answers as well as formal assessment will be used to produce the student's core profile which will look like the example below.



Where the block graph crosses over the vertical line will be areas of concern and the basis of intervention. Profiles with a  symbol can be expanded to show more detail as shown below.



Details of each of the prominent conditions as well as personalised information sheets will be sent to parents, teachers and learning support staff.

For further information and clarification, please contact me on johng@sultansschool.org

Sean Griffin

Head of Additional Support

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