idl

introduction and user guide

- independent learning
- individually tailored
- multi sensory
- simple to use
- brilliant results

literacy and specialist dyslexia intervention
www.idlcloud.co.uk

Multi-sensory

IDL uses sight, sound, touch, and voice to improve reading and spelling. Links are made between the visual, auditory and tactile pathways.

Individually tailored

IDL is automatically tailored to each individual. Pupils choose the colours they feel the most comfortable with.
Lines of text are in different colours, making tracking and finding your place easier.

Independent learning

Pupils can work independently, allowing for larger intervention groups.
The cloud is used to store pupil progress so they can work from any location - picking up where they left off.

Simple to use

IDL is very simple to use for both pupils and teachers. Words are repeated, often with missing letters, to develop visual memory.
Teachers will find it easy to monitor progress.

Brilliant results

Our schools confirm increases in reading and spelling ages of up to 2 years, with an average of 10 months, after only 26 hours' use.
One of the most notable improvements is with pupils' self-confidence, as their new skills are transferred to their classes and other areas of school life.

IDL is developed by
Ascentis
Lancaster Business Park
Caton Road
Lancaster
LA1 3SW

01524 580 665
www.idlcloud.co.uk

www.idlcloud.co.uk - dyslexia intervention

Contents

Introduction

Welcome to the **idl** specialist software program, designed to deliver highly effective literacy and dyslexia intervention. Owned by the awarding body Ascentis, **idl** succeeds with both children and adults who have difficulties with reading and spelling. The success of the **idl** system has been proven in schools and tuition centres, around the UK and overseas, for over 25 years.

Reading

10
Months

Spelling

11
Months
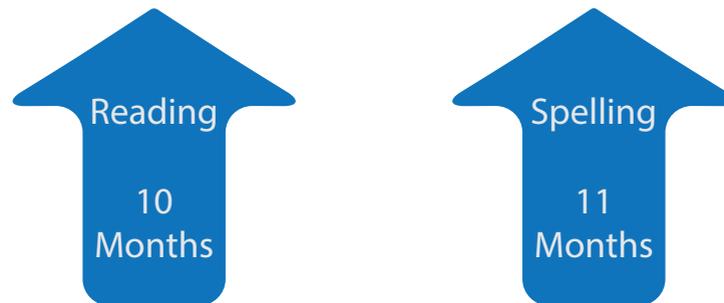
Studies show an average improvement, after 26 hours' use of **idl** , of 10 months in reading and 11 months in spelling.

idl methodology

Memory and processing issues

idl combines a multi-sensory, structured approach with an accessible, stress-free user method.

Multi-sensory approaches are effective because they address key areas, commonly associated with dyslexic-type difficulties.

These relate to processing and retention of information.

Visual Processing

Organisation & Sequencing

Short Term Memory

Auditory Processing

Speed of Processing
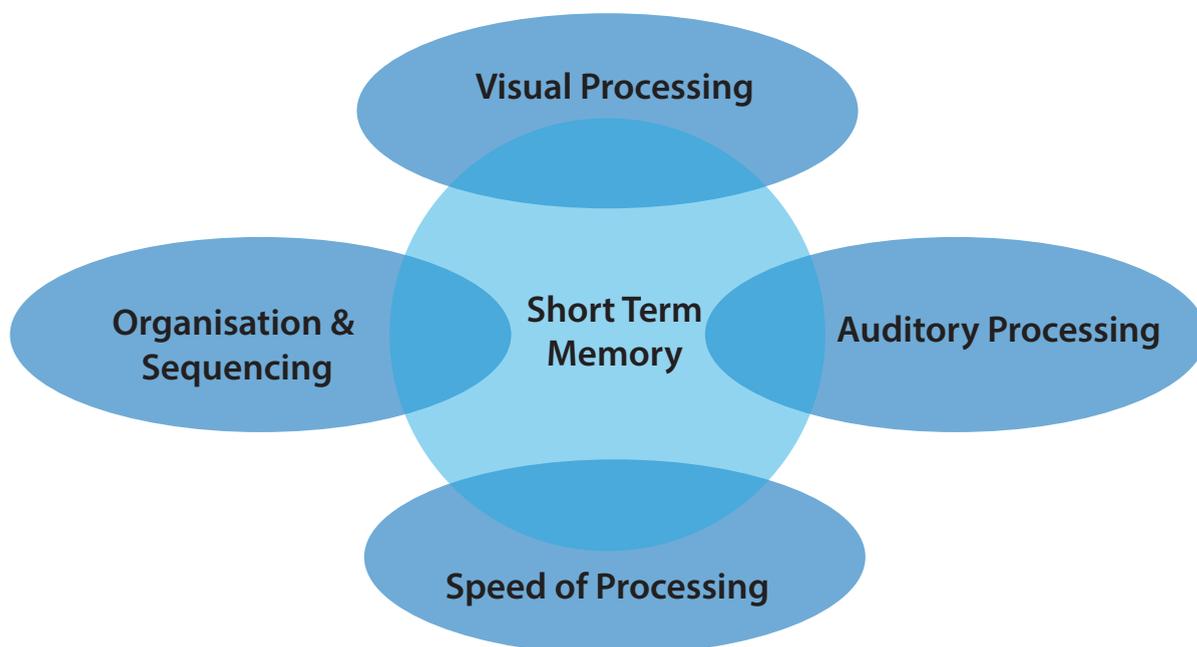
Multi-sensory learning

Multi-sensory learning methods allow information to be accessed via several sensory channels simultaneously. This maximises opportunities for effective processing and retention.

Visual Information		Tactile & Kinaesthetic Information
Auditory Information		Vocal Memory
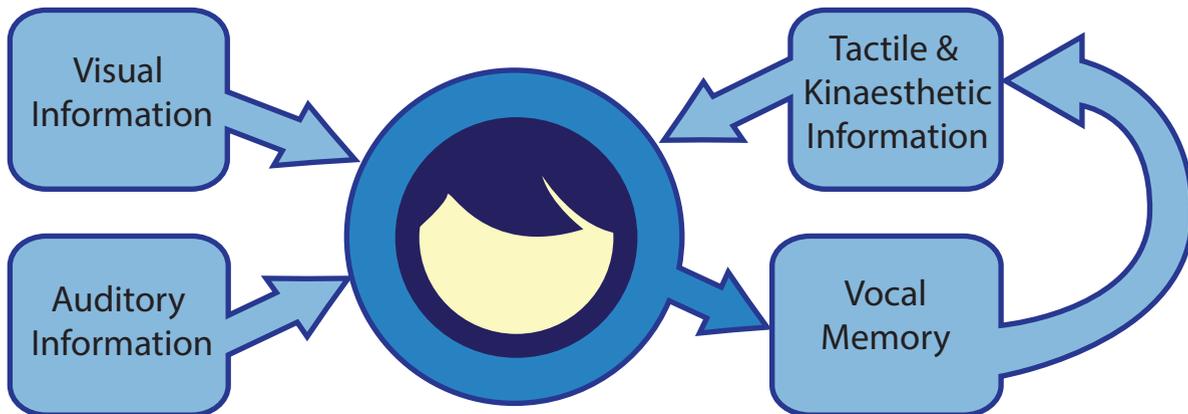
idl incorporates sight, sound, touch and voice. Students see and hear the words, type and repeat, then read aloud and listen back.

Research suggests that information heard via one's own voice is absorbed more readily than via others' voices.

Structured learning

idl is tightly structured to provide comprehensive and specific teaching, tailored to individual need. Sequenced modules contain lessons in sentence format with story themes, interspersed with spelling, grammar and punctuation exercises.

Following the Initial Test, Students' reading and spelling scores are entered to generate lessons at the appropriate level. Students then work through the lessons sequentially. Each learning focus is introduced, demonstrated, practised and consolidated before progressing to the next focus. Previous learning is continually reinforced throughout the programme.

Learning Focus 1	Learning Focus 2	Learning Focus 3
Introduce	Introduce	Introduce
Demonstrate	Demonstrate	Demonstrate
Practise	Practise	Practise
Consolidate	Reinforce Focus 1	Reinforce Focus 1 & 2
	Consolidate	Consolidate
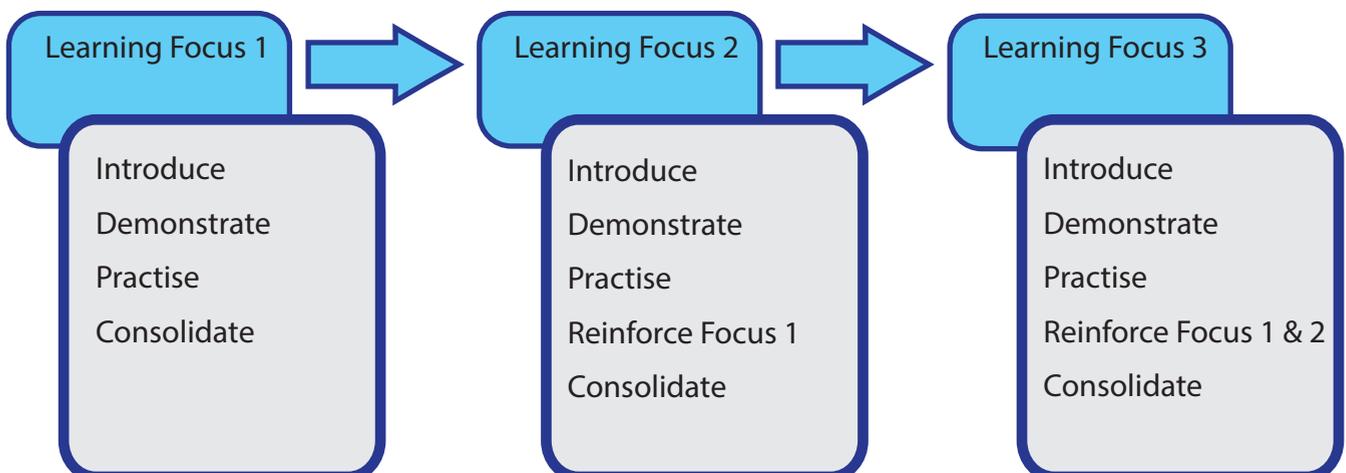
Overlearning and repetition

Specialist intervention for dyslexic-type difficulties will provide a very high level of repetition and 'overlearning' opportunity.

Each lesson should deliver approximately 80% revision of previously learnt material, with 20% new learning, to allow learning to be consolidated and, ultimately, transferred to long-term memory.

Lesson revision content

20% New Learning
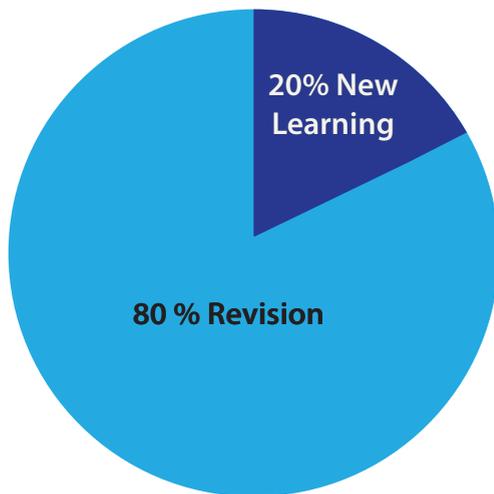
80 % Revision

'Easy feel' lessons

This translates in lessons to just one or two words posing a challenge, per lesson. The remainder of the words will be read and spelt with relative ease, thereby developing fluency and confidence.

Revision lessons

Revision lessons will begin after a student has completed 70 lesson units. Each lesson is generated a second time, to be completed alternately with new lessons.

New Lesson 67 → New Lesson 68 → New Lesson 69 → New Lesson 70

New Lesson 71 → Revision Lesson 1 → New Lesson 72 → Revision Lesson 2
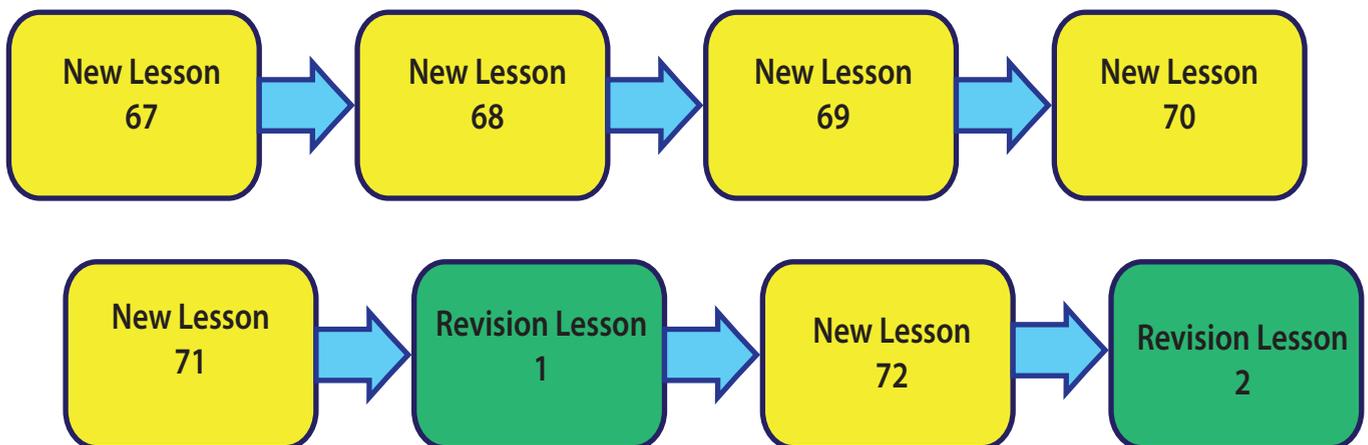
Revision lessons are an important opportunity for consolidation. They also demonstrate progress: typically any 'challenging' words in new lessons will be much easier, second time around.

idl Best practice

Tests

IDL uses a simple, short test for reading and spelling. The scores achieved for both tests are entered to allow progress to be measured. The spelling scores generate the appropriate level of lessons.

We recommend testing students one-to-one to allow tutors to note any signs of stress – for example, when a student begins to find spellings difficult – and to bring the test to a close where appropriate.

Further instructions for simple administration of the tests are given on the test sheet which can be printed from the program.

Supported learning

idl is designed to be delivered as a supported programme.

Students will make best progress if a tutor is present to guide them and offer support and discussion as needed. It is usually helpful to listen as they read aloud and discuss any 'tricky' words identified.

Some students may need a period of one-to-one support as they start to use the program.

Following lesson sequence

Best results will come from adhering to the sequence and structure provided. This is recommended to ensure that learning is cumulative and consolidated.

If you have not used idl before, you may feel that a student should be working at a more challenging level, especially if their reading is quite fluent, but remember: it is designed to feel 'easy' and 'stress-free' for the student.

Getting started

Initial sign in

idl can be started from the link on your desktop or by visiting **www.idlcloud.co.uk.**
After opening the program you will be asked to 'Sign in' as shown below. To start using IDL you will need to sign in with the username and password provided.
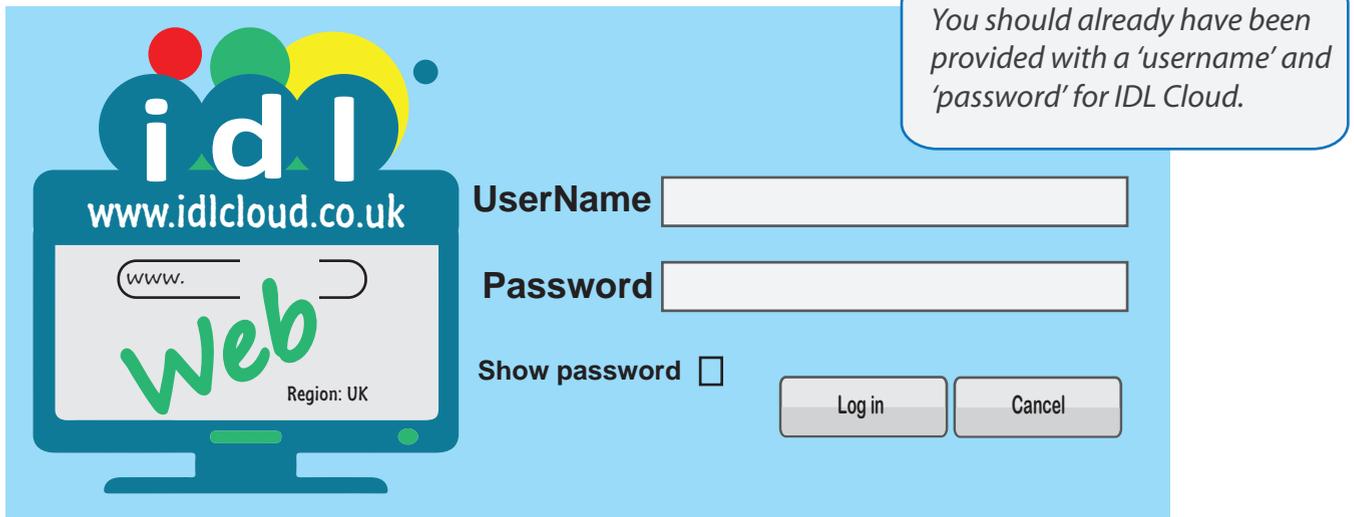
You should already have been provided with a 'username' and 'password' for IDL Cloud.

www.idlcloud.co.uk

www.

Web

Region: UK

UserName

Password

Show password ☐

Log in   Cancel

Tutor menu

Once signed in as admin, you will see the tutor menu shown below.
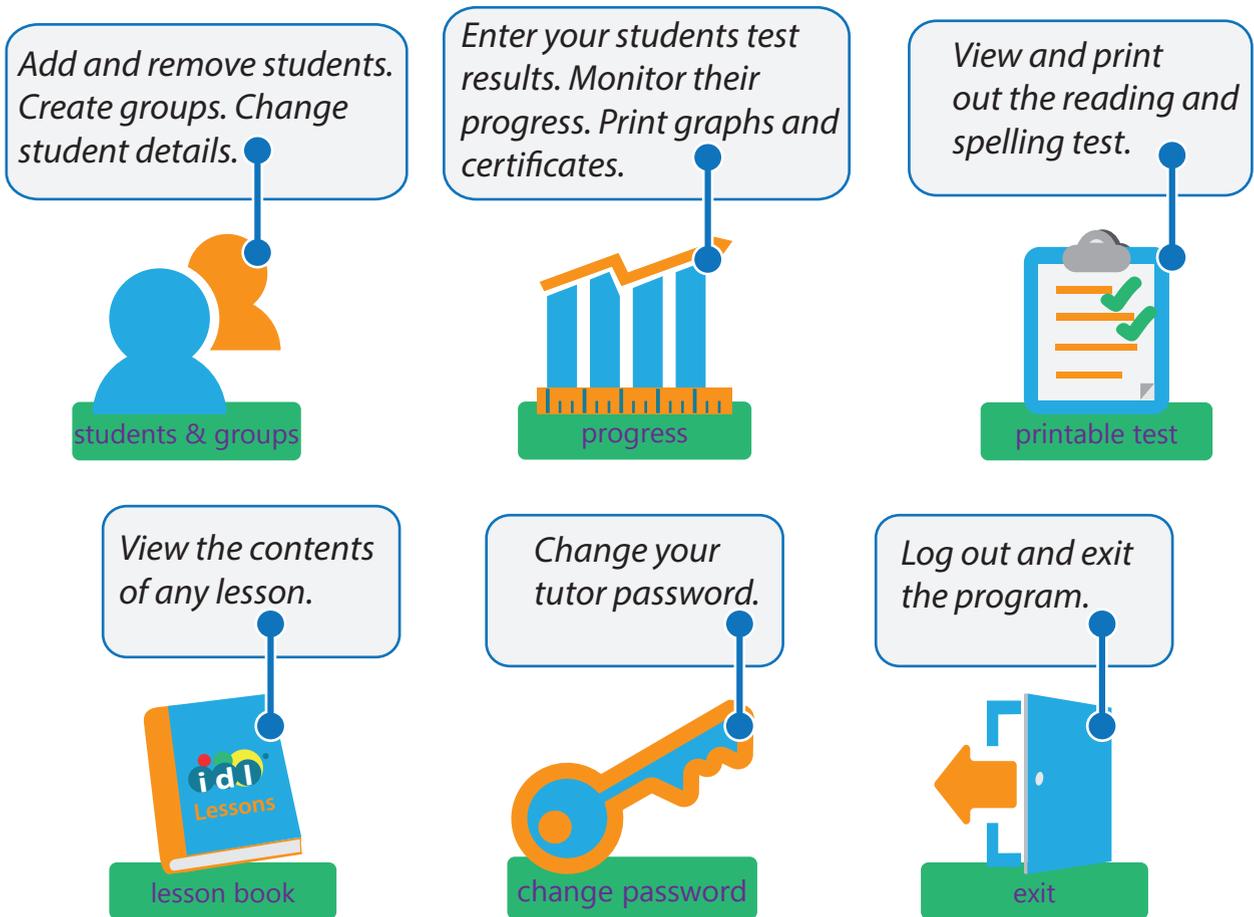
Add and remove students. Create groups. Change student details.

students & groups

Enter your students test results. Monitor their progress. Print graphs and certificates.

progress

View and print out the reading and spelling test.

printable test

View the contents of any lesson.

lesson book

Change your tutor password.

change password

Log out and exit the program.

exit

Add student

Click the 'Students and Groups' button to reveal your list of students. Then click the 'Add student' button.

students & groups

	Exit	Export	Add student	Manage groups	All groups ▼
First name	**Last name**		**Logon name**	**Password**	**Group**

The details shown below will be required to add your students.

Add new students

First Name [ ]

Last Name [ ]

Username [ ]

Password [ ]

Gender [▼]

Birth Date [Day ▼] [Month ▼] [Year ▼]

Select group. This is optional

[▼]

[Add Student] [Cancel]

The 'Username' is what your student will use to log on.

You can organise your students into groups if you wish.

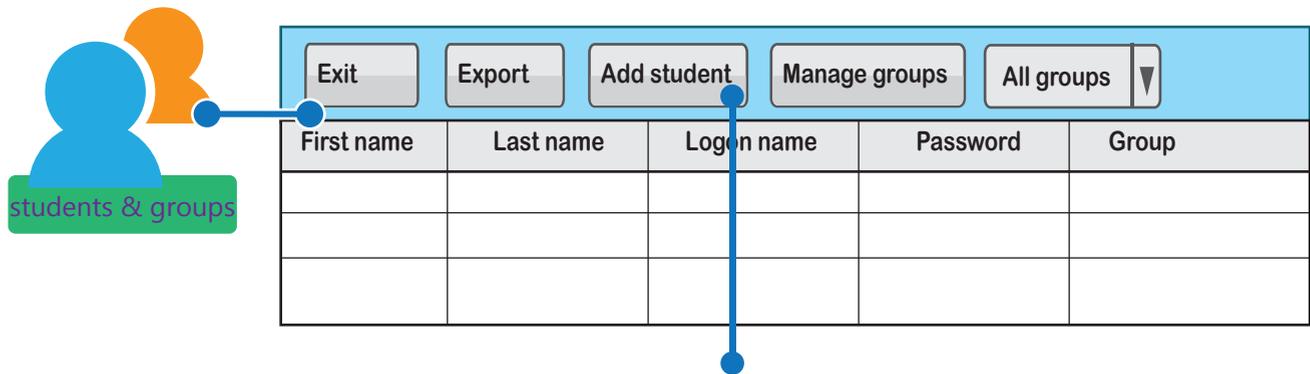To add groups click on the 'Manage groups' button shown above.

Test student

idl includes a simple reading and spelling test that will be used to approximate your students' reading and spelling ages. This test will be used at the start of the course, to determine the best starting point for the student's abilities and also at intervals throughout the course in order to determine their improvement.

printable test

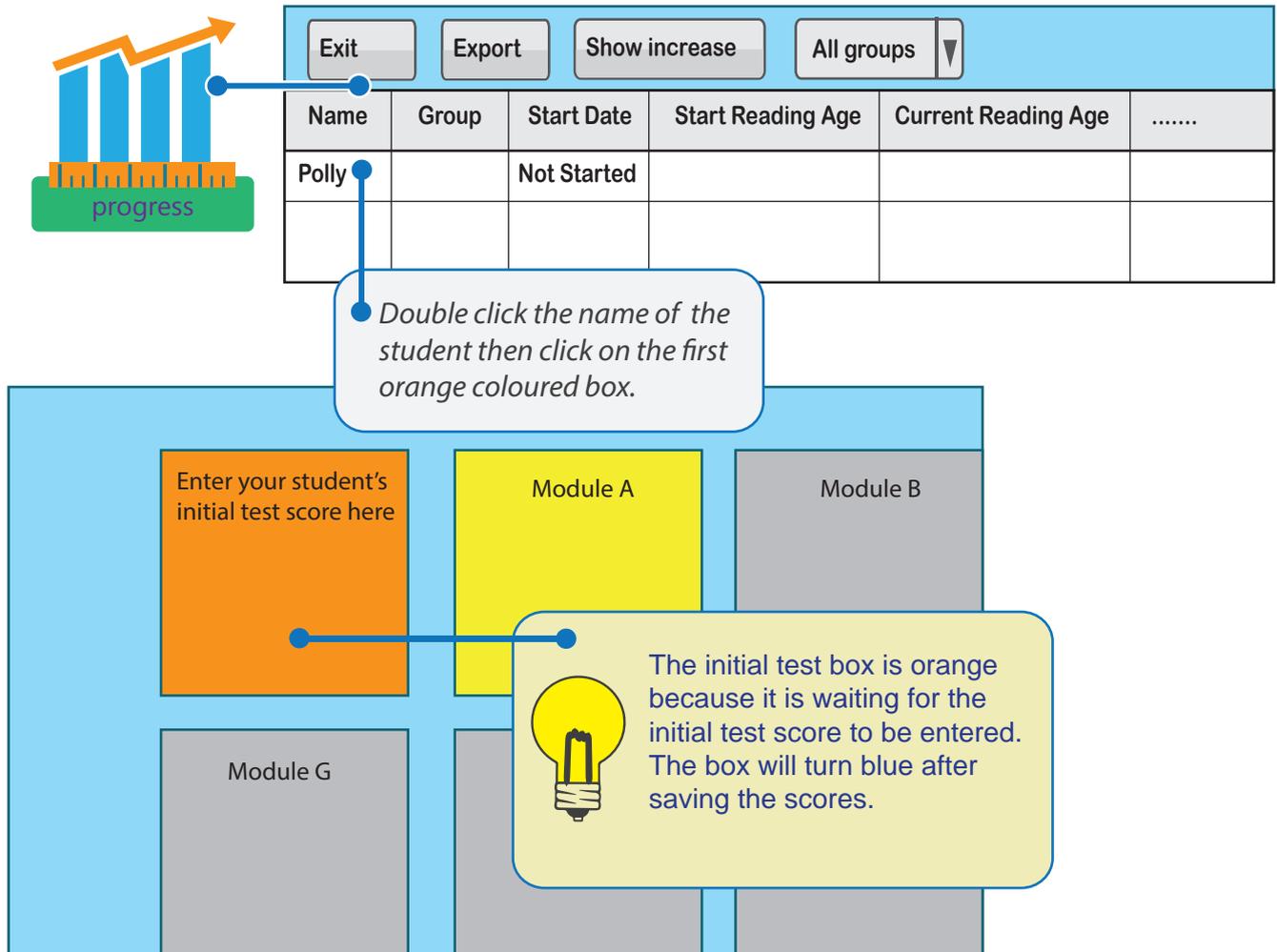The test can be viewed and printed from the 'test' button on the main tutor menu. Print off a copy of the tests and follow the instructions provided to test each of your students on a one-to-one basis.

The spelling test results will be used to determine the student's starting point on the program. After taking a test you will need to enter the results for that student. To do so click on 'Student progress'.

Entering the initial test score

Although the progress button is used to monitor student progress, it is also the place to enter test results. If you have not yet entered your student's initial test results, you will be prompted to do so when you view their progress screen.

Name	Group	Start Date	Start Reading Age	Current Reading Age	....
Polly		Not Started			

Exit | Export | Show increase | All groups ▼

progress

Double click the name of the student then click on the first orange coloured box.

Enter your student's initial test score here

Module A

Module B

Module G

The initial test box is orange because it is waiting for the initial test score to be entered. The box will turn blue after saving the scores.
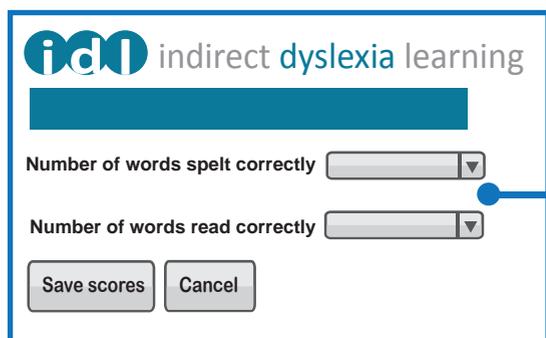
id1 indirect dyslexia learning

Number of words spelt correctly [▼]

Number of words read correctly [▼]

Save scores | Cancel

Enter the number of correct words for both reading and spelling tests.

The program contains over 1000 lessons that range in reading and spelling abilities from 5 years to 15 years. The first time you enter a student's test score, their initial starting point on the program will be recorded. This ensures they are undertaking lessons appropriate to their abilities.

Once the scores have been saved, the program will determine your student's initial reading and spelling ages. These scores are used to determine the best starting point on the program.

That's it! Your student can now sign in and start to use **id1**

Student sign in

When your students sign in they will see the menu items shown below.

start lessons

*Used to continue progress on the program.
Your lesson progress will be recorded.*

progress

Used to chart your progress on the program.

colours

This is used to choose the colours for background and text that you are most comfortable with.

messages

Shows you the current message from your tutor.

lesson book
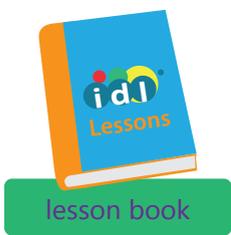
Gives you the option to try any lesson on the program. Progress is not recorded trying lessons here.
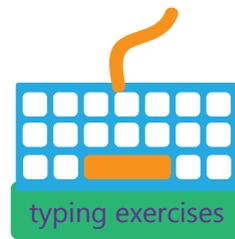
typing exercises

These are keyboard exercises that will help with touch typing.

spelling lessons

Subject specific spelling exercises. Not part of the main program, but a useful optional resource.

microphone test

Check your microphone is connected and working.
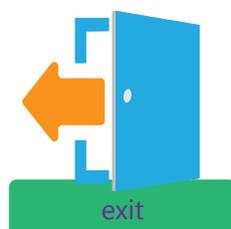
exit

Exit the program.

In most cases, students will simply log on and click 'start lessons' to continue their progress on the program.

Starting your student off - choosing colours for their work area

Before a student starts using the program, they should choose the text and background colours that they feel most comfortable with.

Visual processing difficulties and/or visual stress can often contribute to reading difficulties. Blurring, movement of words and difficulty with tracking may be some of the problems experienced. Black text on a white background may be particularly difficult to see comfortably.

Students select the background colour that they are most comfortable with. The selected colour will be set up as the background screen for the student's working area on 👁👁. They can also select the text colours. Some students may find one or more of the default text colours problematic. For example, they may have too much or too little contrast with the background colour.

The choice of colours is highly individual: what is comfortable for one student may be uncomfortable for another.

Choose a background colour and three

colours for each line of this text. Choose

colours you feel most comfortable with.

Background

Line 1

Line 2

Line 3

Choosing three different colours helps your student distinguish between lines of text. It also allows them to see any errors as they type.

Start button

Once your student has chosen the right colours they are ready to start. Clicking the start button will present them with the next lesson on their program.

NEW Lesson D1

This is the next lesson for this student. Module D Lesson 1
NEW: this is a new lesson
REVISION: this is a revision lesson.

Help

The help button provides guidance on how to undertake a particular lesson.

After 70 lessons, every other lesson will be a revision lesson.

This is a tried-and-tested method for consolidating learning, which enables learning to be transferred to long term memory whilst also developing fluency and confidence.

An idl lesson

Below are some common features of a lesson.

The word in the top left is the one you should try to type.
Most often you will be asked to type the word twice.
Sometimes letters are missing and you need to remember them.

The recording bar will appear at the end of each lesson.
You should read back everything on the screen.

Recording - press space to stop

qu*te

The children like to stand and fish by the side of the lake. To get a bite we must wait but the pike can be

J27

Words you have typed correctly.

You can exit out of a lesson before the end by clicking on the lesson name.

Further lesson information

learning

le∗rn∗ng

Often you will be required to type the word more than once.
The word may have letters missing or it may be completely blank.
You will need to remember the missing letters and type them from memory.

Recording - press space to stop

At the end of each lesson you will be asked to read back everything on screen. After reading all that you see, press space to hear your recording. Follow the words on screen as you hear yourself back.

Listen carefully to the instructions during each lesson. Headsets can be good to aid concentration and to ensure audio is heard clearly.

Your students should not panic if they are not sure of a word: it will be repeated once they press space and after three mistakes it will be shown without hidden letters.

Typing exercises

Touch-typing is the best way to gain full multi-sensory benefits and maximise the effectiveness of the program. As words are touch-typed, visual and auditory memories will be supported by muscle memory and spellings are easier to retain. Investing time in learning to touch-type accurately is the recommended method for maximum progress. However, those who already have fast typing speeds may prefer not to learn to touch-type.

ASDF ASDF ASDF ASDF

On typing exercises you will be able to see a keyboard which will show you which keys you are pressing

Q W E R T Y U I O P
A S D F G H J K L ;
Z X C V B N M , .

Monitoring your students

From the tutor menu you can monitor your students individually, or the school as a whole.

Monitor student progress

As your student progresses, you can monitor their achievements, enter new test results, see graphs of their improvement and print certificates. All of this is done by going to 'Progress' from the tutor menu.

Exit	Export	Alternate View	Distribution	All groups ▼		
Name	Group	Start Date	Start Reading Age	Current Reading Age	Start Spelling Age	Current Spelling Age
Polly		21/08/14	8years 1month	8years 11months	7years 8months	8years 6months

Double click on any student to see their progress through modules, enter test results, print certificates and graphs.

Viewing student progress through modules

Completed Test Reading age 6y 0m Spelling age 6y 0m Reading Count 12 Spelling count 12 Tue 9th May 2012	Module D Complete Wed July 28 2012	Module E Complete Wed Oct 5 2012	If a test is taken, the scores can be entered here	Module F Active

Your students' progress is displayed as a series of blocks. These blocks are either modules or tests.

Completed Test
Reading age 6y 0m
Spelling age 6y 0m
Reading Count 12
Spelling count 12
Tue 9th May 2012

A blue box denotes a completed test. It will display the date of the test along with the results.

Clicking on any completed test (other than the initial test) will display a progress graph for the student.

Module D
Complete Wed July 28 2012

A green box denotes a completed module. It will display the date the module was completed. Clicking on any completed module will show a breakdown of all the lessons completed, along with a simple indication of the student's typing accuracy in each lesson.

A yellow box denotes the active module. This is the student's current position within the program.

You can click on the active module to see which lesson your student is up to.

An orange box denotes that a test is available. A test will always become available once a module is complete. If this test is not taken it will simply go away once the student completes the next module – when a new test will become available to take.

The recommended time between tests is 26 hours on the program. You use the same test each time. Students will complete lessons at different speeds.

Viewing completed lessons

By clicking on a complete or active module you can see which lessons your student has completed. Completed lessons will be coloured in and a number of stars between 1 and 5 will be awarded for each complete lesson. The stars represent the number of mistakes a student makes on each lesson. 5 stars means no mistakes, 1 star means many mistakes. By monitoring the pattern of stars, you can quickly see if your student requires closer supervision in future.

1	2	3	4	5
★★★★★	★★★★	★★★	★★★★	

5 stars - no mistakes
4 stars - 2 mistakes
3 stars - 4 mistakes
2 stars - 6 mistakes
1 star - 8 or more mistakes

This lesson has not been taken yet.

Fewer stars may not necessarily indicate that your student is struggling. There are many reasons for mistakes when typing.

It is ONLY there to indicate that closer supervision may be required in future.

Standard Scores

Because IDL is an intervention, all improvements should be congratulated. Students will feel encouraged by even the smallest of improvements thereby building confidence. Improved self-confidence will hopefully improve coursework and help with other areas of school life. Generally, students using IDL improve by around 10 months in reading and spelling after 26 hours.

We have been asked by a number of schools to provide student test results as standard scores. Standard scores can show you how a particular student is achieving in their reading and spelling as compared to a normative group within their age range. We fully understand how this can provide useful statistical information for a school and provide an overview of a group of students. However, it should be noted that because of the particular challenges facing IDL students, it is their improvements that count, not how they compare to their age-peers.

Although we have provided a mechanism within the program to show results as standard scores it should be noted that to achieve this it was necessary to convert the Schonell test results to WRAT 4 Raw scores and from there determine the standard score based on the WRAT 4 blue form.

Standard scores range from 55 to 145 with a score of 100 being the mean. A standard score above 100 is above the mean and a score below 100 is below the mean.

Standard scores can be a quick way to check for Pupil Premium eligibility.

| Exit | Export | Alternate View | Distribution | All groups ▼ |

Name	Group	Start Date	Start Reading Age	Current Reading Age	Start Spelling Age	Current Spelling Age
Polly		21/08/14	8years 1month	8years 11months	7years 8months	

This option allows you to see the increase made in reading and spelling ages after subsequent tests. It also shows the standard score.

This option opens a distribution chart and plots all the standard scores within your chosen group.

You can choose between initial scores and current scores to see the progress made.

| -3 SD | -2 SD | -1 SD | Mean | +1 SD | +2 SD | +3 SD |

| Lower Extreme | Low | Below Average | Average | Above Average | Superior | Upper Extreme |

Certificates

Each time a student completes a module, a certificate is generated and becomes attached to their progress timeline. To print off a certificate, click on a completed module.

Go Back	Lessons for Module D	Certificate

CERTIFICATE OF ACHIEVEMENT

Mortimer Lightwood

Has completed all lessons on module D

On Tue May 9 2014

idl
www.idlcloud.co.uk

Certificates are available for each completed module. They can be printed and a space is available for a school stamp.

Graphs

Student progress graphs can be viewed by clicking on a completed test (other than the initial test). Graphs provide a good way to see their progress quickly in terms of reading and spelling ages.

idl Your progress graph

Mortimer Lightwood

Date of assessment:	Tue May 9 2014
Age at assessment:	13years 10months
IDL Duration	9 months

CHRONOLOGICAL AGE	READING AGE	SPELLING AGE
13y 10m	9y 0m	8y 6m
12y 2m	8y 3m	7y 1m
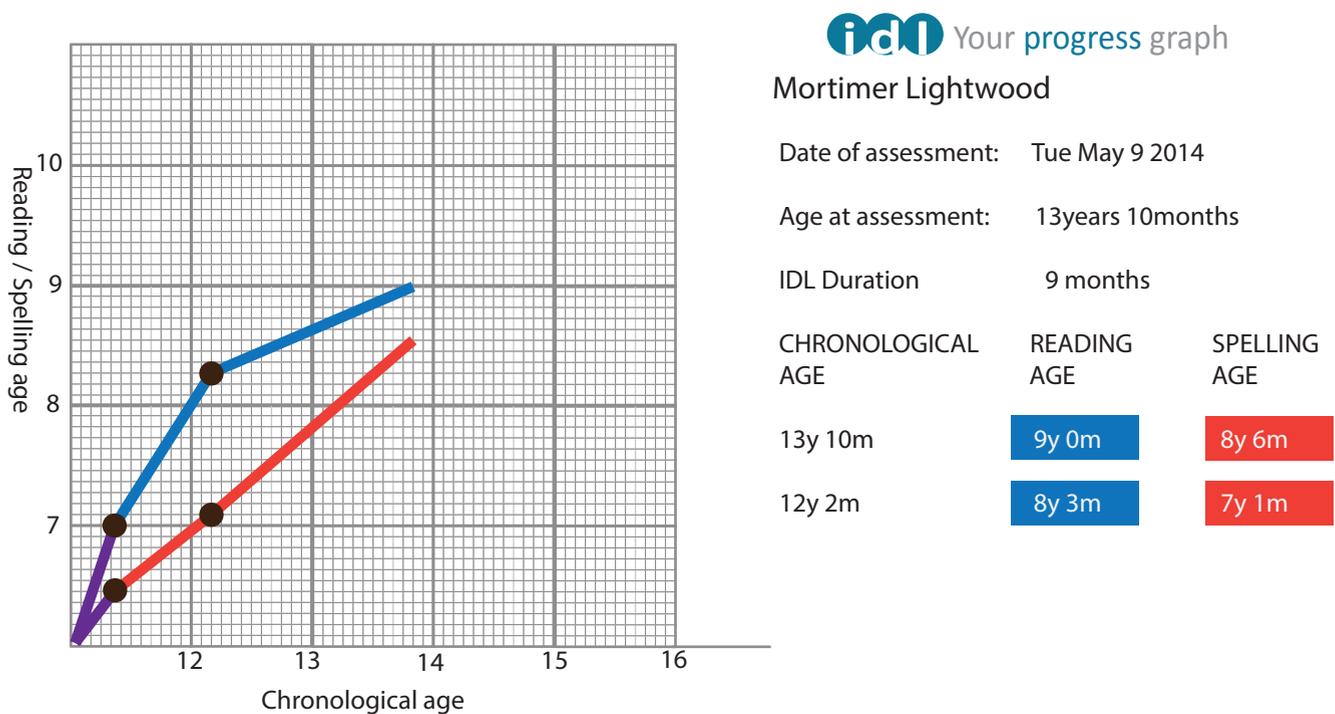
Sessions

While students use the system, their lessons, logon time and log off time are all recorded and you can view all of this information.

Go back	View Sessions

Click this button to view the details of each session a student has completed.

Logon Time	Logout Time	Lessons completed
Monday 28 October 2013 at 15:30pm	Monday 28 October 2013 at 16:30pm	D13 D14 D15 D16 D17 D18 D19
Monday 11 November 2013 at 10:30am	Monday 11 November 2013 at 11:30am	D20 D21 D22 D23 D24 D25 D26

The time the student started.

The time the student finished.

The lessons taken during the session.

It can be very useful to monitor your student's sessions, especially when you are unable to provide closer support in larger groups or when your students have been asked to work independently or with parental guidance from home.

Locking student menu and sending messages

As a tutor you can choose to lock down any of the items on the student's menu. If, for example, you only want your student to sign in and continue on the program, you can lock all menu items except 'Start here'. This can be done in the 'Students and Groups' after selecting a student.

students & groups

Message

Welcome to IDL Cloud, we hope you make great progress.

Your student will be able to see any message you leave for them here.

Choose student menu items

Your messages	☑
Mic tester	☑
Your colours	☑
Typing exercises	☑
Spelling exercises	☑
Try any lesson	☑
Start here	☑
Your progress	☑

Removing the tick from any of these items will cause them to be locked for this student.

idl Modules

Students progress in IDL by completing a series of modules.

Modules contain a number of lessons that have been specially graded to limit challenging words in each lesson. This is a tried-and-tested method for consolidating learning, which enables learning to be transferred to long term memory whilst also developing fluency and confidence.

Each module contains between 30-49 lessons.

Completing a module
After completion of each module two things will happen:

1.   A test becomes available
2.   A certificate is attached to the student's progress which can then be printed.

We recommend that students complete approximately 26 hours of use on the program – e.g. an hour a week for 6 months – before re-testing, to allow learning to be consolidated and retained.
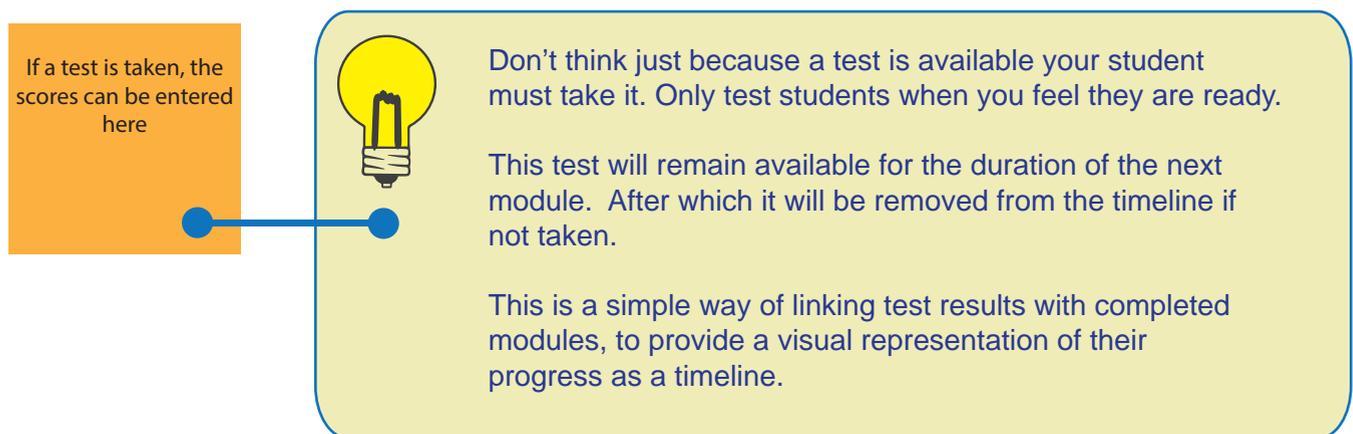
If a test is taken, the scores can be entered here

Don't think just because a test is available your student must take it. Only test students when you feel they are ready.

This test will remain available for the duration of the next module. After which it will be removed from the timeline if not taken.

This is a simple way of linking test results with completed modules, to provide a visual representation of their progress as a timeline.

Support

For further information or for support using idl , please visit the website or call us:

w: www.idlcloud.co.uk

t: 01524 580665

Appendices

IDL Reading and Spelling Test Instructions

Reading Test Instructions

Give the Student a copy of the Reading Test to read from.

Do	Don't
1. Do ask them to read the words left to right. 2. Do ask them to sound the word out, if it seems difficult. 3. Do go on to the next word, if they cannot say what it is. 4. ONLY if they mispronounce only slightly, e.g. in postage with a short 'o', then do ask them to read the word again. 5. Do stop the test after about 5 consecutive incorrect answers.	1. Don't suggest corrections. 2. Don't give prompts. 3. Don't hurry them. 4. Don't ask for an incorrect word to be re-read. 5. Don't give the pronunciation of a word they do not know. The test will be used again to measure progress.

Marking the IDL Reading Test

1.   Give one mark for each word correctly pronounced – even if the student self-corrects.

Reading Test

tree	little	milk	egg	book
school	sit	frog	playing	bun
flower	road	clock	train	light
picture	think	summer	people	something
dream	downstairs	biscuit	shepherd	thirsty
crowd	sandwich	beginning	postage	island
saucer	angel	ceiling	appeared	knife
canary	attractive	imagine	nephew	gradually
smoulder	applaud	disposal	nourished	diseased
university	orchestra	knowledge	audience	situated
physics	campaign	choir	intercede	fascinate
forfeit	siege	recent	plausible	prophecy
colonel	soloist	systematic	slovenly	classification
genuine	institution	pivot	conscience	heroic
pneumonia	preliminary	antique	susceptible	enigma
oblivion	scintillate	satirical	sabre	beguile
terrestrial	belligerent	adamant	sepulchre	statistics
miscellaneous	procrastinate	tyrannical	evangelical	grotesque
ineradicable	judicature	preferential	homonym	fictitious
rescind	metamorphosis	somnambulist	bibliography	idiosyncrasy

Total words read correctly: /100

Spelling Test Instructions

Give the Student a Spelling Grid to write on.

Offer the Student a choice of pencil or pen: whichever they prefer.

Do	Don't
1. Do read out the words clearly, left to right, one word at a time. 2. Do make sure that you clarify and illustrate which homonym you are asking them to spell. E.g. "pair as in pair of shoes", see as in I can see you", or "sight as in eyesight" etc. 3. Do give the next word and let them leave a gap – if a word cannot be attempted. 4. Do stop the test after about 5 consecutive incorrect answers.	1. Don't suggest corrections. 2. Don't give prompts. 3. Don't hurry them. 4. Don't give the correct spelling of a word they do not know. The test will be used again to measure progress.

Marking the IDL Spelling Test

1. Give one mark for each word correctly spelt – even if the student self-corrects.

2. Reversed letters constitute a mistake.

3. It does not matter whether upper or lower case letters are used.

Spelling Test

see	cut	mat	in	ran
bag	ten	hat	dad	bed
leg	dot	pen	yet	hay
good	till	be	with	from
time	call	help	week	pie
boat	mind	sooner	year	dream
sight	mouth	large	might	brought
mistake	pair	while	skate	stayed
yolk	island	nerve	join	fare
iron	health	direct	calm	headache
final	circus	increase	slippery	lodge
style	bargain	copies	guest	policy
view	library	cushion	safety	patient
account	earliest	institution	similar	generous
orchestra	equally	individual	merely	enthusiastic
appreciate	familiar	source	immediate	breathe
permanent	sufficient	broach	customary	especially
materially	cemetery	leisure	accredited	fraternally
subterranean	apparatus	portmanteau	politician	miscellaneous
mortgage	equipped	exaggerate	amateur	committee

Total words spelt correctly: /100

IDL Spelling Test Grid

Name			Date	

Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age
0	*6y minus*						
1	*6y minus*	26	7y 7m	51	9y 7m	76	12y
2	6y	27	7y 8m	52	9y 8m	77	12y 1m
3	6y 2m	28	7y 9m	53	9y 9m	78	12y 2m
4	6y 4m	29	7y 10m	54	9y 10m	79	12y 3m
5	6y 5m	30	8y	55	9y 11m	80	12y 4m
6	6y 6m	31	8y 1m	56	10y	81	12y 5m
7	6y 7m	32	8y 2m	57	10y 1m	82	12y 6m
8	6y 7m	33	8y 3m	58	10y 1m	83	12y 7m
9	6y 8m	34	8y 4m	59	10y 2m	84	12y 8m
10	6y 9m	35	8y 5m	60	10y 3m	85	12y 9m
11	6y 10m	36	8y 6m	61	10y 4m	86	12y 10m
12	6y 10m	37	8y 6m	62	10y 5m	87	12y 11m
13	6y 11m	38	8y 7m	63	10y 6m	88	13y
14	6y 11m	39	8y 8m	64	10y 7m	89	13y 1m
15	7y	40	8y 9m	65	10y 8m	90	13y 2m
16	7y 1m	41	8y 10m	66	10y 9m	91	13y 3m
17	7y 2m	42	8y 11m	67	10y 10m	92	13y 4m
18	7y 2m	43	9y	68	11y	93	13y 5m
19	7y 3m	44	9y 1m	69	11y 1m	94	13y 6m
20	7y 4m	45	9y 2m	70	11y 3m	95	13y 7m
21	7y 4m	46	9y 3m	71	11y 4m	96	13y 8m
22	7y 5m	47	9y 4m	72	11y 5m	97	13y 9m
23	7y 5m	48	9y 5m	73	11y 6m	98	13y 10m
24	7y 6m	49	9y 6m	74	11y 8m	99	13y 11m
25	7y 7m	50	9y 6m	75	11y 10m	100	14y

IDL Reading Test Results   Reading ages given are approximate

Please note, spelling scores under 6 years are not standardised and are only a suggested, approximated age.

IDL Spelling Test Results		Spelling ages given are approximate					
Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age
0	No score						
1	5y 1m	26	7y 7m	51	10y 1m	76	12y 7m
2	5y 2m	27	7y 8m	52	10y 2m	77	12y 8m
3	5y 4m	28	7y 10m	53	10y 4m	78	12y 10m
4	5y 5m	29	7y 11m	54	10y 5m	79	12y 11m
5	5y 6m	30	8y	55	10y 6m	80	13y
6	5y 7m	31	8y 1m	56	10y 7m	81	13y 1m
7	5y 8m	32	8y 2m	57	10y 8m	82	13y 2m
8	5y 10m	33	8y 4m	58	10y 10m	83	13y 4m
9	5y 11m	34	8y 5m	59	10y 11m	84	13y 5m
10	6y	35	8y 6m	60	11y	85	13y 6m
11	6y 1m	36	8y 7m	61	11y 1m	86	13y 7m
12	6y 2m	37	8y 8m	62	11y 2m	87	13y 8m
13	6y 4m	38	8y 10m	63	11y 4m	88	13y 10m
14	6y 5m	39	8y 11m	64	11y 5m	89	13y 11m
15	6y 6m	40	9y	65	11y 6m	90	14y
16	6y 7m	41	9y 1m	66	11y 7m	91	14y 1m
17	6y 8m	42	9y 2m	67	11y 8m	92	14y 2m
18	6y 10m	43	9y 4m	68	11y 10m	93	14y 4m
19	6y 11m	44	9y 5m	69	11y 11m	94	14y 5m
20	7y	45	9y 6m	70	12y	95	14y 6m
21	7y 1m	46	9y 7m	71	12y 1m	96	14y 7m
22	7y 2m	47	9y 8m	72	12y 2m	97	14y 8m
23	7y 4m	48	9y 10m	73	12y 4m	98	14y 10m
24	7y 5m	49	9y 11m	74	12y 5m	99	14y 11m
25	7y 6m	50	10y	75	12y 6m	100	15y

IDL Cloud Starting Points

IDL Cloud will generate an appropriate Starting Point for each student, based on the number of words spelt correctly, as in the Starting Points table below.

The correct level of difficulty in each IDL Lesson is based on 80% revision of previously learned material to 20% new learning.

As a general rule, each IDL lesson unit should contain one or two words which are slightly challenging: the rest of the lesson should feel easy for reading and spelling to allow fluency and confidence to develop.

Words Spelt Correctly	IDL Cloud Student Starting Points	
0 - 9	Very low spelling ability and/or poor letter recognition lower case	D1
10 - 14	Spelling age around 6 years	D23
15 - 19	Spelling age around 6.5 – 7 years	F25
20 - 24	Spelling age around 7 - 7.5 years	H12
25 - 30	Spelling age around 7.5 - 8 years	I12
31 - 34	Spelling age around 8 - 8.5 years	I12
35 - 40	Spelling age around 8.5 - 9 years	J1
41 - 59	Spelling age around 9+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	L1
60 - 79	Spelling age around or above11+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	M27
80 - 100	Spelling age around or above 13 + years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	R17

Module	Learning Focus
D	Full stop. Introduction of I. Short vowels a,e,i,o,u. Punctuation - question mark and comma. Rhyming words with ap, ag, eg, et, id, it, og, ob, ub, ut. Non-phonetic words - the, to.
E	Dictation. Rhyming words with - ag, en, it, ot, ut. Non-phonetic words - he, my, of. Short vowel sounds.
F	Non-phonetic words - go, we, by. Three sets of rhyming vertical pairs. Different middle vowels. S as final sound. B and d words. Punctuation - apostrophe. Initial blends.
G	Punctuation - comma. Double consonant onsets - fl, sl, sk, cl, tr, cr, gr, dr, bl, ck, ff, ll, ss.
H	Triple blends. End blend rhymes - ant, and, end, ent, ink, int, ump, ish, est. Short vowel sounds. Punctuation - speech marks. Double consonant onset ch, sh.
I	Th, wh, ng. Non-phonetic word so. Punctuation - hyphen. Double consonant onset - st, br, sw. End blend rhyme - ing. Long a sound, a with magic e, ai, ay. Long e sound.
J	Long e sound, ee, ea, and y. Ai, ay, ee and y. Long i sound. Punctuation - dash.
K	I with magic e, y and igh. Long o with magic e, oa, ow, oo, ew. Long u sound, ui. Homophones – hear/here, heel/heal.
L	Hard and soft c. Ui and soft c. Hard and soft g. Homophones – weak/week, groan/grown, two/too/to. Syllables. Punctuation - semi-colon. Er, ir, ur.
M	Homophones – which/witch, bean/been, ate/eight, by/buy, meet /meat, some/sum. Grammar – verbs.
N	The two ow sounds. Homophones – blue/blew, whole/hole, find/fined, their/there, hare/hair. Grammar - nouns. Wh, air and are.
O	Oi, oy. Punctuation - colon. Homophones – fare/fair, pair/pear, where/wear, night/knight, tale/tail. Nouns, y to ies. Verbs y to ies or ied. Tricky words - said, talk.
P	Tricky words - cloud, would, should. Homophones – would/wood, knew/new, their/there, you/ewe/yew, bare/bear, horse/hoarse. Ph.
Q	Homophones – bored/board, flour/flower, aloud/allowed, hire/higher, hour/our, war/wore, stares/stairs, sighs/size, drawer/draw, fir/fur. Silent letters. Ain.
R	Homophones – source/sauce, guessed/guest, boarder/border, so/sew, there/their. Question and answer.
S	Ous, tion. Homophones – court/caught, sighed/side, wore/war, wear/where, check/cheque, right/write, minor/miner, heard/herd
T	Tion. The two ch sounds. Homophones – mussels/muscles. Ch as k sound. Silent letters.
U	Double consonants - ss, cc, rr, nn, rr, ll. Hard and soft c. Tion and ous endings. Or, ui, au, ear and ir sounds. Endings - ar, ary, ain, ense. Sounds - er, igh, ough, ier, ar, ou, ould.

Notes

www.idlcloud.co.uk - dyslexia intervention