

RED ROSE SCHOOL – LITERACY POLICY

Updated: December 2022

Sec3 Chapter

7

All policies are to be read in conjunction with:

the School's statement of its goals (Sec1 Chap1),
ethos (Sec1 Chap 3) and
curriculum planning (Sec3 Chap 4).

This policy outlines the purpose, nature and management of the Literacy taught at Red Rose School.

THE IMPORTANCE OF LITERACY

It is essential that our pupils understand the importance of literacy and the key concepts and processes. Our aim is to strive continuously towards all our pupils fulfilling their potential despite their learning difficulties.

Literacy is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying Literacy, pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in Literacy is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of Literacy helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

EXTRACTS FROM NATIONAL CURRICULUM FRAMEWORK FOR ENGLISH

See Annex A

CRITERIA FOR ASSURING HIGH-QUALITY PHONIC WORK & PHONICS SCREENING CHECK

See Annex B

LITERACY & SPECIFIC LEARNING DIFFICULTIES (SpLD)

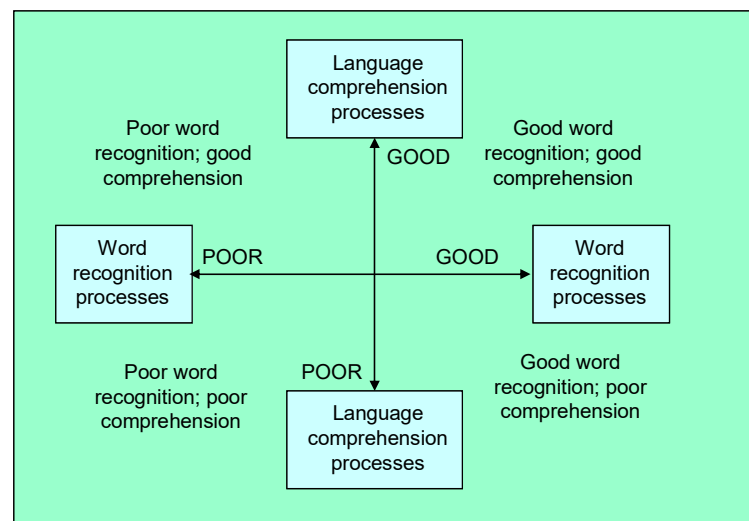
Intervention programmes which systematically prioritise phonological skills for reading and writing are effective for teaching reading to pupils with SpLD. This recognises that pupils with SpLD particularly benefit from teaching that adheres to the following principles:

- ✓ highly structured
- ✓ systematic
- ✓ 'little and often'
- ✓ using graphic representation
- ✓ allowing time for reinforcement
- ✓ encouraging generalisation

(Reference: Singleton (2009) and Brooks (2007) pp 31 and 32)

Therefore, such intervention needs to have a strong, systematic phonic structure and be sufficiently frequent to secure children's progress and consolidate learning. Continuity of learning is also important. All our work should emphasise building pupil's confidence to counter "learned helplessness" that may stem from repeated failure despite their best efforts to learn to read.

The 'Simple View of Reading' provides a model for understanding important aspects of literacy learning. As shown in opposite, in this view there are two distinct but closely related dimensions: **word recognition processes** and **language comprehension processes**. Both are essential for learning to read and for understanding what is read.

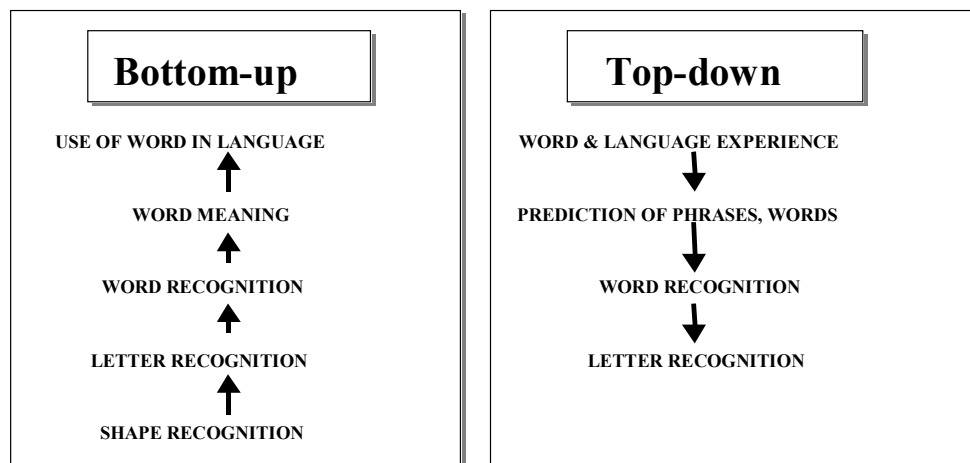


Pupils whose reading performance falls within either the upper or the lower left quadrants most likely include those pupils who are experiencing SpLD because their performance indicates varying degrees of poor word recognition.

Cognitive difficulties associated with SpLD include phonological awareness, verbal memory and verbal processing speed. Pupils with good and poor language comprehension can have such difficulties.

The two-dimensional nature of the 'Simple View of Reading' accords with the definition in that SpLD is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Research findings indicate, what common sense might predict, that poor response to effective intervention is a valid indicator of long-term reading disability. (Vellutino et al (1996))



Methods of teaching reading lie within a continuum of approaches ranging from the systematic and sequential acquisition of sub-skills of reading at one end to the osmotic enrichment of language experience at the other end. These two approaches broadly represent the 'bottom-up' and the 'top-down' models of processing information and each presents specific methodologies embodied within a theoretical framework.

The 'bottom-up' model implies that the reader processes graphemic information, then moves to individual letters, then larger chunks and that only after the word has been processed is meaning inferred by the reader.

The 'top-down' model on the other hand assumes that readers move from the higher (cognitive) to the lower (perceptual) mental processes. This model therefore implies that good readers do not need to decode and make sense of shapes of letters because they initially focus on the whole word. It is from focusing on the whole word that readers abstract meaning.

Stanovich theorises that reading actually utilises both the 'bottom-up' and 'top-down' processes and his 'interactive compensatory approach' implies that readers use compensatory strategies to assist with reading. Readers, therefore, with poor word recognition (decoding) would be more reliant on context than readers with good decoding skills. The implication of this view is that ***the teaching of reading should promote flexibility and recognition of the pupil's individual strengths and weakness in addition to the learning preferences.***

It is recognised that many of our pupils present difficulties in aspects of phonological processing and in short and long term memory processes. These difficulties deprive the learner of automatic access to the decoding of print. To help overcome these difficulties programmes usually suggested to help deal with the problem of dyslexia, usually incorporate the following:

- ✓ *multi-sensory techniques*
- ✓ *automaticity principles and structures and cumulative over-learning*

The context and form of programmes may vary but the underlying aims of accessing all the senses and attempting to enhance automaticity by the essentially repetitive processes of over-learning can be seen in many programmes which have been developed to deal with dyslexia.

RED ROSE SCHOOL LITERACY PROFILE

Following on from the DFE recommendations on the importance of the systematic teaching of phonics (Annex B), we use the Red Rose School Literacy Profile (Annex C) to track our pupils' progress through the variety of systematic phonic teaching programmes that we use.

Programmes are selected based on the suitability for the cohort, small group or individual learner.

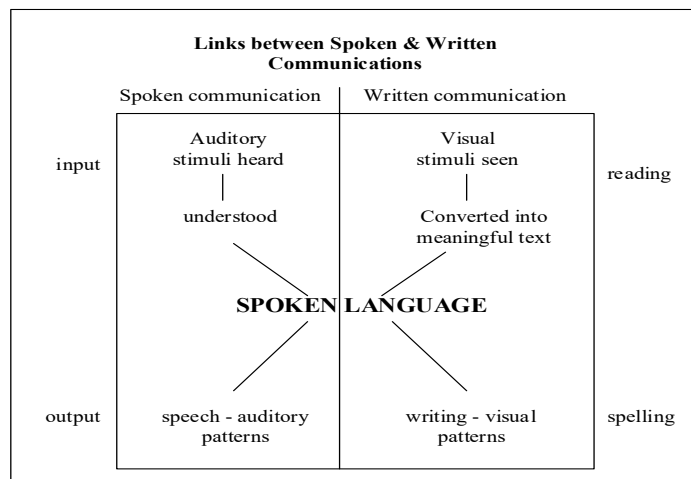
LANGUAGE & LITERACY

Crystal (1986) tells us that language is the most complex piece of behaviour a human being ever learns.

Spoken English has over 40 sounds used in over 300 combinations to produce over 7000 syllables. These are used in a vocabulary of around 50,000 reasonably common words.

These words are combined into sentences by over 1000 grammatical rules along with several dozen prosodic patterns of intonation, pitch, stress and volume – all of which will be used in a variety of social and educational settings.

Reading a written text and spelling out written words both relate to the representation of language. When reading out loud we convert visual symbols into spoken language and when spelling we convert speech into visual patterns.



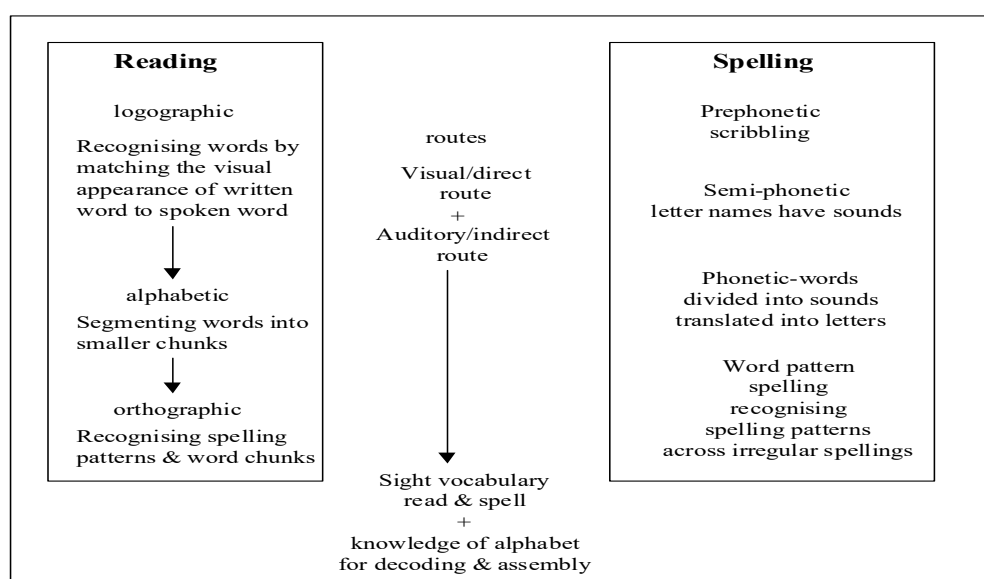
Phonology		
input	segmentation	output
Perceiving differences between sounds	Analysing words into component sounds, translating sounds to letters words held in memory in a phonological code	Pronunciation or speech production based on coded instructions
Problems result in difficulties with		
Distinguishing between words	Analysis of words into sounds sound \longleftrightarrow letter translation blending of sounds into words	Accurate & consistent production of words
Symptoms		
Poor internal representation of sounds Poor retrieval of words in the vocabulary Poor acquisition of grammatical structure + Difficulty with alphabetic stage of literacy & indirect route to literacy		

As shown in the figure above, children with SpLD may have deficiencies in their semantics, syntax and pragmatics. Phonology may also be impaired, resulting in inadequate processing of auditory sounds. All these may have an adverse effect upon their development of vocabulary and on the ability to label words.

There is strong evidence of overlap between specific language impairment and dyslexia: between 35 -40% of children with reading problems have been reported to have language impairment and vice versa [Bishop (2008), Bishop and Snowling (2004); McArthur et al, (2000); Catts et al, (2005)].

Longitudinal studies of young preschool children indicate that broader oral language skills influence whether a child has a word reading difficulty at a later age.

LITERACY DEVELOPMENT



Appropriate language in context is the key to the effective differentiation of learning. There is a need to understand the content of the pupil's language – their ideas, their formulation, their management in thinking.

To understand the capabilities of the pupil in terms of the form of spoken language – the process of articulation, the amount and quality of vocabulary and syntax. To understand the use of language – in one to one, small group and large group interaction and to understand the communicative context, not only of the learner, but also of the teacher and of the curriculum.

KEY ELEMENTS OF EARLY INTERVENTIONS

The US National Reading Panel identified five essential elements of effective 'early' interventions and these are endorsed by UK Research [Hatcher et al (2006)]:

- ✓ explicit training in phonological awareness
- ✓ strong focus on phonological decoding and word-level work
- ✓ supported and independent reading of progressively more difficult texts

- ✓ practice of comprehension strategies while reading texts
- ✓ instruction that is systematic and intensive.

These elements are described in more detail in the table below.

Phonemic awareness instruction	Teaching pupils to manipulate the sounds of words (phonemes) to improve reading (blending) and spelling (segmentation) skills
Phonics instruction	Teaching students how to sound out printed words using knowledge of graphemes, to decode multisyllabic words, and to generalise learned rules of language to new words
Spelling and writing instruction	Encouraging students to write letters, sound patterns (graphemes), words, and sentences to support and reinforce segmentation strategies and the acquisition of phonics rules
Fluency instruction	Providing students with practice in reading words accurately to gain sufficient speed to ensure that comprehension is not impaired because of undue focus on word reading
Vocabulary instruction	Teaching students to recognise the meaning of words they are reading and to build an appreciation and understanding of new words
Comprehension instruction	Teaching students to monitor their understanding while reading, linking what they read to previous learning and asking questions about what they read

[adapted from Vaughn and Roberts (2007)]

LATER INTERVENTION FOR CHILDREN WITH PERSISTENT AND SEVERE READING DIFFICULTIES

Studies evaluating the effectiveness of reading interventions for older pupils with persistent literacy or dyslexic difficulties during the secondary school years are scarce [Singleton (2009), Brooks (2007)].

Different studies report different rates of success in response to interventions. These differences relate to factors such as severity of the difficulties experienced by the learner, family risk factors (social disadvantage, history of dyslexia), educational background (quality of early reading instruction, previous intervention, reading exposure) and co-occurring difficulties.

The common factor linking the pupils in these studies is their long-standing word reading difficulties. However, as with the early intervention studies, even the most effective intervention programmes do not lead to significant reading gains for *all* of the participating pupils and depending on the reading skills measured, from 15 to 60% of older pupils with dyslexia may fail to respond [Torgesen (2000;2005)].

US research evidence [Nelson, Benner & Gonzalez (2003)] suggests that both cognitive weaknesses and problems with behaviour are characteristics of individuals most resistant to effective reading intervention, and that these children will require more intensive and longer lasting support [Hindson et al. (2005)].

ENSURING OUR PUPILS UNDERSTAND WHAT THEY ARE READING

Do not assume that because a pupil's word recognition skills are improving, their understanding of what they are reading improves at the same rate.

Difficulties with comprehension can be particularly persistent for a number of reasons:

- ✓ when decoding is effortful, readers are likely to be unable to give sufficient mental resources to understanding what is being read
- ✓ some pupils may have additional difficulties with aspects of language, for example the understanding of grammar
- ✓ when decoding difficulties are longstanding, pupils may not have developed efficient strategies for reading comprehension because of limited practice and low print exposure
- ✓ lack of reading practice can impact on the development of vocabulary knowledge which, in turn, makes reading more difficult and less rewarding.

It is important to monitor the comprehension of pupils in reading interventions as well as monitoring the development of their decoding skills.

Brooks (2000, page 31) concludes that "*children's comprehension skills can be improved if directly targeted ... Engaging the child in exploring meaning embeds the relevance of reading for life, expands vocabulary and broadens the range of texts. Children falling behind their peers need both carefully structured reading material and rich, exciting texts*".

To help children address reading comprehension difficulties, Dyslexia Action suggest that the following adjustments and strategies can be effective. Some of these strategies are designed to support comprehension directly and others do so by minimising the impact of inefficient decoding skills.

Adjustments to classroom environment – what could be provided?	Teaching strategies – what could be done?
Talking worksheets. Visual symbols to support poor reading ability – e.g. labels on resources. Voice recorders. Simple dictionary/thesaurus. Providing subject glossaries in hard copy and electronic format. Highlighter pen for key words/concepts. Whiteboard adjustments.	Highlighting and discussing new subject vocabulary. Use of differentiated reading materials. Use of visual cues to support reading. Teaching how to highlight key words. Checking understanding. Using ICT. Teaching metacognitive strategies

SPELLING AND WRITING

See Handwriting Policy (Sec 3 Chapter 6a)

Even when good progress has been made in reading, problems in spelling and writing may persist as part of continuing difficulties in encoding i.e. turning sounds into print. There is no doubt that problems with spelling and writing are an enduring characteristic of dyslexia. Some pupils may have additional problems with the physical aspects of handwriting, with some reversals and badly formed letters and omissions of words. For others, handwriting may be neat, but slow (which can lead to difficulties with note taking).

If the process of writing is very effortful, it can be difficult for a pupil to concentrate on what they are trying to put across. As a result, written work may drift off the point, or be extremely short.

Difficulties with self-organisation (discussed below) can show themselves in the ability of a pupil to plan and deliver long pieces of more complex written work.

SUPPORTING CHILDREN'S SPELLING AND WRITING

To help children address difficulties in spelling and writing, the following adjustments and strategies can be effective:

Adjustments to classroom environment – what could be provided?	Teaching strategies – what could be done?
Suitable writing tools and ICT. Other technology e.g. digital recorder/other voice notes Choice of handwriting tools. Cue card key ring for spelling. Displays/cue cards for specific spelling rules/difficulties with reversals etc. Written homework instructions.	Using errors to inform teaching points. Using ICT for recording (eg a laptop for written work which enables the child to correct mistakes without mess, or more easily to insert material missing from an earlier part of a written account). Encouraging different ways of recording information. Using a multi-sensory teaching environment. Teaching strategies to help with planning written work. Avoiding the requirement to copy from the board.

Handwriting is a motor skill which has its foundations in letter formation. Promotion of good handwriting skills will concentrate on the following, using multi-sensory techniques

- ✓ Pencil grip
- ✓ Positioning
- ✓ Paper
- ✓ Spacing
- ✓ Letter formation

Create the Climate where pupils will dare to write!

- ✓ Acceptance ...of selves...of individuals....of ideas....of differences
- ✓ Open communication...caring....love....warmth....support
- ✓ Freedom.....to try....to risk...to question
- ✓ Absence of stress...no value judgements...no criticism...no comparison
- ✓ Seriousness...about the hard work and discipline involved...about the balance between the freedom to imagine and doodle and experiment with ideas – and the discipline of meeting deadlines and making alterations and producing a clear, precise and final copy in a language that communicates
- ✓ A bottomless barrel of stimulation.....loads of fresh ideas

VERBAL MEMORY AND VERBAL PROCESSING SPEED

Verbal memory is needed for spelling and writing. It is the ability to retain an ordered sequence of verbal material for a short period of time for example to recall a list of words or numbers, or to remember instructions. It was also explained that verbal processing speed refers to the time taken to process familiar verbal information, such as letters and digits.

Difficulties in verbal memory, may include an inability to recall verbal instructions, and slow or no responses to questions, both of which can lead to the impression that the child has not been paying attention. At later stages of schooling, problems with note taking, essay planning and self-organisation can be seriously troublesome for a child with greater than usual difficulties in verbal memory.

PERSONAL ORGANISATION AND STUDY SKILLS

Where it is evident that a pupil has difficulties with self-organisation, additional support will be needed, particularly where the pupil is expected to develop clear strategies for:

- ✓ Organising time and workload
- ✓ Planning and organising written work
- ✓ Taking and making notes
- ✓ Planning to meet deadlines
- ✓ Revision and memory strategies for tests and exams.

Some pupils can appear very disorganised and forgetful e.g. overlooking homework commitments, missing appointments with teachers, or not bringing sports equipment or cookery ingredients on the right days.

SUPPORT FOR MEMORY AND WRITING ORGANISATION

The use of concept maps and other planning tools can help students to see an overview of the task, and so it becomes less daunting. They can then begin to break the task down, to organise and sequence it, and begin the necessary writing, sticking to the plan and focusing on what is important.

To help pupils address personal organisation difficulties, the following adjustments and strategies can be effective:

Adjustments to classroom environment – what could be provided?	Teaching strategies – what could be done?
Timetable with analogue clocks. Colour coded time table. Colour coding to aid organisation skills. Examples of planning strategies eg concept maps, flowcharts, timelines. Written homework instructions.	Clear, short instructions with visual support. Referring to visual timetable. Giving time to finish tasks. Show how to work backwards from a deadline to plan work or revision. Always give the big picture – an overview of a lesson at the beginning, and summarised again at the end. Small steps with clear learning intentions.

ORGANISING NOTES

If making linear notes the pupil should:

- ✓ use wide-lined A4 paper
- ✓ leave wide margins on both edges of the sheets or divide the page lengthways and only write on two-thirds
- ✓ leave gaps for additions or corrections
- ✓ use coloured pens and highlighters
- ✓ use headings and subheadings, marking subsections with letters or numbers

When using patterned notes or spider grams:

- ✓ use plain, coloured paper in a landscape position
- ✓ make use of coloured pens.

For both kinds of notes:

- ✓ write only on one side of each page so that extra pages can be inserted later, for example observations of practical work, for additional reading or own thoughts
- ✓ the aim should be to have one set of notes that ties together all the aspects of a particular topic
- ✓ use particular colours of paper, folders or dividers for different subjects/topics
- ✓ after the session, notes may need organising or reorganising perhaps by sorting them into: Main point > Supporting points > Summary.

ORGANISING WRITING

Pupils may need explicit teaching and strategies to help them overcome the barriers of poor short-term memory. For example, they may need:

- ✓ structured support for planning
- ✓ a scaffolding format, which helps them to plan a sequence of events
- ✓ a range of key words/sentences (provided by the pupils) which they can refer to throughout their writing

- ✓ the creative development of a storyline. This should not be inhibited by the technical aspects of writing, which can be considered at the redrafting and checking

USEFUL STRATEGIES

Pupils can be helped to better organise their tasks if they are taught how to:

- ✓ skim and scan a page
- ✓ sort the information
- ✓ determine priorities
- ✓ make considered judgements.

For most pupils putting printed information into their own words, rather than just copying it, is a highly challenging task. Therefore, the more ‘scaffolding’ that can be provided for them, the better they will respond to this type of task.

Pupils who are making notes from textbooks should be encouraged to:

- ✓ get an overview of the chapter by reading the first and last paragraphs and by taking note of any headings, subheadings, maps, charts and diagrams, etc
- ✓ make a note of the book, chapter and page for later reference.

Using a spider gram or a linear format, allowing space for additional information later, they should:

- ✓ think carefully about the key point as they read each paragraph – the ‘essence’ of the paragraph and what the supporting details are, and make a note, using as few words as possible.

The advantages of this approach are that:

- ✓ pupils will process the information more deeply as they think about the key points and, therefore, have a greater understanding of the text and will be more likely to remember the information in the future
- ✓ if they have to stop part-way through the task, they just need to re-read their notes before starting again
- ✓ they will end up with a summary of the chapter, which can be kept for later reference and revision.

Examples of note-making grids:

- ✓ **KWL** Grid. This format allows existing knowledge to be used as a beginning for an investigation. Findings are summarised in the final column.

What I K now	What I W ant to Know	What I’ve L earned

- ✓ **QUADS** Grid. This builds on the KWL grid and provides an extended, more detailed approach to recording the outcomes of an investigation.

Question	Answer	Detail	Source

CHARACTERISTIC AND CO-OCCURRING DIFFICULTIES

Difficulty in learning to read is often only one of several barriers to achievement for pupils with SpLD. Such pupils have characteristic difficulties with areas such as:

- ✓ Phonological Awareness
- ✓ Verbal memory
- ✓ Verbal processing speed

Difficulties in these areas can be thought of as reflecting disorders in the systems that are involved in processing information about word-sounds (phonology). In practice, this means that pupils with SpLD often find it hard to:

- ✓ retain spoken information within their short-term memory systems
- ✓ access spoken information from long-term memory
- ✓ reflect on the units of sounds within words

It is not difficult to see how such a set of difficulties would impact on the learning of vital aspects of reading and writing, such as encoding, decoding, segmenting and blending.

In addition, the following difficulties can co-occur with it reading difficulties:

- ✓ Aspects of language (Speaking and Listening)
- ✓ Mental calculation
- ✓ Concentration and attention
- ✓ Motor co-ordination
- ✓ Personal organisation

The first two difficulties are thought to relate to the same core weaknesses in processing spoken words that impact on literacy. Phonological difficulties may affect speaking and listening skills, and the ability to remember a list of instructions or to retrieve a name to label something quickly.

It is also thought that similar processes are required for some aspects of mathematics; number facts and procedures need to be retrieved and held in short-term memory, as do stages of calculations which need to be remembered. Because the same processes are involved in different kinds of learning task, a pupil may well face difficulties not just in reading,

although it is important to note that pupils will vary in the extent to which this happens.

The remaining difficulties noted above fall into two types:

1. difficulties in different sets of cognitive or sensory processes
 - ✓ motor co-ordination difficulties
 - ✓ concentration and attention difficulties
 - ✓ visual stress

2. consequential difficulties
 - ✓ problems in personal organisation can be a consequence of poor literacy and inefficient short-term memory
 - ✓ loss of self-esteem and disaffection

There is evidence that dyslexia and Attention Deficit Disorder (ADD) may have contributory genetic factors in common. In the case of dyslexia and motor co-ordination difficulties, on the other hand, it is argued by Rochelle and Talcott (2006) that their co-occurrence entails no causal connection from one to the other. Hulme and Snowling (2009) discuss the reasons why precise figures for the co-occurrence of different types of difficulties cannot be given.

It is especially important to make sure that our efforts focus not only on tackling literacy, but also take account of any co-occurring difficulties confronting the pupil

ATTENTION AND CONCENTRATION

It is not surprising that pupils struggling with basic literacy may have limited concentration and appear to be fidgety and inattentive. In most instances appropriate support with overcoming literacy difficulties will help deal with this.

However, some children may have more serious difficulties, which could be indicative of the condition known as Attention Deficit Hyperactivity Disorder (ADHD). This is a behavioural syndrome characterised by the core symptoms of hyperactivity, impulsivity and inattention.

There is evidence that some pupils with SpLD may also show characteristics of ADHD, suggesting some common contributory factors. What matters most is that monitoring and assessment is sensitive to the breadth of possible factors that impact on learning and that support is tailored to each individual's profile.

MOTOR COORDINATION

Some pupils have difficulties with fine motor coordination (drawing, handwriting, manual dexterity) and/or gross motor control (running, skipping, cycling) that are not serious enough to indicate a persistent learning problem. There are children, however, whose difficulties are so severe that they are

identified as having Developmental Coordination Disorder (DCD, also known as dyspraxia). DCD is not yet well understood, though causal links have been made to genetic and environmental factors that could affect brain development. DCD co-occurs with dyslexia but there are also dyslexic children who are good at activities involving art and physical education.

DISAFFECTION AND DEVELOPING COPING STRATEGIES

'Nothing succeeds like success'. Pupils who progress well take pride in their efforts. Their confidence in being able to complete a task brings them half-way towards doing so. Overcoming adverse emotional consequences depends on building strong individual resilience and coping strategies.

When helping pupils cope with their difficulties we will often have to support them on an emotional as well as a cognitive level, if they are to fully overcome the frustration, sense of shame, humiliation and anxiety which they have faced in the past. It can help if children are encouraged to talk about how they feel about their difficulties, in a calm and reassuring manner. We will teach simple relaxation and calming techniques, to use when they feel.

It is very important that our pupils are encouraged to take a positive view of themselves and their abilities rather than dwell on difficulties and challenges which undermine confidence.

To help promote children's self-esteem and confidence, the following adjustments and strategies can be effective:

Adjustments to classroom environment – what could be provided?	Teaching strategies – what could be done?
Variety of ways of recording (eg use of laptops). Positive reinforcement of strengths. Carefully differentiated learning tasks without over reliance on worksheets. Grouping children not according to literacy abilities but according to their levels of understanding and interest in the topics.	Praising work for effort and content and not only accuracy. Encouraging different recording methods. Supporting alternative methods of presenting knowledge. Considering seating arrangements and promoting peer support.

Brooks (2007) says that: "Working on children's self-esteem and reading in parallel has definite potential ...Building strong and trusting relationships between teacher and child is an essential prerequisite for accelerating learning."

SELF-CONTROL OF LEARNING (METACOGNITION)

Metacognition is a term used to describe the understanding of one's own learning processes. Important goals for teachers are to help students towards this understanding and to take control of organising their learning. This is particularly important for pupils who have specific difficulties and are at risk of over-generalising from negative experiences believing themselves to be incapable of success. Having awareness of the processes of learning and thinking can help to show that difficulties are limited and specific and that

ways of getting around them are possible – even if more laborious than for those without difficulties who seemingly achieve success without knowing how they do it.

Pupils should be encouraged to apply the following questions to all of their work:

Purpose	Why am I doing this? 'Do I know what the objectives are for this lesson?'
Outcome	What is the required end product? 'Do I know what a good example of this would look like?'
Strategy	What strategy should be used? 'Do I know which strategies I can use to help me achieve this?'
Monitoring	Was it successful? 'Did I meet the learning objective for this lesson?'
Development	How can it be improved? 'Could I have done it better?'
Transfer	Can it be transferred to another skill? 'What have I learned from this lesson that I could use in another subject or situation?'

COMPUTING TECHNOLOGY IN LITERACY

Clearly, computing has an important role to play for pupils with SpLD. but some notes of caution need to be sounded.

Computing should be seen as part of the solution and not the complete solution: simply giving pupils access to technology without supporting them in understanding how it works and then embedding its use in classroom routines is unlikely to succeed.

Computers can remove time and energy consuming tasks that are not central to the main learning objectives. For example, a computer can remove the impact of poor handwriting and minimise the impact of poor spelling in a writing task and revising or redrafting no longer requires extensive copying out.

Further benefits relate to the opportunities that computers provide for modifying and adapting the presentation of learning materials. This might be as simple as using text-to-speech conversion or enlarging and reformatting text, and within training programmes there are opportunities to provide immediate feedback and to tailor the level of difficulty to the learner's current needs. From a teacher's point of view, there are advantages in terms of monitoring the pupil's performance.

Examples of helpful use of Computing include:

✓ **Spell Checkers**

Spell checkers are perhaps the most obvious kind of technological support for those with spelling and writing difficulties, although they are not without difficulties. For example most cannot readily identify where an error is a homophone (eg. their, there, they're) or the error just

happens to be another word, (eg. form, from). However, advances in technology enable spellcheckers to include context sensitivity that help identify some of these errors.

✓ **Text-to-Speech**

Text-to-speech functions enable the computer to read out text from a computer screen. This can help pupils in two ways:

Reading Support: Pupils with poor reading can have text read out to them by-passing the problem with word decoding. Some programs combine text-to-speech functions with the ability to scan in text documents and convert it into an editable format so that students can hear the document read out, and some come with a highlighting function which highlights the word as it is read aloud.

Proof Reading: Text-to-speech functionality can also be used to proof-read documents, for example highlighting where a word may be missing or a reversal error (from/ form) may have occurred. This function increases pupils' independence as they do not have to rely on family, friends or teaching staff to correct their work.

✓ **Speech Recognition**

Speech recognition programmes can transcribe what the computer user is saying. As many dyslexic students have better oral abilities than writing skills, having their work transcribed automatically can be very helpful. It can also be particularly useful for those students who have poor typing skills due to sequencing problems.

It should also be remembered that there is a significant difference between 'spoken text' and written text and that a stream of spoken text will require further work to turn it into an acceptable written format.

✓ **Cursive Handwriting**

See Handwriting Policy (Sec 3 Chap 7a).

SOME OTHER PRACTICAL 'WHAT WORKS' TIPS

Listed below are a number of things found to help with some of the wider difficulties sometimes experienced by our pupils. This material is not exhaustive.

Helping pupils understand complex instructions:

Chunking – one instruction at a time

1. If you have a lot of information or instructions to give, break it down into shorter 'chunks' of language, pausing after each one. A long 'block' of spoken language can be difficult to process in one go.

Re-ordering

2. Say things in the order you want them to be done. So, instead of

'Before you write your homework down, clear away the equipment' say, 'Clear away the equipment. Then write down your homework.'

Cut down the amount you say

3. Studies have shown that in some classrooms adults talk for up to 90% of the time. For a young person SpLD this can feel overwhelming. Think about structuring lessons and activities so there is a mixture of activity-type.

Slow down

4. Even slowing down your talking a bit means that students will give longer responses, and will say more. Pauses between sentences are also helpful.

Give visual support: use gesture, thinking/concept maps, demonstrating, quick sketches

5. Visual support can take many different forms. Young people with SpLD find information easier to understand and process if it is supplemented by something with a strong visual impact. This could be a natural gesture; facial expression; use of pictures; video; quick drawings on the whiteboard; using the interactive whiteboard; linking to the Internet; using real objects; demonstrating or showing instead of telling; using mindmaps on the board.

Avoid idioms, sarcasm, double meanings

6. We all use phrases such as 'off you go' or 'get your thinking caps on', or use tone of voice to show meaning 'Oh that's just great!', but these can be really difficult for young people with SpLD who may easily take them literally or misinterpret. Be aware of times when you use language that is inferential or may have a double meaning – try to make sure you use something else or explain carefully.

Simplify the grammar

7. We often use a complex sentence when a simpler one would do just as well. Some sentences are very difficult for young people with SpLD to understand such as passive tense, for example 'Show me who was the boy who was pushed', or embedded phrases, for example 'Put the one you thought it was next to the beaker that boiled'. Try to simplify your sentences.

Pausing after you have asked a question

8. We know that adults often pause far too briefly when they have asked a question before switching from one child to another, or jumping in with another question. Young people SpLD often need more 'processing time' to get their thoughts together and formulate a response. Waiting longer for a response can greatly help these students to engage and contribute. Sometimes this isn't possible, but there are times when you can wait – it doesn't have to be empty space, be aware of strategies for

making it feel more natural, for example, ask a question and say you're coming back for the answer, or turn and write something on the board.

Commenting

9. For pupils with SpLD, commenting on what they are doing, and pausing, rather than asking questions, encourages dialogue and supports their thinking and learning, for example 'So, plants need light and water to grow...'/ 'I wonder what would happen if'

EMBEDDING PERSONAL LEARNING AND THINKING SKILLS - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in Literacy and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making personal choices about their learning and identifying ways to improve their work, for example by planning their own individual explorations, investigations and research
- ✓ increasingly drawing on their own experiences and making connections across the curriculum
- ✓ extending their understanding and ability to express themselves, for example by using language in increasingly unfamiliar contexts with more confidence and creativity
- ✓ engaging with and applying their knowledge and skills beyond school contexts for a specific purpose, for example reading for pleasure, participating in a theatrical production.

Annex A

NATIONAL CURRICULUM IN ENGLAND: ENGLISH PROGRAMMES OF STUDY

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The 2 statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Primary NC framework English

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Secondary NC framework English

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

NC English Glossary

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Annex B

In 2021 the DfE published guidance for schools to meet existing expectations for teaching early reading. The reading framework: teaching the foundations of literacy is published in sections: [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/98421/reading_framework_teaching_the_foundations_of_literacy.pdf)

PHONICS

CRITERIA FOR ASSURING HIGH-QUALITY PHONIC WORK

Synthetic Phonics programmes Validation

In April 2021, the DfE published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to [validate complete systematic synthetic phonics teaching programmes](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/98421/validating_synthetic_phonics_programmes.pdf).

[Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/98421/validation_of_synthetic_phonics_programmes_supporting_documentation.pdf)

Essential core criteria

Published SSP programmes must meet all of the following essential criteria. Further explanatory notes are offered below.

The programme should:

1. constitute a complete SSP programme providing fidelity to its teaching framework for the duration of the programme (see [note 1](#))
2. present systematic, synthetic phonic work as the prime approach to decoding print (see [note 1](#))
3. enable children to start learning phonic knowledge and skills early in reception, and provide a structured route for most children to meet

or exceed the expected standard in the year one (Y1) Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of key stage 1

4. be designed for daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence
5. begin by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on
6. progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English
7. teach children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word
8. teach children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
9. provide opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences
10. ensure that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme (see [note 2](#))
11. provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. The programme should move children on by teaching them to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words ('tricky words') learned (see [note 3](#))
12. be built around direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach. The programme should include guidance on how direct teaching sessions can be adapted for online delivery (live or recorded) (see [notes 4 and 5](#))
13. provide resources to enable teachers to deliver the programme effectively including sufficient decodable reading material (see [notes 6 and 7](#)) to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words (important, see [note 7](#))
14. include guidance and resources to ensure children practise and apply the core phonics they have been taught ([footnote 1](#)) (see [note 8](#))
15. enable children's progress to be assessed and highlight the ways in which the programme meets the needs of those who are at risk of

falling behind, including the lowest attaining 20% of children (see [note 9](#))

16. provide full guidance for teachers to support the effective delivery of the programme and appropriate, programme-specific training either directly, through appointed agents or remotely; with assurances that there is sufficient capacity to do so and that those delivering this training will have appropriately high levels of expertise and relevant experience (see [note 10](#))

Explanatory notes

Note 1

Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling, rather than one of a range of optional ‘methods’ or ‘strategies’ for teaching children how to read. A programme should promote the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. It should not encourage children to guess unknown words from clues such as pictures or context, rather than first applying phonic knowledge and skills. It should not include lists of high frequency words or any other words for children to learn as whole shapes ‘by sight’. The focus should be on phonemes [\[footnote 2\]](#), and not on ‘consonant clusters’ (/s+/p+/l/ not /spl/) or ‘onset and rime’ (/c+/a+/t/ not c-at, m-at, b-at).

Note 2

Common exception (or ‘tricky’) words are those that include grapheme-phoneme correspondences (GPCs) that are an exception to those children have been taught. They include correspondences that are unusual and those that will be taught later in the programme (such as ‘said’ and ‘me’). Programmes should teach children to read and then spell the most common exception words, noting the part of a word that makes it an exception word. These words should be introduced gradually.

Note 3

At first, children should not be taught to join letters [\[footnote 3\]](#) or to start every letter ‘on the line’ with a ‘lead-in’, because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print).

Note 4

Direct teaching sessions should involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. Teaching and learning activities should be interesting and engaging but firmly focused on intensifying the learning

associated with the phonic goal. Where computer-based resources are included, these should support or supplement direct teaching by the teacher, but not replace it.

Note 5

At each step, children should have sufficient time to practise reading and writing with the grapheme-phoneme correspondences they have been taught, cumulatively. For this purpose, the programme should provide:

- a) words and texts for reading practice
- b) teaching activities for writing practice (letter formation and spelling)

Resources provided as part of the programme such as:

- flash cards
- friezes
- word cards
- grapheme wall posters

should match the GPCs and progressions in the programme.

Note 6

The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions should be a small number of common exception words (see [note 2](#)) that the child has learned as part of the programme up to that point. In the early stages, even these should be kept to a minimum. Practising with such decodable texts will help to make sure children experience success and learn to rely on phonic strategies.

Note 7

If a complete programme relies on guidance on the teaching of phonics from one publisher and decodable books from another, the programme publisher must demonstrate:

- a) where matching decodable books can be sourced
- b) how these decodable books match the phonic progression of the programme. To ensure ongoing validity and currency, programmes should

regularly update the recommended sources of decodable books that match their programme (including publisher details) and share this with schools.

Note 8

A phonics programme should not include teaching and learning activities that are:

- over elaborate
- difficult to manage
- take children too long to complete
- will likely make children focus on something other than reading or writing

For example, it should not include finding letters in sand, because children are likely to focus more on playing with sand than on learning about letters. Teaching and learning activities like this may be valuable for other areas of learning including developing language but are not suitable for core phonics provision.

Note 9

Full guidance should include clear expectations for children's progress. If the programme is high quality, systematic and synthetic it will, by design, map incremental progression in phonic knowledge and skills. It should therefore enable teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided.

Children who are at risk of falling behind need extra practice to consolidate and master the content of the programme. Programmes should provide guidance on how to support these children so that they keep up with their peers. Options for support could include 1 to 1 tutoring. They should not suggest or provide a different SSP programme for these children.

Note 10

High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. A comprehensive programme of training must ensure continuous professional development of all those leading or delivering phonics teaching, assessing children's progress and supporting children who are at risk of falling behind the expected pace of the programme.

Programmes should demonstrate how they will ensure those delivering the training are appropriately qualified and that they have the capability, capacity

and resources to provide on-going support to those teaching phonics in different settings. Programmes should also demonstrate a responsive approach to changing circumstances and an ability to adapt delivery methods

Gov Statutory Guidance: Phonics screening check; updated 2 Feb 15

1. [Overview of the phonics screening check](#)
2. [Schools that should administer the phonics screening check](#)
3. [Pupils that should take the phonics screening check](#)
4. [Pupils that shouldn't take the phonics screening check](#)
5. [When to administer the phonics screening check](#)
6. [How to administer the phonics screening check](#)
7. [Materials for the phonics screening check](#)
8. [Reporting phonics screening check results](#)
9. [How results will be used by the Department for Education and Ofsted](#)
10. ['Parent' - a definition](#)
11. [Getting help](#)

Screening check scoring guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439250/2015_phonics_screening_check_scoring_guidance.pdf

Phonics screening check

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439254/2015_phonics_screening_check_-_pupils_materials.pdf

Phonics screening check test words

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439257/2015_phonics_screening_check_test_words.pdf

Phonics screening check answer sheet

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439259/2015_phonics_screening_check_answer_sheet.pdf

when required.

Annex C

LITERACY PROFILE

LITERACY PROFILE SUMMARY

Pupil:

Teacher:

Date:

List those **NOT** known – if majority unknown also add: **AREA NEEDING SUPPORT**

Individual letters:
2 & 3 Letter Words:
Final Consonant Blends:
Initial Consonant Blends:
Vowel Digraphs:
Consonant Digraphs:
Word Endings:
Word Endings:
Multi-syllabic Words:
First 45 HF Words Read:
First 45 HF Words Spelling:
Next 113 HF Words Read:
Next 113 HF Words Spelling:
Last 119 HF Words Read:
Last 119 HF Words Spelling:

Microsoft Excel - Red Rose School Literacy Profile 3.xls

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100% Three New Roman 12

F19 man

10															
11															
12	NEXT 113 HIGH FREQUENCY WORDS					(Yr1/2)									
13	Cross out known words:														
15	about	after	again	an	another	as	back	bal	be	because	bed	been			
16	boy	brother	but	by	called	came	can't	could	did	do	don't	dog			
17	door	down	first	from	girl	good	got	had	half	has	have	help			
18	her	here	him	his	home	house	how	if	jump	just	last	laugh			
19	little	live(d)	love	made	make	man	many	may	more	much	must	name			
20	new	next	night	not	now	off	old	once	one	or	our	out			
21	over	people	push	pull	put	ran	saw	school	seen	should	sister	so			
22	some	take	than	that	their	them	then	there	these	three	time	too			
23	took	tree	two	us	very	want	water	way	were	what	when	where			
24	who	will	with	would	your										
25															
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Ready

Microsoft Excel - Red Rose School Literacy Profile PUPIL SHEET 2.xls

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C34

23	NEXT 113 HIGH FREQUENCY WORDS CONTINUED														
24															
25	over	people	push	pull	put	ran	saw	school							
26															
27	seen	should	sister	so	some	take	than	that							
28															
29	their	them	then	there	these	three	time	too							
30															
31	took	tree	two	us	very	want	water	way							
32															
33	were	what	when	where	who	will	with	would							
34															
35	your														
36															
37															
38															
39															
40															
41															
42															
43															
44															
45															

Ready

Microsoft Excel - Red Rose School Literacy Profile 3.xls

Name: _____ Date: _____

NEXT 119 HIGH FREQUENCY WORDS (Yr4/5)

Cross out known words:

above	across	almost	along	also	always	animal	any	around	asked	baby	balloon
before	began	being	below	better	between	birthday	both	brother	brought	can't	change
children	clothes	coming	didn't	different	does	don't	during	earth	every	eyes	father
first	following	found	friends	garden	goes	gone	great	half	happy	head	heard
high	I'm	important	inside	jumped	knew	know	lady	leave	light	night	money
morning	mother	much	near	never	number	often	only	opened	other	outside	own
paper	place	right	round	second	show	sister	small	something	sometimes	round	started
still	stopped	such	suddenly	sure	swimming	thank	those	thought	through	today	together
told	trees	turn(ed)	under	until	upon	used	walk(ed)(ing)	watch	where	while	white
whole	why	window	without	woke(n)	word	work	world	write	year	young	

Microsoft Excel - Red Rose School Literacy Profile 2.xls

Name: _____ Date: _____

WORD ENDINGS

Cross out know words:

	picture	rogue	action	lecture	rabble	uncle	raffle	apple	tussle	happy
	jolly	cage	edge	portion	passion	tapped	tossed	rolled		
	bowled	famous	cautious	lustre	tongue	centre				

MULTI-SYLLABIC WORDS

Cross out know words:

	upset	robin	upon	outside	someone	sunshine	rainbow	across	inside
	overcoat	cornfield	partridge	evidence	general	estimate	interested	personality	expected
	emotional	represent	entertain	occupation	attendance	approachable	replacement	classification	opportunity
	continues	prophecy	desperate	responsibility					