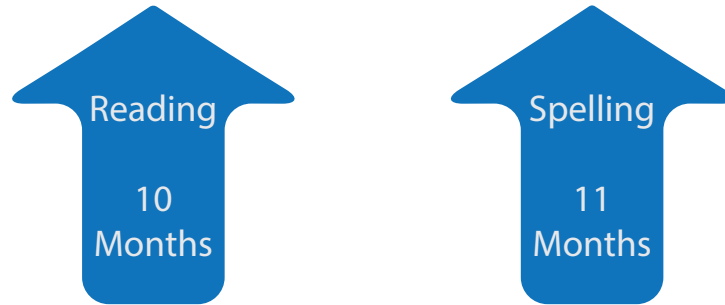


A Introduction to the IDL Literacy program

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.



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

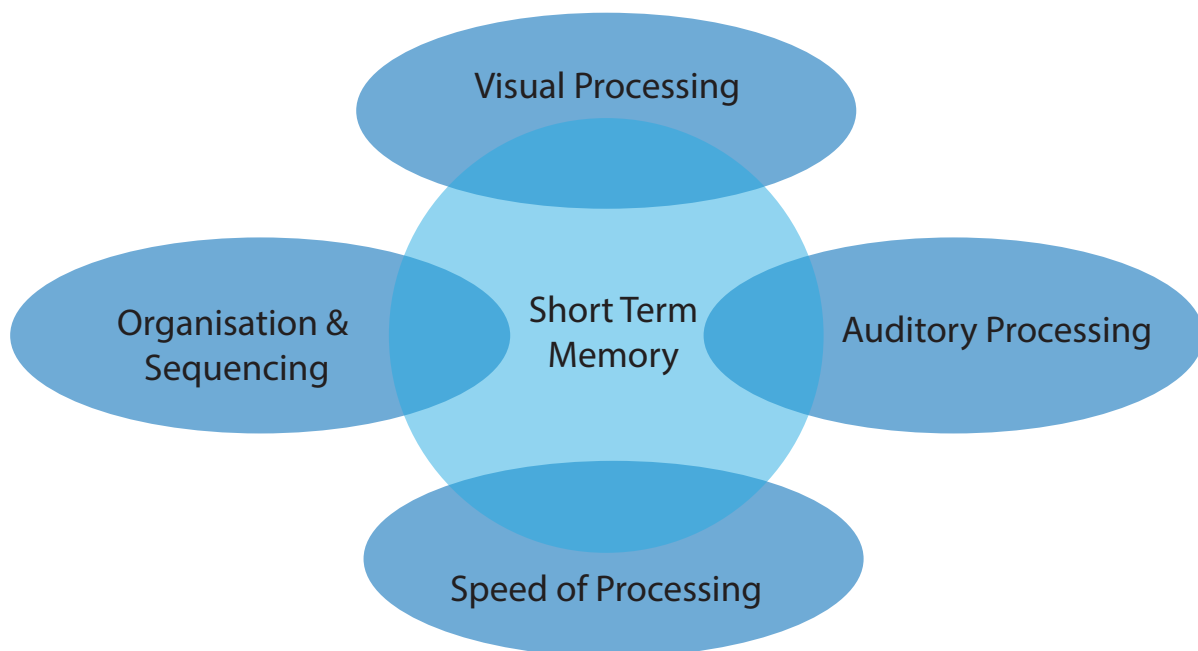
IDL methodology

Memory and processing issues

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

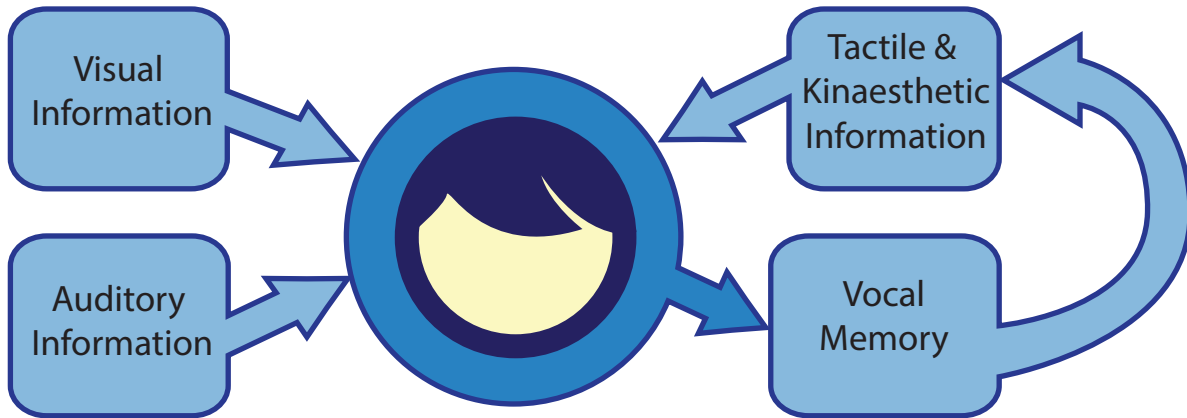
Multi-sensory approaches are effective because they address key areas, commonly associated with dyslexic-type difficulties.

These relate to processing and retention of information.



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.



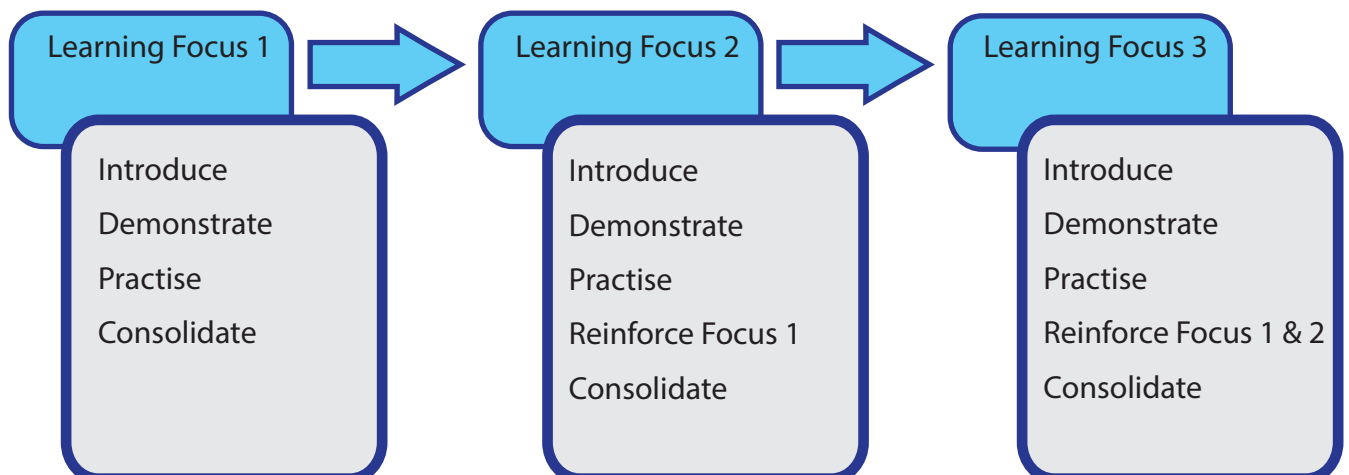
IDL incorporates sight, sound, touch and voice. Students see and hear the words, type and repeat, then read aloud and listen back.

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.

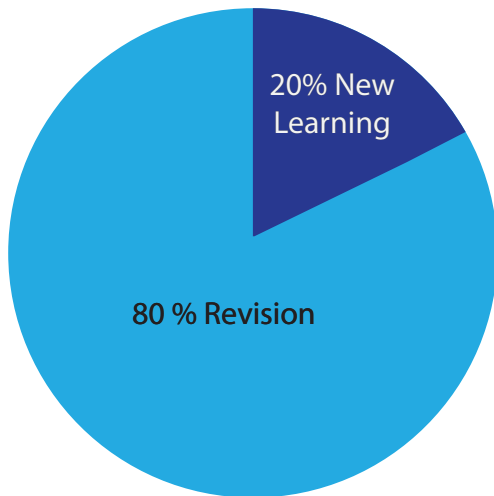


Overlearning and repetition

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

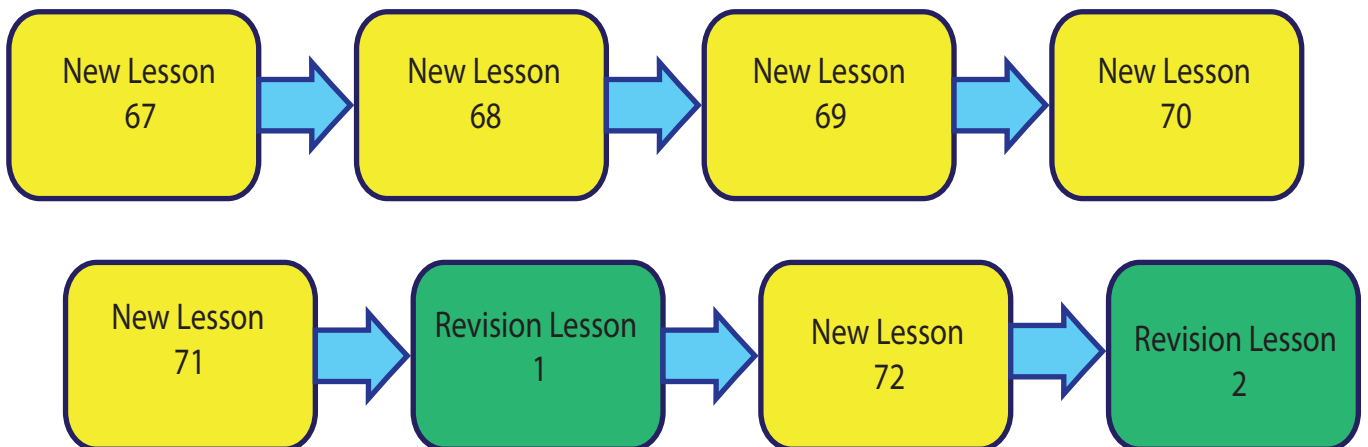


'Easy feel' lessons

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.



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 pupils one-to-one to allow tutors to note any signs of stress – for example, when a pupil 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.

Pupils 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 pupils 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 pupil.