



Universidad de Jaén

Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

Teaching English to dyslexic learners in Primary Education

Alumno: Juan Antonio Ruiz Garcel

Tutor: Prof. Dr. Antonio Bueno González
Depto.: Filología Inglesa

Table of Contents

Abstract	
1. Introduction and justification.....	1
2. Theoretical framework	4
2.1 What is dyslexia.....	6
2.2 Causes of dyslexia	7
2.3 Learners' experience of dyslexia	10
3. Methodology.....	12
3.1 Jolly Phonics.....	13
4. Practical application	15
4.1 Blending.....	23
5. Conclusion.....	25
5.1 Limitations of the study.....	26
6. References	27
7. Annexes	29
7.1 Questionnaire.....	29
7.2 Official Regulations	35
7.3 Blending box.....	38
7.4 Jolly Phonics Checklist.....	45

Abstract

There is a crucial point in primary education, which is learning how to read and write. This issue becomes more difficult when it comes to a second language. But what happens with those learners who have mental disabilities such as dyslexia? What are the issues that learners are facing? How do teachers address those issues? The BOE (*Boletín Oficial del Estado*) states that all educational institutions are meant to have all the especial necessities that one learner may need. However, do these institutions accomplish what the law says? I will examine the policies that teachers are required to implement and their practice, since there is a difference between theory and practice. It is of relevance to know how they approach these students, what the methodologies that these teachers use are and what the outcomes of learners are. In England, concretely Newcastle Upon Tyne, there are different schools especially designed for people with dyslexia where students feel more integrated in the classroom, thus creating a comfortable environment since all students have the same kind of issues. This project aims to compare both countries with the purpose of creating a guidance of several learning strategies to avoid future problems.

Keywords: Learning disabilities, dyslexia, Jolly Phonics, teacher's awareness of dyslexia, special education needs.

1. Introduction and justification

My Degree's Final Project endeavours to provide innovative ideas and learning strategies of dyslexic classes in order to amend and get a better education of learners with reading difficulties among other types of mental disabilities.

There are many dyslexic people in Spain, around 700.000 people. According to 'Madrid con la dislexia', which is an association created to inform and help people with this mental disability, 33% of the population receive the right treatment to cope with this whereas 40% is forced to leave their studies due to a poor school performance.

Personally, the real situation in Spain is a bit sad, there are not teachers well prepared to assist these students and the Ministry of Education does not invest money for the formation of specialists to help out people of this nature. I have personally interviewed people who are dyslexic and one of them states: "When I was at school, all the help and support that I received was just extra exercises, as simple as that. But there was not anybody well trained to advance our skills in a better way", Miguel A. Cardenete adds. There is another case in which the student is just sent to a different class, where all students have a poor performance and all the lessons are taught in a slower way to help the student to reason and understand the content of the subjects, as in the case of Fátima Andreu Palomo¹.

My general aim with this project is to introduce new teaching methods and innovative ideas that can be used in class to hone one's skills. For example, in the UK, concretely Newcastle, some of the schools are using the Jolly Phonics method, which is very useful and effective. However, this is not the only teaching approach that we could use, but the multisensory programme developed by Gavin Reid is a great idea to achieve the progress of the student. Both methods will be examined in more detail in the following point of this project.

On the other hand, I thought it could be of relevance to hand in one questionnaire to some schools with the idea of measuring the knowledge of dyslexia that teachers have and if they are able to identify a dyslexic student (please, find the following questionnaire in Annex 6.1.).

¹ I have got their explicit permission to quote their names here.

² See references.

During the third year of my degree, I had the chance of doing my internship for one year at two different schools: “C.E.I.P. Nuestra Señora de Belén” (Noalejo, Jaén, Spain) and “I.E.S. Puerta de Arenas” (Campillo de Arenas, Jaén, Spain). When I first came into the classroom and I was introduced to the students, all of them were very enthusiastic and willing to learn. As a week passed by, I prepared one of my English lessons for the fifth year of Primary School and I asked one of my students to read one of the texts aloud. After one minute in silence, I just looked at her; she had her eyes in tears and said she was not able to read English. As I did not want to create any embarrassing situation for this girl, I just asked another student to read the text. Then, I just had a word with their tutor and claimed that this girl had dyslexia. Besides this girl, there was another boy with the same problem as well. I asked teachers how they approached them and if they had any especial methodologies and materials and their answer was “no, we haven’t”. They did not mention anything about having specific materials and resources to help them out.

The teacher told me that the girl spent all evening crying because she could not read. Parents did not know how to deal with the situation. I realised that this student could not only read, but had quite low self-esteem and insecurity. When it comes to a lack of confidence, it is very difficult to acquire a language if one does not have motivation and aptitude. I inquired the school counsellor for some information about how to deal with dyslexic people and make them hone their skills, but he told me there was not too much information. They just assist them when needed.

From then onwards, I just made an attempt to deliver my classes in a joyful way so that we avoided the traditional method of teaching English in order to catch learner’s attention and make English classes a happy time. This was actually what made me reconsider that it would be a great idea to research in this topic and contribute to other teachers with my innovative ideas and strategies that could be useful for future teachers.

I shall recognize that in many academic institutions teachers do not receive training about how to deal with people who have mental disabilities such as dyslexia. What is the purpose of bilingual schools if some of the students cannot even read Spanish properly? What would be the future for these students? It is not fair that teachers demand a high level of

exercises and homework when we do not even reinforce the teaching methodologies in the educative and academic institutions.

In short, I will examine teacher's knowledge of dyslexia based on a very useful questionnaire developed by Dr. Lynette Sharon Thompson. I have personally chosen this one since all its questions are clustered according to Likert's scale which is widely used by lots of researchers. The way she expresses the questions is very engaging, they are very straightforward and clear. Besides that, she tries to capture the teacher's awareness of dyslexia and that is something I am trying to attain through this project among other crucial points. These questionnaires will help to understand more what teachers do wrong. Thus, I will analyse where these errors come from and I will propose new teaching methodologies with a possible contribution to English teaching as a foreign language.

In general, England is a country where it is not easy to be a teacher as British laws invest heavily in teacher training. In addition, professionals will always supervise any student with learning disabilities. Nevertheless, does this happen in Spain as well? Most of the English dyslexic departments use innovative ways of teaching. For instance, Jolly Phonics is one of them and it is a phonic method that is combined with letter sounds in a multisensory manner, so that students can learn the lessons quicker and in a funnier way. Likewise, I have chosen some Jolly Phonics activities and explained them so that in case that a teacher has a student with such problems, he can make use of them and making English classes more enjoyable.

On the other hand, I have considered of some importance describing the concept of dyslexia and its causes. In order to so, I found some references of interest in the library of Northumbria University in Newcastle. The reason why I share plenty of citations of Gavin Reid is because I consider him to be a very professional psychologist who is highly experienced in areas such as dysgraphia, dyslexia ADHD etc. Also, I choose Fawcett to explain the concept and types of dyslexia since she is an expert in dyslexia. She is a very well known psychologist at Sheffield University and all the work and researches she has done are pretty well recognised.

2. Theoretical framework

In this chapter I will explain in depth the concept of learning disability, dyslexia, the causes of dyslexia and its characteristics, and learners' experience of dyslexia.

To begin with, I have taken this extract from Romero and Lavigne (2005: no page) who say that learning disabilities is a concept that makes reference to a group of issues clustered in: School Problems (SP), Poor School Performance (PSP), Specific Learning Difficulties (SLD), and Attention Deficit Disorder (ADD). Having read other references, they all come to the same conclusion but this one is easier to follow. I will not focus too much on them, as we all know a bit of these learning disabilities.

However, Kirk in 1962 developed the next concept for learning disabilities:

A leaning disability refers to retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, spelling, writing, or arithmetic resulting from a possible cerebral dysfunction and/or emotional or behavioural disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors. Kirk (1962:261)

I agree with Kirk in this definition because when we identify someone with dyslexia we may find problems above all in reading, writing and arithmetics, as in the case of one of my relatives. It is very curious how fast it can develop if this disability is not treated on time. Also, according to Romero and Lavigne (2005: no pages) learning difficulties may occur throughout life, although they mainly occur before adolescence and in the course of intentional educational teaching and apprenticeship, in school or outside school, which interfere or hamper the achievement of learning. Some of these disorders (SLD, ADD) are intrinsic to the pupil, due to a neurological dysfunction that causes delays in the development of basic psychological functions for learning (such as attention, working memory, learning development strategies, etc.).

There are some others that are not intrinsic to the student such as school problems or poor school performance, due to social and educative factors (such as the inadequacy of

family educational guidelines, motivational deficits, inadequate instructional practices, etc.), which interfere the necessary adaptation to the student's demands of teaching and learning processes.

According to the Spanish Office of Education (*Consejería de Educación*), Constitutional Law 2/2006, 3rd May, modified by Constitutional Law 8/2013, 9th December, for the sake of better education, article 1 of the Spanish Constitution establishes the principles of the Educational Spanish System (*Sistema Educativo Español*) that is focused on students with specific needs of educational support, setting the bases for educational care and schooling.

On the other hand, Law 17/2017, 10th December of the Spanish Office of Education (*Consejería de Educación*), among its objectives, in article 5, guarantees effective equality of opportunities and the conditions that allow learning and practice and educational inclusion of all groups that may have difficulties in accessing and remaining in the education system. The first chapter of Title III is dedicated to students with special educational needs.

As mentioned above, article 5 “guarantees effective equality of opportunities [...]”. Is this article being fulfilled by schools? Are dyslexic students well prepared and helped by professionals?

I shall personally recognize that it keeps me surprised that the government wants to increase and set up bilingual education without thinking what measures or techniques should be carried out. All students are not at the same level of equality of opportunities. It is difficult for a student with learning disabilities or dyslexia to acquire his first language. Thus, even more complex to learn a second language. In fact, I can confirm that there are several schools which do not have professionals and specialists in these areas and most of the families are very disappointed with this. Even some of them have to move to other cities for the sake of a better education for their children.

2.1. What is dyslexia?

As I mentioned before, Fawcett (2006: 5-6) describes very well the concept of dyslexia and we can see learners worsen their language skills:

Dyslexia is a neurologically-based, often familial, disorder in learners who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities which predict anomalies in the development of adaptive functions having consequences across the life span.

However, Reid (2004: 17) gives us a very interesting definition of dyslexia:

Dyslexia is a processing difference experienced by people of all ages, often characterised by difficulties in literacy, it can affect other cognitive areas such as memory, speed of processing, time management, co-ordination and directional aspects. There may be visual and phonological difficulties and there is usually some discrepancy in performances in different areas of learning. It is important that the individual differences and learning styles are acknowledged since these will affect outcomes of learning and assessment. It is also important to consider the learning and work context as the nature of the difficulties associated with dyslexia may well be more pronounced in some learning situations.

I agree with Reid in many of his ideas. It is true that dyslexia can affect memory as in the case of one of one of the people that I have interviewed. In this case, Fátima Palomo added that she needs to put notes on her fridge or desk to remember what to do during the day and week; “I keep on forgetting what I have to do and I use notes all over the house”. Likewise, all students must be treated individually as everybody has different learning styles, as Reid says. Nevertheless, some teachers do not do that and apply the same learning styles to all students. I had the chance to check this information with some parents who are upset because of this.

2.2. Causes of dyslexia

According to Hornsby (1995:164) and Reid (2004:9), it seems that some research studies state that some of the neural connections needed and brain structure for transforming information might develop differently in dyslexic children. Some statistics elaborated by Reid and Horny said that 88 per cent in dyslexics have relatives that have the same situations and conditions.

The information given above is essential for a better understanding of a dyslexic person's brain. As stated in Hornsby (1995) in the following paragraph, we should not think that dyslexic children have a deficit but a slightly difference in their brain composition in the left hemisphere.

There is a difference in the brain composition of a dyslexic but it does not imply a deficit. The left hemisphere of the brain is generally described as the logical, verbal and controlling half that processes detail information such as print. More specific, these skills entail handwriting, language, reading, phonics, locating details and facts, talking and reciting [...] This means that the left hemisphere of the brain is important for decoding the tasks that are necessary for accurate reading. The skills necessary for accurate reading include skills such as discriminating different sounds in words i.e. *phonological skills* that are essential for identifying the cluster of letters which makes certain sounds. (Hornsby, 1995:164–175)

However, people with dyslexia use more the right hemisphere due to the visual information processing:

The right hemisphere of the brain processes information that incorporates more holistic stimuli including the processing of pictures and other types of visual information. As a rule, it also deals with comprehension and some aesthetic aspects, such as art and music. Dyslexics usually have preference for right hemisphere processing (Reid, 2004:9–11).

Table 1: Characteristics of dyslexia

Pre-school years	Early school years	Persistent difficulties
Reading	Reading	Reading
May have difficulty remembering nursery rhymes	Difficulty recognising sounds or combinations of letters that make up sounds	Reading speed tends to be slow and hesitant
May confuse words that sound similar (homophones)	Getting the sounds and letters of words out of sequence	Reluctant to read for pleasure
Mix up the sequence of sounds	Substitution of words when reading aloud	Low self-esteem
	Continuing difficulty with rhyming and in particular remembering the sequence of the rhyme	Reluctant to read aloud
Coordination	Coordination	Coordination
Can appear clumsy	Can have difficulty in some subjects like physical education that require some coordination and often following instructions	General clumsiness
May have poor pencil grip	May have a difficulty with tying shoelaces and may appear dishevelled at times; bump into furniture, trip and fall more frequently than would be expected	Difficulty with eye-hand coordination
Reaction time	Reaction time	Reaction time
May have a vacant expression when asked to do something because he needs time to understand and process the information	May take longer than expected to respond tasks	Will need extra time to complete tasks and for examinations
	May allow others to take the lead in some tasks	
Memory–short-term and long-term	Memory – short-term and long-term	Memory–short-term and long-term
May have difficulty remembering some information such as age, address and names of friends and relatives	Will have difficulty remembering lists of information and dates including date of birth	May show signs of poor long- term memory; difficulty revising for examinations
May have difficulty remembering simple instructions	May have difficulty remembering homework. May have difficulty remembering days of the week and days of any after-school clubs	May have difficulty remembering homework
		May have difficulty remembering timetable
Spelling	Spelling	Spelling
May have difficulty spelling	May make phonological (sound)	Difficulty remembering

own name	errors in spelling	spelling rules
	Letters out of sequence	Difficulty with word endings
	Inconsistent use of some letters with similar sounds	Confusion or omission of vowels
	May spell a word correctly one day but not the next day	May need to rely heavily on computer spell-checker
Writing	Writing	Writing
Poor pencil grip	Writing can be slow and deliberate, lacking in any fluency speed	Inconsistent writing style
Difficulty with colouring drawings	Inconsistent use of capital and small letters	May have fatigue when writing for long periods of time
	May be reluctant to write	
	Sometimes unusual or awkward pencil grip	
	May not sit comfortably when writing	
Organisation	Organisation	Organisation
Will forget where they put things	It is likely that their school bag will be untidy	Inefficient organisational strategies when learning new material
	May lose things easily, including important items like homework notebook	Poor organisation of timetable, materials, equipment and items needed for learning
	May have difficulty in preparing in advance for subjects like physical education or art when they need to bring additional clothes or materials	
Speech and language	Speech and language	Speech and language
May be late in developing speech	Articulation can be quite poor	May speak in a jumbled disorganised manner
	Difficulty blending sounds into words	May speak in a hurried manner
	Can have a difficulty in remembering the names and words for some everyday items	May not be clear in speech

(Source: Reid, 2004:5–8)

2.3. Learners' experience of dyslexia

Having seen the table above, I shall say that the reading and coordinating difficulties that a dyslexic may have can cause a problem for them in class. It happens that some students laugh at dyslexic people due to their reading problems among other difficulties that they face. Thus, these issues make a failure of them because they do not feel comfortable and confident in class.

The level of a child's difficulties in English language may give an indication of the likely difficulties in foreign language learning. Motivation, attitude, learning style, self esteem and determination are as always crucial to learning. If we can convince young people to believe in themselves, we may make the difference between success and failure. Even when all the motivational and attitudinal conditions are right, there is still the possibility that we may not succeed in achieving the learning we hoped. [...] There are likely to be problems with the phonology or the new language. (Crombie, 2003: no pages)

From my personal experience, most teachers do not accomplish what Crombie (2003) is saying above. Teachers would make progress if they shaped up and encouraged students. I think anyone who is learning a new language needs that support of the teacher even when they are making mistakes.

Also, I consider that short-term memory combined with the learning vocabulary difficulties will affect the pupil's progress because extra time is required to get words from memory and it will lead to concentration problems and difficulties to decode, comprehend and respond. I also share Crombie's (2003) view when he talks about the challenge that pupils struggle when learning a foreign language:

Pupils who have mild difficulties in learning to read, write and master the phonology of their own language, may find some difficulty in tackling whatever foreign language they choose, but will probably reach a reasonable standard if they persist. At the early stages of learning the new language progress may be quite acceptable. However, as the demands rise, memory may become overloaded, and if the pupils do not understand the necessary strategies and techniques to employ, what was initially a pleasurable experience can become extremely stressful, with the possibility of breakdown not just in learning but also in motivation and self-esteem." (Crombie, 2003: no pages)

As we can see, there are lots of different factors to be considered when dealing with dyslexic students. It is of huge relevance that a student is supervised in all the lessons in order to fulfil his/her learning process and progress. As Crombie (2003) says, motivation and self-esteem are extremely important for them. However, are teachers in Spain well trained so as to follow up all what these students need? I do not have an exact answer, but later on in this project I will try and provide some insights.

According to research by Thomson and Chinn (2001:286-288) teenagers with dyslexia claim that these are some of aspects that hinder them in school:

- Teachers who go too fast and expect too much. The dyslexic learners are expected to produce the same amount of work as non-dyslexic learners in a given time. This is a problem because of their usual slow processing speed and slow reading speed.
- Teachers who do not stick to the point. Dyslexics normally have short-term memory and sequential memory problems, which makes it hard to follow too many instructions or information.
- Teachers who know that the learner is dyslexic but do not help them enough. The learners are being patronised, because some people, especially teachers do not believe in dyslexia.

It is obviously seen here that education and methodology need a masive change. Research studies by Thomson and Chinn (2001) claim that copying off the board results boring to pupils and I strongly agree with that because I consider it to be a waste of time. Likewise, it is even worse for a dyslexic learner since he/she may have problems transcribing those notes. Not only the blackboard hinders them, but making fun or making obvious that they may fail at school is a crucial point for dyslexic learners. As Thomson and Chinn (2001) say this has a negative impact on their self-esteem when “these marks are read aloud in class.”

Confusing dyslexia with stupidity and a lack of understanding/empathy for dyslexia (from teachers and other students). These misconceptions might cause a negative self-esteem. Being made to read aloud in class. A dyslexic learner, in most cases, experiences reading problems. To read aloud in class, especially in front of their peers, will make them self- conscious of their inadequate reading skills and cause embarrassment. (Thomson and Chinn, 2001:286-288).

3. Methodology

From the short comments that I have mentioned in the last point, it is of relevance to investigate the learning difficulties of a dyslexic student. The crucial point of this project is the possible change in the teaching methodology carried out by our current teachers.

The measuring source that I am using to find out a teacher's knowledge and attitude is the one based on a very useful questionnaire developed by Dr. Lynette Sharon Thompson (see Annex 6.1). I follow up one of the parts of her questionnaire that is mainly focused on teacher's management of dyslexia. All questions are closed so that we can obtain the precise information and answers. The section of the questionnaire that I am using is aimed to obtain teacher's awareness of dyslexia together with the perception that teachers have when they try to identify dyslexia in class.

Likewise, I had the chance to interview three people who have dyslexia. In order to do so, I have done my own questions to get to know the person better and get information about his/her school period. What I want to know is whether their teacher knew how to react in these cases and the material that they use. Besides, it is of relevance to know when it was detected and to what extent they think that school made them improve.

Having a look through all the questionnaires we can say that none of these teachers have received a pre-service training in dyslexia or in-service training by the school. This means that these specific teachers may not be very well trained to assist those students that may need it. Besides this fact, some of them recognise that they are not using a variety of teaching methods, in other words, they use the traditional one.

From the little experience that I have and from the point of view of a student, using the traditional method in an English class is not very useful. Students are not prepared for speaking and languages do not work like that.

That is the reason why I have chosen this topic because it would be interesting if we introduce a new didactic teaching method with the aim of increasing a high academic performance.

3.1 Jolly Phonics

Jolly Phonics was founded in 1987 by Chris Jolly, who published some reading games 5 years after. “It uses the synthetic phonic method of teaching the letter sounds in a way which is fun and multi-sensory, enabling children to become fluent readers.” (Cf. Jolly Phonics.)²

There are 42 letter sounds that are divided in a set of 7 groups that are in order. It is a very motivating and entertaining method since we reinforce the learning of the sounds and at the same time we are teaching them how to build up sentences, split up syllables and mix them to create new words. It encourages children to learn English.

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. “Some sounds are written with two letters, such as ee and or. These are called digraphs. oo and th can each make two different sounds, as in book and moon, that and three.” As Chris Jolly says in his website, to distinguish between these two sounds, the digraph is represented in two forms. This is shown below.³

Table 1: Synthetic phonemes

GROUP 1	s	a	t	i	p	n
GROUP 2	ck	e	h	r	m	d
GROUP 3	g	o	u	l	f	b
GROUP 4	ai	j	oa	ie	ee	or
GROUP 5	z	w	ng	v	oo	oo
GROUP 6	y	x	ch	sh	th	th
GROUP 7	qu	ou	oi	ue	er	ar

(Cf. Jolly, 1992: no page)

² See references.

³ Extracted from the Jolly Phonics manual. Accessed: 7th June 2016.

Letters have not been introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three-letter words than any other six letters. Letters “b” and “d” are introduced in different groups to avoid confusion.

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary. This can be seen in the following table.

Table 2. Actions

c k	Raise hands and snap fingers as if playing castanets and say ck, ck, ck.
e	Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.
h	Hold hand in front of mouth panting as if you are shaking out of breath and say h, h, h
r	Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.
m	Rub tummy as if seeing tasty food and say mmmmmm.
d	Beat hands up and down as if playing a drum and say d, d, d.

(Cf. Jolly, 1992: no page)

The way children should learn each letter is by its sound, not its name. For instance, letter “a” should be called “a” (as in “ant”) not “ai” (as in “aim”). Similarly, letter “n” should be the same “n” (as in net), not “en”. All of this will help in blending. The names of each letter can follow later.

4. Practical Application

Mental disabilities are very important. Jolly Phonics activities support and assist the learner with a possible cognitive and emotional experience. All teachers should develop the understanding of dyslexia and learn much more about learning difficulties and their nature. Besides, it is significant to know strategies and how to help these learners.

If educators knew how to identify dyslexia at an early age, we could prevent big issues that these learners may come across with. It is clear that Spain needs a change in education. At least, we can assist people with mental disabilities with the methodology that I am following. I have picked out some activities from Jolly Phonics that I consider interesting for dyslexic students. They help learners to feel and learn as equals creating a comfortable environment. The following activities are focused on the development of spelling and writing. In the case of the first one, we can teach the students the sound /e/ making them colour the elephant with its correspondent practice writing.

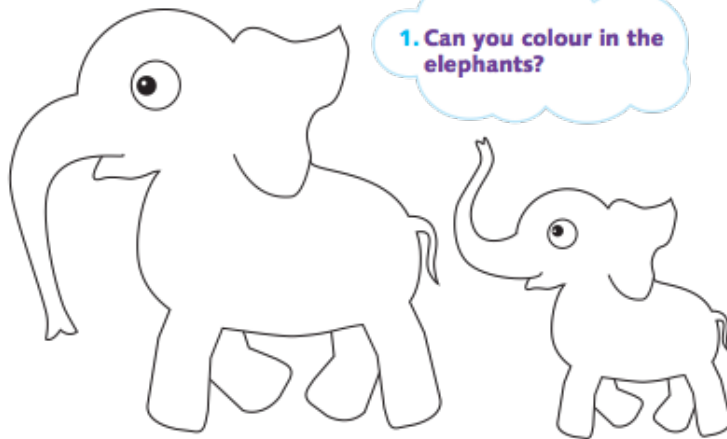
All the exercises deal with group 2 of synthetic phonemes that we have seen before in section 3.1. (Jolly Phonics) are in this section with the aim of showing how we can put this into practice. It is possible to find grammar and reading exercises as well. What I have done is to select some of them, and especially spelling exercises which are more relevant for them. Apart from this, I have included reading exercises together with another section called “Blending” that I consider relevant.

Activity 1.

Group 2

cartoonito
Sounds Like Fun

**Jolly
Phonics**



1. Can you colour in the elephants?

Ee

3. Three of these pictures have an /e/ sound in them. Cross out the one that does not.



2. Can you say /e/?

set
pet
tent
neck

4. Can you practise writing /e/?

e e e e e
t i p n c k

cartoonito.co.uk

Activity 2.

Group 2

cartoonito
Sounds Like Fun

**Jolly
Phonics**

Cc Kk

1. The crab makes a /ck/ sound with his claws. Can you colour him in?

2. Can you say /ck/?

cat
kip
pick
sack

3. Three of these pictures have a /ck/ sound in them. Cross out the one that does not.



4. Can you practise writing /ck/?

c c c c c c
k k k k k k

cartoonito.co.uk

Activity 3.

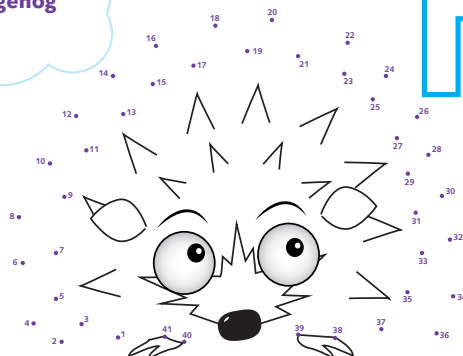
Group 2

cartoonito

Sounds Like Fun

Jolly
Phonics

1. Can you join up the dots to give this hedgehog more spikes?



Hh

2. Can you say /h/?

3. Three of these pictures have a /h/ sound in them. Cross out the one that does not.



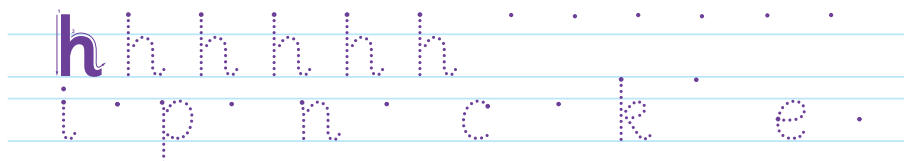
hen

hat

hip

hiss

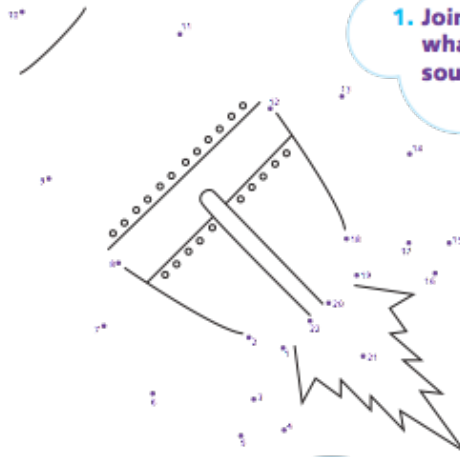
4. Can you practise writing /h/?



cartoonito.co.uk

Rr

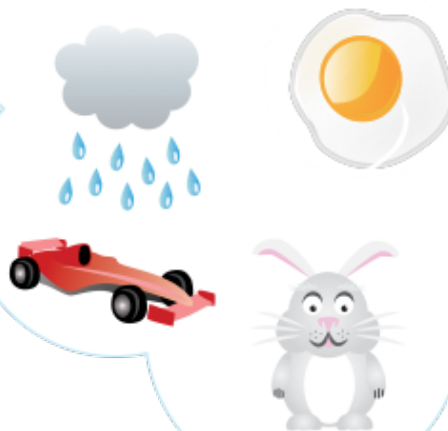
1. Join up the dots to see what object with a /r/ sound is blasting off!



2. Can you say /r/?

rat
rip
ran
rest

3. Three of these pictures have a /r/ sound in them. Cross out the one that does not.



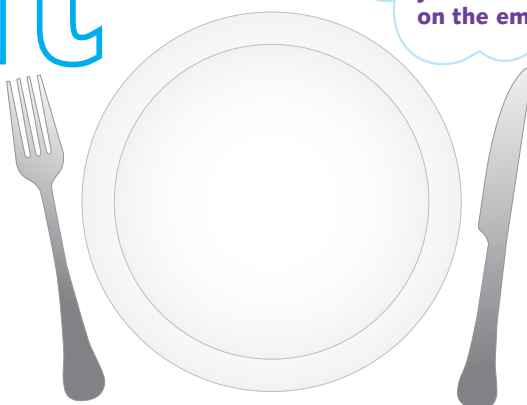
4. Can you practise writing /r/?



After having seen these activities in class, another possible exercise is blending. Blending consists in saying the individual sounds of a word and then run them together to build up a word. For instance, sounding out *h-e-n* and making *hen*.

Mm

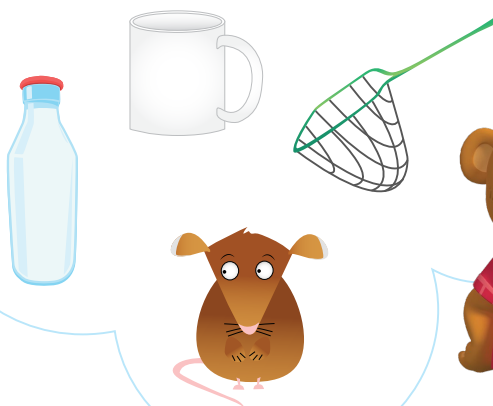
1. What food makes you go 'mmmmm'? Draw your favourite food on the empty plate.



2. Can you say /m/?

men
man
miss
him

3. Three of these pictures have a /m/ sound in them. Cross out the one that does not.



4. Can you practise writing /m/?

m m m m m m . . .
n c k e h r

This is a good way to learn how to spell because children are listening to the sounds appearing in the words. According to Jolly Phonics, a good idea for identifying sounds in

words is saying a word out loud and tapping out all the sounds. If we had four taps, it means there are four sounds. We must say each sound as we are tapping. For instance, *l-a-m-p*.

Gavin (2010: chapter 3) agrees with the multisensory method. If we follow Jolly Phonics it means that our students are using their senses at the same time, thus favouring kinesthetic, auditory, tactile and visual learning styles. Besides learning how to read and write, Jolly Phonics is a very effective method to learn grammar. For example, the following exercise is designed to learn how to build an adjective phrase in a very easy way.

Adjectives

Underline the nouns in black. Find an adjective to describe each noun.
There are some adjectives in the snake to help you.

A _____ snake hisses.
My _____ shirt is new.
The _____ dog barks.
Her _____ car stopped.
The sky is _____.
The tree is _____.
The _____ flowers smell.
The film was _____.
His _____ balloon burst.
My coat is _____ and _____.

45

(Source: Jolly, 1996: no page)

As we can see, the snake is colourful and very catchy for children. Visual exercises make students learn faster and the most important thing is that the child will comprehend and understand the function of words better.

Activity 4.

In the Mountains



1. What are the girls at the bottom of the mountain making?

2. What are the children above the snowman doing?

3. How many children are ice skating on the lake?

4. What are the three children at the bottom of the mountain playing?

5. How does the girl with the pink gloves feel?

6. How many children have crashed into each other?

This is one of the activities that help to develop the pupils' critical. They learn writing skills and story telling in a very simple way. A picture is given and they have to examine it and answer the questions.

In addition, Jolly Phonics offers a wide range of materials online that can be downloaded free of charge. Also, it is possible to buy workbooks that reinforce learners' skills. May parents want to use free online resources, all sorts of explanations on how to teach those materials are given.

4.1 Blending

In the previous section I was mentioning the possibility of blending. Sue Lloyd, one of the contributors in Jolly Phonics, created a good idea to practise blending. The so-called "word blending boxes", developed by Sue Lloyd, are an invaluable resource that teachers and parents can use alike to assist children practising blending. From my point of view, I have decided to create this section because these boxes are very flashy to children and we catch their attention easily. These are new methodologies that pupils have never seen before. Thus, we help them to like English lessons more.

Blending is an essential skill to teach them to read. It is very important that we have some words to teach them letter sounds and practise with them. Then, the word boxes we are going to do are related to the eight groups of synthetic phonemes seen in section 3.1. :

GROUP 1	s	a	t	i	p	n
GROUP 2	ck	e	h	r	m	d
GROUP 3	g	o	u	l	f	b
GROUP 4	ai	j	oa	ie	ee	or
GROUP 5	z	w	ng	v	oo	oo
GROUP 6	y	x	ch	sh	th	th
GROUP 7	qu	ou	oi	ue	er	ar

(Cf. Jolly, 1992: no page)

In group 1 the number of words suitable for blending is limited. Once they have learnt the first three letter sounds /s/, /a/ and /t/, the only possible words that they can learn are “at” and “sat”. More words become available after having learnt the /i/ sound “it”, “sit” and “its”. By the time the first group has been learnt, it is possible to form 40 words.

Preparing materials:

The words are organised by colour. The group (and therefore box) that the words belong in are also indicated in the headings.

Yellow - pages 1-7

Blue - pages 8-16

Pink - pages 17-24

White - pages 25-33

Green - pages 34-43

Peach - pages 44-53

- Print the labels and attach them to the 8 boxes (label size 99.1mm x 67.7mm. If labels are not available, then they can be printed on A4 paper and stuck on).
- Print words on the thin card, using the appropriate colours. There are also black and white versions of the box labels available if you want to assign your own colours.
- Laminate if necessary.
- Cut up the words and put them into the relevant boxes.

(Cf. Jolly, 1992: no page)

Find the attached pages mentioned aboved in the Annexes.



(Cf. Jolly, 1992: no page)

The picture above is an example of the result of the boxes. As we can see, each sound letter has a different colour. This is absolutely helpful in class. In order to make things easier words can be printed out on to several coloured cards. For instance, if the pupil has already learnt the sound /ee/, he/she should go to group 4 box and pick out the green words. Besides, Jolly Phonics is very effective because faint fonts are used to point out letters that are not going to be pronounced when reading aloud.

5. Conclusion

The aim of this study is to explore different alternatives of teaching English to dyslexic students. Spain does not have a fund for training purposes in jobs. If we compare Spain with England, the investment that England pays for formation is much higher than in Spain. Generally, teachers do not receive training in the field of dyslexia and this is affecting almost 33% of our population. I wonder how we could change this. Researching in some schools of Newcastle Upon Tyne, England, I realized that teachers' methodology is pretty different to that used by Spanish teachers. When it comes to dyslexia, professionals are always happy to assist these pupils. However, this rarely happens in Spain.

The role that parents, teachers and peers play is essential, because the lack of this support will end up in negative self-perceptions. That is the reason why I have chosen Jolly Phonics due to its simplicity and successful methodology. The child will feel confident with his/herself when writing and pronouncing whichever letter since the only thing they have to do is just remember the actions that they have been taught. I have included some of the huge amount of activities that Jolly Phonics has among others. It is important as well to diagnose dyslexia in an earlier time to prevent all the challenges that they might cope with because of dyslexia.

I shall recognize that this project gave me the chance to grow up more, professionally speaking. I discovered a small part of our education that is completely hidden and that some people in our society are not conscious about that. In other words, I have found through this little research that I have done, that there exist families who are very disappointed because they do not count with a specialist in dyslexia in their school. I am not talking about one

student, but lots of students that do not receive the help of a professional due to reasons that we do not know. By law, as I mentioned before in this project, Constitutional Law 2/2006, 3rd May, demands the principles of a Educational Spanish System focused on students with specific needs of educational support. However, I experience that certain schools do not accomplish this Constitutional Law.

5.1. Limitations of the study

The questionnaire used provides us with initial information in an informal style about the teachers' perception of dyslexia. The purpose of this was to verify if they were conscious of the concept of dyslexia and how to identify it in class. Due to the small amount of participants in this interview, general conclusions must be made. Therefore, I can say that most of the teachers know what dyslexia is. However, some of them are not able to identify the traits of a dyslexic student opposed to that of a slow learner. This comes to a lack of knowledge and difficulties to approach these students and it is clear that all schools should have a pre-service training in this field. Moreover, none of the participants have received training in dyslexia before.

This study is limited to teachers, for the sake of a better education in dyslexia so as to prepare them to recognize these students early and avoid certain problems in the future. On the other hand, there were two teachers who stated that they are aware of dyslexic pupils in class. When they are asked if they use different teaching methods in class they answer "no" and here we can see one of the mistakes in English classes. As mentioned before in section 2.1, Reid (2004) states that every pupil is different and needs different treatment according to his/her learning style. We cannot expect students to learn faster if teachers make these mistakes as well.

One of the most important facts found in the questionnaires is that none of them had training in dyslexia. We could create a better environment where all the students feel as equals if teachers were more trained for this. With this, I do not want to discriminate and say that all teachers are not well qualified since we count with good teachers in Spain as well. To conclude with this, I would like to contribute with the present project in new ideas of teaching English and help those learners that may need it.

6. References

American Speech-Language-Hearing Association (n.d.). Learning Disabilities: Issues on Definition. Retrieved from:

<http://www.asha.org/policy/RP1991-00209.htm> Last accessed: 21/04/16.

Angulo, M.C., Gonzalo, J., Luque, J., Rodríguez, M.P., Sánchez, R., Satorras, R.M., y Vázquez, M. (2011). *Manual de Atención al alumnado con necesidades específicas de apoyo educativo derivadas de dificultades específicas de aprendizaje: dislexia*. Retrieved from:

<http://www.dislexiajaen.es/descargas/manual-dislexia-junta-andalucia.pdf> Last accessed: 22/04/16.

Claasens, T. (2007). *The self-perception of adolescents with learning difficulties*. (Master's thesis). Retrieved from:

<http://uir.unisa.ac.za/handle/10500/1724> Last accessed: 24/04/16.

Crombie, M (2003). *Foreign Language Learning and Dyslexia*. Retrieved from:

<http://www.languageswithoutlimits.co.uk/resources/Dxa1.pdf> Last accessed: 22/04/16.

Hornsby, B. (1995). *Overcoming Dyslexia: a Straight-forward Guide for Families and Teachers*. London: Random House.

Jolly, C. (2002). The Jolly Phonics story. Simplified Spelling Society. Retrieved from:

<http://www.spellingsociety.org/journals/j28/jollyphonics.php> Last accessed: 27/04/2016.

Jolly Phonics. Jolly Learning. Retrived from:

<http://jollylearning.co.uk/overview-about-us/the-founder/> Last accessed: 27/04/2016.

Kirk, S. A. (1962). *Educating Exceptional Children*. Boston: Houghton Mifflin.

- Kirk, J., McLoughlin, D. & Reid, G. (2001). Identification and intervention in adults. In: Fawcett, A.J. (Ed.). *Dyslexia: Theory and Good Practice*. London: Whurr Publishing.
- Reid, G. (2003). *Dyslexia: a Practitioner's Handbook*, 3rd edition. West Sussex: John Wiley & Sons.
- Reid, G. (2004). *Dyslexia: a Complete Guide for Parents*. West Sussex: John Wiley & Sons.
- Reid, G. (2010). *Special Education Needs: Dyslexia 2nd Edition (2)*. (2010). London: Continuum.
- Romero, J.F., and Lavigne, R. (2005). Dificultades en el Aprendizaje: Unificación de Criterios Diagnósticos. Sevilla: Junta de Andalucía.
- Thomson, M. and Chinn, S. (2001). Good practice in secondary school. In Fawcett, A.J. (Ed.). *Dyslexia: Good theory and practice*. London: Whurr Publishers.

7. Annexes

7.1. Questionnaire

SECTION B: LEVEL OF KNOWLEDGE OF DYSLEXIA

Please indicate using a cross [x] whether the following statements are **True or False**. If you are not sure, please indicate so.

No	Statement	True [1]	False [2]	Unsure [3]
16	Dyslexia is a language-based learning disability.			
17	Students with dyslexia usually experience difficulties with spelling.			
18	Students with dyslexia usually experience difficulties with writing.			
19	Students with dyslexia usually experience difficulties with pronunciation of words.			
20	Dyslexia affects individuals throughout their lives.			
21	The exact causes of dyslexia are clear.			
22	About 10% of the school population suffers with dyslexia.			

No	Statement	True [1]	False [2]	Unsure [3]
23	Boys are more prone to be sufferers than girls.			
24	Dyslexics may find it difficult to express themselves orally.			
25	Dyslexics may find it difficult to fully comprehend what others mean when they speak.			
26	People who are very intelligent can be dyslexic.			
27	Dyslexia runs in families; dyslexic parents are likely to have children who are dyslexic.			
28	Dyslexia can affect a person's self-image.			
29	Students with dyslexia often end up feeling "dumb" and less capable than they actually are.			
30	A diagnosis of dyslexia can only be provided by a trained specialist.			
31	Dyslexics read backwards.			
32	Students have trouble remembering letter symbols for sounds and forming memories for words.			
33	Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia			
34	Dyslexic pupils can benefit from receiving extra time in tests or exams.			
35	Dyslexia can be linked to other learning difficulties, such as ADD or ADHD.			
36	Many dyslexics are extremely talented in the arts.			
37	Dyslexia can impact negatively on the individual's future job prospects.			
38	Dyslexia does not actually exist; it's just an excuse for laziness.			

Please evaluate the statements below using the following codes:

- x **SD – Strongly Disagree**
- x **D – Disagree**
- x **U – Unsure**
- x **A – Agree**
- x **SA – Strongly Agree**

SECTION C: PERCEPTION OF IDENTIFICATION OF DYSLEXIC PUPILS IN THE CLASSROOM

No	Statement	SD	D	U	A	SA
39	I am able to identify the symptoms/characteristics of dyslexia.	1	2	3	4	5
40	I am able to identify the characteristics of a dyslexic pupil as opposed to that of a slow learner.	1	2	3	4	5
41	I am able to identify a learner who is in need of a diagnostic assessment with regards to dyslexia.	1	2	3	4	5

SECTION D: PERCEPTION OF MANAGEMENT OF DYSLEXIC PUPILS IN THE CLASSROOM

42. Are you aware of any dyslexic pupils in your class?

Yes	No
1	2

Answer the questions below ONLY if you indicated “yes” to questions 42.

No	Statement	SD	D	U	A	SA
METHODOLOGY						
43	I believe that I limit the number of instructions given at one time.	1	2	3	4	5
44	I allow dyslexic students to sit close to the instructional focal point in my classroom.	1	2	3	4	5
45	In my opinion, I try to repeat a sequence of instructions at appropriate points during practical activities.	1	2	3	4	5
MEASURING PROGRESS						
46	I believe that I add positive comments to assessed work.	1	2	3	4	5
47	I believe that I focus on the dyslexic’s individual progress without comparing them to the rest of the class.	1	2	3	4	5
WORKING WITH PARENTS						
48	In my opinion, I use the homework diary as a tool for communicating with parents.	1	2	3	4	5
49	I believe that I keep parents informed of their child’s progress.	1	2	3	4	5

CLASSROOM BEHAVIOUR						
50	I am aware that dyslexics may have an inability to remember spoken instructions and this can lead to inattentiveness or apparent laziness.	1	2	3	4	5
51	I am aware that dyslexics may have an inability to process written directions.	1	2	3	4	5
52	I believe that group work is detrimental to the dyslexic pupil's progress on a set class activity.	1	2	3	4	5
53	I check that my instructions are clear and fully understood by asking pupils to repeat them.	1	2	3	4	5
54	I believe that I vary activities so that pupils become less fatigued.	1	2	3	4	5
DIFFERENT LEARNING STYLES						
55	In my opinion, I use a variety of different teaching methods.	1	2	3	4	5
56	I believe pupil discussion in class is counter-productive as it only fosters a noisy classroom environment.	1	2	3	4	5
57	I allow extra time in tests.	1	2	3	4	5
ORGANISATION						
58	I believe I provide copies of class notes so that dyslexic pupils may simply listen to the lesson.	1	2	3	4	5
59	I do not accept homework scribed by parents or other adults.	1	2	3	4	5
60	I accept homework that is computer-aided.	1	2	3	4	5
COMBATING THE EFFECTS OF FATIGUE						
61	I am aware that a huge effort is required by many dyslexic pupils to complete an ordinary task.	1	2	3	4	5
62	I believe that I set short, well-defined tasks.	1	2	3	4	5
63	I think that I vary the types of tasks set.	1	2	3	4	5
64	I believe that I set time limits for the duration of tasks.	1	2	3	4	5
65	I understand the importance of creating an opportunity for purposeful movement within the classroom.	1	2	3	4	5
66	I believe that I give out homework well before the end of the lesson.	1	2	3	4	5
67	I ensure that homework is written down correctly.	1	2	3	4	5

RAISING PUPILS' SELF-ESTEEM						
68	I believe that I praise effort as well as work well done.	1	2	3	4	5
69	I insist that dyslexics read aloud in class.	1	2	3	4	5

SECTION E: PRE-SERVICE TRAINING IN DYSLEXIA PROVIDED BY INSTITUTIONS

70. Have you had pre-service training (training provided by your training institution) in the field of dyslexia?

Yes	No
1	2

Answer these questions ONLY if you indicated “yes” to question 70.

No	Statement	SD	D	U	A	SA
71	I believe that the pre-service training I received in the field of dyslexia was detailed and sufficiently in depth	1	2	3	4	5
72	I believe that the pre-service training I received in the field of dyslexia made me confident in my ability to identify dyslexic indicators	1	2	3	4	5
73	I am confident that the pre-service training I received in the field of dyslexia gave me adequate tools and/or strategies to manage dyslexia in my classroom	1	2	3	4	5

END OF QUESTIONNAIRE – THANK YOU FOR YOUR TIME AND EFFORT!

7.2. Official regulations

JUNTA DE ANDALUCÍA

CONSEJERÍA DE EDUCACIÓN

Dirección General de Participación y Equidad

INSTRUCCIONES DE 22 DE JUNIO DE 2015, DE LA DIRECCIÓN GENERAL DE PARTICIPACIÓN Y EQUIDAD, POR LAS QUE SE ESTABLECE EL PROTOCOLO DE DETECCIÓN, IDENTIFICACIÓN DEL ALUMNADO CON NECESIDADES ESPECÍFICAS DE APOYO EDUCATIVO Y ORGANIZACIÓN DE LA RESPUESTA EDUCATIVA.

La Ley Orgánica 2/2006, de 3 de mayo, de Educación, modificada por la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, establece en el artículo 1 los principios por los que se define el Sistema Educativo Español, siendo el primero de ellos la calidad de la educación para todo el alumnado independientemente de sus circunstancias. Por otro lado, el capítulo I de la citada Ley, se dedica al alumnado con necesidad específica de apoyo educativo, estableciendo las bases para su atención educativa y su escolarización.

Por su parte, la Ley 17/2007, de 10 de diciembre, de Educación de Andalucía, recoge entre sus objetivos, establecidos en el artículo 5, garantizar la igualdad efectiva de oportunidades, las condiciones que permitan su aprendizaje y ejercicio y la inclusión educativa de todos los colectivos que puedan tener dificultades en el acceso y permanencia en el sistema educativo y dedica el capítulo I del Título III al alumnado con necesidades específicas de apoyo educativo. En el artículo 113 de dicho capítulo se aclara que la atención al alumnado con necesidades específicas de apoyo educativo se realizará de acuerdo con lo recogido en el Título II de la Ley Orgánica 2/2006, de 3 de mayo; en la Ley 9/1999, de 18 de noviembre, de Solidaridad en la Educación, y en la propia Ley 17/2007.

Remitiéndonos a la citada Ley 9/1999, de 18 de noviembre, de Solidaridad en la Educación y a su desarrollo normativo, el Decreto 147/2002, de 14 de mayo, por el que se establece la ordenación de la atención educativa a los alumnos y alumnas con necesidades educativas especiales asociadas a sus capacidades personales así como la Orden de 19 de septiembre de 2002, por la que se regula la realización de la evaluación psicopedagógica y el dictamen de escolarización por ser ambas las disposiciones en las que se sustenta la toma de decisiones en relación con la detección, identificación, evaluación, escolarización y respuesta educativa del alumnado con necesidades específicas de apoyo educativo al que se refiere la normativa vigente en el ámbito estatal y autonómico.

La aplicación de la citada normativa ha permitido que el sistema educativo andaluz cuente con una respuesta adecuada a las necesidades específicas de apoyo educativo del alumnado proporcionando los recursos y apoyos necesarios para lograr el máximo desarrollo posible de las capacidades de dicho alumnado en el marco de una escuela inclusiva.

Durante el período de vigencia de la normativa a la que se refieren los párrafos anteriores, se ha constatado la necesidad de aclarar y homologar actuaciones en todo el territorio de Andalucía. Todo ello con el único fin de articular un proceso de valoración del alumnado con necesidades específicas de apoyo educativo que se oriente hacia la puesta en práctica de las medidas educativas que mejor se ajusten a cada alumno o alumna y garantizar una escolarización y dotación de recursos ajustada a las necesidades del alumnado.

Por todo ello, en el marco de la normativa vigente y con el objetivo descrito en los párrafos anteriores, se dictan las siguientes instrucciones:

Primera. Objeto.

Las presentes instrucciones tienen por objeto el establecimiento del Protocolo de detección, identificación del alumnado con necesidades específicas de apoyo educativo y organización de la respuesta educativa que se recoge en el Anexo I.

Segunda. Ámbito de aplicación.

El protocolo establecido en las presentes instrucciones será de aplicación en los centros sostenidos con fondos públicos de la Comunidad Autónoma andaluza.

Tercera. Modificación de la Circular de 10 de septiembre de 2012 de la Dirección General de Participación y Equidad por la que establecen criterios y orientaciones para el registro y actualización de datos en el censo del alumnado con necesidades específicas de apoyo educativo en el sistema de información “Séneca”.

El protocolo establecido en las presentes instrucciones introduce nuevos conceptos y terminología que hacen necesaria la modificación y aclaración de algunas de las clasificaciones, definiciones y criterios de asignación del alumnado con necesidades específicas de apoyo educativo a las categorías del censo recogidas en la citada Circular de 10 de septiembre de 2012.

Las modificaciones y aclaraciones son las siguientes:

- En la disposición segunda, sobre criterios para la inclusión de las necesidades específicas de apoyo educativo del alumnado en cada una de las categorías del censo, se incluye en la clasificación dentro del alumnado con dificultades de aprendizaje una nueva subcategoría “Dificultades del aprendizaje derivadas de trastorno por déficit de atención con o sin hiperactividad”.
- En el Anexo I “Criterios para la asignación del alumnado con necesidades específicas de apoyo educativo a cada una de las categorías del censo”, se incluyen las siguientes incorporaciones, modificaciones y aclaraciones:
 - Definición de alumnado con necesidades específicas de apoyo educativo.
 - Modificación del concepto de “Alumnado con necesidades educativas especiales”.
 - Aclaración del criterio para la asignación de la subcategoría “Disfemia” dentro de los trastornos de la comunicación.
 - Aclaración del concepto de “Alumnado con dificultades de aprendizaje”, de la subcategoría “Dificultades específicas de aprendizaje” y sus cuatro grupos e inclusión de una nueva subcategoría “Dificultades del aprendizaje derivadas de trastorno por déficit de atención con o sin hiperactividad”.
 - Aclaración del concepto de “Alumnado que precisa de acciones de carácter compensatorio”.

Estas incorporaciones, modificaciones y aclaraciones se incluyen en el texto consolidado que se recoge en el Anexo II en sustitución del Anexo I de la Circular de 10 de septiembre de 2012 de la Dirección General de Participación y Equidad por la que establecen criterios y orientaciones para el registro y actualización de datos en el censo del alumnado con necesidades específicas de apoyo educativo en el sistema de información "Séneca".

Cuarta. Dictamen de altas capacidades intelectuales.

A efectos del artículo 38 del Decreto 40/2011, de 22 de febrero, por el que se regulan los criterios y el procedimiento de admisión del alumnado en los centros docentes públicos y privados concertados para cursar las enseñanzas de segundo ciclo de educación infantil, educación primaria, educación especial, educación secundaria obligatoria y bachillerato y de la solicitud de admisión correspondiente a dicho procedimiento, se entiende por dictamen de altas capacidades intelectuales el documento a través del cual el orientador u orientadora del Equipo de Orientación Educativa, Departamento de Orientación o bien la o el profesional de la orientación de los centros docentes privados sostenidos con fondos públicos acredita las altas capacidades intelectuales del alumno o alumna y se elaborará según el modelo que se recoge en el Anexo III.

Quinta. Derogación de las Instrucciones de 10 de marzo de 2011 de la Dirección General de Participación e Innovación Educativa por la que se concretan determinados aspectos sobre los dictámenes para el alumnado con necesidades específicas de apoyo educativo.

El protocolo al que se refieren las presentes instrucciones incorpora y modifica los aspectos regulados por las Instrucciones de 10 de marzo de 2011 de la Dirección General de Participación e Innovación Educativa por la que se concretan determinados aspectos sobre los dictámenes para el alumnado con necesidades específicas de apoyo educativo. En consecuencia, dichas Instrucciones de 10 de marzo de 2011 quedan sin vigencia a partir de la publicación de las presentes instrucciones.

Sexta. Interpretación y desarrollo.

Se faculta a la persona titular de la Dirección General con competencias en materia de orientación educativa y atención a la diversidad a tomar las decisiones oportunas en relación con la aplicación, interpretación y desarrollo de estas instrucciones.

EL DIRECTOR GENERAL DE
PARTICIPACIÓN Y EQUIDAD



Diego Ramos Sánchez

7.3. Blending box

Yellow – Group 2		
ck		
kiss	act	cat
pink	picnic	kick
tick	stick	can
snack	sack	pack
skip	cap	sink
tank	panic	skin

Yellow – Group 3

g

grip

dig

gap

gas

rag

grin

drag

get

peg

egg

pig

grand

snag

rig

stag

grim

tag

gram

Yellow – Group 4

ai

drain	hail	main
-------	------	------

nail	afraid	tail
------	--------	------

rail	brain	snail
------	-------	-------

rain	sail	train
------	------	-------

paint	Spain	claim
-------	-------	-------

pain	aim	again
------	-----	-------

sail	rain	laid
faint	stain	paid
Yellow – Group 5		
z		
zip	buzz	fizz
zigzag	zebra	sneeze
dazzle	puzzle	freeze
breeze	drizzle	zap

Yellow – Group 6

y

yes

yap

yell

yelp

yuck

yank

Yellow – Group 7

qu

quiz

queen

quick

quack

quilt

squirrel

squeeze

quit

liquid

Yellow – Group 8

y /ee/

mummy

daddy

nanny

jelly

rocky

foggy

muddy

sunny

jolly

puppy

lorry

story

dizzy

ugly

family

lucky

holly

silly

Yellow – Group 8

y /ee/		
penny	soapy	sleepy
rusty	grumpy	greedy
happy	sorry	sticky
frosty	dusty	sadly
slippery	filthy	milky
unhappy	empty	wobbly

7.4. Jolly Phonics checklist

Jolly Phonics Teacher Checklist

Teacher: _____ Class/Grade: _____ Date: _____

This checklist is mainly for an administrator to use, perhaps with lesson observation, to evaluate how faithfully Jolly Phonics is being used.

	Y	N	Further information
1. General			
1.1 Are the skills of learning the letter sounds, letter formation, blending and identifying sounds in words being taught from the beginning?	☐	☐	It is important that all these skills are taught from the beginning, and not just the letter sounds. The introduction of tricky words is delayed but is then taught alongside the other skills.

Comments:

2. Learning Letter Sounds			
2.1 Are the letter sounds being taught initially (not the letter names)?	☐	☐	Introducing letter names is delayed until the third group of letter sounds has been taught to avoid confusion.
2.2 Are the 42 letter sounds being taught at a fast pace (3-6 a week)?	☐	☐	Teaching fewer than 3 letter sounds a week is not very stimulating and should be avoided, if possible.
2.3 Is there regular practice of the letter sounds taught so far?	☐	☐	It is important to provide the class with some quick practice in every lesson. It is also important to monitor individual performance.
2.4 Are the 42 letter sounds being taught, including the digraphs?	☐	☐	
2.5 Are the main alternative spellings being introduced once the initial 42 letter sounds have been taught?	☐	☐	These should be introduced gradually (1-2 a week), at a pace that suits the class. Support can be given to the slower learners.

Comments:

3. Letter Formation			
3.1 Is the class being taught how to hold a pencil properly, from the beginning?	☐	☐	The tripod grip is recommended. This teaching is most important in the initial stages.
3.2 Is the class being taught how to form each letter correctly?	☐	☐	
3.3 Is the class being given regular practice in letter formation?	☐	☐	Regular letter-sound dictation provides the opportunity to check on the formation of letters.

	Y	N	Further information
3.4 Is the class being monitored to ensure correct formation and neat handwriting?	☐	☐	
3.5 Is the alphabet being introduced at an appropriate stage?	☐	☐	It is recommended that the class learns how to sing or recite the alphabet once the third letter sound group has been taught.
3.6 Is the class being taught how to form the capital letters correctly?	☐	☐	Capital letters are not introduced initially, but are taught once the alphabet has been introduced.

Comments:

4. Blending			
4.1 Is the class being taught how to blend sounds into words?	☐	☐	Regular practice is important. In the initial stages, the teacher may say the sounds for the class to blend. Eventually, everyone should be able to read and blend the word themselves.
4.2 Are words, phrases and sentences being provided for blending?	☐	☐	Regular whole class and individual practice is needed to develop fluency in this skill. The texts should only use the letter sounds and tricky words taught so far.
4.3 Are decodable books being used in individual reading practice, once the skill of blending has been acquired?	☐	☐	Decodable books only use the letter sounds and tricky words taught so far. A wider choice of books can be given to those in the class who have fluency of reading and who blend new, unfamiliar words automatically.

Comments:

5. Identifying the Sounds in Words (Segmenting)			
5.1 Is the class being taught to identify all the sounds in words?	☐	☐	For spelling, it is important that all the sounds in a word can be identified, and not just the initial sound.
5.2 Are words being dictated to the class on a regular basis?	☐	☐	Initially, words for dictation should avoid double or silent letters and be restricted to those of the 42 letter sounds that have been taught so far.
5.3 Are model sentences being written on the board for the class?	☐	☐	Model writing demonstrates how to write a given sentence (eg starting with a capital letter, writing letters for the sounds in words, leaving spaces, spelling the tricky word, etc). A good time to start is when the tricky words are being taught.
5.4 Are sentences being dictated, using the letter sounds and tricky words taught so far?	☐	☐	It works well to give sentence dictation at least twice a week, in preparation for independent writing. However, it is best to do this once most of the class can write words from dictation.
5.5 Is the class being encouraged to write independently, once the initial 42 letter sounds have been taught?	☐	☐	

Comments:

	Y	N	Further information
6. Tricky Words			
6.1 Is the class being taught the tricky words?	☐	☐	Generally, the tricky words are introduced once /th/ has been taught.
6.2 Is the class being taught to identify the awkward bits of tricky words for reading and spelling?	☐	☐	For example, in the word 'said', the /s/ and /d/ sounds are regular but it must be remembered that the 'ai' spelling has an /e/ sound.
6.3 Is the class being given regular practice in reading and writing the tricky words?	☐	☐	

Comments:

7. Struggling Students

7.1 Are those who are struggling to learn the letters sounds being identified at an early stage?	☐	☐	It should be possible to identify strugglers by the time the second group of letter sounds has been introduced. Slow learners of the letter sounds tend to have a poor visual memory. They need extra practice and support from the teacher or a buddy.
7.2 Are those who are struggling with any of the other skills (letter formation, blending, segmenting and tricky words) being identified as early as possible?	☐	☐	Each weakness needs attention. Those struggling to blend and segment have poor auditory skills. They will need more practice than the rest of the class, either in small groups or individually.
7.3 Is extra practice and support being given to those who need it?	☐	☐	The earlier the intervention, the more effective it will be and the more likely that further difficulties will be avoided. Any improvement should be demonstrable, either in achievement (eg the number of letter sounds known, improved motor skills, etc) or against something like the spelling/reading age.

Comments: