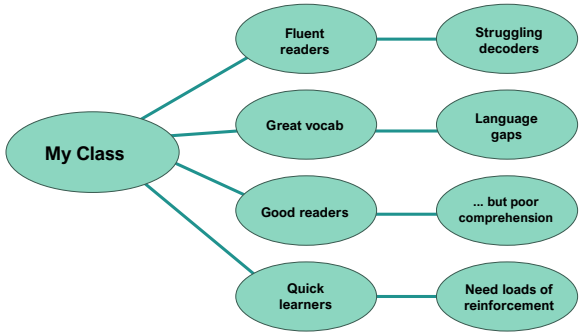


Technology or Teachers?

That's the wrong question!

Great Teachers need Great Technology

By Ros Lugg



Expectations!



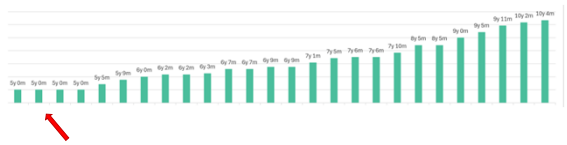
- Identify strengths and weaknesses
- Monitor progress
- Targeted feedback
- Differentiated instruction
- Personalised learning pathways

Technology or Teachers – Wrong Question!
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Variations in Literacy Level

Year 3 Class

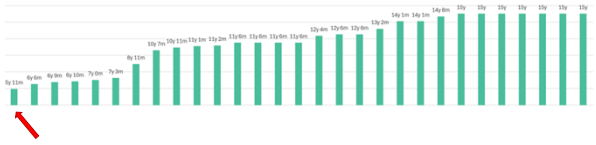


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Variations in Literacy Level

Year 7 Class

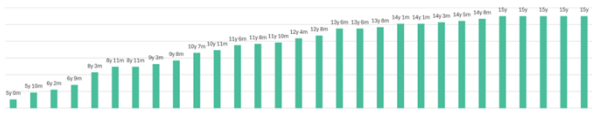


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Variations in Literacy Level

Year 9 Class



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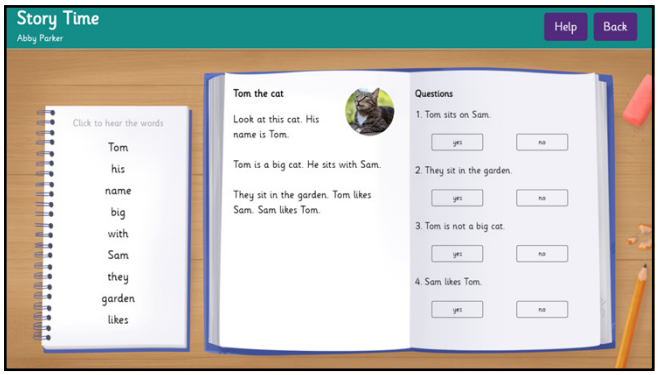
Literacy Teaching Approach

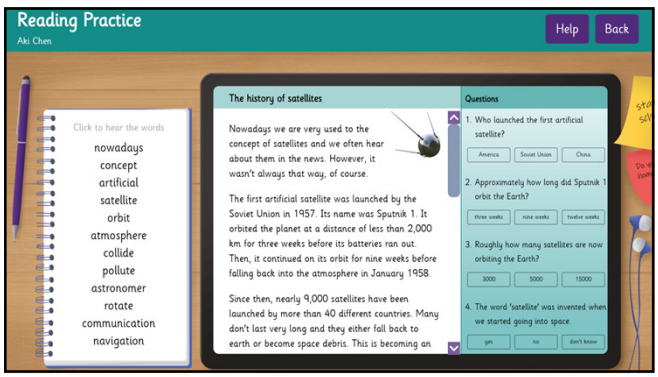
Year 3 Class



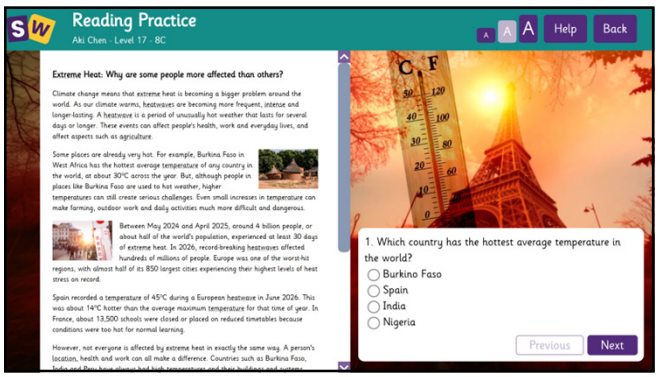
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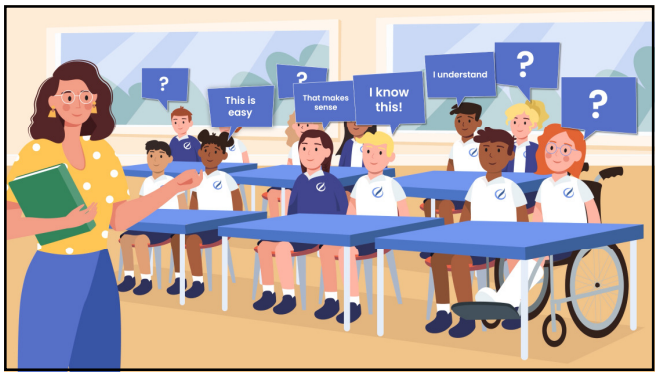
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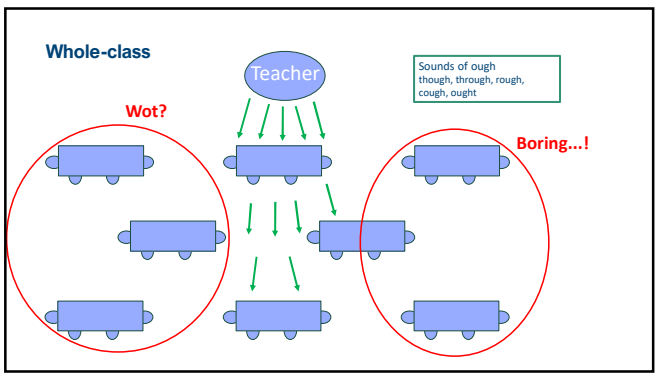




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What would we ideally provide?



Know exactly what literacy level each pupil is?

Know what phonic patterns each pupil knows?

Do individualised spelling tests to check progress?

And then analyse each pupil's errors and create individualised reinforcement?

Practicalities!



Teacher ~~knowledge~~/motivation

Issue is capacity!

Great teachers know what learners need.

Challenge is delivering it individually and continuously!

Teacher – or technology?

Book appreciation

Response to literature

Persuasive writing

Oral language

Discussion

Critical thinking



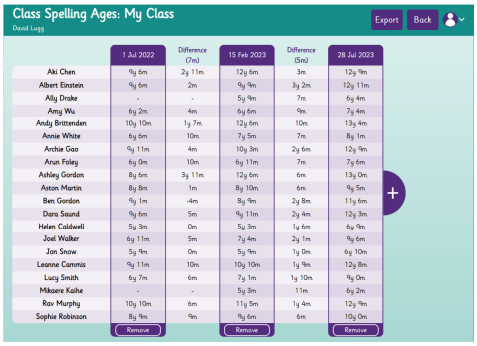
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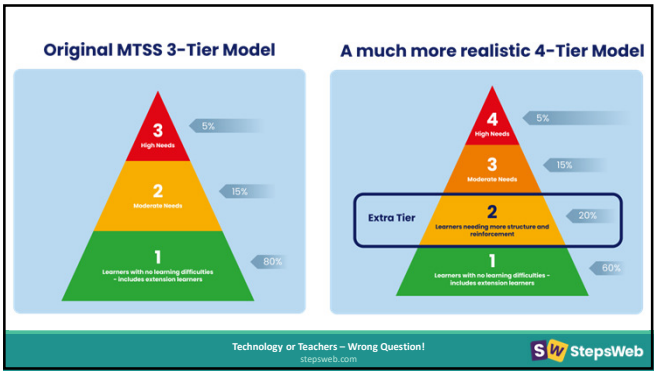
Teacher – or technology?

- Assessment/tracking
- Lesson planning
- Personalisation
- Targeted practice
- Individualised materials
- Ongoing reinforcement



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Address the needs of *all* your learners



Independent Learners
Will make excellent progress with structured literacy progression

Need some Support
More reinforcement and written transfer needed

Medium and High Need
Workbook and possibly hands-on resources

StepsWeb Course

Course Level	Scope	Sequence	Grammar & Content
Foundation A	Single consonants Short vowels Consonant digraphs	a, t, s, p, i, n, d, o	VC/CV/CVC Recognise digits Open/closed syllables Suffixes -s, -ing, -ed Rhyme, initial and end sounds, blending, word building Onset + rime
Foundation B		g, e, m, c, b, u, h, r	
Foundation C		l, f, k, w, th, j, sh, v	
Foundation D		ck, ng, x, y, z, wh, qu, ch	

Course Level	Scope	Sequence	Grammar & Content
Level 1	Initial and final blends Long vowel sounds Consonant patterns Vowel digraphs Silent -e Doubling consonants Vowel patterns Consonant patterns R-modified patterns Vowel patterns Prefixes	CVC, sh, th, st, ch, ng, ck, r-blends, soft 'c'	CVCC/CCVC Numeracy concepts/words Maths vocabulary Days and months Silent letters Prefixes and suffixes Plural rules Compound words Homophones Word Building/segmentation Apostrophes Contractions Phoneme segmentation & blending Syllabification Syntax Semantic awareness
Level 2		l-blends, nd/nk, doubled consonants, oo (book), ee	
Level 3		ay, ai, a-e, i-e, oo (school), o-e, u-e	
Level 4		tch, e-e, -le, ea (long), ar, or, oa, igh	
Level 5		ou, ir, ow (now), oy, ur, soft 'g', er	
Level 6		ew, ea (short), ow (know), ey, k/ck/ke, un-, ear, oi, are	
Level 7		-ce, -nch, aw, mb, dge, -ness, re-, air, -ua, au	

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Course Level	Sequence	Grammar & Content
Level 8	ure, wa-, non-, tion, ore	Contractions Prefixes & suffixes Plurals revision Homophones Tricky words Maths vocabulary Vocabulary Development Grammar Comparatives Superlatives Collective nouns Word Roots Morphology Syllabification Syntax Semantic awareness
Level 9	ie, ou (u), or, oy exceptions, ire, ue, gu, ou, -ly, -less, ory, ery, ary	
Level 10	ible/able, ch sounds, -cy, ph, ch (sh), ear, ge	
Level 11	tion (adv), ance, au, ir/er/ur, sion, au/aw, cian, -or, -ful	
Level 12	ou/ow, gn, in-, not-, ough, mis-, pre-, ure, are/air, ch (k), ual	
Level 13	ar, -ment, -se, ssion, ible/able, -ary, in/im, gh, ui	
Level 14	ibility/ability, tion , aw, dis-, -gue, sc, oar/ear, ence, ive, pro-	

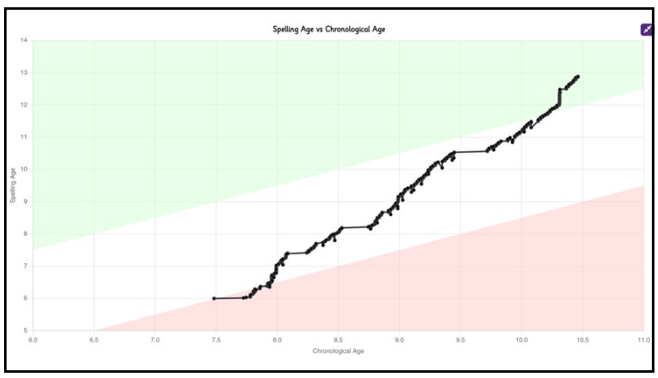
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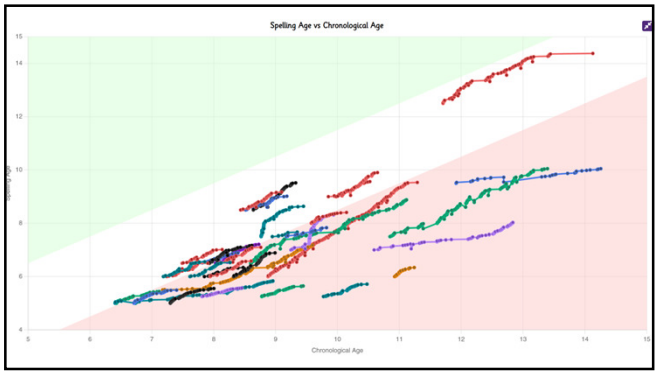
Course Level	Sequence	Grammar & Content
Level 15	-ful, ic, ish, al, ort, etic, anti-, sub-, -ous, cc, ent, ual	Contractions Prefixes & suffixes Plurals revision Homophones Tricky words Maths vocabulary Vocabulary Development Grammar Comparatives Superlatives Collective nouns Word Roots Morphology Syllabification Syntax Semantic awareness Academic vocabulary
Level 16	eer/ier/ere, un-/non-, -que, ant, uni/bi/tri, -our, ent/ant	
Level 17	ui, ure, -ect, -ic,-ly, ab-,-ly, -ious, -etic,-ive	
Level 18	au, ph, cc, ssion/sion, ei, ent/ant, -fy, -cation	
Level 19	-ity, -ly, -tious, -ire, -ish, -ent	
Level 20	-gue, -ity, -able, ou, -tion/-sion/-cian, -ore, -ary, -ous	

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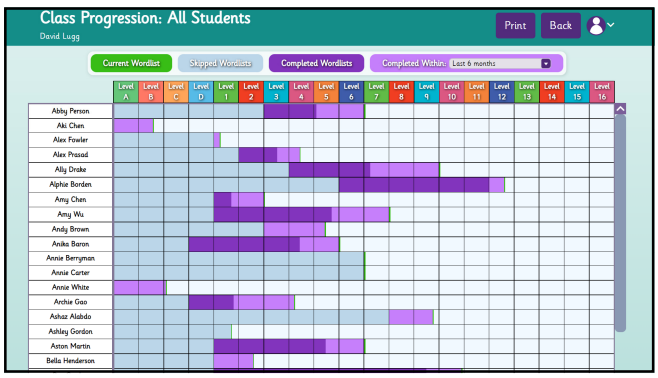


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Phonological Skills and Phonics	Reading and Spelling	Comprehension and Vocabulary	Memory
Find the Letters	Reading Practice	Reading Practice	Visual Memory
Feed the Kiwi	Find the Word	Definitions	Word Grid
Word Ladder	Word Flash	Find the Picture	Treasure Hunt
Sound Splits	Feed the Kiwi	Label the Picture	
Rhyme	Word Ladder	Choose the Word	
Jigsaw	Spelling	Sentence Builder	
Initial Sounds	Vowel Ladder	Clues	
Fireworks	Drop		
Sound Blending	Label the Picture		
Chunks	Sound Splits		
	Spelling Quiz		
	Jigsaw		
	Four in a Row		

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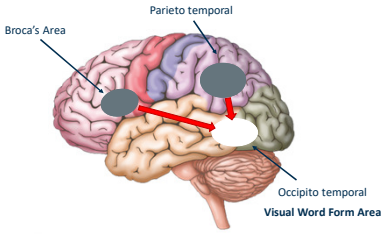
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Left hemisphere brain activation

Left inferior frontal gyrus (Broca's area) – articulation and phonological processing

Parieto-temporal
- grapheme-phoneme conversion

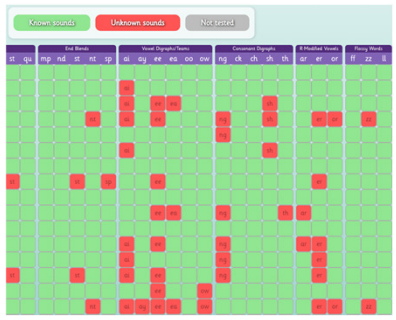
Occipito-temporal
– visual and orthographic encoding (whole word recognition).
Visual Word Form Area



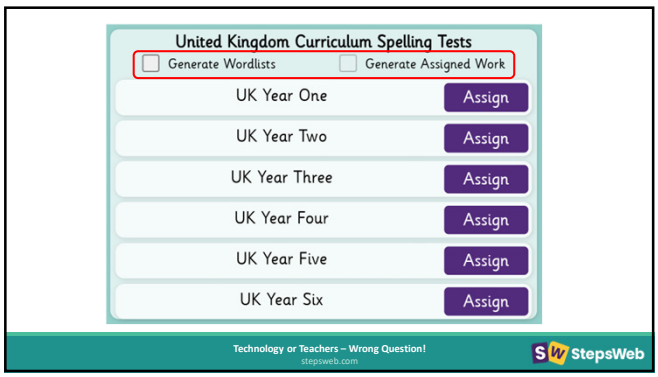
Overcoming Dyslexia (2005)
Sally Shaywitz

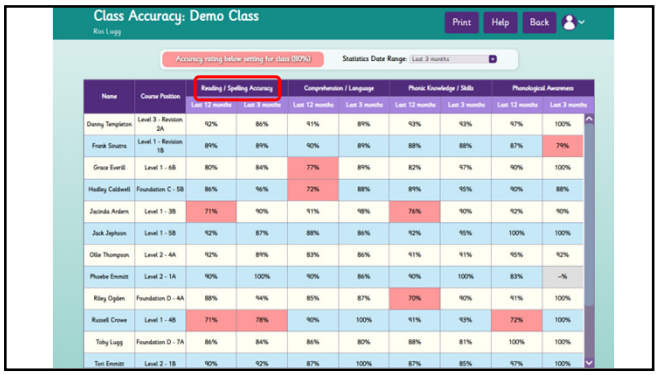
Visual Recognition Speeds by Age

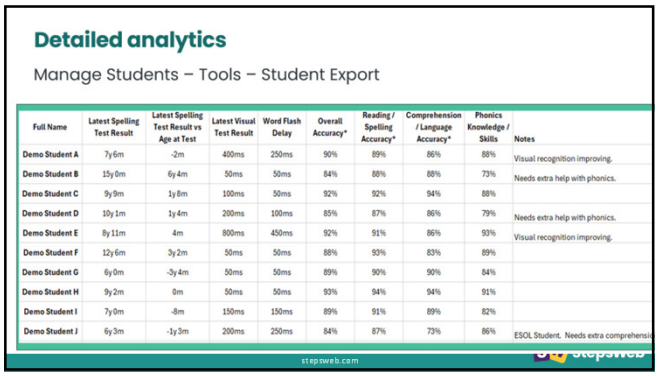
Age	Low 0 - 19%	Low Average 20 - 35%	Average range 36 - 65%	High Average 66 - 80%	High 81 - 100%
5:00 - 5:11 yrs	700 - 800	600 - 700	450 - 600	350 - 400	50 - 300
6:00 - 6:11 yrs	600 - 800	450 - 550	300 - 400	200 - 250	50 - 150
7:00 - 7:11 yrs	550 - 800	400 - 500	250 - 350	150 - 200	50 - 100
8:00 - 8:11 yrs	450 - 800	250 - 400	150 - 200	100	50
9:00 - 9:11 yrs	350 - 800	200 - 300	100 - 150	50	-
10:00 +	300 - 800	150 - 250	50 - 100	-	-



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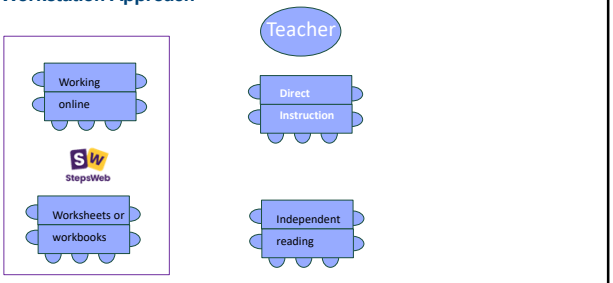




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Workstation Approach



Teacher – or technology?





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