



# dyslexia Solutions

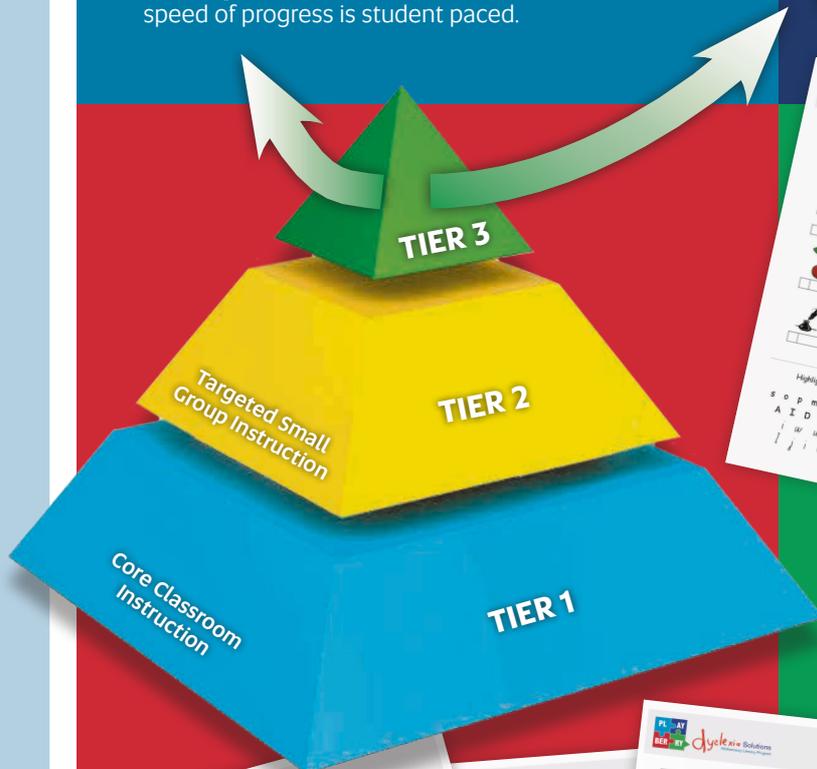
Multisensory Literacy Program

## The Playberry Dyslexia Solutions Multisensory Literacy Program

The Playberry Program has been specially developed for TSD trained specialist teachers. It follows a set teaching structure and leaves no stone unturned as it rebuilds students' phonic knowledge through direct teaching in a 1:1 or 1:2 setting.

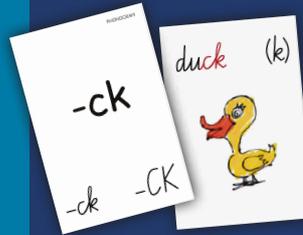
### Playberry is:

- Intensive - for students who have not made progress with quality Tier 1 and 2 instruction
- Highly structured phonetic instruction emphasising the alphabetic system
- Multisensory and sequential with a focus on drill and repetition to the point of overlearning
- Thorough - no stone is left unturned and speed of progress is student paced.



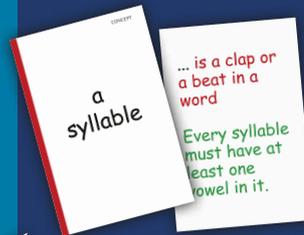
### Reading (Phonogram) Cards

Students build up a pack of Reading and Spelling Cards as they move through the structure. These cards are practiced regularly.



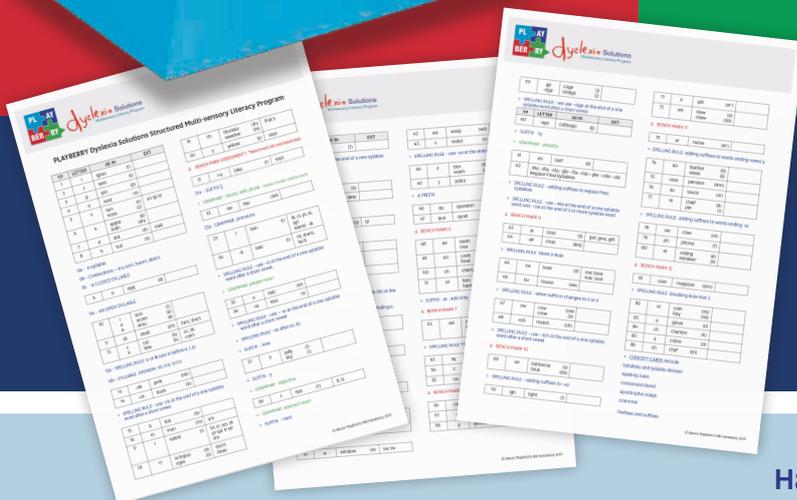
### Concept Cards

Students' phonic knowledge is supported by a focus on spelling rules, syllable types, morphology and grammar that come together to increase word-attack performance and comprehension.



### Teaching and Revision Sheets

Phonograms and Concepts are introduced and reinforced through carefully designed teaching and revision sheets.



### The Playberry Structure

Playberry follows a carefully designed, synthetic phonics structure that methodically adds on to existing knowledge to build word attack and spelling skills.

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# The Four Elements of PLAYBERRY™

## AUTOMATICITY OF GRAPHEME – PHONEME CORRESPONDENCE

- Phonological Awareness
- Teaching the alphabet with wooden letters to reinforce letter names, correct orientation, sequencing, concept of before/after, auditory and visual memory strategies
- Teaching the phonograms to the Playberry Structure
- Using reading and spelling card drills to take Phonograms to the point of automaticity (through overlearning)
- Teaching consonant blends to the Playberry structure + reinforcing with reading and spelling card drills

## WORD ANALYSIS SKILLS

- Teaching the six main syllable types
- Teaching the four main syllable division patterns for two syllable words + their relationship to the syllable types
- Teaching *patterning, dividing and coding* of words + identification of affixes
- Teaching about base words, root words and affixes (morphology) + associated spelling rules
- Using concept card drills for automaticity and concept reinforcement

## SPELLING & HANDWRITING

- Teaching linked letter formation through the multisensory method + using spelling card drills for automaticity
- Teaching contractions to the Playberry Structure
- Teaching *long vowel spelling positional frequency* to the Playberry Structure using the *Long Vowel Choices for Spelling* chart
- Teaching spelling rules to the Playberry structure + using concept card drills for automaticity
- Teaching common irregular words (awkward squad) using *The 8-Step Multisensory Spelling Method* and spelling strategies
- Teaching spelling rules for suffixes using the *Rules for Adding Suffixes* chart throughout the Playberry structure
- Using *tutor sheets, worksheets, taped exercises, and dictations* to reinforce (overlearn) spellings and application of spelling rules

## GRAMMAR

- Teaching grammar concepts to the Playberry Structure + their relationship to affixes
- Using the **concept cards** for automaticity and concept development
- Providing practice with grammar concepts in writing to help students develop meaning and cohesiveness



If you have this, you have purchased (or otherwise obtained) teaching materials for *The Playberry Dyslexia Solutions Multisensory Literacy Program*, developed by Alison Playford and Bill Hansberry.

It is our hope that you have this resource because you have completed at least level 1 of Teaching Students with Dyslexia – level 1 (TSD) training program. The resources in this pack are designed to be used with students as part of an intensive structured, cumulative, multi-sensory synthetic phonics program. These are not stand alone worksheets to be given to students as busy work. Every worksheet in this pack is designed to be worked on by students with a trained specialist teacher observing and every homework reading sheet is to be read aloud to a parent or specialist teacher so decoding errors can be immediately corrected. To use these materials effectively, the specialist teacher needs to understand the teaching methodology attached to each of the:

- Teaching sheets
- Tutor sheets
- Dictation tasks
- Revision worksheets
- Word Patterning tasks
- Homework Reading Sheets

### This is not a complete resource

The activities in this pack are not intended to be a complete materials set. During the three levels of Teaching Students with Dyslexia trainings (TSD 1-3), one of our key objectives is to train budding Specialist Teachers to a point of mastery where they are proficient in producing their own teaching materials, to the Playberry teaching structure. The TSD trainings teach graduates to produce additional resources to supplement materials provided in these packs. Each teaching point needs multiple tutor sheets, dictations tasks, revision worksheets, word patterning tasks and homework reading sheets for use in the revision section of lessons.

### This is not an end-to-end resource

Students don't have to complete every sheet in this set. This is not an end-to-end set of resources. The Specialist Teacher must use ongoing diagnostic teaching to make continual assessments of how well students are retaining phonograms and concepts. Only training and experience with students and experience with using the Playberry structure develops a Speciality Teacher's skills judgement about whether to move a student forward in the structure, or slow down, reteach and prepare extra practice activities for previously taught teaching points.

TSD graduates will have seen these materials used in live teaching demonstrations with students and will have learned about the other core components of the methodology, such as the reading and spelling cards, alphabet work and the skill consolidation games used in every lesson.

If you have acquired these materials without having completed TSD1, then we strongly suggest you train with us, or with another reputable multisensory literacy training organisation. Without a firm understanding of reading difficulties (particularly dyslexia) and multisensory teaching, these resources will be more of the same for your struggling readers - another worksheet, hurriedly completed and quickly forgotten.

## The Playberry Dyslexia Solutions Multisensory Literacy Program

*The Playberry Dyslexia Solutions Multisensory Literacy Program* is a tier 3, intensive intervention for students with severe reading difficulties. It is designed to be the most powerful intervention program in a school's (or specialist literacy intervention teacher's) arsenal and has been developed to be used with students who have not made adequate progress in from quality classroom instruction and also have not responded adequately to an evidence-based group withdrawal (tier 2) intervention. We strongly suggest you do further reading on Response to Intervention (RTI) to better understand where Playberry fits into a school's literacy program.



### Pace – slow and steady

A common mistake made by intervention teachers is to move students too quickly through the program. We see this regularly and it is the number one reason young people don't respond adequately to this level of intervention.

This level of intervention is slow and steady: *no stone left unturned*. By the time a student begins in a third tier intervention, they are utterly baffled by the business of letters (graphemes) and sounds (phonemes), and have suffered the indignity of a pace of instruction that has moved too fast for them, and has not allowed them enough practice to form permanent (long term) memories of grapheme- phoneme correspondences.

### Practice makes permanent.

Unlike their non-dyslexic peers, students who need a tier 3 intervention haven't intuitively grasped important insights about our orthography such as spelling rules, syllabification, morphological and grammatical concepts of the English language. If they have been directly taught any of these, the problem is that they haven't had enough practice (revision) to become fluent with them. Many students, regardless of their age, will still not be able to easily match letters of the alphabet to their names and therefore will not have mastered the alphabetic principle.



## Teachers beware

If you come from a classroom teaching background, you may be like we were when we started out teaching a tier 3 intervention – too eager to move students on. Being a classroom teacher, there is always pressure to get students through the content for a particular year level to ensure they are prepared for what comes next. Pace of instruction is largely determined by how much there is to be covered, not so much on whether students have grasped, and become fluent with the content.

The *Playberry Dyslexia Solutions Multisensory Literacy Program* is entirely different. By the time students get to a point where they need a tier 3 intervention, many have given up on the dream of being able to read and write. School can feel to them like they are standing on the bank of a fast moving river, holding a net that is full of holes on the end of a short pole, only being able to catch the occasional idea or skill as it swiftly passes them by. The rest of the students are on boats, moving along with the current. Our kids are standing still – feeling utterly stranded. Because of this, it is our job as Specialist Multisensory Teachers to slow the waters to their pace. These students find sanctuary in a program that, for once, doesn't move too fast and allows the drill, repetition and re-teaching they so desperately need to commit knowledge to long term memory and quicken recall. They begin to experience success and never complain that the program is going too slowly for them!

## Tier 3 intervention

Australia's alarming reading results are telling us that what we have traditionally done for struggling readers in schools hasn't been even close to adequate. Influenced by *edutrend* rather than reputable research, most Australian schools have taught reading and spelling using a fundamentally flawed approach (whole language and balanced literacy). When it has come to the approximately 20-30% of students who've failed to make even modest progress from this type of classroom instruction, the intervention programs schools have employed have largely been based on *more of the same* – more intensive teaching using the same flawed methodologies, often by the *least trained* of teachers (volunteers and/or teacher aides). If students have been fortunate (and we use that term loosely), they may have been withdrawn for a group intervention. The less fortunate might have been given in-class support by a teaching assistant, under the guidance of the classroom teacher, who themselves has ill-prepared to advise the assistant in what to do with the student. Classroom teachers aren't, and never have been specialists in reading difficulties. They are *general practitioners*. Every school needs a specialist to oversee and teach programs for failing readers. These are the people who use our program.

## Teaching reading IS rocket science. (Louisa Moates)

Tier 3 (intensive support for individual students or pairs), has been largely off the radar in Australian schools because of the low teacher to student ratio (1:1 -1:2) required for this level of support to be effective. Another barrier to tier 3 interventions has been the level of expertise (training) required to deliver an effective tier 3 program. Many school leaders have made the decision that tier 3, intensive, structured, multisensory synthetic phonics is too expensive to fund and may have also been contending with learning support teachers who are unwilling to train in intensive, multisensory synthetic phonics because they are not up with the reading research themselves.

Many of these schools have channelled their limited *special education or disabilities* funding into additional teacher aide hours or non-evidence based literacy intervention programs. This has proven to be misguided and has wasted billions of dollars and left struggling readers stranded.

There have however been a handful of schools who have paid attention to the research and invested heavily in teacher knowledge and skills. These schools have benefitted from having an individual, or a team of individuals who've become expert practitioners in their schools on effective, evidence based teaching of reading as well as effective remediation of struggling readers and spellers.

These schools have learned that teaching all learners *as if they are dyslexic learners* has resulted in improved literacy results for all learners. We reject the notion that there isn't enough money to help students with dyslexia, it's simply a matter of how that money is spent.

## Structured Literacy

It is generally agreed that effective reading (and spelling) instruction for students with Dyslexia is based on what is referred to as **Structured Literacy**. This method of teaching teaches the decoding of words in a highly explicit and systematic way. This approach is of value to all students, not just students with Dyslexia or other reading difficulties.

Structured literacy instruction contains all of the following critical elements (none left out), each taught thoroughly by an experienced and well-trained teacher / tutor.

**Phonology:** the study of the sound structure in spoken words. Phonological awareness is made up of a set of sub skills that include rhyming, counting words in sentences, counting syllables (claps or beats) in words and finer grained skills such as being able to identify (segment) individual sounds in words (phonemes). Developing these skills and providing students with practice at attending to the individual sounds in words is critical to reading and spelling success and is an important part of the Playberry program.



**Sound-Symbol Association:** the mapping of phonemes (sounds) in spoken language onto the letters and groups of letters that represent them in print (graphemes / phonograms). Normally developing readers have these associations mastered relatively quickly and are able to move on to the *\*orthographic mapping* of larger and larger units (or clusters) of letters. Students with Dyslexia need much more structured practice in this area. In the Playberry program, Reading and Spelling Card drills are used to help students master sound-symbol associations in **two directions**:

1. Visual (*see the written grapheme*) to Auditory (*speak the phoneme*) - practiced and overlearned through the Reading card drills
2. Auditory (*hear the spoken phoneme*) to Visual (*write the grapheme / see the grapheme*) - practiced and overlearned through Spelling card drills.

The Multisensory Reading and Spelling card drills are a non-negotiable component of the Playberry program and engage the three main memory systems – Visual, Auditory and Kinaesthetic (VAK), to make sound-symbol associations overlearned, so they become more rapidly and automatically recalled by students. With much practice with the card drills (to the point of automaticity), students' cognitive space is eventually freed up for higher level reading skills that lead to greater fluency and comprehension. As well as this, students must be given ample practice with the blending of sounds and letters in words as well as the segmenting of words into their individual sounds. This process is called **phonics**.

*\*Orthographic mapping* is the process by which readers commit (map) new words into their mental sight word\* bank and the ability to do this is dependent on strong sound-symbol associations.

*\*Sight words* are words that are instantly recognised at a glance (upon sight) and require no cognitive work (decoding) to recognise.

**Syllable Instruction:** involves the study of the six main types of syllables (open, closed, vowel-consonant-'e', vowel teams, r-controlled syllables and regular final syllables (consonant -le). Because students with Dyslexia don't intuitively perceive the boundaries between syllables in words, explicit instruction in this skill helps them decode more accurately. The Playberry program teaches students these six syllable types, how vowels behave within them and the most common syllable division patterns. In English, the only clue as to the sound vowels should make (short or long) comes from the type of syllable that a vowel resides in. Because of this, the Playberry program places a strong teaching emphasis on how to identify common vowel/consonant patterns (patterning), where these patterns divide to form syllables (dividing), and the sounds that vowels make within these syllables (coding).

**Morphology:** the study of the smallest units of meaning in words – morphemes. Students with Dyslexia don't intuitively perceive morphemes in words, which denies them the ability to process words in larger and larger chunks. The Playberry program teaches students to identify base words as well as suffixes and prefixes (affixes) in a structured and sequenced fashion as well as teaching the meaning of common affixes and how they alter the purpose of a word within a sentence. Many of the important spelling rules taught in the Playberry program are related to how suffixes (and sometimes prefixes) are added onto base words.

**Syntax and Semantics:** Syntax is the set of principles that determines the order and function of words in a sentence so that the sentence can make sense. This includes grammar, sentence variation and other mechanics of language. The Playberry program teaches syntax through its focus on grammatical principles and how these influence sentence meaning. **Semantics** is the study of meaning in language. The Playberry program contains activities that give students important practice tying together their understanding of morphology, grammar concepts and the functions of punctuation to more coherently get what is in their head onto the page or screen.

**Systematic and Cumulative:** This means that the teaching follows a carefully thought out order that methodically builds new phonograms and concepts onto previously learned ones so that students can better see the logic of the English system, that without explicit instruction, remains hidden from them. The Playberry teaching sequence has grown out of Kathleen Hickey's highly popular program (The Hickey Multisensory Language Program); and takes students through with the most basic phonograms and concepts and moves to more complex ones. Refer to the Playberry 'Structure of Teaching Points' for an overview of the teaching structure.

**Explicit Instruction:** involves the deliberate teaching of all phonograms and concepts contained within the teaching structure. This approach assumes that a student will not be able to use prior knowledge to naturally deduce new concepts on their own and makes allowances for this through re-teaching of previously learned concepts before introducing new ones. The Playberry method uses Directed Discovery Teaching (DDT) to help students discover new concepts, phonograms and spelling rules for themselves, but the teacher always confirms and reinforces the student's discovery (if correct), or directly teaches the concept if the student has missed the intended learning. The teacher then carefully checks for understanding via questioning and revision tasks.



**Diagnostic Teaching:** as the teacher teaches, or observes students as they revise or play games, they are constantly making observations and forming hypotheses about what learning the student has understood and made automatic, and what is still shaky, or has been misunderstood and requires re-teaching or revision. In other words, the teacher is *looking for trouble* and diagnosing problems as they teach. Within diagnostic teaching, teachers also use carefully chosen standardised assessments to determine a student's level of performance. Good diagnostic teaching requires that the teacher has themselves mastered the content as well as the teaching structure. This mastery only comes from experience. The *Teaching Students with Dyslexia* (TSD) training is an important start to developing this experience. The *Playberry Benchmark Assessments* have also been carefully developed to assist the diagnostic teaching process.

Source: "Effective Reading Instruction for Students with Dyslexia"  
International Dyslexia Association – 'Just The Facts' series of pamphlets  
[www.eida.org](http://www.eida.org)

We wish you well in your own learning and in your advocacy of our most vulnerable students and look forward to seeing you at Teaching Students with Dyslexia Training.

Alison Playford and Bill Hansberry



## PLAYBERRY Dyslexia Solutions Structured Multi-sensory Literacy Program

TP	LETTER	AS IN	EXT
1	i	igloo (i)	
2	t	tent (t)	
3	p	pin (p)	
4	n	nest (n)	
5	s	sun (s) nose (z)	sn sp st
6	a	apple (ā) bath (ah)	
7	d	dot (d)	said
8	h	hat (h)	

8a - A syllable

8b - Contractions – it's, isn't, hasn't, didn't.

8c - A CLOSED SYLLABLE

9	e	egg (è)	
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9a - AN OPEN SYLLABLE

10	i a e	ipad (i) acorn (ā) emu (è)	
11	sh	ship (sh)	he's, she's
12	c k	cat (k) kite (k)	sc, sk. can't

12a - SPELLING RULE- **c** or **k** (use k before e, i, y)

12b - SYLLABLE DIVISION VC/CV, V/CV

13	-nk	pink (nk)	
14	-ck	duck (k)	

14a - SPELLING RULE - use **\_ck** at the end of a one syllable word after a short vowel.

15	b	bat (b)	
16	m	man (m)	sm
17	r	rabbit (r)	br, cr, scr, dr pr spr tr str shr
18	o	octopus (ö) oval (ō)	don't does

19	th	thongs (th) bathers (th)	that's
20	y	yellow (y)	says

Δ BENCHMARK ASSESSMENT 1 \*Benchmark kits sold separately

21	i-e	bike (i)	says
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21a - SUFFIX **s**

21b - GRAMMAR - nouns, verb, plural (create concept cards for each)

22	-ire	fire (ier)	
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22a GRAMMAR pronouns

23	l	lamp (l)	bl, cl, pl, sl, spl island -lk
24	-ll	bell (l)	i'll, she'll, he'll

24a - SPELLING RULE - use **\_ll** at the end of a one syllable word after a short vowel.

24b - GRAMMAR proper noun

25	a	ball (or)	
26	-ss	kiss (s)	

26a - SPELLING RULE - use **\_ss** at the end of a one syllable word after a short vowel

26b - SPELLING RULE - es after ss, sh.

26c - SUFFIX – less

27	y	happy (i) sky (i)	
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27a - SUFFIX – y

27b - GRAMMAR adjective

28	f	fish (f)	fr, fl.
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28a - GRAMMAR abstract noun

28b - SUFFIX – ness

TP	LETTER	AS IN	EXT
29	-ff	cliff (f)	

29a - SPELLING RULE - use ff at the end of a one syllable word after a short vowel

Δ BENCH MARK 2

30	a-e	cake (ā)	
31	-are	square (ēer)	

31a - SYLLABLE DIVISION VC/V

32	g	gate (g)	gr
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Δ BENCH MARK 3

33	o-e	bone	
34	-ore or	score (or) sport (or)	
35	-ng	ring (ng)	

35a - SUFFIX -ing add only

35b - SPELLING RULE - use ic to spell the sounds (ik) at the end of a 2 or more syllable word

35c - SPELLING RULE - adding suffixes to words ending ic

36	u	umbrella (ū) unicorn (ū)	
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36a - POSSESSIVE APOSTROPHE

37	u	bullet (ōō)	
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37a - SUFFIX -ful

Δ BENCH MARK 4

38	j	jet (j)	
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38a - SYLLABLE DIVISION V/V

39	u-e	cube (ū) flute (ōō)	
40	-ture	picture (cher)	

Δ BENCH MARK 5

41	w	window (w)	sw, tw
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42	wa	wasp (wō)	
43	v	van (v)	

43a - SPELLING RULE - use ve at the ends of words

44	x	box (ks) exam (gs)	
45	z	zebra (z)	

45a - A PREFIX

46	qu	question (kw)	
47	qua	quad (kwō)	

Δ BENCH MARK 6

48	ee	teeth (ē) tree (ē)	
49	oo	cook (ōō) food (ōō)	
50	ch	cherry (ch)	
51	er	fern (er) hammer (er)	

51a - SUFFIX -er. Add only

Δ BENCH MARK 7

52	-ed	mended (ed) kicked (t) filled (d)	
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52a - SPELLING RULE The doubling rule.

53	ay	spray (ā)	
54	c	city (s)	
55	-ce	face (s)	

Δ BENCH MARK 8

56	-tion	fraction (shn)	
57	ar	card (ah)	
58	g	giant (j)	get, give, gift

59	ge -dge	cage bridge	(j) (j)	
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59a - SPELLING RULE - we use -dge at the end of a one syllable word after a short vowel

TP	LETTER	AS IN	EXT
60	-age	cabbage	(ij)

60a - SUFFIX -ly

60b - GRAMMAR adverbs

61	ea	leaf	(ē)	
62	-ble,- dle,- cle,- gle -fle -kle -ple -stle -zle Regular Final Syllables			

62a - SPELLING RULE - adding suffixes to regular final syllables

62b - SPELLING RULE - use -kle at the end of a two syllable word and -cle at the end of three or more syllable word

Δ BENCH MARK 9

63	ai	train	(ā)	get, give, gift
64	-air	chair	(ēer)	

64a - SPELLING RULE Silent e Rule

65	oa	boat	(ō)	oar, boar, roar, soar
66	ou	house	(ow)	

66a - SPELLING RULE - when prefix in changes to il or ir

67	ow	cow crow	(ow) (ō)	
68	-tch	match	(ch)	

68a - SPELLING RULE - use -tch at the end of a one syllable word after a short vowel

Δ BENCH MARK 10

69	ue	barbecue blue	(ū) (ōō)	
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69a - SPELLING RULE - adding suffixes to -ue

70	igh	light	(ī)	
71	ir	girl	(eí)	
72	ew	stew chew	(ū) (ōō)	

Δ BENCH MARK 11

73	ur	surf	(eí)	
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73a - SPELLING RULE- adding suffixes to words ending vowel y.

74	ea	feather steak	(ë) (ā)	
75	-sion	mansion	(shn)	
76	au	sauce	(or)	
77	ie	chief pie	(ē) (ī)	

77a - SPELLING RULE - adding suffixes to words ending -ie

78	aw	claw	(or)	
79	ph	phone	(f)	
80	ei	ceiling reindeer	(ē) (ā)	

Δ BENCH MARK 12

81	-cian	magician	(shn)	
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81a - SPELLING RULE Doubling Rule Part 2

82	oi oy	coin boy	(oy) (oy)	
83	o	glove	(ü)	
84	ch	chemist	(k)	
85	a	cobra	(ü)	
86	ch	chef	(sh)	

CONCEPT CARDS include

Syllables and syllable division

Spelling rules

Consonant blend

Apostrophe usage

Grammar

Prefixes and suffixes

# BENCHMARK ASSESSMENTS

FOR THE PLAYBERRY  
MULTISENSORY LITERACY PROGRAM

All Teaching Points

These Benchmark Assessments are only for use with students being taught within the Playberry Multisensory Literacy Program

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and Bill Hansberry

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*dyslexia* Solutions  
Multisensory Literacy Program



## PLAYBERRY Dyslexia Solutions Benchmark Assessments

The Playberry Dyslexia Solutions Multisensory Literacy Program Benchmarks are specially designed assessment tasks that are placed throughout the structure at teaching points 20, 29, 32, 37, 40, 47, 51, 55, 62, 68, 72 and 80.

Because many students with Dyslexia have negative experiences of tests, Benchmarks are designed to build students' confidence with taking tests as well as giving them important practice with test conditions in a context where they can feel confident that they will score well. Unlike traditional testing however, Benchmarks are never time limited.

### Explaining Benchmarks to students from the beginning

At the commencement of the program, when you and a student are setting their folder up into its different sections for worksheets, homework and benchmarks and you are explaining the sections to the student and their parents; the word 'Benchmarks' immediately sparks students' interest. When they ask "What are Benchmarks?" you can respond with something like: "Benchmarks are little tests I give you along the way so I can check how well I am teaching you". It's important they understand what you just said, because it contains an important distinction from what many students have come to believe about the purpose of testing.

### The Purpose of Benchmarks

#### *Building test taking confidence*

Confidence building is the main purpose of Benchmarks. If you suspect a student will not cope with a Benchmark in one session, change how you deliver it. Perhaps divide the benchmark up over 2 sessions. Benchmarks should never be allowed to destroy a student's confidence in their progress, this would be entirely counterproductive. The end goal however (even though it might take longer for some students) is to have students completing Benchmark assessments in a similar way to how they would complete a test at school (with accommodations).

#### *Important Feedback*

Benchmarks give the specialist teacher important feedback as to how well they have taught and selected revision tasks for the teaching points to that Benchmark. They are an important part of the diagnostic teaching process.

Benchmark assessment tasks check students' developing skills and understandings across the following categories (as listed in the 'skill / knowledge' column in the Benchmark Teacher Notes):

- Speed and fluency (automaticity) with reading and spelling cards
- Alphabetic sequencing and alphabetical order of words
- Developing Phonemic Awareness of sounds taught to the structure
- Concept card recall and application in context
- Syllable Analysis and syllable types
- Word Analysis: Patterning, dividing, coding (and common syllable pattern types taught to structure: VC/CV, V/CV, VC/V, V/V)
- Spelling of contractions
- Orthographic spelling knowledge including positional frequency of long vowel spellings
- Application of spelling rules (as reinforced through concept cards)
- Morphology, suffix rules/choices and their links to spelling rules
- Sentence conventions including the use of capital letters and full stops
- Correct use of punctuation
- Understanding of grammar concepts (as reinforced through concept cards)

As you observe a student working through Benchmark tasks, you will get important information about their automaticity with grapheme-phoneme correspondences, their understanding of concepts and their ability to use that knowledge in context. It's important to note that transfer of explicitly taught concept knowledge from their cards to writing and reading tasks is a commonly observed difficulty in students with Dyslexia. This transfer takes time. As you watch students work through the Benchmark, make notes of what they've had trouble with, because this is what will need re-teaching and more practice through revision tasks.

### How to give Benchmarks

Benchmarks can be given instead of a revision task, or in place of a new teaching point. Regardless, be mindful not to make a fuss of Benchmarks because many of our students become overly nervous when they think they are about to do a high-stakes test. Benchmarks are not high stakes tests and should not be treated as such. Doing so diminishes students' performance rather than enhancing it and will give an inaccurate indication of what they have learned.

If the student looks apprehensive when you put a Benchmark in front of them (our students become very good at spotting work that is unfamiliar), just say very casually "oh, don't worry – remember that this is NOT testing you, it's testing how well I've been teaching you. If you do well, I'm taking all the credit! If you don't do so well – that's my fault! Give them a cheeky grin as you say this. Then go on to explain again that Benchmarks give you important information about what has stuck in their memory and what you need to re-teach, or what you need to make sure they get some more practice at. Tell them that their mistakes will give you really important information.



## Helping Students

Read Benchmark questions to students as they work through the Benchmark and check they understand what to do. Do this for advanced students as well. Benchmarks are checking their understanding of content taught and revised to date, not their comprehension of the questions itself.

Benchmarks are designed to be completed under the same sorts of conditions that a student with dyslexia would encounter when taking a test under special provisions at school. Because of this we should:

- Read a question as many times as necessary to make sure they understand the task
- Allow as much time as necessary to complete the Benchmark (no time restrictions)

As tempting as it is, be careful not to give clues to students because this type of help will erode the success they feel from their final mark – they will not feel as though they earned it and will not attribute their success to their own effort. Many students will think 'I only got that mark because I was helped'. Our students need experiences that teach them to attribute their success to effort, not to luck or help from others.

## Marking

The Marking Guide column in the Benchmark Teacher Notes gives guidance to how to score responses.

Once you've calculated the benchmark score, get a calculator and show them the division sum to turn their 'out of' score (a fraction) to a percentage by dividing the top number by the bottom number and then multiplying the answer by 100.

e.g.

For a score of 21/24, enter into a calculator  $21 \div 24 \times 100$ . This will give an answer of 91.66.

Then convert this to a grade. We like to call anything 85% to 90% is an 'A'. Anything above that is an 'A+' but feel free to add as many plus signs as you like! Anything between 71% and 84% we call a 'B+'. Anything below 71% is graded as a B.

Below 70%	B
71%-84%	B+
85%-90%	A
91% and above	A+

A student shouldn't ever score below a 'B' (below 70%). If they do, it is clear that they've been moved too quickly through the structure and you need to go back and reteach and give more practice for previously covered teaching points.

Make a fuss of writing their fantastic grade on their Benchmark and then make sure to transfer your mental notes about what needs re-teaching, or revising to your ongoing records to guide your selection of revision tasks in future lessons. Get the student to place their completed Benchmark into the section at the back of their folder. We also like to put Benchmark scores into students' end of year reports.

We trust that you will find these Benchmark assessments highly useful in developing your students' test taking skills as well as giving you powerful feedback in regards to your pace and thoroughness of instruction.

All the best,

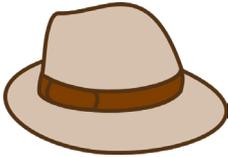
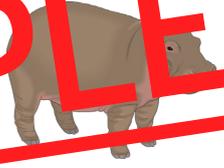
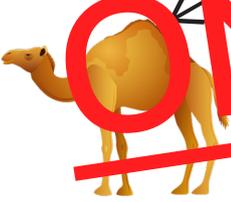
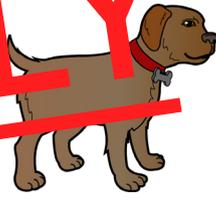
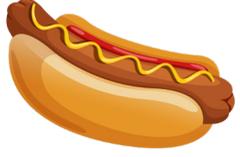
**Alison Playford and Bill Hansberry**

**“If a child can't learn the way we teach, maybe we should teach the way they learn.”**

*Ignacio Estrada*

# H H h h h h h

Can you hear the sound (h) in these words?  
Tick the box below the picture if you hear it at the beginning, in the middle or at the ends of the words.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highlight the letter h in these words. Read each word.

hat	HIP	hand	hid	hint
his	HAD	hats	nap	hand
HIS	and	hasp	did	had

The r standing after a vowel in the same syllable influences the vowel sound and often the (r) sound is distorted or omitted.

-ore is the choice for spelling (or) at the end of words.

To introduce -ore (or) try first to revise al when the vowel a makes the sound (or) e.g. ball, call talk, also etc.

-ore can also be linked to previous TP 31 -are and TP 22 -ire.

At TP 34 or (or) can be introduced.

This is a vowel r combination. It can be used at the beginning and in the middle of words.

**SAMPLE ONLY**

Reading Card

<p>- ore</p> <p>-ore    -ORE</p>	<p>core (or)</p> 	<p>or</p> <p>or    OR</p>	<p>horse (or)</p> 
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Spelling Cards

<p>(or)</p>	<p>or, ore</p> <p>horse core</p>
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VC/CV OR V/CV

Code, divide, read and write in syllables

$\begin{array}{c|c} \text{vc} & \text{cv} \\ \hline \text{vampire} \end{array}$

vam-pire

woven

\_\_\_\_\_

widen

\_\_\_\_\_

womb

\_\_\_\_\_

vessel

\_\_\_\_\_

victim

\_\_\_\_\_

gravy

\_\_\_\_\_

raven

\_\_\_\_\_

willing

\_\_\_\_\_

**SAMPLE  
ONLY**

Choose the correct spelling to match the picture

Cover the answers while you work.

	br $\begin{cases} \rightarrow \text{ige} \\ \rightarrow \text{idge} \end{cases}$	bridge
	ca $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	cage
	he $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	hedge
	ba $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	badge
	fr $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	fridge
	hin $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	hinge
	ju $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	judge
	pa $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	page
	le $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	ledge
	sta $\begin{cases} \rightarrow \text{ge} \\ \rightarrow \text{dge} \end{cases}$	stage

**SAMPLE ONLY**

Read the words and the sentences aloud 3 times to an adult.  
Timed if possible.

age	barge	budge	edge	badger
cage	bulge	fringe	fledge	budget
page	large	grudge	hedge	gadget
rage	merge	hinge	ledge	ledger
sage	plunge	smudge	wedge	midget
stage	verge	winge		winger

Highlight -ge or -dge in the following sentences before reading aloud.

1. That rusty hinge will need some lubrication to make it budge.
2. A large bus and a tiny car had an accident on the bridge.
3. Bridget sat on the edge of the stage to perform her part in the play.
4. There is a plastic wedge holding the door open at the police station.
5. The firemen had to trudge over the sludge to get to safety.
6. Jane hangs her parrot's cage on a hook by the fridge.

Record the following sentences for dictation. Begin the recording by saying.

Listen to each sentence.

Stop the recording.

Repeat the sentence aloud.

Write it down.

Madge put the cabbage carefully on the edge of the bench.

The lady sang her song sweetly from the stage.

The children played nicely in the cottage garden.

Put the luggage away quickly.

**SAMPLE  
ONLY**

When the dictation is completed, listen through again and read along to find any mistakes. Then check COPS.

COPS

C = Capital letters



O = Order, does it make sense

P = Punctuation

S = Spelling

ai is the 2nd choice for spelling the sound (ā) in the middle of a one syllable word.

**Directed discovery introduction**

Cut out and match the words to the pictures.

	play		tail
	cake		wave
	<del>spray</del>		<del>cake</del>
	<del>acorn</del>		brain
	clay		train
	alien		apron

These words can then be matched up to the student's Long Vowel Choices Chart. Then ai is added to the 2nd Choice column.

	Open Syllable	1st Choice	2nd Choice	Ending
(ā)	a	a-e	ai	ay

**Spelling Card**

(ā)	a, a-e, ay, ai  acorn, cake, spray, train
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## Spelling Rules by Teaching Point

### TP6/57

The letter **a** makes the sound (ah) like in 'bath' if followed by a sibilant (hissing) sound. This can also be generalized to in front of **s, f** or **th**. This actual rule isn't taught until TP57 when **ar** is taught, however, depending on the student, you may begin talking about this rule at this early stage.

### TP12a

#### **c or k**

\*Goes into Concept Card Pack.

When spelling the sound (k) we use a **k** in front of **e, i** or **y**. The letter **c** is used everywhere else. Exceptions are *kangaroo, koala, kookaburra* and some other words derived from Australian Indigenous languages. We also use **k** at the ends of one syllable words after a consonant. e.g. *-lk -ck -nk -rk*.

### TP14a

#### **-ck**

\*Goes into Concept Card Pack.

**-ck** is commonly used after a short vowel at the end of a one syllable base word. e.g. *sack, neck, sick, sock, stuck*.

### TP24a

#### **Double l**

\*Goes onto **-ck** Concept Card.

**-ll** (double l) is used after a short vowel at the end of a one-syllable base word. e.g. *ball, bell, bill, doll, bull*. Exceptions: *pal, nil*.

**l** is not doubled after a vowel at the end of 2 or more syllable words. e.g. *dismal, label, until*. Hence the suffix **-ful** only has one **l**.

### TP25

#### Letter **a** making the (or) sound

If the letter **a** is followed by the letter **l** it will often make the sound (or) e.g. *all, also, talk*. This creates 2 spellings for the sounds (orl); **al** (as in almost) or **-all** (as in tall). The double **l** rule can help students realise that the **-all** spelling will be used on the ends of words because it contains double **l**. Exception: *shall*.

### TP26a

#### **Double s**

\*Goes onto **-ck** and **-ll** Concept Card.

**-ss** is used after a short vowel at the end of a one syllable word. e.g. *mass, mess, miss, moss, fuss*. **-ss** always makes the sound (s) whereas a single **s** at the end of a base word will almost always make the sound (z) e.g. *his / hiss*.

### TP26b

#### Suffix **-es**

If a base word ends with **ss** or **sh** we make it plural, or make it work in a sentence as a verb by adding the suffix **-es**. Students later learn that this is the rule for any sibilant (hissing) sound on the end of a base word.