

*Learning Support Assistants*

*Supporting Pupils*

*With Basic Literacy*

*Difficulties*

**Howard Brayton**

## *LSA MSET*

### **Flexible Programme**

- 10.00 **Introductions**  
SEN / SLDD - Who are they?  
Differing roles of LSAs  
Perceived needs of LSAs
- 10.30 **Legislation & Code of Practice**  
Agencies and Professions  
Working with Teachers  
Assessment, Recording and Reporting
- 11.15 **Coffee**
- 11.30 **The Current Situation**  
Why do students have problems with reading etc?  
How do LSAs recognise problems and support them?  
Practical support outside lesson time
- 13.00 **Lunch**
- 14.00 **The LSAs' Role**  
Working towards redundancy  
Working with teachers, parents and professionals  
Practical support in the classroom
- 15.15 **Tea**
- 15.30 **Expectations of the day revisited**  
Questions & Discussion
- 16.00ish **Close negotiable**

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**Considering Learning Difficulties  
and / or Disabilities**

- \* Are student's care needs being met?
- \* Are teacher's expectations appropriate?
- \* Does teacher assume past experiences?
- \* Problems with accommodation/access?
- \* Does teacher use inappropriate  
language?
- \* Are appropriate aids available to  
support the student?
- \* Is the student's short attention span  
acknowledged?

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## **Activity**

Discuss for five minutes, any aspect of your role as an LSA.

Recruitment, induction, how you work, relationship with SENCO and teachers, contract, appraisal, inservice training ...



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## **Who's Training the Helpers?**

*"Support for Learning"* early 1999

Research carried out 1996-1998

274 Non-teaching professionals

62 LEA areas attending C.C. seminars

## **GENERAL FINDINGS**

- ◆ Confusion over roles & responsibilities
- ◆ Confusion shared by teachers & students
- ◆ Desire for a unified national qualification  
initial induction, in-post professional  
development, and a career structure

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- ♦ 78% of LSAs had no planning time with teachers
- ♦ Concerns about “differentiating” & preparing materials, attending meetings
- ♦ Existing Qualifications
  - C&G 7321 run by FE, monitoring LSAs’ actions without in-put
  - RSA took second place to experience
  - NNEB required by some LEAs. Seen as irrelevant to Secondary schools
- ♦ 86% would welcome the opportunity to obtain a nationally recognised qualification
- ♦ Induction
  - 46% Prior to starting
  - 20% Initial induction
- ♦ In-post staff development
  - 76% EBD 65% Dyslexia 52% I.T.
  - 47% Reading 39% Maths

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## The Green Paper on SEN

### Excellence for All Children

Learning Support Assistants (c.f. SSAs)

“... the contribution of LSAs is central to successful SEN practice ...”

National structure for LSAs' careers:

- framework of good practice for LEAs and schools
- LEAs to oversee Quality and accredited training
- nationally devised modules within the NVQ framework

“... training of teachers needs to equip them to work with others ...”

DfEE      October 1997



## **A PROGRAMME for ACTION**

November 1998

### Good practice guide on work of LSAs:

- \* clarify roles of LSAs in varying circumstances
- \* identify core skills & competences
- \* examples of differing effective deployment
- \* set out role of SENCO & others in managing and supporting LSAs
- \* give guidance on induction and training

p30/7

“We will continue to encourage LEAs to provide training for LSAs through the Standards Fund, and, from 2000/2001, target funding to enable LEAs to work with training providers, schools, health services and voluntary organisations on the content of courses for LSAs.”

p30/8

The future national framework for training LSAs:  
will reflect the findings of the current Green Paper  
on “Training for SEN Specialists”      Oct 1998

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**DfEE Publication**

**Working with Teaching Assistants**

October 2000  
DfEE 0148/2000

DfEE Publications  
PO Box 5050  
Sherwood Park  
ANNISLEY  
Nottinghamshire  
NG15 0DJ

Tel: 0845-6022260  
Fax: 0845-6033360

***FREE!!***



## **“Working With Teaching Assistants”**

(October 2000)

### **The ROLE of the TA**

- Draft intended for TAs' line managers
- Value for TAs and classroom teachers
- Largely primary. Secondary to be addressed later
- “...what TAs are capable of achieving...”
- “...no universal recipe...”
- “TA” , stresses the importance of teaching support
- Support for the pupil
  - Support for the teacher
  - Support for the curriculum
  - Support for the school
- “...requires the close cooperation of class teachers...heads and other managers

### **Good TA Practice**

- Supervising and assisting small groups
- Developing social skills
- Implementing Behaviour Management Policies
- Spotting early signs of bullying and disruption
- Helping integration
- Keeping children on task

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- Enabling independent learning
- Raising self-esteem
- Assisting individuals with tasks
- Free the teacher - TA takes whole class
- Working with outside Agencies
- Modelling good practice
- Assisting with physical needs
- Helping to raise pupil's achievements
- Helping to implement lesson plans
- Provide support for literacy & numeracy
- Provide feed back to teachers
- Preparing classroom materials

### **Supporting the Role of the TA**

- School policy
- Appointment - Contract
- Job Description
- Probationary period
- Induction
- Lines of Communication

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### **Deployment**

- Clear line management
- Most appropriate line manager
- Where the TA should work
- Ensuring continuity of work
- Valuing the job description
- Facilitating team work in class
- Giving the TA a wider picture
- Giving the TA specific information
- Encouraging TAs to take initiative
- Reviewing the TA/pupil link
- Using TAs' special skills

### **Partnership with Teachers**

- Differentiating the roles
- Ensuring TAs' participation in planning
- Allowing for TAs' input & feedback
- Dealing with behaviour management
- Including TAs in IEPs
- TAs are full members of staff
- Recognising legal responsibilities
- Reviewing classroom relationships



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### **Partnership with Others**

- Outside Agencies
- SENCOs
- Parents
- Ethnic communities
- School functions

### **Partnership among TAs**

- Regular in-school meetings
- Providing a TA room
- Encouraging sharing pupil information
- Information about TA support groups
- Liaison with Support Staff Governor

### **Reviewing Performance**

- Regular appraisal
- Revisit job description
- Assessing TAs' training needs
- Providing / sharing / evaluating training
- A Professional Development portfolio

### **An Audit of Current Practice**

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## LSAs CAN...

Assist with Students' mobility  
Read information to student  
Repeat / interpret instructions  
Check for understanding  
Scribe as appropriate / assist with notes  
Record homework instructions  
Demonstrate a process  
Supervise use of equipment  
Supervise individual support programmes  
Hear students read  
Observe students' behaviour  
Give students advice on personal hygiene  
Display students' work  
Provide supervision for students with  
behavioural / emotional problems  
Assist with assessment activities  
Encourage and motivate students



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## **LSAs - Recommendations**

Teacher and LSA need to agree on roles

Teacher and LSA should be addressed the same

The LSA needs to know the course content

Make opportunity for LSA to use equipment

LSA needs to know Health & Safety rules

LSA should not be given responsibility for  
supervising a class

Teacher and LSA should draw up an agreement

Teacher and LSA should review regularly

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## Estelle Morris June 2002

*“The following common tasks... should, as soon as practicable, be transferred to support staff.”*

- \* collecting money
- \* photocopying
- \* producing letters
- \* record keeping
- \* classroom displays
- \* process exam results
- \* admin. Work Exper.
- \* invigilate exams
- \* ICT trouble-shoot and repairs
- \* ordering supplies
- \* cataloguing, preparing, maintaining equipment
- \* minuting meetings
- \* personnel advice
- \* inputting pupil data
- \* chasing absences
- \* copy typing
- \* class lists
- \* filing
- \* attendance analysis
- \* collating reports
- \* admin. Exams
- \* covering teachers
- \* commission new ICT equipment
- \* stocktaking
- \* issuing and materials
- \* submitting bids
- \* managing pupil data

**N.B. Watch for Edn. Bill currently before Parliament – TAs’ future role.**

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## **Education Act 2002**

### **Part 8 Teachers**

#### **Section 133 Required to be Qualified**

“... the Secretary of State may set out the specified work which only qualified teachers may carry out ... Certain other persons may carry out this work ... if they satisfy specified requirements. The section will also provide for T.A.s to carry out the specified work ... if they are appropriately supervised.”

**Consultation period:**

October/November/December 2002



## **TAs & The Current Situation**

- \* Many TAs in a recent GMB survey, said they felt “...second class ... invisible ... spare parts ... servants.
- \* LEAs (Rochdale) “... can employ four TAs for cover supervision for the cost of a supply teacher.”
- \* Large chunk of the £268m Standards Fund for TAs training, will be delegated to schools – can be used for staff salaries.
- \* Sept 2003, teachers’ routine tasks taken by support staff and “Super Assistants” used to cover for teachers.
- \* GMB Union research – of 25 routine tasks 19 are clerical or administrative
- \* The OU has estimated 90% of TAs would need additional training before taking whole classes.
- \* The TTA “ Super Assistants” will receive 50 hours of training ... in school and via the Internet.
- \* Many LEAs (Birmingham) offering own TA training and career structure.
- \* No-one mentions pay and conditions!!!

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## Proposed Career Structure

### Four categories

1. Administrative Staff
2. Curriculum Resource and Support . technician
3. Teaching Assistants
4. Behaviour Support Assistants

### Four grades - for each category

- \* Induction grade to Management grade
- \* Grades two to four to have NVQ qualifics
- \* Level three TAs qualified to *supervise* classes
- \* Level four TAs qualified to *teach* classes

**UNISON** demanding 25% increase I pay

Lobbying Parliament on June 5th





## Teaching Assistants

### Message from Howard Brayton

25% of 11 year olds failed to reach level 4 in English

18% of 11 year olds failed to reach level 4 in Maths

33% of 11 year olds failed to reach level 4 in English & Maths

1152 support staff were not replaced because of schools' financial difficulties

According to the Child Action Poverty Group, the parents of 1 in 5 of 5-12 year olds, said they were forced to send their children to school without at least one item of school uniform - they couldn't afford it. Similarly, their children were also missing out on school trips and music, for the same reason

In the last 10 years 1742 allegations have been made against teachers - only 69 were upheld!

Despite the national crackdown on truancy in 2002/2003, the number of children absent from school daily has dropped by only 712 to around 50,540.

\* According to recent research carried out by the Rowntree Foundation, one in three children is being brought up in a family which is below the poverty level of £242 a week.

\* New guidance for support staff including Teaching Assistants has been published by the Joint Council on Local Government Employees pay. Visit the website: [www.lg.employers.gov.uk](http://www.lg.employers.gov.uk) - click on publications and read or download "School Support Staff - The Way Forward". A hard copy can also be ordered at £8-95. Or is it in the school?

\* A recent survey of early years teachers by the Basic Skills Agency, states: "...some children are now starting school unable to speak audibly, be understood by others, respond to simple instructions, recognise their own name or even count up to five."

\* An NFER (National Foundation for Educational Research) survey of 74 primary schools showed:  
 - a substantial decrease in reading for pleasure amongst 11 year olds between 1998 and 2003.  
 - children said they preferred watching television.  
 - boys said that reading was now less fun.

\* A recent DFES discussion paper "Workforce Reform - Blue Skies" suggests:

cat

-chc

sub

-chc

-Ke

- the number of teachers should be cut to pay for more higher level T.A.s.
- support staff should play a bigger role in teaching.

\* Recent QCA (Qualifications and Curriculum Authority) research showed that improvements in English amongst 11 year olds between 1996 and 2000 were due to falls in test standards!

\* According to the DfES "Statistics of Education - Special Educational Needs":

- the number of children with Statements of SEN has fallen for the second year running.
- BUT children with SEN in some parts of the Country are many times more likely to be given statements than in other parts. e.g. 1.8% in Oldham, 3.2% in Rochester, 4,1% in Torbay.

Keep up to date by reading the TES (Times Educational Supplement) - in the staff room on Fridays!

Best Wishes,

Howard Brayton

Section:

Last post:

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## Confidentiality

- \* Treat information given as confidential
- \* Do not talk about pupils in front of others
- \* Be a good listener
- \* Summarise facts as a check
- \* Don't collude / make promises
- \* Inform appropriate person:  
having told the pupil
- \* Responsibility for action is the teacher's

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### **What if ... ?**

- \* I am subjected to verbal abuse?
- \* I am threatened?
- \* I am attacked?
- \* I see bullying or damage?
- \* I am accused of ... ?



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## **Professionals / Agencies**

SENCO

Peripatetic SEN Support Service

Special School

Educational Psychologist (EP)

Education Social Worker (ESW)

School Doctor / Nurse

Speech Therapist

Physiotherapist

Occupational Therapist



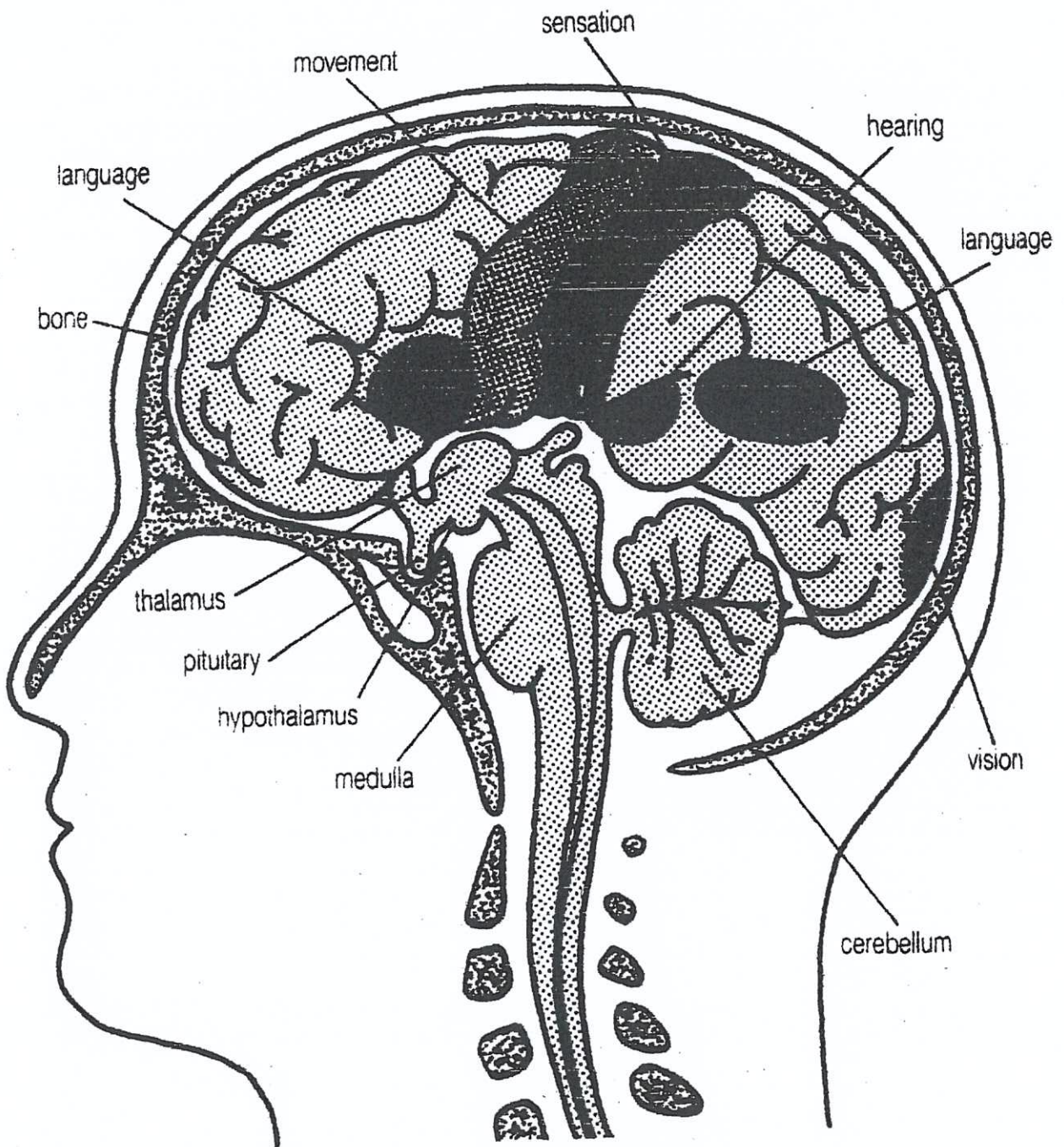
# ASSESSMENT RECORD

Date	Comment

## Silent Reading

There is a strong case for retaining a bicameral parliament as part of a coherent pattern of comprehensive constitutional change, and as part of a reassessment of the course to chart after the collapse of devolution in 1979. Devolution failed not on the floor of the House of Commons but through the referenda in Scotland and Wales, which were imposed on a reluctant government by backbench MPs. To analyse the roots of this failure it is necessary to go back to the political purpose which underlay the establishment in 1969 of the Royal Commission on the Constitution under the chairmanship of Lord Kilbrandon. It reported in 1973 only after the two-tier reform of local government had been pushed through parliament and the case for combining reform of central and local government had been lost. The Commission was quite clear about why it had been appointed. 'We have no doubt that the main intention behind our appointment was that we should investigate the case for transferring or developing responsibility for the exercise of government functions from Parliament and the central government to new institutions of government in the various countries and regions of the United Kingdom.'

**Why did devolution fail in 1979?**





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## **Learning Language**

Children learn language like they learn to walk upright.  
They are programmed.

Developmental stages:

0-12 months listening, learning uses and purposes of language, practising sounds, cries, calls and laughter

1-3 years building vocabulary, practising pronunciation, phrase building, echoing speech patterns and purposes

3-5 years 'explosion' of grammar and language rules, expressive and sensitive elements develop

5-7 years main input of literacy, focus on visual and written language skills, a second 'spurt' of language at around age 6

### **N.B.**

- ♦ Children do not learn to speak after 7
- ♦ Children learn a second language more easily in early childhood



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## **Language**

### **“Mother Tongue”**

Bill Bryson  
Penguin Books (1991)

### **“The Language Instinct”**

Steven Pinker  
Penguin Books (1995)

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**Wechsler Intelligence Scale  
for Children (WISC)**

Figures are on a scale of 1-19  
10 is the Average

Information	9	Picture Completion	12
Similarities	13	Coding	7
Arithmetic	15	Picture Arrangement	9
Vocabulary	10	Block Design	11
Digit Span	7		

**Student with  
Specific Learning Difficulties**

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**Wechsler Intelligence Scale  
for Children (WISC)**

Figures are on a scale of 1-19  
10 is the Average

Information	5	Picture Completion	6
Similarities	5	Coding	9
Arithmetic	6	Picture Arrangement	5
Vocabulary	8	Block Design	8
Digit Span	5		

**Student with  
Moderate Learning Difficulties**



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## **ACTIVITY**

### **Which Students have Difficulties?**

1. New students joining in year 7 (9)
2. New students joining other years
3. Do you know E.P.s' assessments?
4. Do you know the targets set for Students?

FORM	NAME	ART	ENG	FRE	GEO	HIS	MA	PA	PE	RE	SCI	ST	DYS	MED	SOC	BEH	ICS	W/E
910	Louise		U	U	H						U							
	John		U								U	1						
	George																	
	James				U/L							2						
	Harriet		L	L	L						L		2					
	Lee																	
	Richard		H	H		H	H	H	H	H								
	Katharine		H	H		H	H											
	Emily																	
	Rebecca																	
	Jacquelyn																	
	India						H											
	Christopher				H	H			H									
	David																	
	Hannah		H			H		H	H	H								
	Laura																	
	Emily		H	H	H	H	H	H	H	H	H							
	Sarah																	
	Michael		L	L	U	L												
	Matthew																	
	Holly		L	L	L	L		H	H		L	5						
	Lee																	
	Gemma																	
	Jonathan		L			L		L			U	2						
	Martin																	
	Samuel		U			L												
	Jonathan																	
	Thomas						H		H									

**INDIVIDUAL EDUCATION PLAN.**  
**SUMMARY.**

**Name:** Mason [REDACTED] **Form:** 7ARM

**Dates:** From: Sept97 **To:** Sept 98 **Stage:** 3

**Please read and note your own subject specific targets.**

**NEEDS:**

Specific Learning Difficulties.  
Short term memory.  
Arithmetic.  
Spelling quotient 80.  
Reading quotient 90.  
High IQ.  
Verbal IQ113. Performance IQ119.

**TARGETS:**

1. All staff to be aware of the specific difficulties Mason experiences.
2. All staff to make sure Mason writes new subject specific words correctly in to his spelling book.
3. All staff to reduce the quantity of learning tasks.
4. Mason to try to learn new spellings and corrected spellings from his exercise books.
5. Learning Support to recommend a programme of spelling recovery .

**MONITORING:**

1. EAP to monitor basic skills progress and support.
2. EAP to liaise with parents and arrange review meetings when required.

**Signed:** EAC. Pathan

**Date:** 24-7-97

**Filename:** masonj







2  
 sk Number: A February

MONDAY 10<sup>th</sup> Date Due

1) Police / Police / Police  
 2) Police / Police / Police  
 3) Police / Police / Police  
 4) Police / Police / Police  
 5) Police / Police / Police  
 6) Police / Police / Police  
 7) Police / Police / Police  
 8) Police / Police / Police  
 9) Police / Police / Police  
 10) Police / Police / Police

TUESDAY 11<sup>th</sup> - SHROVE TUESDAY - PANCAKE DAY

1) Police / Police / Police  
 2) Police / Police / Police  
 3) Police / Police / Police  
 4) Police / Police / Police  
 5) Police / Police / Police  
 6) Police / Police / Police  
 7) Police / Police / Police  
 8) Police / Police / Police  
 9) Police / Police / Police  
 10) Police / Police / Police

WEDNESDAY 12<sup>th</sup> L.S. Period 1 (Science)

1) Police / Police / Police  
 2) Police / Police / Police  
 3) Police / Police / Police  
 4) Police / Police / Police  
 5) Police / Police / Police  
 6) Police / Police / Police  
 7) Police / Police / Police  
 8) Police / Police / Police  
 9) Police / Police / Police  
 10) Police / Police / Police

THURSDAY 13<sup>th</sup> Date Due

Geography: 1) For each of the problems listed suggest ways in which each one given may be overcome.  
 2) Find out what has been done in your local area to try and reduce crime and vandalism  
 3) Police / Police / Police  
 4) Police / Police / Police  
 5) Police / Police / Police  
 6) Police / Police / Police  
 7) Police / Police / Police  
 8) Police / Police / Police  
 9) Police / Police / Police  
 10) Police / Police / Police

FRIDAY 14<sup>th</sup> Date Due

Howack HALF-TERM STARTS  
 Do car-repairs learn Summer chapter 7  
 P.167 Do 1st yourself P.166 P.170

School Activities / Notes / Reminders

Monday	Thursday
Tuesday	Friday H/T STARTS
Wednesday	Saturday / Sunday

*Two Short Planks*

They sat me in the classroom  
And said I had to wait.  
They gave me sheets of paper  
And said, 'Now write the date.'  
And when I said I couldn't,  
'I've got a special need.'  
They sat me in the corner  
And gave me books to read.  
And when I said I couldn't,  
They laughed and took the mick,  
The teacher sighed and shook his head.  
A kid said I was thick.  
So then they said, 'Fill in this form,  
We have to know your name.'  
I said, 'Well, I can TELL you that.'  
They said it wasn't quite the same.  
They sharpened me a pencil  
To write out my address  
And then I said I couldn't  
When the page became a mess.  
I don't know what my problem is,  
I'm lost and all at sea.  
A book's a bolted, padlocked door  
I just can't find the key.  
The words don't click, the letters fuse,  
The flash cards never speak.  
'Break it up and sound it out!'  
They tell me twice a week.  
And when I say I cannot,  
'It doesn't seem to work,'  
The Head of Special Needs gets cross,  
And screams and goes berserk.  
I can't think what the answer is,  
Believe you me, I've tried  
To learn that blasted alphabet  
Most nights I've sat and cried.  
But still they give me spelling lists,  
Stuff paper in my hand.  
And still I'll feel the utter shame  
Till the day they'll understand.



## WORKING WITH DYSLEXIC CHILDREN

DO:

- boost morale wherever possible
- listen to show that you understand
- break up material into small pieces
- tackle one thing at a time
- be patient
- teach dictionary skills
- use computers and word processors and teach these skills
- allow extra time
- read aloud and 'share' the book
- discuss frankly the things they find difficult
- help them to recognise and value the things they can do well
- encourage neat work
- give less homework
- encourage correct pronunciation
- teach the stem of each word then add the endings
- work closely with parents, SENCO and language centres
- alert exam boards for older children
- keep revising the same material
- tape record lessons or directions when necessary
- help identify the main points from a piece of writing
- encourage and value oral contributions to lessons
- encourage other aids to learning - posters, cartoons, mnemonics, scrap paper for practising

ABOVE ALL - provided them with the strategies to help themselves and build on their own learning.

## DON'T:

- expect too much too soon
- give lists of spellings to learn
- stress learning parrot-fashion - it carries no meaning
- scold for forgetting equipment, they may be confusing the days
- ask them to spell a word without knowing its rules
- cover work in red ink or pencil
- give back written marking, discuss the work with them
- expect them to learn in a noisy or disorganised environment
- prevent them exploring learning with their hands
- consider them lazy, stupid or attention-seeking
- ask them to read aloud, unless they offer
- expect them to remember messages or homework
- compare them with others in the class, even unwittingly
- put pressure on them
- be surprised if they tire easily or become discouraged
- make them write out their work again
- expect them to listen and make notes at the same time
- expect them to learn another foreign language easily

Many items on these lists represent good classroom practice for all children, whether or not they have difficulties.

This differentiated approach to learning would benefit each child, no matter what their particular needs.

Children with reading difficulties respond best to sympathetic, supportive help which understands their difficulties and values their skills.

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## **Teaching Reading**

Look and Say

Phonics

Real Books



**Reading Scheme** (Wendy Cope)

Here is Peter. Here is Jane. They like fun.  
Jane has a big doll. Peter has a ball.  
Look, Jane, Look! Look at the dog! See him run!

Here is Mummy. She has baked a bun.  
Here is the milkman. He has come to call.  
Here is Peter. Here is Jane. They like fun.

Go Peter! Go Jane! Come, milkman, come!  
The milkman likes Mummy. She likes them all.  
Look, Jane, Look! Look at the dog. See him run!

Here are the curtains. They shut out the sun.  
Let us peep! On tiptoe Jane! You are small!  
Here is Peter. Here is Jane. They like fun!

I hear a car, Jane. The milkman looks glum.  
Here is Daddy in his car. Daddy is tall.  
Look, Jane, Look. Look at the dog! See him run!

Daddy looks very cross. Has he a gun?  
Up milkman! Up milkman! Over the wall!  
Here is Peter. Here is Jane. They like fun.  
Look, Jane, look! Look at the dog! See him run!



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**DfES Publications in literacy**

KS 1 Video Developing Early Writing (0056/2001)  
Book (0055/2001)

KS 2 Video Grammar for Writing  
& Book (0107/2001)

Making Links - Summer schools and  
Year 7 support programmes  
(0096/2001)

KS 3 Spelling Bank (0047/2001)

KS 3 Speaking & Listening Bank (0141/2001)

KS 3 Sentence Level Bank (0046/2001)

**“Catch-up” Literacy Progress Units**

Information Retrieval (0474/2001)

Spelling (0475/2001)

Reading Between the Lines (0476/2001)

Phonics (0477/2001)

Sentences (0478/2001)

DfES Publications 0845 60 222 60 FREE!!

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## Activity

### Aim

In 15 minutes, gain a flavour of a Unit

- \* Individually or in pairs on your table, select a **Session** from your **Unit**
- \* Read the plan for the session
- \* Look at the examples
- \* Do you think the session would be useful?
- \* How could it be adapted for students below level 3?
- \* Share findings with others on your table
- \* Two minute feedback to the whole group

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## **Intensive Schemes**

### **SuccessMaker**

Research Machines RM  
01235-826700

### **Corrective Reading**

**SRA**

Hants, Beds, Bucks, Herts,  
Essex, London 01628-502574



form

claps

flags

mist

mast

must

trap

get

**Note:** Pass out the workbooks.  
Direct the students to open their workbooks to lesson 44.

Award points if the group worked well during the word attack. Remind the students of the points they can earn on their worksheets.

#### EXERCISE 4 Sound dictation

1. I'll say the sounds. You write the letters in part 1 on your worksheet.
2. **First sound.** Pause. **d.** What sound? Signal. *d.* Write it in the first blank. Check work and correct.
3. **Next sound.** Pause. **ééé.** What sound? Signal. *ééé.* Write it. Check work and correct.
4. Repeat step 3 for *óóó, ééé, ííí, úúú, ááá, p, ll.*
5. Repeat any sounds the students had trouble with.

#### EXERCISE 5 Spelling from dictation

1. Find part 2 on your worksheet. You're going to write words that I dictate.
2. **First word: dad.** What word? Signal. *Dad.* Listen again: *dááád.* Write it on the first arrow. Check work and correct.
3. **Next word: hid.** What word? Signal. *Hid.* Listen again: *híííd.* Write it. Check work and correct.
4. Repeat step 3 for *this, did, not, hit.*

#### EXERCISE 6 Word reading: worksheet

1. Touch the first word in part 3.
2. Look at the underlined sound in the first word. Pause. What sound? Signal. *lll.* Pause. What word? Signal. *Clam.*
3. Next word. Pause. What sound? Signal. *lll.* Pause. What word? Signal. *Slam.*
4. Repeat step 3 for *mend, street, handing, lending, clapping, rug, then, them, under, than, get, crash.*

#### EXERCISE 7 Sentence reading

1. Everybody, touch part 4.
2. Touch under the first word in sentence 1. Check. What word? Signal. *The.*
3. Next word. Check. What word? Signal. *Old.*
4. Repeat step 3 for *man, fell, on, the, dock, and, got, wet.*
5. Repeat steps 2–4 until the students correctly identify all the words in the sentence in order.
6. Repeat steps 2–5 for each remaining sentence.
  2. She will fish or sing.
  3. Stop filling that gas can with sand.
  4. No man will rent that shack.

#### Individual test

Give each student a chance to read one of the sentences.



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## Spot the language mistakes

The new Code of Practise has just come out

The government intend holding  
referendums

Wayne quickly ran out of the room

A number of options are available

After a range of alternatives have been tried

LSAS Supporting Literacy

LSAS' Supporting Literacy

LSA'S Supporting Literacy

*SEN MSE7*

## **ACTIVITY**

### **Supporting Students Outside Lessons**

1. When do you have contact with students outside lesson time?
2. What extra curricular activities does the school run to support weaker students?
3. Are you formally involved in a scheme?
4. Would you like to be?

*SEN MSE7*

## **ACTIVITY**

### **Supporting in Class**

What do you actually do in class to  
support **reading skills**?



SEN MSE7

## Supporting Reading

Allow / help students to choose their own "books"

Ensure comfortable, quiet position

Boost reading confidence - Never embarrass

Some pupils should not be asked to read aloud

You might read a passage first

If student is stuck:-

Give the word

Read on or read back

Give the initial sound

Ask if they know another similar sounding word

Praise often - when deserved

Keep sessions short

Talk to students about what they have read

Tell teacher if the readability of text is too difficult

*SEN 115E7*

## Word Games

“Small from Big”

“Hang Man”

“Count Down”

“Word Search”

“Cross-word Puzzle”

“Dominoes”

“Dictionary Search” (catalogue, list, index)

“Flash Cards” (words / pictures)

“Made-up Names”

“Cloze Procedure”

“Chose a Letter”

SEM 7MSE7

## SMOG Readabilty Test

### SMOG Readability Test

1. Select a text
2. Count 10 sentences
3. Count number of words which have three or more syllables
4. Multiply this by 3
5. Circle the number closest to your answer:  
1 4 9 16 25 36 49 64 81  
100 121 144 169
6. Find the square root of the number you circled:  
1 4 9 16 25 36 49 64 81 100 121 144 169  
1 2 3 4 5 6 7 8 9 10 11 12 13
7. Add 8  =Readability level

*The lower the readability level the easier something is to read and understand. A readability level under about 10 will be able to be understood by most people.*



## GEOGRAPHY

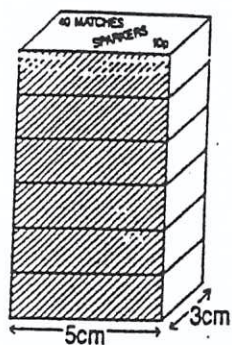
### CLIMATE

- 1 The climate is a 'temperate grassland' climate.
- 2 Winters are mild (July average 9.5°C (49°F) in Buenos Aires), and summers hot (January average 22°C (71°F) in Buenos Aires).
- 3 Rain falls throughout the year in the Buenos Aires region (940 mm or 37 ins a year) but it decreases westwards and southwards. When the annual rainfall drops below 400 mm (16 ins) the Pampas gives way to semi-desert. In the drier areas the rain comes in summer.
- 4 The wind is an important climatic factor. Ranches are protected by windbreaks.

### CHIEF FARMING ACTIVITIES

- 1 Wheat is the chief commercial crop in a crescent stretching 960 km (600 miles) north from Bahía Blanca. The limits of the belt are determined by climate - to the south-west and west the 500 mm (20 ins) annual isohyet marks the limit. To the east the climate gets too wet, as wheat grows best in areas with 500-750 mm (20-30 ins) a year. In the north the summer rain does not suit the crop.
- 2 Maize is also an important cash crop. 80 per cent is exported. It is grown on the best soils of the Pampas where the climate is too wet for wheat (see Fig. 5.7A).
- 3 Fruit and vegetables are grown within a radius of 200 km (125 miles) of Buenos Aires, especially along the La Plata coastline. They are grown for the cities of the Pampas.
- 4 Dairying is also concentrated near Buenos Aires where the heavier rains and mild winters provide good pasture throughout the year. Good roads and railways get the produce to the cities and the processing plants quickly.
- 5 The beef cattle industry was once the chief economic activity of the Pampas. Cattle are reared mainly in the central and eastern areas of the Pampas on huge estancias. Wind pumps raise underground water for the herds. The chief crop of this area is alfalfa which has deeper roots than grass and can tap underground moisture - it is used as fodder. Sheep are reared on the drier western and southern edges. The meat is frozen in frigorificos and exported, especially to the United Kingdom.

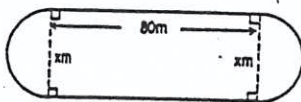
# MATHEMATICS



(b) The boxes are packed in sixes before being sold to shops; assuming they are packed face to face, draw a sketch of the packet and mark in its dimensions. Calculate the minimum amount of wrapping paper required to cover the six boxes – ignoring overlaps. You are advised to set your answer out as follows:

Front requires:  $\text{---} \times \text{---} = \text{---} \text{ cm}^2$   
 Top requires: etc.

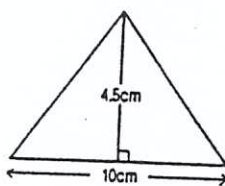
5. The plan shows a racing track with the diameter of the semi-circular ends  $x$  metres.



(a) Taking one complete lap of the track to be 317m, calculate  $x$  to the nearest m.

(b) Using your answer to (a), calculate how long it takes a workman to dig up the area enclosed by the track, if he digs  $48\text{m}^2$  an hour. Give your answer to the nearest hour.

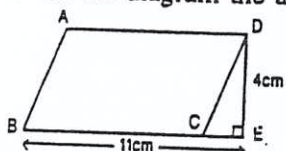
6. A student of architecture was told to make a 1:80 model of the end of a building; the triangle represents the model.



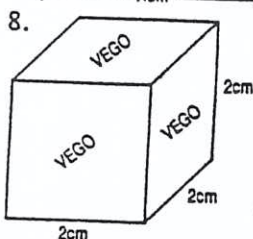
(a) What was the area of the end of the building in  $\text{m}^2$ ?

(b) In making her model she was allowed to be out  $\pm 1\text{mm}$  in her drawing; what was the minimum possible area of her model?

7. In the diagram the area of the parallelogram ABCD is  $32\text{cm}^2$ .



What is the area of the triangle DCE?



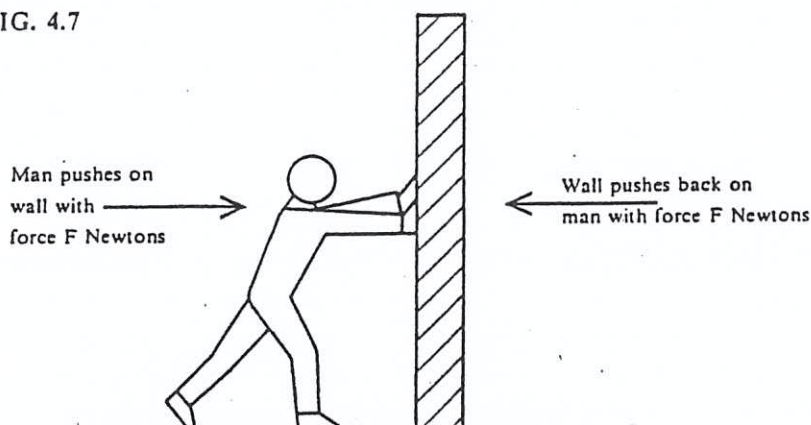
(a) What is the volume of one Vego cube?

(b) What is the smallest number of Vego cubes that can be put together to make another cube?

(c) In a wrapped cubical packet there are 343 cubes; what is the length of the edge of the packet?

## SCIENCE

FIG. 4.7



The woman pushes on the fence with a force of 10N and the fence will push on the woman with an equal force of 10N. There will still be a resultant force of 6N acting on the fence causing it to fall over. However, when this happens, the fence will no longer be pushing back on the man and woman and so they will shoot forwards under the action of their pushing forces.

In the hovercraft the air pushes down on the water which pushes up on the air.

Because of Newton's Third Law, we can consider friction again in a little more detail. When we walk forwards, equal and opposite forces are involved. When we step forwards our foot pushes backwards on the ground. The ground pushes our foot forwards with an equal force. Friction prevents our foot sliding backwards as we push backwards.

(iv) Newton's Laws of Motion are very important whenever we think about the motion of bodies.

Suppose a car is travelling at a constant velocity. It still needs the driving force of the engine to maintain its steady motion. This is because forces are acting to oppose its motion including friction in its moving parts and friction caused by its motion through the air — air resistance. When the driving force of the engine equals the opposing forces then the car will move at a steady velocity.

Concorde has a special "streamlined" shape in order that air resistance is reduced as it cruises at 2,150 km/h.



SEN MSE7

*“Supporting Literacy and Numeracy*

*- a Guide for  
Learning Support Assistants”*

Glenys Fox and Marian Halliwell

Publisher David Fulton

aroun £7-50

## Spelling – What Spelling?

“According to research at Cambridge University, it doesn’t matter in what order the letters in a word are; the only important thing is that the first and last letter be in the right place.

The rest can be a total mess, but you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.”

SEN 91587

## ACTIVITY

### Supporting in Class

What do you actually do in class to  
support **spelling**?



## Supporting Spelling

Learning words (No more than five at a time)  
Write Look Cover Write Check Repeat

“What’s the first letter?”

“What do you think comes next?”

“Try the ending”

Provide a Spellwell / Dictionary

Help them to look up

“Does it look right?”

Split words up into syllables

Pronounce words phonetically in their head

Record new words in exercise / homework book

Encourage proof reading

Mark the first wrong spelling

Play games

There are no short cuts to correct spelling!

SEN MSE7

“When the English ...”

When the English tongue we speak -  
why is *break* not rhymed with *freak*?  
Can you tell me why it is  
namely *is* is written *viz*?  
Will you tell me why it's true  
we say *sew* but likewise *few*?  
And the maker of a verse  
cannot match his *horse* with *worse*.  
*Beard* does not sound as *heard*;  
*cord* is different from *word*;  
*Cow* is cow, but *low* is low.  
*Shoe* is ever rhymed with *foe*.  
Just think of *hose* and *does* and *lose*  
and of *goose* and yet of *chose*.  
Think of *comb* and *tomb* and *bomb*,  
*doll* and *roll* and *home* and *some*.  
And since *pay* is rhymed with *say*,  
Why not *paid* and *said*, I pray?  
We have *blood* and *food* and *good*,  
so why is *mould* not said as *could*?

SEN M5E7

Wherefore *done*, but *gone* and *lone*?  
Is there any reasonable ground,  
to say *wound* for hurt, whilst string is *wound*.  
Do you think it's really wise  
to speak of *advertisement*, if you *advertise*?  
So in short, it seems to me,  
that sounds and letter disagree.

When I first discovered that -  
if I was quick, then I was *fast*.  
and if I spent too freely, I was *fast*,  
if I was tied, then I was *fast*,  
and not to eat was also *fast* -  
I was discouraged!

Yet when I came across the sentence;  
"The first *one*, *won* a *one* pound prize."  
I gave up the English language!



## SECTION 6

### SPELLING POLICY

#### RESPONSIBILITY FOR TEACHING SPELLING

1. The English faculty has responsibility to teach spelling in accordance with National Curriculum Attainment target 4 (levels 3 and 4). See attached sheet. The faculty teaches spelling structures and patterns.
2. All other faculties have responsibility to teach subject specific/technical words related to their own subject.

N.B. 5% may be deducted at G.C.S.E. for spelling errors.

3. Learning Support has responsibility for pupils with severe spelling difficulties, the organisation of individual spelling programmes and arranging examination concessions if appropriate.

#### SPELLING IS A WHOLE SCHOOL RESPONSIBILITY

#### POLICY IN PRACTICE

1. Recent research has recognised that acquiring the ability to spell is a developmental process in which there are five broadly identifiable stages. By understanding this development, we will be able to help children become confident writers and spellers.  
  
N.B. The Head of Faculty has a copy of these stages.
2. It is well documented that poor spellers often have a very low self esteem, so it is not recommended that every spelling error is prominently corrected.
3. Judgements about the quality of a piece of writing are often based on spelling errors and presentation, rather than on content, organisation of material, cohesion and matching the style to the audience and purpose.
3. Children who are not confident spellers often select words they find easy to spell rather than words which exactly express their ideas.
4. Where it is thought that a pupil's poor spelling is a serious hindrance to their progress, early referral should be made to the Learning Support faculty. Advice on public examinations must be sought well before year 10 and 11.
5. Parents need to be informed, involved and encouraged to help by reading this policy, testing pupils when necessary and encouraging children to read.

#### METHODS OF TEACHING SPELLING FOR ALL FACULTIES

1. Highlight new subject specific/technical words when introduced.
2. Write new spelling clearly IN CAPITALS on the blackboard.
3. Display difficult words on notice boards as a constant reminder.

4. Ask pupils to list new words in the back of their book (incorporated into a glossary of new terms).
5. Sometimes ask pupils to learn up to five words for homework.
6. Ask pupils to learn the spellings that have been corrected in marked work.
7. Make sure a dictionary/spelling dictionary is available in the room for pupils to look up spellings.

N.B. H.O.F. has a copy of "Help with Spelling" sheet.

#### **METHODS OF CORRECTING SPELLING WHEN MARKING WORK**

1. It is not recommended that every spelling error is prominently corrected.

##### **Suggestions**

Highlight only the first time a word is spelled wrongly in a piece of work by the use of an S (not in red) written over the word. Write the correct spelling at the end of the piece of work and ask the pupil to learn them.

2. If there are few errors write a comment at the end of the piece of work and encourage the pupil to find his/her own errors. For example, there is one spelling mistake in the third line - can you find it and correct it?

N.B. This type of comment needs following up by the teacher.

3. If there are many errors, start highlighting every initial error but if this is obviously going to be extensive, list the first 5 words spelled incorrectly and concentrate on the pupil learning those 5 words before tackling any more spellings.
4. Make positive comments about good or improved spelling.

Mrs E A Parham

A:LS-HBK8



SEN M5E7

## My New Spell Checker

Eye halve a spelling chequer  
It came with my pea sea  
It plainly marques four my revue  
Miss steaks eye kin knot sea  
Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh  
As soon as a mist ache is maid  
It nose bee fore two long  
And eye can put the error rite  
Its rare lea ever wrong.  
Eye have run this poem threw it  
I am shore your pleased to no  
Its letter perfect awl the weigh  
My chequer tolled me sew.



*SEM MSE7*

## **ACTIVITY**

### **Supporting in Class**

What do you actually do in class to  
support **writing skills**?

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## Supporting Writing

Check / Carry equipment Books, Pen, Ruler

Has the student followed instructions?

Is it legible? Someone has to read it !

Does it make sense?

Encourage student to correct own mistakes

If slow, or poor writer:-

- Get them started

- Take turns to write a sentence

- Ensure instructions / homework are correct

Tell teacher if student is not coping:-

- Differentiate materials

- Photocopy notes

- Write key words

- Write notes rather than sentences

Careful use of P.C.

SEN MSE7

## Writing Frames

**Table 5.2** A format for writing up science experiments

<b>TITLE</b>	
<b>Aim</b>	Why did you do the experiment?
<b>Hypothesis</b>	What did you think would happen?
<b>Apparatus used</b>	What equipment did you need?
<b>Method</b>	How did you do the experiment? How did you measure what happened?
<b>Observations</b>	What happened? What did you see?
<b>Results</b>	What results did you get?
<b>Conclusions</b>	Can you explain why you think the results happened?



SEN MSE7

## Writing Frames

**Table 5.3** A frame for writing a formal letter

House number – name of road	
Town	
County	
Post Code	
Date	
Dear Sir or Madam,	
I am writing to you, because	
Do you know that	
I would like	
I hope that	
Yours faithfully,	

## Writing Frames

**Table 5.1** A writing frame

Title	What is your story called?
Context	What is it about?
Where	Where does it take place?
Who	Characters
Beginning	Set scene
Middle	What happens?
End	How does the story finish?

## *SEN MSE7*

### **SEN CODE of PRACTICE** ( Replaces Code of Practice 1994)

- 3:6 Emphasis on pupil participation
- 6:35 LSA vv TA

#### **Curriculum**

- 6:19 choose work from earlier K/Ss
- 6:20 \* suitable learning challenges
- \* respond to students' needs
- \* overcome barriers to learning
- 6:25 provision should match their needs

#### **School Action**

- (5:43) staff, materials/equipment,
- 6:50 additional support,  
individual intervention, IEP

#### **Individual Education Plan**

- (5:50) only additional & different
- 6:62 communication, literacy, numeracy  
parents and child consulted  
review 2 x year (better x 3)



*SEN MSET*

## **SEN CODE OF PRACTICE (2)**

### **School Action Plus**

- (5:54) involve outside agencies, EP, SSD
- 6:62 create new IEP with agency support

### **Connexion Service**

- (10:14) for ALL 13 – 19 students
  - personal advisers (PAs)
  - key worker to liaise with agencies –  
careers, colleges,  
Learning & Skills Councils

### **Statutory Assessment**

- (5:62) Head requests after all information
- 6:70
- 7:40 “Attainment is the ... starting point”

SEN MSET

**Special Educational Needs  
And Disability Discrimination  
Act 2001**

**1st September 2002**

- \* Extends the *Disability Discrimination Act* to all State Schools - and others part or wholly publicly funded
- \* Must ensure that "... no disabled pupil is treated less favourably, without justification, than other children."
- \* *Reasonable* adjustments should be made to premises, equipment, curriculum and admissions criteria, so that the disabled are not disadvantaged. - It is no longer a requirement to alter premises. Must have "accessibility strategies"
- \* What constitutes:  
a *Disability* and *Reasonable*

*SEMUSE7*

**Cornwall College National Training  
Website**

**Log on to  
WWW.CCNT.CO.UK**

- \* Click on TEACHING ASSISTANTS
- \* Click on  
MESSAGE from HOWARD BRAYTON
- \* Read the LETTER
- \* Click on MESSAGE BOARD
- \* Leave a COMMENT or QUESTION
- \* Raise any OTHER ISSUES