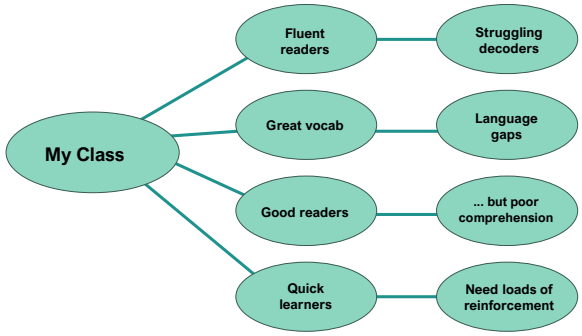


Technology or Teachers?

That's the wrong question!

Great Teachers need Great Technology

By Ros Lugg



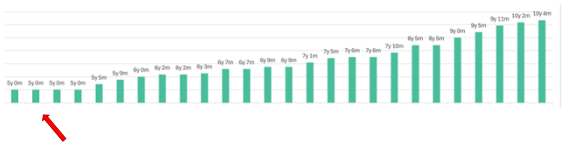
Expectations!



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

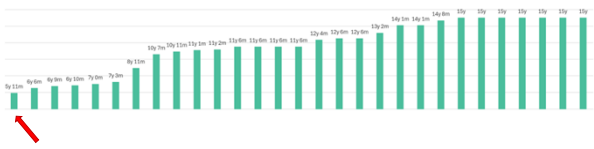
Variations in Literacy Level

Year 3 Class



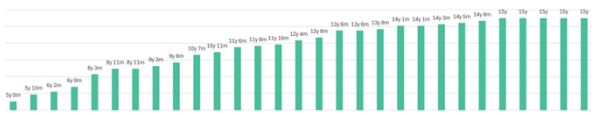
Variations in Literacy Level

Year 7 Class

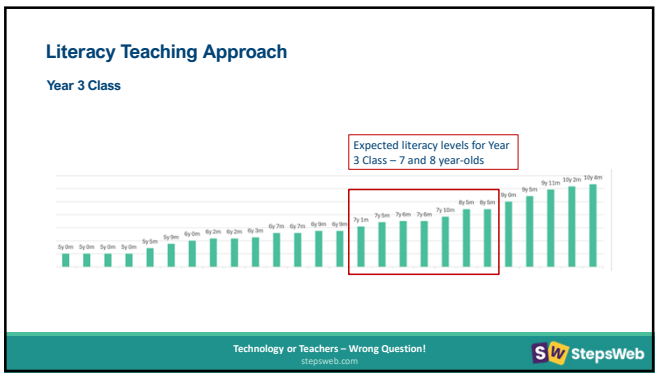


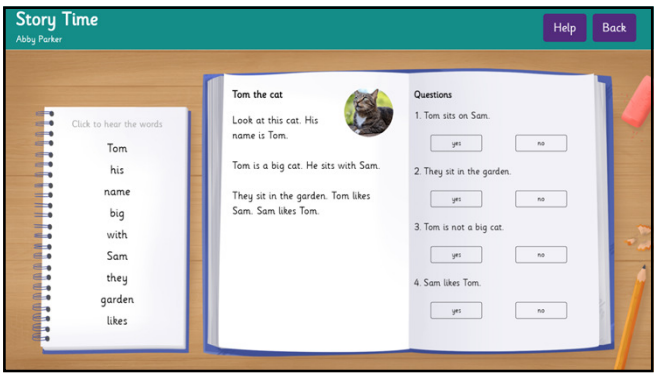
Variations in Literacy Level

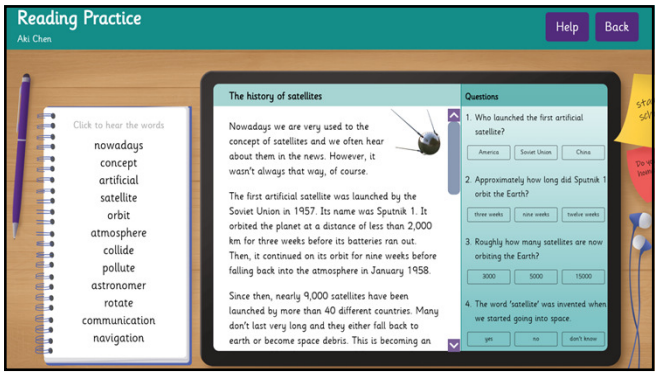
Year 9 Class

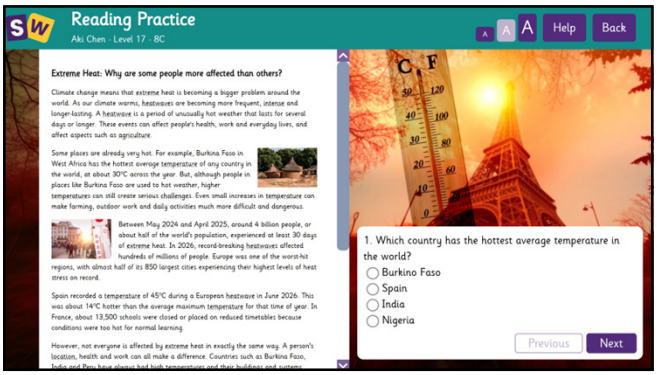


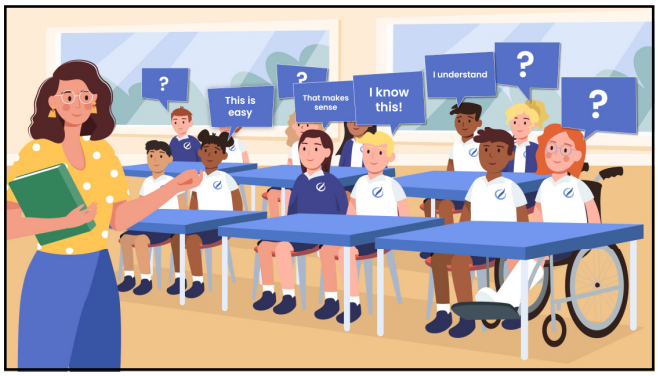
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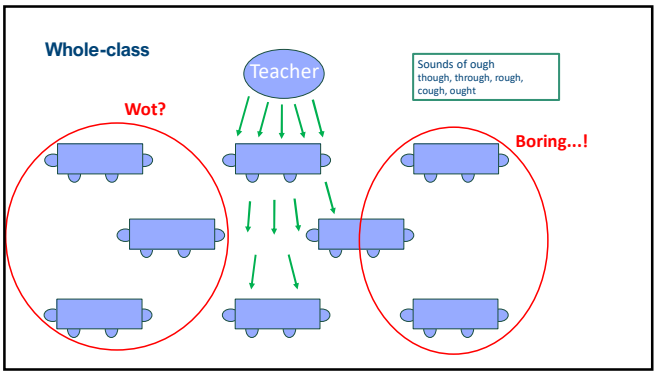












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What would we ideally provide?



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



Teacher – or technology?

Assessment/tracking

Lesson planning

Personalisation

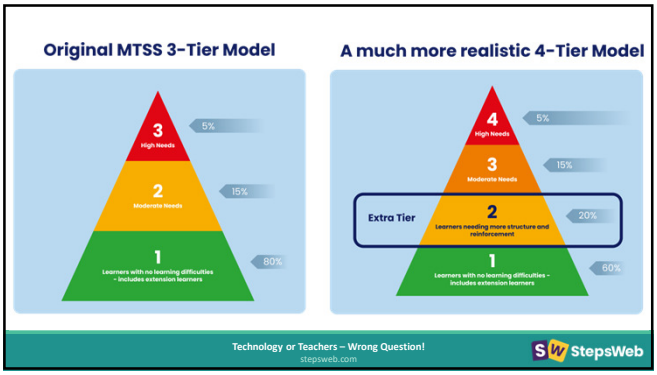
Targeted practice

Individualised materials

Ongoing reinforcement







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Address the needs of *all* your learners



Independent Learners	Need some Support	Medium and High Need
Will make excellent progress with structured literacy progression	More reinforcement and written transfer needed	Workbook and possibly hands-on resources

Technology or Teachers – Wrong Question!
stepsweb.com

StepsWeb Course

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

Technology or Teachers – Wrong Question!
stepsweb.com

Course Level	Scope	Sequence	Grammar & Content
Level 1	Initial and final blends Long vowel sounds Consonant patterns Vowel digraphs Silent -e Doubling consonants	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	Vowel patterns Consonant patterns R-modified patterns Vowel patterns Prefixes	tch, e-e, -le, ea (long), ar, or, oa, igh	
Level 5		ou, ir, aw (now), oy, ur, soft 'g', er	
Level 6		ew, ea (short), ow (know), ey, k/ck/ke, un-, ear, ai, are	
Level 7		-ce, -nch, aw, mb, dge, -ness, re-, air, -ue, au	

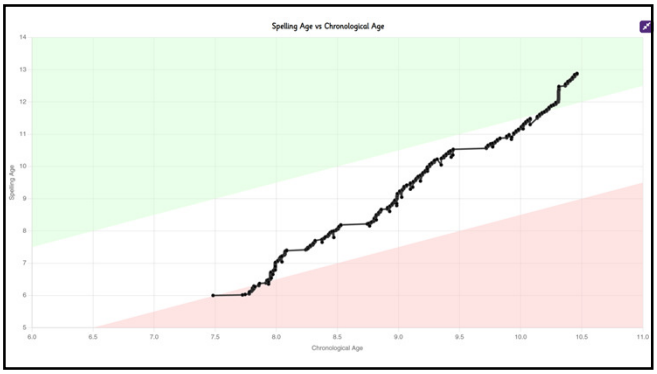
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Course Level	Sequence	Grammar & Content
Level 8	ure, wa-, non-, tion, ore	Contractions Prefixes & suffixes Plurals revision Homophones Tricky words Maths vocabulary Vocabulary Development Grammar Comparatives Superlatives Collective nouns Word Roots 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-	

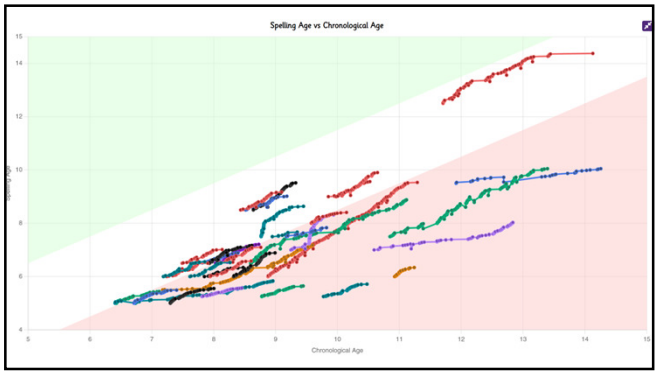
Technology or Teachers – Wrong Question!
stepsweb.com

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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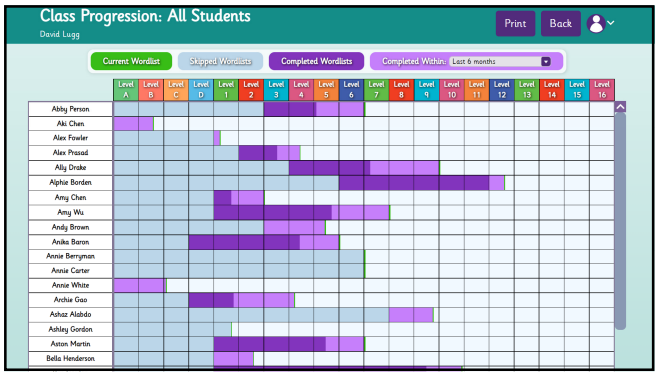


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Phonological Skills and Phonics	Reading and Spelling	Comprehension and Vocabulary	Memory
Find the Letters	Reading Practice	Reading Practice	Visual Memory
Feed the Kiwi	Find the Word	Definitions	Word Grid
Word Ladder	Word Flash	Find the Picture	Treasure 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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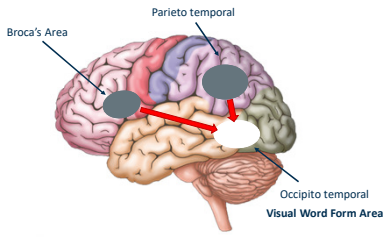


Left hemisphere brain activation

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

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Visual Recognition Speeds by Age

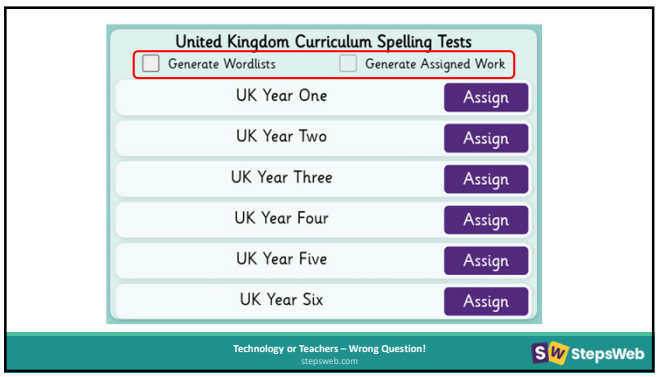
Age	Low 0 - 19%	Low Average 20 - 35%	Average range 36 - 65%	High Average 66 - 80%	High 81 - 100%
5:00 - 5:11 yrs	700 - 800	600 - 700	450 - 600	350 - 400	50 - 300
6:00 - 6:11 yrs	600 - 800	450 - 550	300 - 400	200 - 250	50 - 150
7:00 - 7:11 yrs	550 - 800	400 - 500	250 - 350	150 - 200	50 - 100
8:00 - 8:11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

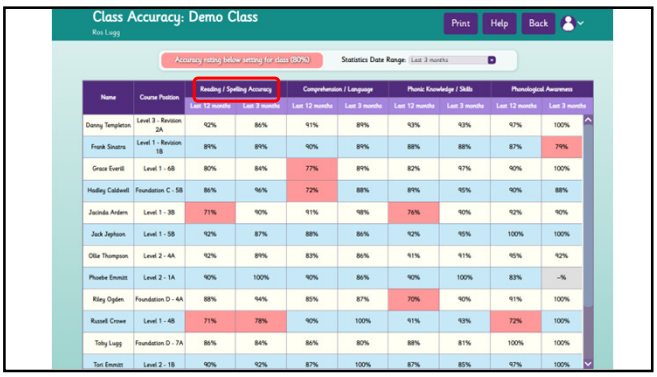
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Detailed analytics

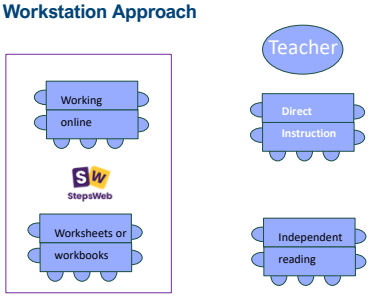
Manage Students – Tools – Student Export

Full Name	Latest Spelling Test Result	Latest Spelling Test Result vs Age at Test	Latest Visual Test Result	Word Flash Delay	Overall Accuracy*	Reading / Spelling Accuracy*	Comprehension / Language Accuracy*	Phonics Knowledge / Skills	Notes
Demo Student A	7y 6m	-2m	400ms	250ms	90%	89%	86%	88%	Visual recognition improving.
Demo Student B	15y 0m	6y 4m	50ms	50ms	84%	88%	88%	73%	Needs extra help with phonics.
Demo Student C	9y 9m	1y 8m	100ms	50ms	92%	92%	94%	88%	
Demo Student D	10y 1m	1y 4m	200ms	100ms	85%	87%	86%	79%	Needs extra help with phonics.
Demo Student E	8y 11m	4m	800ms	450ms	92%	91%	86%	93%	Visual recognition improving.
Demo Student F	12y 6m	3y 2m	50ms	50ms	88%	93%	83%	89%	
Demo Student G	6y 0m	-3y 4m	50ms	50ms	89%	90%	90%	84%	
Demo Student H	9y 2m	0m	50ms	50ms	93%	94%	94%	91%	
Demo Student I	7y 0m	-8m	150ms	150ms	89%	91%	89%	82%	
Demo Student J	6y 3m	-1y 3m	200ms	250ms	84%	87%	73%	86%	ESOL Student. Needs extra comprehensi

stepsweb.com



Workstation Approach



Teacher – or technology?





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