Dyslexia Action
Continuing Professional Development

The Dyslexia Action Literacy Programme: Extension Courses for Qualified Professionals

SpLD Specialist Teacher Extension Courses

Syllabus, Dates and Fees
Jan 2019 – Aug 2019 v.1 (Part 1 of 2)

www.dyslexiaaction.org.uk

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Entry Requirements

These CPD courses are part of a Level 7 Specific Learning Difficulties (SpLD) practitioner extension programme and therefore participants must have already qualified as specialist SpLD teachers (ADG Dyslexia Guild or ATS/APS British Dyslexia Association or equivalent). Suitable qualifying courses include, but are not restricted to:

- Dyslexia Action Level 7 Professional/Postgraduate Certificate or Diploma qualifications in Dyslexia and Literacy
- Dyslexia Action Level 5 Diploma in Strategic Teaching Support
- Dyslexia Action Alpha to Omega Level 4/5 course
- Dyslexia Institute Postgraduate Certificate or Diploma qualifications
- Hornsby Postgraduate Diploma in Specialist Teaching
- Other BDA Accredited Level 7 Specialist Teaching qualifications

Individuals who do not meet the criteria but are interested in specialist teaching may apply to the Dyslexia Action Level 5 Diploma in Strategic Teaching Support.

Why study these courses?

The Dyslexia Action Literacy Programme (DALP) is a comprehensive specialist literacy programme. The programme has been developed by the postgraduate tutor team at Dyslexia Action; it provides a pathway, for learners at **all stages** of literacy development, through individual placement identification.

DALP builds upon previous works by Orton, Gillingham and Stillman, Hickey, the Dyslexia Institute (Literacy Programme – DILP) and Hornsby, which all promoted the concept of structured, cumulative learning. Using this as a central tenet, DALP brings metacognitive learning and the development of metalinguistic awareness to the forefront which, with the placement process as the underpinning strand of the specialist literacy support scheme, enables the practitioner to further extend their reach to those with dyslexia and literacy difficulties.

This series of short courses provides experienced practitioners with access to elements of the DALP programme, through a series of masterclasses, to enable them to refresh and extend their professional practice. The first course in the core series is the **Placement Process** however practitioners may choose to select any of the programmes in any order[1]. The **Morphological Analysis** course is a masterclass that provides an additional extension to the core series and as such may be selected by any practitioner who has relevant experience in literacy teaching.

No prior knowledge of the programme is needed, though participants are expected to have a working knowledge of a structured, multi-sensory literacy programme or hold a qualification in specialist teaching or speech therapy. Materials are provided online for participants to download and print as required.

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[1] The courses are written as standalone modules and as part of a sequence. Practitioners who wish to gain a firm grounding in DALP are advised to work through the units sequentially.

Courses in the range

Developing Placement Processes to Effectively Tartget Specialist Support (DAEXT716)

The unit will be of interest to practitioners wishing to develop tailored, multisensory literacy interventions for learners. Study of specific placement processes will enable practitioners to develop their own systems to appraise learners' individual learning requirements.

This course gives practitioners the opportunity to study and reflect upon a range of affixes and word-roots, which build cumulatively to give a structured understanding of how to strategically support reading comprehension using morphological units.

The materials provided in the morphology course are designed to give specialist practitioners the knowledge, strategies and materials they need to conduct interactive word-building and word-exploration sessions. The materials for each masterclass can be adapted by the user to suit learners of all ages including adults in a range of settings.

Learning outcomes:
- Critically evaluate a range of placement systems
- Interpret placement findings in terms of a particular placement system
- Justify the compilation of a set of placement materials for a particular purpose.

Developing Phonemic Awareness in Learners (DAEXT717)

This course demonstrates a strategic method of introducing learners with literacy-difficulties to the mapping of sounds to letters and letters to sounds. Each learning point gives the practitioner key facts to ensure the smooth facilitation of learning and a range of resources to support the delivery of the new phoneme/grapheme. The standard learning points develop cumulatively in a highly structured way. A method of delivering the extended learning points in a more individualised way is also demonstrated.

The course aims to give practitioners the confidence to create their own phonemic learning points using the extensive range of examples of strategies and resources provided within the unit's substantial materials.

Learning outcomes:
- Appraise the importance of dialogue and metalinguistic awareness in the development of phonemic awareness.
- Develop precisely tailored learning resources to support understanding of phoneme-grapheme and grapheme-phoneme links.
- Create a structured learning pathway to support phonemic awareness in learners with literacy-related difficulties.

Promoting Word-building and Sentence Analysis Skills in Learners (DAEXT718)

This course covers learning points associated with punctuation, syntax and suffixing. It provides practitioners with a structured and meaningful approach to literacy tuition. It demonstrates how to develop metalinguistic awareness in learners, so that learners can identify some key word classes and units of meaning within words (prefixes and suffixes). Spelling is also examined in this unit, especially within the context of unaccented syllables – a key area of difficulty for many learners.

Learning outcomes:
- Discuss the importance of metacognition when developing punctuation skills and sentence analysis in learners.
- Critically examine the efficacy of a set of learning points designed to enhance suffixing skills in learners.
- Strategically support the spelling of vowels in unaccented syllables.

Working with Syllables – Using Syllable Patterns to support the reading and spelling of longer words (DAEXT719)

This course covers the sub-skills necessary to ensure learners develop confidence in word attack strategies. It demonstrates methods to introduce the concept of 'long' and 'short' vowel sounds to learners and how to link this to the decoding of words of more than one syllable. Some common syllable patterns are covered to give practitioners the resources they need to promote the reading and spelling of a wide range of longer words.

Learning outcomes:
- Strategically support learners to decode a wide range of polysyllabic words.
- Promote a structured approach to spelling polysyllabic words.

Using Morphology to enhance reading comprehension (DAEXT720)

This course gives practitioners the opportunity to study and reflect upon a range of affixes and word-roots, which build cumulatively to give a structured understanding of how to strategically support reading comprehension using morphological units.

The materials provided in the morphology course are designed to give specialist practitioners the knowledge, strategies and materials they need to conduct interactive word-building and word-exploration sessions. The materials for each masterclass can be adapted by the user to suit learners of all ages including adults in a range of settings. The masterclasses can be used in both one-to-one tuition and group settings to promote the structured understanding of units of meaning within words.

Learning outcomes:
- Discuss the key features of a structured, multisensory morphological teaching programme.
- Critically examine a range of ways that morphemes can be used to enhance reading comprehension.
- Design a morphological teaching resource.

How are the courses delivered?

The courses run over a period of four weeks with the reflective task due at the end of the course. To get the most out of the learning experience we would recommend a minimum of 7.5 hours per week study time per course. Each course includes a set of resources to help participants become familiar with our online learning platform, Moodle.

Each of the courses is managed by a specialist online tutor who will promote debate and offer advice on the unit forums. The tutor also reviews the Professional Development Log: the reflective log which participants produce during their studies to demonstrate critical engagement with the course materials. A Certificate of Verified CPD is produced for those participants who upload a Professional Development Log that demonstrates high-quality interaction with and understanding of the course materials (10 verified CPD hours in total).

Demands of the course

The courses are delivered through online learning, enabling a flexible form of study. Candidates will need to develop good personal time management and to prepare the study skills relevant to e-learning. Candidates will require a quiet and clear space in which to work. Candidates will need to be able to balance the demands of their studies with existing work and home commitments in order to successfully complete the units.

The courses are managed by tutors who will be expecting participants to fully engage with the courses from the outset. There is no requirement to be online at any specific time during your course.

Course Dates

	DAEXT716 Placement Processes	DAEXT717 Phonemic Awareness	DAEXT718 Word Building	DAEXT719 Working with Syllables	DAEXT720 Morphology
Course Start Dates — The courses run over a period of 4 weeks					
September 2018					19th
October 2018					
November 2018	14th				
January 2019		16th			16th
March 2019	13th		13th		
May 2019		08th		08th	08th
July 2019					
September 2019	TBC	TBC	TBC	TBC	TBC

Please note:
Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or schedules subject to numbers.

Fees for Academic Year 2019

Fees must be paid for by debit/credit card at the time of registration.

£295+VAT for non-Dyslexia Action Guild members
£285+VAT for Dyslexia Action Guild members

All payments must be made in Pounds Sterling (GBP) **before** the start of the course. Please refer to Terms and Condition for payment terms. *VAT is applicable on all courses. If you choose to pay later by cheque or bank transfer an invoice will be raised with an additional fee of £30 inclusive of VAT.

The course can be taken at different dates scheduled throughout the calendar year.

The registration deadline is one week prior to the start of the course.

All fees are subject to an annual increase.

Glossary

The following glossary provides key terms that are used in our courses and definitions that provide explanations of the terms.

Accent	A distinct emphasis given to a syllable or word in speech by stress or pitch.
Affix	An addition to the base form or stem of a word in order to modify its meaning or create a new word. (A prefix or a suffix).
Comprehension	The ability to understand something.
Consonant	Any phoneme (speech sound) that is not a vowel.
Cumulative	Increasing or increased understanding through progressive or successive additions.
Dialogue	A discussion between two or more people.
Grapheme	The smallest meaningful contrastive unit in a writing system. A way of writing down a phoneme.
Metacognition	Awareness and understanding of one's own thought processes.
Metalinguistic awareness	The ability of a person to consciously think about and reflect upon oral and written language and how it is used.
Morpheme	A meaningful unit of a language that cannot be further divided.
Morphology	The study of the forms of words.
Multisensory	Involving or using more than one of the senses.
Phoneme	The smallest unit of sound that conveys meaning. Phonemes can be put together to make words.
Placement	The action of placing someone or something somewhere, within the context of a literacy intervention it means placing a learner within a structured series of learning points or step.
Polysyllabic	Words of more than one syllable.
Prefix	An element placed at the beginning of a word to adjust or qualify its meaning.
Punctuation	Marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.
Spelling	The process or activity of writing or naming the letters of a word.
Suffix	A morpheme added at the end of a word to form a derivative. (e.g. -ing, -fy)
Syllable	A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.
Syntax	The arrangement of words and phrases to create well-formed sentences in a language.
Vowel	A vowel is a special sort of phoneme (speech sound) that is made by allowing breath to flow freely out of the mouth, without closing any part of the mouth/throat. Letters such as a, e, i, o, u are used to represent vowel sounds.
Word attack	Helps students decode, pronounce, and understand unfamiliar words using different strategies.

Registration

Registration for all courses is online only. Your registration will be checked to see if entry criteria are met and course joining details will then be sent to you.

We cannot guarantee that this course will be offered in subsequent years although a suitable alternative will usually be provided.

Contact Details

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