A model for effective whole school literacy training in the Secondary Setting

The overarching objective of whole school literacy training is to enable students with literacy difficulties, such as dyslexia, to experience the best possible outcomes and achieve in line with their peers. This begins at the whole school level and then must be disseminated through subject areas and embedded in intervention practice.

Wave one - Universal

Modules	Aims	Output	Outcomes
Half day whole school training on: Closing the Gap for Students with Literacy Difficulties	To consider the implications of literacy difficulties on attainment. To develop a clear understanding of dyslexic type difficulties. To develop strategies to enable students with literacy difficulties to experience success within a lesson. To determine 'reasonable adjustments' within a mainstream setting.	Why would a student of secondary age have literacy difficulties? How is dyslexia defined and how does this relate to working memory difficulties for all students with literacy difficulties? Moving students with literacy difficulties up the levels according to Blooms taxonomy. Using alternative methods of recording to allow students to 'show you what they know' The importance of developing oracy and vocabulary. If a student can't say it why would they be able to write it? Where do your students sit in The Simple View of Reading and how to support reluctant readers? Supporting reluctant writers Using VCOP in Secondary Schools Growth mind-set and tangible praise	Staff have deeper awareness of the causation of literacy difficulties. Staff can factor effective and targeted differentation into planning. Staff have immediate strategies to use in their own practice. Staff can make reasonable adjustments in universal teaching to raise the attainment and achievement of students with literacy difficulties,

		Dyslexia friendly classroom checklist	
Half Day Initial and Newly qualified teacher training

Meeting the academic needs of students with literacy difficulties. | To consider the role of the teacher under the SEND Code of Practice.

To know the signs of dyslexia and how literacy difficulties impact on learning

To use assessments and screening reports to inform planning for individual pupils.

To plan for and use a range of strategies to support pupils

To know the criteria for a dyslexia friendly classroom | Messages within the SEN CoP 2014 around teacher responsibility
The role of the teacher in the Graduated Response
How do literacy difficulties present in your classroom?
Typical features of dyslexia

How does a screening report and reading age data inform practice?

How to measure the readability of text.

The Simple View of Reading and supporting weak readers.
Teaching key words to weak spellers.
Supporting writing tasks.
Alternative Ways of presenting information to assess learning.

Introduction to Access arrangements and reasonable adjustments

The dyslexia friendly classroom checklist

Case studies from own practice. | Teacher trainees have an informed understanding of literacy difficulties including dyslexia.

Trainees are aware of a range of tools to clarify literacy need

Trainees are able to plan and deliver lessons to accommodate literacy needs |

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Best practice in delivering targeted interventions.	To know and understand why students require targeted intervention To develop a clear understanding of the rationale and methodology behind direct instruction and precision teaching To feel confident in delivering small group targeted interventions.	An overview of the impact that working memory has on literacy acquisition. How are students assessed to determine an appropriate intervention (case study of assessment)? The literacy skills needed for success in Secondary school The rationale and methodology linked to interventions How do you know if an intervention is effective? Modelling and role play in delivering interventions.	Staff will be confident in delivering effective literacy interventions. Interventions will be delivered with rigour and fidelity to the model to ensure positive outcomes for students
SENCo training in delivering whole school CPD on Access Arrangements	To develop an understanding of the rationale underpinning access arrangements To have an in depth knowledge of the regulations and application of access arrangements To ensure best ethical practice is embedded and reasonable adjustments are in place for students with literacy difficulties	The context of Access Arrangements and the Equalities Act How students are selected and assessed for access arrangements Access arrangements available to students Access arrangement regulations The importance of ensuring access arrangements are a normal way of working	All teaching and support staff will have knowledge and understanding of the rationale and regulations underpinning access arrangements A whole school ethos that supports reasonable adjustments for students with literacy difficulties Arrangements in place will genuinely reflect a 'normal way of working' for students with literacy difficulties