

The Four Elements of PLAYBERRY™

ACADEMIC THERAPY TO ADDRESS THE CORE DEFICITS OF DYSLLEXIA

GOAL: developing strategies to overcome difficulties with memory, sequencing, phonological processing and grapheme/phoneme relationship.

Therapies include:

- Multi-sensory (visual, auditory, kinaesthetic) teaching and learning
- Phonological awareness training to the level of phonemic proficiency
- Memory strategy drills, intrinsic to each lesson by requiring students to verbalise, repeat, chunk and write
- Sequencing skills development - using alphabet letters, sounds in words and events
- Overlearning leading to the automaticity and fluency of the alphabetic code and the structure of the English language
- Counselling students on how their *dyslexia* affects them; that having dyslexia isn't their fault (and can be to their advantage), BUT requires them to work harder than most.

All with the aim of developing each student's awareness of their learning differences to help them to build confidence in their own ability to work hard, learn, succeed and, attribute their success to their effort.

AUTOMATICITY OF GRAPHEME – PHONEME CORRESPONDENCE

GOAL: developing orthographic mapping

- Teaching advanced phoneme awareness skills to the point of proficiency
- Using wooden alphabet letters to develop letter name / sound proficiency, sequencing skills and memory strategies
- Teaching the phonograms to the Playberry Structure
- Using reading and spelling card drills to develop phonogram recall the point of automaticity and fluency through overlearning
- Teaching consonant blends to the Playberry structure + reinforcing with reading and spelling card drills.
(All with the goal of developing Orthographic Mapping ability).

SPELLING & HANDWRITING

GOAL: developing accurate and fluent handwriting

- Teaching cursive letter formation through the multisensory method + using spelling card drills for overlearning and fluency
- Developing phoneme-grapheme mapping skills
- Teaching contractions to the Playberry Structure
- Developing *long vowel spelling positional frequency knowledge* to the Playberry Structure
- 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
- Developing morphology by explicitly teaching affixes and associated spelling rules to the Playberry structure
- Using *tutor sheets, worksheets, taped exercises, and dictations* for reinforcement of spellings, application of spelling rules and diagnostic teaching.

WORD ANALYSIS SKILLS & GRAMMAR

GOAL: developing ability to unitise and analyse words at the syllable and morpheme level as well as developing awareness of words' part in speech to promote comprehension and written expression

- Teaching the four main syllable division patterns for two syllable words + their relationship to the syllable types to enhance students' perception of where words divide
- Teaching patterning, dividing and coding of words + identification of affixes
- Developing awareness of base words, roots and affixes (morphology), associated spelling rules and links to grammar as well as building links between affixes and words' part in speech
- Using the concept cards to build automaticity of grammatical concepts
- Providing practice with grammar concepts in writing to help students develop meaning and cohesiveness.

THE PLAYBERRY DYSLEXIA SOLUTIONS MULTISENSORY LITERACY PROGRAM



Welcome to the **Playberry™ Dyslexia Solutions Multisensory Literacy Program**. You have this resource because you have completed at least 1 level of Teaching Students with Dyslexia – (TSD) training program, or have been thoroughly trained in multisensory dyslexia teaching elsewhere; and we (Alison Playford or Bill Hansberry – the program designers), consider your training appropriate for you to use this resource.

Our resources are designed to be used with students as part of an intensive structured, cumulative, multi-sensory synthetic phonics program. These materials are not stand alone worksheets to be given to students during regular (wave/tier 1) classroom instruction. Every activity in this pack is designed to be worked on by students under the watchful eye of a trained Specialist Teacher or Tutor. Every Home Practice reading sheet is to be read aloud to a parent, Specialist Teacher or Tutor.

To use these materials effectively, the Specialist Teacher or Tutor must be familiar with the specific teaching methodology attached to each of the:

- Tutorsheets
- Dictation Tasks
- Revision Worksheets
- Word Patterning Tasks
- Home Practice 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), a key objective is to train Specialist Teachers or Tutors to a point of mastery, where they are **proficient in producing their own teaching materials** to the **Playberry™** teaching structure.

In the *Teaching Students with Dyslexia* (TSD) trainings, we teach graduates how to create teaching resources to supplement the materials provided in these packs. Each teaching point needs multiple variations of *tutorsheets*, *dictation tasks*, *word patterning tasks*, *sentence twister tasks* and *home practice* sheets for use in the revision section of lessons. It's often the case that the needs of a particular student will prompt the need for a different activity to be created by the Specialist Teacher or Tutor. Good Specialist Teachers or Tutors never stop creating new structured teaching materials to suit the individual needs of their students.

Students **do not** have to complete every sheet in this set

Some students need less practice at particular teaching points, some need more. The Specialist Teacher or Tutor must use *diagnostic teaching* to continually assesses how students are retaining phonograms and concepts, and choose revision activities for students based on what they observe as they teach. Only training, teaching experience and experience with the **Playberry™ structure** will develop a Specialist Teacher's or Tutor's judgement about how quickly to move a student forward in the structure, when to reteach a teaching point, or when to create extra practice activities for previously taught teaching points.

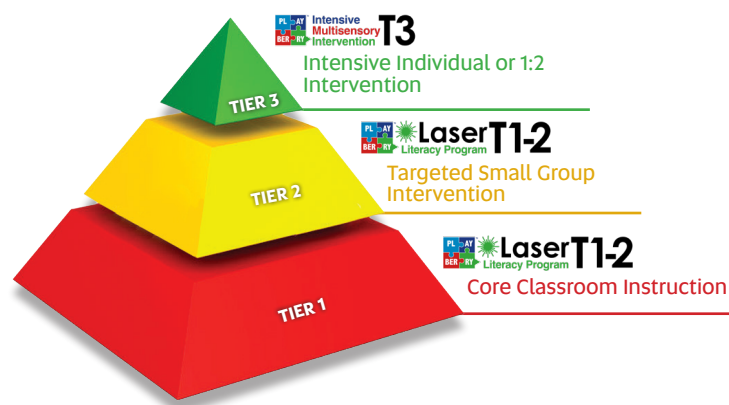
Graduates of the *Teaching Students with Dyslexia (TSD)* training course have seen some of the materials in these packs used in live teaching demonstrations with students, and will have learned about the other core components of the teaching methodology, such as the reading, spelling and concept card drills, alphabet work and the skill consolidation games used in every lesson.

The Playberry™ Dyslexia Solutions Multisensory Literacy Program is a tier three intensive intervention for students with severe reading difficulties. These difficulties may be due to the specific learning disorder dyslexia, or to other conditions that affect literacy progress. **Playberry™** can be used to teach students with reading difficulties that are not attributable to dyslexia, but must be carefully supplemented to cater for the needs of these students.

This program, and the methodology is based on, is 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 with quality classroom instruction and also have not responded adequately to evidence-based 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 suite of literacy intervention programs.

Teaching Pace – as fast as possible, as slow as necessary

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



We understand that the goal of any learning intervention is to catch a student up as quickly as possible. However, the reality is that the speed of progress will be different for different students and will be impacted by many factors, one of which being the severity of a student's learning difficulties. No reputable intervention program should ever make guarantees about the speed of progress for students. There are just too many variables in play.

Any intervention must progress a student as fast as possible but as slowly as necessary, leaving *no stone left unturned*. A dyslexic students' literacy performance can vary wildly from day to day. A student can appear to have something mastered one lesson, and on the next it can be as if they never learned it. Specialist Teachers or Tutors with experience with dyslexia come to expect this, but for those not experienced with working with students with dyslexia, this can be baffling and frustrating. Sadly, the students themselves are sometimes blamed for their lack of progress.

By the time a student begins in a tier three intervention, they are baffled by the English Orthography. They may feel utterly defective as a learner and have suffered the indignity of a pace of classroom instruction (and attempted intervention) that has moved too fast for them. Usually they have not received an adequate amount of specific training, reteaching and revision to improve their phonemic awareness to a level where they can form stable and lasting phoneme – grapheme correspondences and use spelling rules, morphology and grammar concepts in their everyday schoolwork.

PRACTICE MAKES PERMANENT

Unlike their non-dyslexic peers, students who need a tier three intervention haven't grasped important insights about our orthography such as spelling rules, syllabification and morphological/grammatical concepts of English. If they have been explicitly 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 sounds, and therefore will not have gained the important insight known as 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 three intervention – too eager to move students on too quickly. Being a classroom teacher, there is always pressure to get students *through* the content for a particular year level, to (hopefully) 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 three 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 they swiftly pass them by. The rest of the students are on boats, moving quickly with the current. Our kids are standing still – feeling utterly stranded. Because of this, it is our job as intervention specialists to *slow the waters* to their pace. These students find sanctuary in a program that, for once, doesn't move too fast and provides the drill, repetition and re-teaching they desperately need to commit knowledge to long term memory. Students begin to experience success and never complain that the program is going too slowly for them!

Effective Tier 3 Intervention	
Specialist Teacher/ Tutor to student ratio	1:1 or 1:2 (expert practitioner) Diagnostic teaching is not possible at higher ratios
Instruction Time	1 x 60m session weekly <u>minimum</u> Ideally 4-5 x 45-60m sessions a week
By the time a student is in need of tier 3 intervention it is an educational emergency and needs to be treated as such.	

Tier 3 Intervention

As this is being written, Australia's alarming reading results are telling us that what we have traditionally done for struggling readers in schools hasn't been adequate. Influenced by ideology rather than sound research, most Australian schools have taught reading and spelling using a fundamentally flawed and scientifically disproven approach that does not place an adequate focus on phoneme awareness and decoding. Approximately 20-30% of students fail to make even modest progress from *whole language* or *balanced literacy* based classroom instruction. For these students, intervention programs have usually been based on *more of the same* – more intensive teaching using the same flawed methodologies, often by poorly trained staff.

If students have been fortunate (and we use that term loosely), they may have been withdrawn for small group intervention. The less fortunate might have only been given in-class support by a teaching assistant, under the guidance of the classroom teacher, who themselves lack the training to advise the assistant in what to do with the student. Classroom teachers aren't specialists in reading difficulties. They are general practitioners. Because of this, every school should have a highly trained specialist literacy teacher to oversee and teach programs for struggling readers. These are the people who will use and oversee the use of the **Playberry™ Dyslexia Solutions Multisensory Literacy Program**.

TEACHING READING IS ROCKET SCIENCE (Louisa Moats)

Tier three (intensive support for individual students or pairs), has been off the radar in Australian schools because of the low teacher to student ratio (1:1 - 1:2) necessary for this level of support to be effective. Another barrier to tier three interventions has been the level of training and expertise required to deliver a highly effective intervention. Many school leaders have made the decision that tier three 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 familiar with current research.

Many of these schools have channelled their special education or disabilities funding into additional teacher aide hours or non-evidence based literacy intervention programs. This has wasted billions of taxpayer's and parents' dollars and left struggling readers largely stranded.

There is however a growing number of schools who are paying close attention to the research and investing heavily in the knowledge and skills of their teachers. These schools are benefiting from having an individual, or a team of individuals who have become expert practitioners in 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** results in improved literacy results for all. We reject the notion that there isn't enough money to help students with Dyslexia. It's a matter of how money is spent. We've seen schools revolutionise their teaching of literacy on limited budgets, sheer willpower, and a moral mandate to do better for their students, especially those who are struggling.

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 teaches the decoding of words in a highly explicit and systematic way, as well as the phoneme awareness skills needed to achieve this end. This approach is of value to all students, not just students with reading difficulties.

Structured literacy instruction contains all of the following critical elements, each taught thoroughly by an experienced and well-trained Teacher or Tutor.

Phonology: this is the study of the sound structure in spoken words. Phonological awareness, and its more advanced form, *phoneme 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: This is the mapping of phonemes (sounds) in spoken language onto the letters and groups of letters that represent them in print (graphemes / phonograms). Typically developing readers master these associations 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, 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 Orthographic (*see the written grapheme*) to auditory / articulatory (speak and hear the phoneme). This is practised and overlearned through the **Reading card** drills.
- 2 Auditory (*hear the spoken phoneme*) to orthographic (*write the grapheme / see the grapheme*). This is practised 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 take sound-symbol associations to the point of *overlearning*, so they can be rapidly and automatically recalled by students. With much practice with the card drills (to the point of automaticity), students' available cognitive space is eventually freed up for higher level reading skills that lead to greater reading 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 phonological awareness and strong sound-symbol associations.

*Sight words are words that a reader instantly recognises at a glance (on sight) and do not need to be decoded. They are read instantly with no effort. Sight words are often mistakenly believed to be irregularly spelled words such as 'said' or 'yacht'. This is not correct, because if you just read these words without effort, they are sight words for you. Words like 'said' and 'yacht' are called irregular words as they contain an irregular grapheme - phoneme correspondence.

Syllable Instruction: involves the study of the 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 easily perceive the boundaries between syllables in words, explicit instruction in this skill helps them decode more accurately and eventually results in improved word recognition. The **Playberry™ program** teaches students these main syllable types, how the vowels behave within them, and the most common syllable division patterns. In English, the only clue as to the sound that vowels make 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: is the study of the smallest units of meaning in words – *morphemes*. Students with Dyslexia experience difficulty perceiving morphemes in words, which denies them the ability to process words in larger and larger letter chunks. The **Playberry™ program** teaches students to identify base words and roots as well as suffixes and prefixes in a structured and sequenced fashion, as well as teaching the meaning of common affixes and how they change the purpose of a word within a sentence. Many of the important spelling rules taught in the **Playberry™ program** relate to how suffixes and prefixes are added onto base words.

Syntax and Semantics: **Syntax** is the set of principles that determines the order and job of words in a sentence so that a sentence makes 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 so they can more easily get what is in their head onto the page or screen in a way that is understandable to the reader.

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. This helps students to better see the logic of the English system that, without explicit instruction, remains hidden from them. Refer to the **Playberry™ Structure of Teaching Points** for an overview of the teaching structure.

Explicit Instruction

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

Diagnostic Teaching and Evaluation of Progress

One of the best features of a structured program like **Playberry™** is that it demands constant observation, (diagnosis if you like), of each student's progress. Due to the spiral lesson planning method taught in the **Teaching Students with Dyslexia** (TSD) courses, revision is built into the structure, so each teaching point is being revised as students go along. Because students are never asked to read or spell any words that are not to structure, they are learning and revising thoroughly as they work their way through the program at a pace that is suitable to their learning needs.



STRUCTURED MULTISENSORY 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 nose (s) (z)	sn sp st
6	a	apple bath (ä) (ah)	
7	d	dot (d)	said
8	h	hat (h)	

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

8b - A syllable

8c - A CLOSED SYLLABLE

9	e	egg (ë)	
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9a - AN OPEN SYLLABLE

10	i a e	ipad acorn emu (i) (ā) (ë)	
11	sh	ship (sh)	he's, she's
12	c k	cat kite (k) (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 oval (ö) (ō)	don't does
19	th	thongs bathers (th) (th)	that's
20	y	yellow (y)	says

Δ BENCH MARK 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

TP	LETTER	AS IN	EXT
27	y	happy sky	(i) (i)

27a - SUFFIX – y

27b - GRAMMAR adjective

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

28b - SUFFIX – ness

29	-ff	cliff	(f)
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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 sport	(or) (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 unicorn	(ū) (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 flute	(ū) (ōō)
40	-ture	picture	(cher)

Δ BENCH MARK 5

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

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

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

45a - A PREFIX

46	qu	question	(kw)
47	qua	quad	(kwō)

Δ BENCH MARK 6

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

51a - SUFFIX –er. Add only

Δ BENCH MARK 7

TP	LETTER	AS IN	EXT
52	-ed	mended (ed) kicked (t) filled (d)	

52a - SPELLING RULE - The doubling rule.

53	ay	spray (ā)	
54	c	city (s)	

54 - SPELLING RULE - The letter c in front of e i or y makes the sound (s) always.

55	-ce	face (s)	
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Δ BENCH MARK 8

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

58 - SPELLING RULE - the letter g in front of e i or y makes the sound (j) usually.

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

60	-age	cabbage (ij)	
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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 (ow) crow (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 (ū) blue (ōō)	
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69a - SPELLING RULE - adding suffixes to -ue

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

Δ BENCH MARK 11

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

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

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

TP	LETTER	AS IN	EXT
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 (ŭ)	
84	ch	chemist (k)	
85	a	cobra (ə)	
86	ch	chef (sh)	

CONCEPT CARDS include

Syllables and syllable division

Spelling rules

Consonant blend

Apostrophe usage

Grammar

Prefixes and suffixes

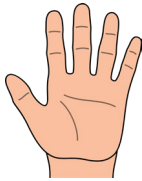
H H H h h h h

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.



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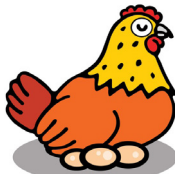
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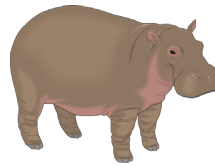
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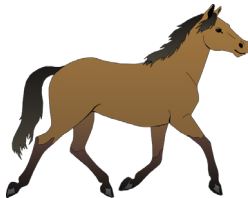
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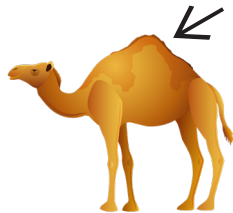
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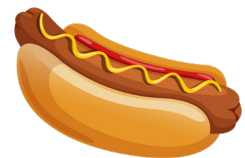
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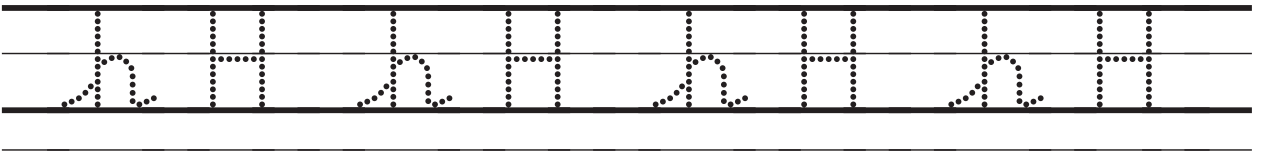
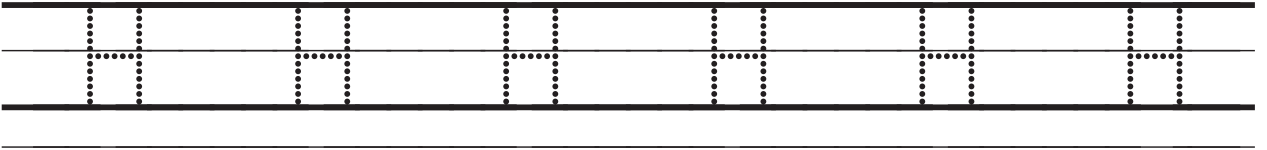
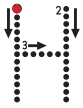
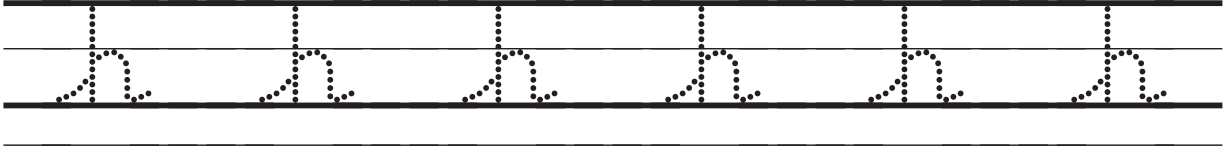


--	--	--

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

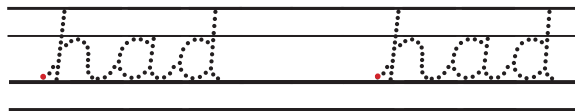
hat	HIP	hand	hid	hint
his	H A D	hats	nap	hand
HIS	and	hasp	did	had

Multi-sensory links.

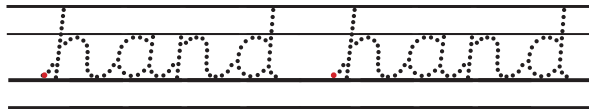


Read the first word. Spell it aloud. Write it.

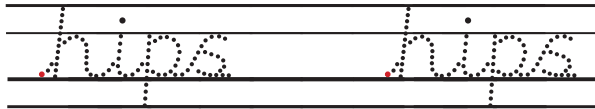
had



hand



hips



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.

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

ORE and OR

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.

Reading Card

-ore -ore -ORE	core (or) 
-------------------------------------	--

or or OR	horse (or) 
-------------------------------	---

Spelling Cards

(or)	or, ore horse core
------	----------------------------------

The missing sound is (j)
Choose j, g, ge or dge.

Cover the answers while
you work.

	_ elly-fish	jelly-fish
	_ iraffe	giraffe
	bri _	bridge
	On the sta _.	stage
	He examines a _em stone.	gem
	dan _ er	danger
	ca _	cage
	hu _	huge
	in _ ecting	injecting
	le _	ledge
	fri _	fridge
	pa _	page
	in _ ury	injury

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.

1. We drove to look at the damage done to the bridge by the ferry.
2. A postage stamp must be put on a letter before it is put in the post box.
3. The savage dog bit his hand and he dropped his luggage.
4. The judge sent a message to the village.

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 ai ai

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
	spray		rake
	acorn		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
-----	---

Adding suffixes

Remember: You must always look carefully at the ending pattern of the base word before adding a suffix.

The adding suffixes rules that you know.

vcc v
rest + ing

just add = resting

vvc v
train + ed

just add = trained

vv v
see + ing

just add = seeing

vc v
run + ing

DOUBLE = running

Do not forget to **JUST ADD** all consonant suffixes

Base word	Suffix	Rule	Result
^{vc} wet	^v ing	double	wetting
^{vcc} wish	^v ed	just add	wished
^{vvc} fail	^v ing	just add	
bee	s		
hard	er		
cap	ed		
swat	ed		
drain	ing		
spot	less		
leaf	y		



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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Playberry
Multisensory
Literacy Program

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.

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



1. Reading cards time _____ mins _____ secs
2. Spelling cards time _____ mins _____ secs

/2

3. Complete the alphabet.

ABC __ EF __ HI __ KL __ NO __ QR __ TU __ WX __ Z

/1

4. The vowels are _____ and sometimes _____ .

/2

5. A syllable is a _____ in a word and it must have at least one vowel/consonant in it.

/2

6. Circle the open syllables

no spe rap ti omp pa

/4

7. Proofread and correct this sentence.

the man kan pat the citten on the nec

/5

8. Read these nonsense syllables

nimp spib bam bast emp kib

/6

Item	Skill / Knowledge	Notes for Teacher	Correct Answer	Marking Guide
1	Speed and fluency with reading cards.	These drills are done every session so this is free marks for the student.	Not applicable	1 mark
2	Speed and fluency with letter formation and fluency with spelling cards.			1 mark
3	Alphabetic sequencing	Don't worry if students use lower case at this point in the program – praise them if they use the linked script for lower case.		1 mark Perhaps a fraction of a mark deduction for an error.
4	Concept Card Recall/ application (The vowels)	Upper or lower case okay – praise them if they use the linked script for lower case. Do NOT deduct marks for muddling the order of A, E, I, O and U.	A, E, I, O, U and sometimes Y	1 mark for 'a,e,i,o,u' (in any order) 1 mark for 'sometimes y'.
5	Concept Card Recall/application (A syllable)	Accept any spelling of 'clap' or 'beat'.	Clap / Beat (or either) depending on what is on their concept card. 'Vowel' needs to be circled	1 mark for 'clap' / 'beat' (or either) and 1 mark for circling 'vowel'.
6	Syllable Analysis (Open and closed syllables)	.	No, spe, ti, pa	1 mark per open syllable correctly identified.
7	Spelling: Rule application ('k' and 'ck' rules) Sentences – capitals and full stops	Introduce by saying "The kid who wrote this doesn't know the rules that you know about using 'k' and 'ck'. They also forgot about what all sentences need. I'll read you what they wrote then you fix what they missed." Read the sentence and direct their attention to the out of score as a clue to how many errors need to be fixed.	Capital letter for 'The' can – replace 'k' with 'c' kitten - replace 'c' with 'k' neck – add 'k' after 'c' Full stop at end	1 mark for each corrected error.
8	Decoding of non-words with phonograms from structure up to TP20.	Tell student that these are not real words and that they just have to sound them out. Encourage them to go slowly and carefully.	'bast' can be read either with short (ă) vowel sound of the more correct (ah) vowel sound – both of which are on their 'a' reading card at this point. You may remind them that 'a' in front of 2 consonants usually says (ah). For all other nonwords it is important that the vowel sounds are read as short sounds as these are all closed syllables.	1 mark per word read correctly without assistance.



1. Reading cards time _____ mins _____ secs

2. Spelling cards time _____ mins _____ secs

/2

3. If you are looking for the word cloud in the dictionary and you open at cluster will you go backwards or forwards?

← →

/1

4. Write the contraction for

they will _____

could have _____

you are _____

/3

5. Underline the common noun(s), box the proper noun(s), circle the abstract noun(s) and highlight the pronoun(s) in the following.

The Smart's house was next to the old Adelaide Jail.

The jail was empty and full of damp and it smelt musty.

The dampness concerned Quentin Smart so he reported it to the local council. They took no notice of him.

/13

6. The missing sound is (ō). Complete the words with the choices you have learned. Write out the whole word.

bl _____ b _____ t _____

c _____ k _____ h _____ tel _____

/4

7. Read the following

cloup

blace

blidge

queak

/4

Item	Skill / Knowledge	Notes for Teacher	Correct Answer	Marking Guide
1	Speed and fluency with reading cards.	These drills are done every session so this is essentially free marks for the student.	Not applicable	1 mark
2	Speed and fluency with letter formation and fluency with spelling cards.			1 mark
3	Alphabetic sequencing: using a dictionary		→	1 mark
4	Spelling: Contractions to TP68		they'll could've you're	3 marks
5	Concept card recall/Application (a common noun, a proper noun, an abstract noun, a pronoun) Grammar: common nouns, proper nouns, abstract nouns and pronouns	Suggest they do the proper nouns first	Common nouns: house, jail, council Proper Nouns: Smart's, Adelaide Jail, Quentin Smart Abstract Nouns: damp, dampness, Pronouns: it, he, it, They, him	13 marks
6	Spelling: Orthographic knowledge (positional frequency of long vowel spellings for (o))		blow, boat, coke, hotel	4 marks
7	Decoding of non-words with phonograms from structure up to TP68.	Tell student that these are not real words and that they just have to sound them out. Encourage them to go slowly and carefully.		1 mark per word read correctly without assistance.



1. Reading cards time _____ mins _____ secs
2. Spelling cards time _____ mins _____ secs

/2

3. Fill in the missing (f) sound in the following words with the choices you have now learnt.



ele__ant.



pu_____.



__otogra_____.



__lutter

/4

4. Underline the adverb in the following sentences.

He squirted the sauce carelessly over his pasty.
The girls talked constantly on their phones.

/2

5. Circle the words that are spelt correctly.

pension - pention

sauce - sorce

cheaf - chief

cealing - ceiling

fysics - physics

educasion - education

raindeer - reindeer

nurse - nerse

/8

6. The missing sound is (er). Complete the words with the choices you have learned. Write out the whole word.

n_____ se _____

h_____ d _____

sk _____ t _____

b _____ thday _____

/4

7. Read the following

phout

tation

bief

endaw

/4

Item	Skill / Knowledge	Notes for Teacher	Correct Answer	Marking Guide
1	Speed and fluency with reading cards.	These drills are done every session so this is essentially free marks for the student	Not applicable	1 mark
2	Speed and fluency with letter formation and fluency with spelling cards.			1 mark
3	Spelling: Orthographic knowledge (choices for spelling the (f) sound)	Read the words aloud to the student	elephant, puff, photograph, flutter	4 marks
4	Concept card recall/Application (an adverb) Grammar: Adverbs		carelessly constantly	1 mark for each adverb
5	Spelling: Orthographic knowledge (choices for spelling the (f) sound)		pension, chief, physics, reindeer, sauce, ceiling, education, nurse	8 marks
6	Spelling: Orthographic knowledge of 'r' controlled vowel spellings. (choices for spelling the (er) sound)	Read the words aloud to the student. Put 'herd' into a sentence.	nurse, skirt, herd, birthday	4 marks
7	Decoding of non-words with phonograms from structure up to TP81	Tell student that these are not real words and that they just have to sound them out. Encourage them to go slowly and carefully.		1 mark per word read correctly without assistance.

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.



TP29a

Double f

Goes onto **-ck, **-ll** and **-ss** Concept Card.*

-ff is used after a short vowel at the end of a one syllable word.
e.g. *stuff, cliff, biff.*

TP35b

-ick or **-ic** endings

**Goes into Concept Card Pack.*

We spell the sounds (ik) at the end of two or more syllable words with the letters **ic**.
e.g. *panic romantic*. One syllable words have **-ick**. Students need help to realise that this follows the **-ck** rule they already know from TP14a (used at the end of a one syllable word after a short vowel).

TP35c

Add **k** rule

**Goes into Concept Card Pack.*

When adding a vowel suffix to words ending **-ic**, add a **k** before the suffix
e.g. *panicky, panicking*.

TP36a

Apostrophe of possession – before or after the **s**?

**Goes into Concept Card Pack.*

*Singular = dog's bones, lady's gloves
Plural = dogs' bones, men's hats, ladies' gloves*

The rule is: "Ask myself the question "Who or what owns it?" Put the apostrophe exactly after the word that is my answer."

TP42

Letter **a** after **w** making the sound (ö)

If the letter **a** is standing after a **w** it will almost always make the sound (ö) but only in a closed syllable.
e.g. *was, swan, want*.

TP43a

-ve endings

In English words never end with **v** we always put an **e** after it.
e.g. *give, have, live, serve*.

TP47

Letter **a** after **qu** making the sound (ö)

If the letter **a** is standing after **qu** it will almost always make the sound (ö).
e.g. *quarry, squat, quad*.

TP52a

The Doubling Rule (part 1)

If a **one** syllable base word has **one** vowel followed by one consonant (we call these 1-1-1 words), we must double the final consonant before adding a vowel suffix. We do not double if adding a consonant suffix.
e.g. *shipping/shipment*.

TP54

Soft **c**

**Goes into Concept Card Pack.*

The letter **c** in front of **i**, **e**, or **y** will always make the sound (s).

TP58

Soft **g**

**Goes into Concept Card Pack.*

The letter **g** in front of **i**, **e**, or **y** will usually make the sound (j).

TP59a

Spelling the sound (j) at the ends of words

**-dge goes onto -ck, -ll, -ss, -ff, Concept Card.*

After a long vowel, vowel-r digraph (e.g. **ar** or **er**), or a consonant, the (j) sound is spelt **-ge**.
e.g. *cage, large, bulge*.

After a short vowel the (j) sound is spelt **-dge**.
e.g. *badge, edge, ridge*.

TP60

-age endings

If the sounds (ij) are heard at the end of a multi-syllable word they are spelt **-age**.
e.g. *baggage, luggage, advantage*.

TP60a

Suffix **-ly**

Is just added to base words. When adding the suffix '**-ly**' to base words already ending in 'l' e.g. *dismal*, there will be 2 'l's e.g. *dismally, hopefully*. Students may be confused, thinking this a doubling of the letter 'l', or that it is suffix 'y' is being added when in fact, it's simply suffix '**ly**' being added.

TP62a

Adding suffixes to Regular Final Syllables

When adding a vowel suffix to words ending in **-ble**, **-dle** etc, we drop the **e** before adding the suffix. e.g. *bubble = bubbly*.

TP62b

Choosing **-cle** or **-kle** endings

At the ends of words, the sounds (kl) can be spelt **-cle** or **-kle**.
-kle is used at the end of two syllable words; e.g. *ankle*, and **-cle** is used at the end of three syllable words e.g. *bicycle*. Some exceptions are: *uncle, circle, cycle and muscle*.

TP64a

Silent **e** rule

If a base word ends in the letter **e** we drop the **e** before adding a vowel suffix, e.g. *rave + ing = raving*. If adding a consonant suffix, we keep the letter **e**, e.g. *rave + s = raves, ship + ment = shipment*.

Exceptions to this rule are words ending in **-ge** and **-ce** when adding a suffix which starts with the letter **a** we must keep the **e** to keep the soft (j) and (s) sounds in the base word, e.g. *noticeable, manageable*.

The same applies to word ending in **-ke** e.g. *like + able = likeable* because the letter **k** should not be used in front of the letter **a**.

TP66a

When prefix in changes to **il** or **ir**

Prefix **in**, changes to **il** or **ir** to make it easier to enunciate when put in front of a base word or root that begins with either **m**, **r**, or **l**.
e.g. *impure, irregular, illegal*.

TP68a

tch or **ch**

*Goes onto **-ck**, **-ll**, **-ss**, **-ff** Concept Card.

-tch is used after a short vowel at the end of a one syllable word.
e.g. *notch, fetch, batch*.

TP69a

Adding Suffixes to words ending in **-ue**

When a base word ends in **ue** the **e** is dropped when adding any suffix except suffix **-s**.
e.g. *arguing, argument, argues*.

TP73a

Adding Suffixes to words ending in vowel **y**

- For base words ending a vowel followed by the letter **y** = keep the **y** when adding any suffix.
e.g. *playing, playful*.
- For base words ending a consonant followed by the letter **y** = change the **y** into a **i** when adding any suffix. e.g. *cries, cried*. Exception is when adding the suffix **-ing** because this will create a double **i** which is an orthographically illegal in English.
- When adding suffix **-ing** keep the **y**. e.g. *crying*.

TP77a

Adding suffixes to words ending **-ie**

- Change the **-ie** to **y** when adding the suffix **-ing**. e.g. *dying*.
- Drop the **e** when adding suffixes **-ed** or **-er**. e.g. *died*.
Optional: *flyer/flier, dryer/drier*.
- Keep the **-ie** when adding suffix **-s**.

TP81a

Doubling Rule (part 2)

If a multi-syllable word ends with **one** vowel followed by **one** consonant and we are adding a vowel suffix, we must double the final consonant, but only if the accent (stress) is on the final syllable;
e.g. *omitted, preferred*.

If the accent is on any other syllable in the word, then we just add the suffix;
e.g. *numbering, piloted*.

BUT if the base word ends in a vowel and letter **l** we always double;
e.g. *cancelled, propelled*.