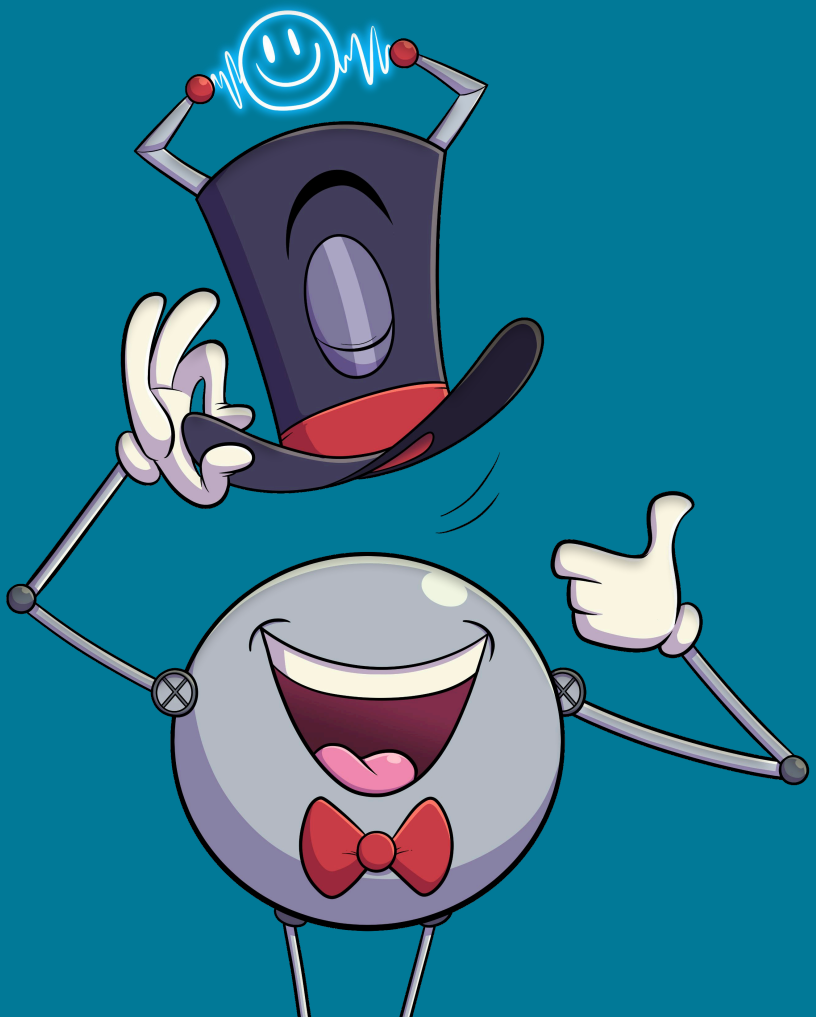
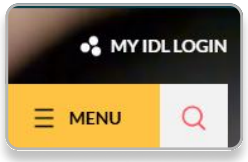
IDL

Phonics User Guide



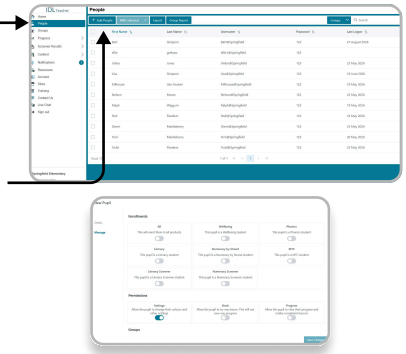
Getting Started

1. Go to idlsgroup.co.uk and click the 'My IDL Login' in the top right corner.
2. Type your username and password.

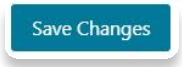


Adding a New Student

1. As an administrator, click into the People tab on the left.
2. Click on the Add People button and add their personal information.
3. Add the programs you want them to have access to and manage their permissions.



When you're finished, click Save Changes.

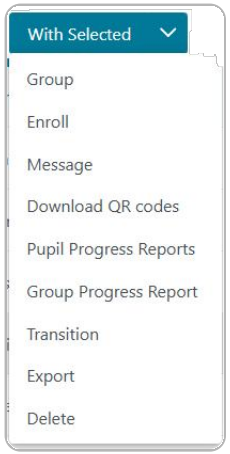


If you are adding more than one learner, we recommend you download the .csv template and follow the instructions.

Bulk Actions

If you want to enroll, group or perform any other action for multiple learners - tick the relevant learners and click the With Selected button.

From this menu you can generate multiple progress reports at once or create a single report for a group of learners.



Don't worry! A prompt will appear to confirm that you meant to press the delete button if you do.

Placement

Placement Test

When a learner first uses IDL Phonics, they will be prompted to take the Placement Test, which is split into two sections: Sound Recognition and Word Reading. The test includes 12 objectives in total.

The Placement Test will save progress after each objective completed, so a learner is able to take breaks.

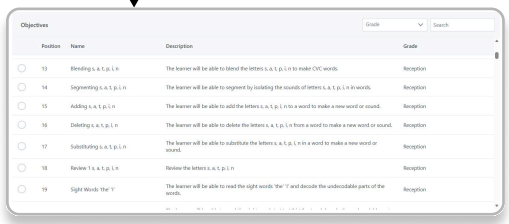
If 5 consecutive wrong answers are given or they do not reach the pass mark (70%), the test will end and the pupil will be placed at the appropriate objective in the program.





Manual Placement





If a learner has not yet started the Placement Test, the option to manually place them on any objective in the program is available in the Phonics tab. Click Place Pupil and select a learning objective.



Alternatively, if a learner's placement needs altering, you can select Move Pupil from the Settings icon within the Phonics tab. You will then be prompted to select a suitable objective from the list.

Note that moving a learner **forwards** results in their current objective progress being deleted. If moving **backwards**, progress between the selected objective and their current objective will be deleted.

Seeing Improvement

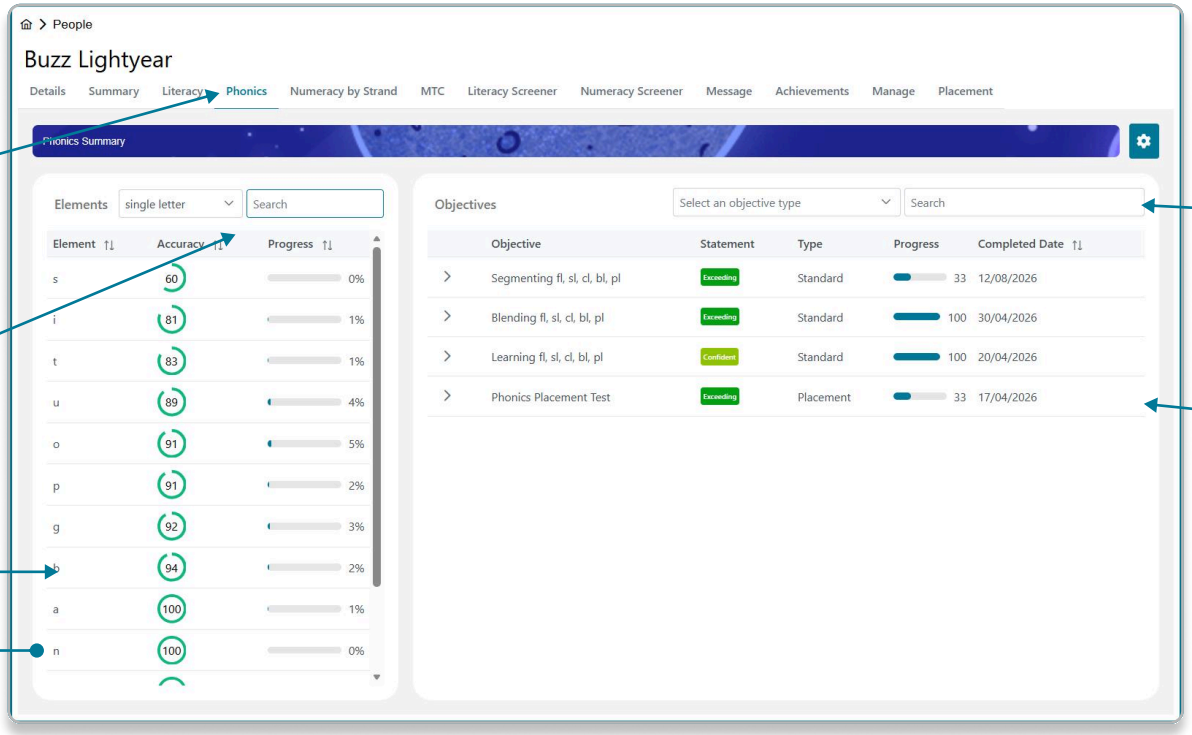
Phonics

Click here to see a learner's Phonics progress

Use this to search for specific skills or GPCs

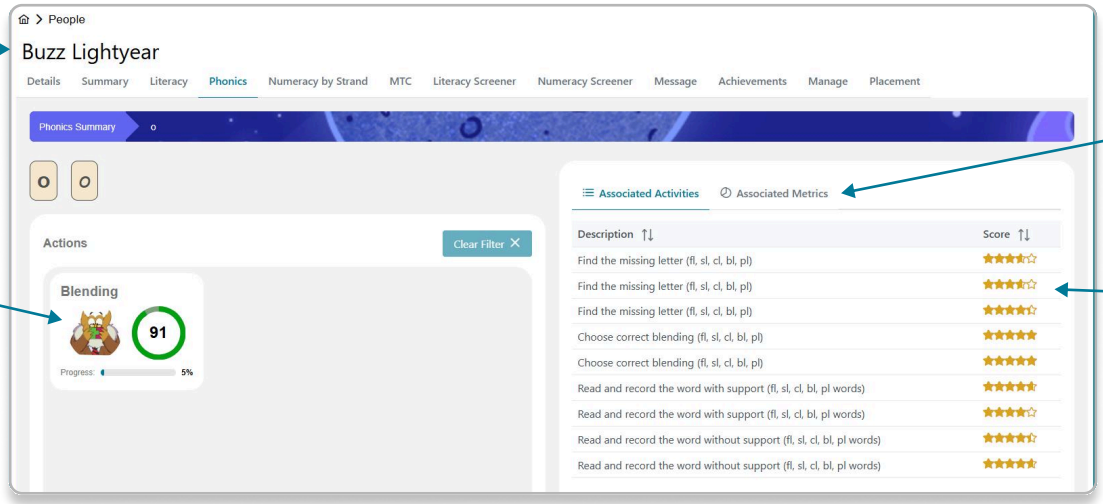
The learner's accuracy with each element is here.

Clicking an element will take you to a summary page



Search and filter objectives here

Click into an objective to view progress and content



These panels show the skills used in lessons for this sound

See connected results like words containing this sound

Browse knowledge of this sound here.

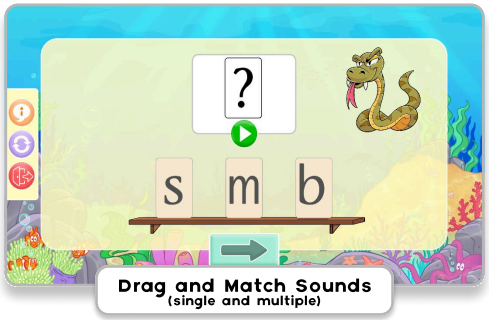
Lesson Types



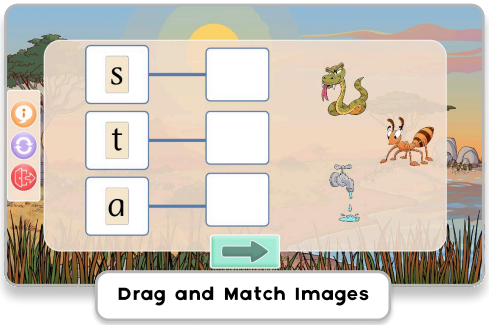
Say the modelled sound and word into the microphone.



Trace the grapheme, write the grapheme with a visual aid, then write from memory.



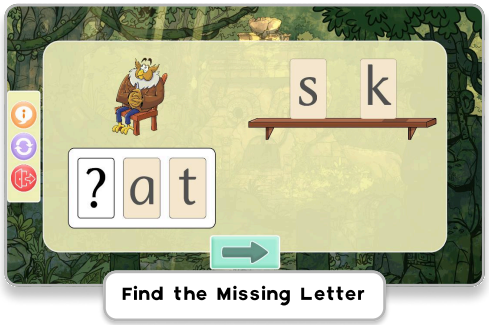
Listen to the sound, then drag and drop the correct grapheme into the box.



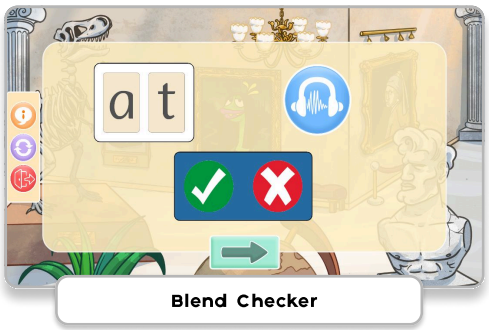
Drag and drop the image of the word that contains the target sound into the connected box.



Listen to the target phoneme, then click and drag to highlight it in a word.



Listen to the word, then drag the missing grapheme to complete the word.



Listen to the segmented word and blend the sounds together, then decide if the blended word matches.

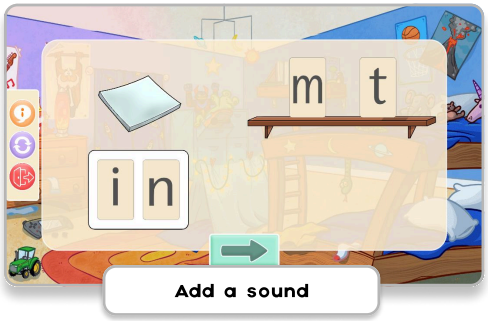


Click on the flashcards to listen to the sounds. Blend the word together into the microphone.



Practice decoding skills by segmenting the word then blending it together. Read the word into the microphone.

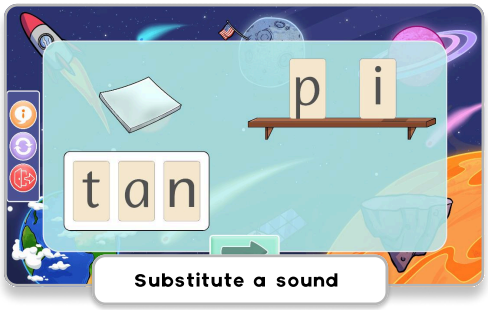
Lesson Types



Manipulate a word by adding a grapheme to make a new word.



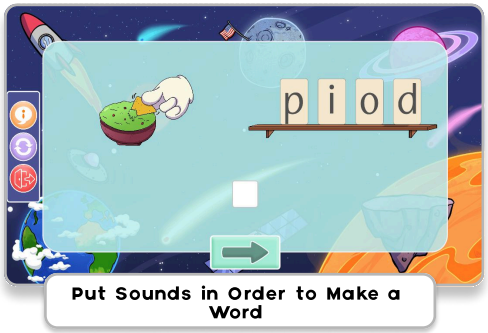
Manipulate a word by deleting a grapheme to make a new word.



Manipulate a word by swapping one sound for another to make a new word.



Rearrange the sounds to make the word shown in the image.

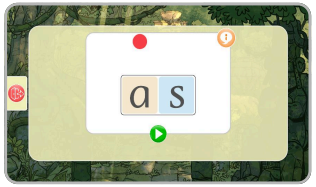


Listen to the word in the image, then drag and drop the sounds in the correct order to make the word.

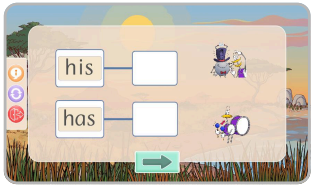


Segment the word in the picture, then write the missing grapheme in the box.

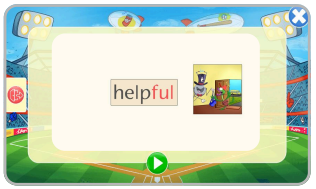
Other Lesson Types



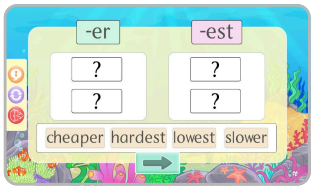
Listen to the sounds in a sight word and discover which sounds are irregular.



Match the sight word to the example sentence that contains the sight word.



Learn the meaning behind suffixes and prefixes with examples.

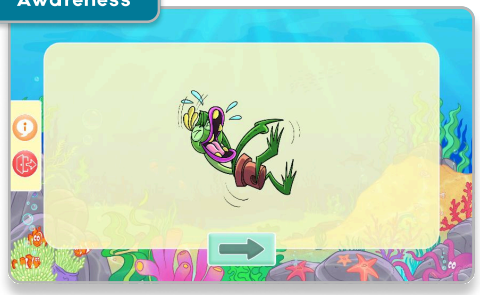


Sort words with prefixes and suffixes into the correct groups.

Our lesson types have been designed to help learners develop a range of phonics skills. Inspired by Orton-Gillingham practices, our Phonics program provides a multi-sensory, structured, sequential and cumulative approach to helping learners learn how to read.

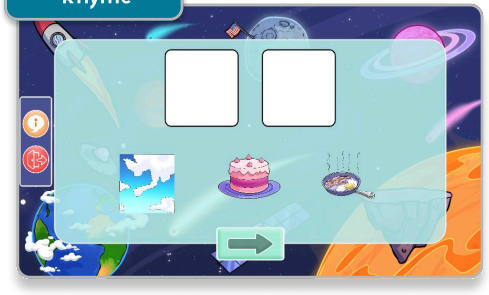
Foundation Activities

Phonological Awareness



Learn about environmental sounds.

Rhythm and Rhyme



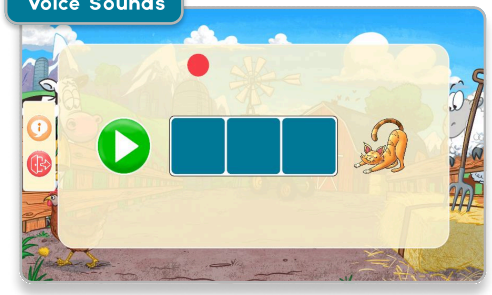
Drag the rhyming words into the boxes.

Alliteration



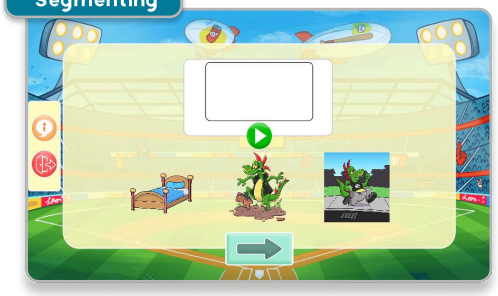
Decide if the words begin with the same sound or not.

Voice Sounds



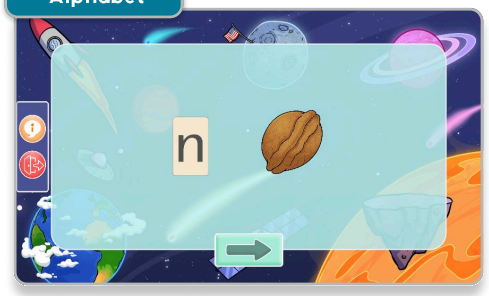
Listen to whole and segmented CVC words.

Blending and Segmenting



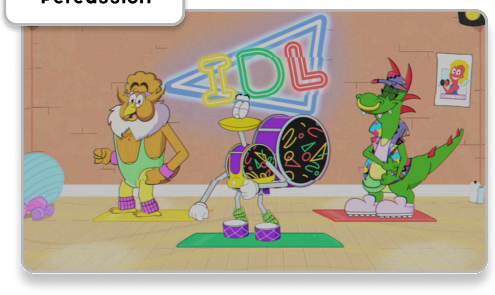
Find the word that matches the sound.

Alphabet



Listen to letter names and simple words.

Body Percussion



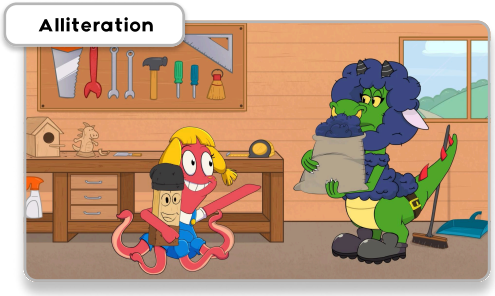
Happy and You Know It

Rhythm and Rhyme



Twinkle Twinkle Little Star

Alliteration



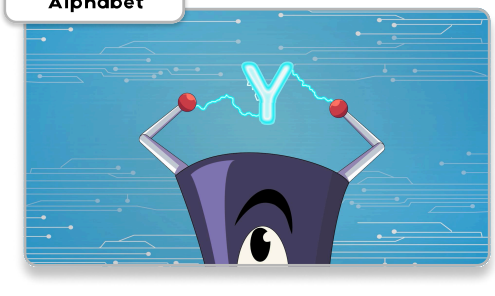
Baa Baa

Voice Sounds



Old McDonald Had a Farm

Alphabet



The Alphabet Song

All our animations can be accessed by the teacher to play a role in whole-class teaching.

Scope and Sequence

Phonics

● Placement Test starting points

PHASE	YEAR	CONTENT
Phase 1	Nursery	Environmental Sounds ●
Phase 1	Nursery	Instrumental Sounds
Phase 1	Nursery	Body Percussion
Phase 1	Nursery	Rhythm and Rhyme
Phase 1	Nursery	Alliteration
Phase 1	Nursery	Vocal Sounds
Phase 1	Nursery	Oral Segmenting and Blending
Phase 1	Nursery	Alphabet (Letter shapes and names)
Phase 2	Reception	s, a, t ●
Phase 2	Reception	p, i, n
Phase 2	Reception	Sight Words: the, I, as, us, his, has
Phase 2	Reception	m, d, g
Phase 2	Reception	o, c, k
Phase 2	Reception	Sight Words: is, to, no, go, and, into, of
Phase 2	Reception	ck, e, u
Phase 2	Reception	r, h, b
Phase 2	Reception	f, l ●
Phase 2	Reception	ff, ll, ss
Phase 3	Reception	j, v, w
Phase 3	Reception	x, y, z

PHASE	YEAR	CONTENT
Phase 3	Reception	Sight Words: he, she, we, me
Phase 3	Reception	Sight Words: be, was, my, you, they
Phase 3	Reception	zz, qu, sh, ch
Phase 3	Reception	th (voiced and unvoiced), ng
Phase 3	Reception	ai, ee, igh, oa ●
Phase 3	Reception	oo (short and long), ar, or
Phase 3	Reception	Sight Words: her, are, all
Phase 3	Reception	Sight Words: like, said, when, have, one
Phase 3	Reception	ur, ow, oi, ear
Phase 3	Reception	air, ure (c**ure**), ure (pict**ure**) er
Phase 3	Reception	Sight Words: come, do, so
Phase 3	Reception	Sight Words: some, there, out
Phase 3	Reception	Sight Words: little, what, were
Phase 4	Reception	sk, sp, st, sw ●
Phase 4	Reception	tr, cr, gr, dr, br
Phase 4	Reception	Sight Words: it's let's
Phase 4	Reception	fl, sl, cl, cl, pl
Phase 4	Reception	ft, xt, lt, nt, ct
Phase 4	Reception	nd, lp, lk, mp, nch
Phase 4	Reception	spr, str, shr

Phonics

Scope and Sequence

● Placement Test starting points

PHASE	YEAR	CONTENT
Phase 4	Reception	scr, spl, squ
Phase 5	Year 1	ay, ie, ea ●
Phase 5	Year 1	oy, ir, ou
Phase 5	Year 1	Suffixes: -s and -es
Phase 5	Year 1	Sight Words: oh, their, could
Phase 5	Year 1	Sight words: people, Mr, Mrs
Phase 5	Year 1	Sight words: looked, called, asked
Phase 5	Year 1	ue (bl**ue**), ue (c**ue**), aw
Phase 5	Year 1	ew (fl**ew**), ew (st**ew**), oe
Phase 5	Year 1	au, wh, ph
Phase 5	Year 1	Split digraphs: a-e, i-e, e-e ●
Phase 5	Year 1	Split digraphs: o-e, u-e and u (m**u**sic)
Phase 5	Year 1	Sight Words: again, thought, through
Phase 5	Year 1	Sight Words: many, any, once
Phase 5	Year 1	Sight Words: work, mouse, eyes
Phase 5	Year 1	i (f**i**nd), soft c, soft g, o (**o**ther)
Phase 5	Year 1	Suffixes: -er and -est
Phase 5	Year 1	Sight words: please, laughed, because
Phase 5	Year 1	Sight Words: friends, different
Phase 5	Year 1	Sight Words: water, where, who

PHASE	YEAR	CONTENT
Phase 5	Year 1	ow (l**ow**), ie (ch**ie**f), ea (h**ea**d), ch (**ch**o)
Phase 5	Year 1	a (w**a**nt), a (**a**corn), e (sh**e**), ey (k**ey**) ●
Phase 5	Year 1	y (m**y**), y (bab**y**), ou (y**ou**), ou (t**ou**ch)
Phase 5	Year 1	ui, ey, eigh, ea (br**ea**k)
Phase 5	Year 1	Sight Words: I'm, I'll, small, great, before
Phase 5	Year 1	oor, ore, our, oar
Phase 5	Year 1	Sight Words: jumped, stopped, pulled
Phase 5	Year 1	Sight Words: gone, we're
Phase 5	Year 1	or (w**or**k), ear (b**ear**), are (sh**are**), le, kn ●
Phase 5	Year 1	gn, mb, wr, tch
Phase 5	Year 1	ge, dge, ce, se
Phase 6	Year 2	Suffixes: -ed (/t/ /d/ /id/) ●
Phase 6	Year 2	Suffixes: -ing and -en
Phase 6	Year 2	Suffixes: -ful and -ment
Phase 6	Year 2	Suffixes: - less and -ness
Phase 6	Year 2	Suffixes: -tion and -sion
Phase 6	Year 2	Suffixes: -cious and -tious
Phase 6	Year 2	Prefixes: re- and un-
Phase 6	Year 2	Prefixes: dis-, mis- and pre-

Learner Journey

Listen to, read and write sounds

Blend sounds

Segment words

Add sounds*

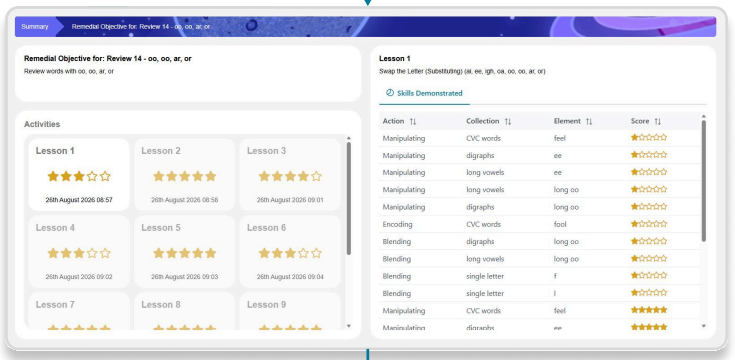
Delete sounds*

Substitute sounds

*Addition and Deletion lessons are included until mid-Phase 3, where learners skip straight to substituting sounds.

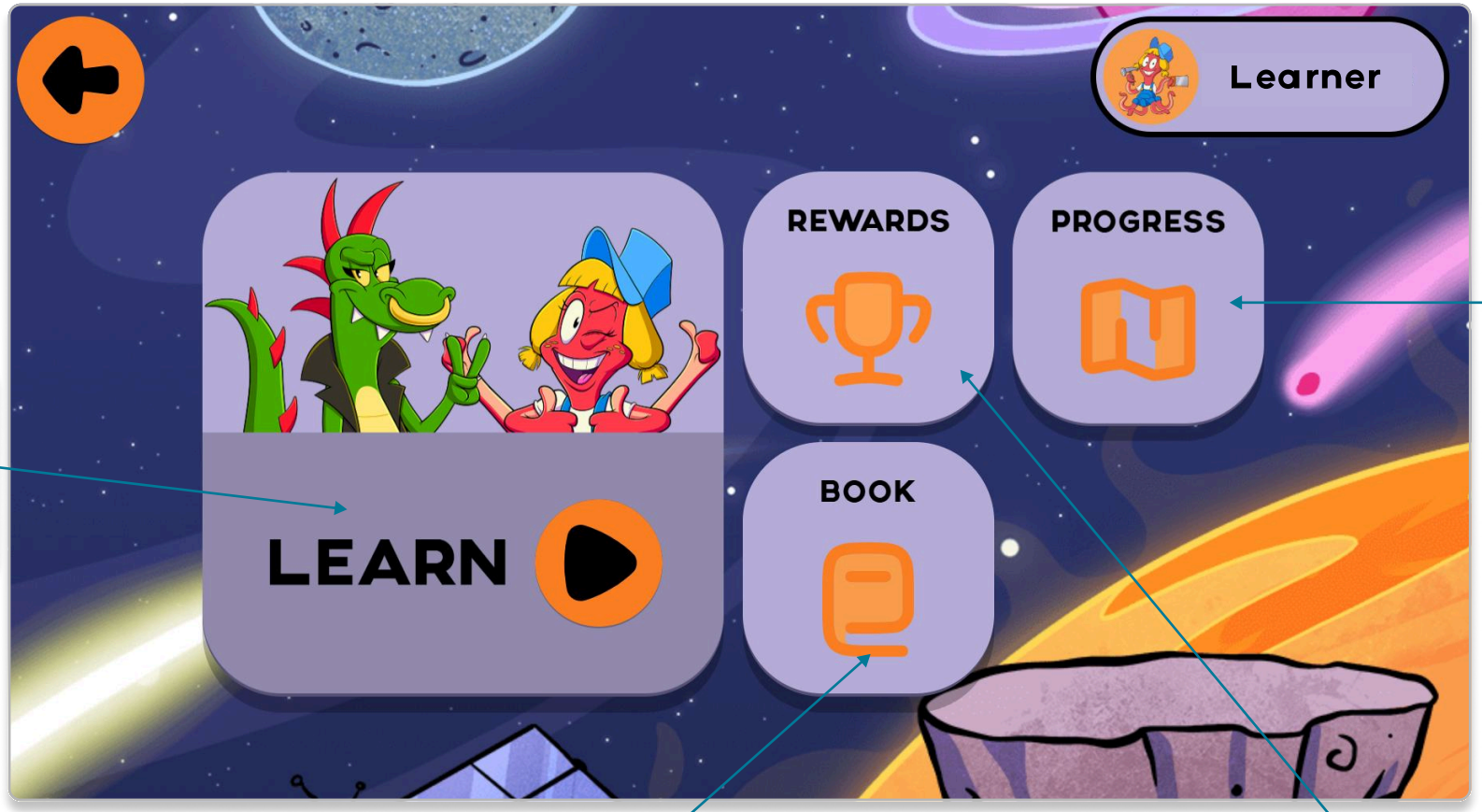
Review

Review lessons appear regularly throughout the program automatically to test the learner's understanding. If the pass mark (80%) is not reached, a series of remedial lessons are generated for revision.



Remedial lessons operate just like normal lessons with the results viewable through the teacher screens. Once the learner completes these lessons, they continue within the program normally.

Repeating Lessons and Achievements



Opens up the main program for learners to continue learning.

Learners can view their overall progress through the program, including scores for each activity.

Learners can view and take any lesson within the program (progress will not be saved).

Learners can view reward badges they have collected (rewarded after each review objective).