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| Module Code: | EDN608 |
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| Module Title: | Supporting Pupils with Specific Learning Difficulties / Dyslexia |
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| Level: | 6 | Credit Value: | 20 |
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| Cost Centre(s): | GAEC | JACS3 code: | X300 |
| | | HECoS code: | 100462 |

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| Faculty | SLS | Module Leader: | David Thomas |
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| Scheduled learning and teaching hours | 24 hrs |
| Placement tutor support | 0hrs |
| Supervised learning eg practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| Total contact hours | 24 hrs |
| Placement / work based learning | 22 hours |
| Guided independent study | 154 hrs |
| Module duration (total hours) | 200 hrs |

| Programme(s) in which to be offered (not including exit awards) | Core | Option |
|--|-------------------------------------|--------------------------|
| BA (Hons) ALN/SEND | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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| Pre-requisites |
| None |

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| Office use only | |
| Initial approval: 03/04/2020 | Version no: 1 |
| With effect from: 01/09/2020 | |
| Date and details of revision: | Version no: |

Module Aims

This module aims to prepare students to be able to support learners with specific learning difficulties / dyslexia, particularly in the areas of literacy and numeracy. Successful assessment of this module meets the British Dyslexia Association requirements for Accredited Learning Support Assistant (ALSA).

Module Learning Outcomes - at the end of this module, students will be able to

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| 1 | Have an awareness of theories of teaching and learning as applied to specific learning difficulties / dyslexia. |
| 2 | Understand how specific learning difficulties / dyslexia are manifested in the classroom and daily life. |
| 3 | Have an awareness and understanding of relevant screening and assessment procedures |
| 4 | Understand how assessment relates to the design of appropriate learning programmes for learners with dyslexia / other specific learning difficulties. |
| 5 | Evaluate different approaches to teaching and supporting pupils with specific learning difficulties / dyslexia. |
| 6 | Compare and justify the use of a range of appropriate approaches and resources to support learners with specific learning difficulties / dyslexia referring to relevant primary sources. |
| 7 | Critically discuss key policies and legislation that affects children and young people with specific learning difficulties / dyslexia and their parents. |
| 8 | Understand the impact of specific learning difficulties / dyslexia on self-esteem. |
| 9 | Ability to select, justify and evaluate the use of a range of appropriate resources and support methods. |
| Professional competencies - at the end of this module, students will be able to | |
| 10 | Ability to plan deliver and evaluate specialist support sessions. |
| 11 | Develop and maintain relevant records |
| 12 | Construct appropriate resources and justify and explain their use to other adults |
| 13 | Critical reflection on professional development |

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| Employability Skills The Wrexham Glyndŵr Graduate | I = included in module content A = included in module assessment N/A = not applicable |
| CORE ATTRIBUTES | |
| Engaged | I |
| Creative | I |

| Employability Skills The Wrexham Glyndŵr Graduate | I = included in module content A = included in module assessment N/A = not applicable |
|--|--|
| Enterprising | |
| Ethical | I A |
| KEY ATTITUDES | |
| Commitment | A |
| Curiosity | I A |
| Resilient | A |
| Confidence | A |
| Adaptability | A |
| PRACTICAL SKILLSETS | |
| Digital fluency | |
| Organisation | A |
| Leadership and team working | A |
| Critical thinking | A |
| Emotional intelligence | A |
| Communication | A |
| Derogations | |
| N/A | |

| Assessment: |
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| Indicative Assessment Tasks: |
| <p>Participants will be required to complete practical activities including informal assessment and offering support and will need access to an appropriate learner(s). It is expected that informal assessment activities will take approximately two hours and support for the learner(s) will be delivered totalling 20 hours.</p> <p>Participants are required to construct a professional development portfolio The Portfolio will begin with a theoretical underpinning of topics covered relating to SpLD/dyslexia not exceeding 2000 words and evaluation of personal professional development not exceeding 500 words.</p> <p>This will be followed by evidence of practical activities completed with a relevant learner(s). The practical activities comprise of:</p> <ul style="list-style-type: none"> (i) support log of 20 hours of support with evaluations; (ii) record of one learner's response; (iii) a contextual analysis of support sessions; (iv) informal assessment of a learner; (v) three self-constructed resources for supporting literacy with rationale and evaluation; (vi) three self-constructed resources for supporting numeracy with rationale and evaluation; (vii) self-constructed game/study skills activity with rationale and evaluation; (viii) one hour recording of support offered to a learner(s). |

Assessment:

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1 | 1 - 13 | Portfolio | 100% |

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants and examination of the social context of curricular policies and decisions.

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks – 22 hours of practical activities (2-hours informal assessment and 20 hours of support).

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

- characteristics of dyslexia /specific learning difficulties and the impact on school life,
- learning and social / emotional development;
- strategies for supporting learning; the role of the specialist ISA working with others;
- methods and approaches to teaching and supporting learners with dyslexia / dyslexic type difficulties in literacy and numeracy;
- informal assessment of literacy and numeracy;
- planning, recording and evaluating learning support.

Indicative Bibliography:**Essential reading**

Indicative Bibliography:

Kelly, K and Phillips, S. (2016), *Teaching Literacy to Learners with Dyslexic: a Multisensory Approach* (Second edition). London: Sage

Parker, M., Lee, C., Heardman, K., Hinks, R., Pittman, M. and Townsend, M. (2009), *A Toolkit for the Effective Teaching Assistant*. Second Edition. London: Sage.

Reid, G. (2016), *Dyslexia: A Practitioner's Handbook* (Fifth Edition). Chichester: WileyBlackwell.

Other indicative reading

Chinn, S. and Ashcroft, R. (2006), *Mathematics for Dyslexia and Dyscalculia*. London: Blackwell.

Department for Education and Skills (2004), *A Framework for Understanding Dyslexia*. London: DfES.

Jolliffe, W., Waugh, D. and Cross, A. (2012), *Teaching Systematic Synthetic Phonics in Primary Schools*. London: Sage.

Ott, P. (2007), *Teaching Children with Dyslexia*. London: Routledge.

Pavey, B., Meehan, M. and Davis, S. (2013), *The Dyslexia-Friendly Teacher's Toolkit*. London: Sage.

Phillips, S., and Kelly, K. (2018), *Assessment of learners with dyslexic-type difficulties*. Sage.

Rose, J. (2009), *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DCSF.