

Unit Title: **Planning and teaching learning programmes for individuals with dyslexia/specific learning difficulties**

OCR unit number Unit 3 in the Level 5 qualification

Unit 4 in the Level 7 qualification

Unit accreditation number J/503/4203

Level: 5

Credit value: 15

Guided learning hours: 30

Unit purpose and aim

This unit will equip candidates to plan lessons for learners with dyslexia/specific learning difficulties. Candidates will plan and manage assessment sessions, and select and use appropriate resources for teaching and learning programmes. They will use appropriate teaching methods to deliver effective lessons/learning support sessions focusing on specified targets. They will establish a productive learning environment and communicate effectively with learners.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
<p>1 Be able to plan lessons for individuals with dyslexia/specific learning difficulties at different stages of education in one-to-one and/or group settings, based on previous background information and assessment data</p>	<p>1.1 Identify learning support needs for individuals, including:</p> <ul style="list-style-type: none"> • long-term aims • short-term targets <p>1.2 Identify objectives for lessons</p> <p>1.3 Justify selection of commercially produced resources for use in lessons</p> <p>1.4 Develop own resources for use in lessons</p> <p>1.5 Justify teaching methodologies for teaching individuals with dyslexia/specific learning difficulties</p>	<ul style="list-style-type: none"> • SMART targets • Long term: approx 6-12 months • Use of analysis of assessment data carried out by candidate • Use evaluation of previous lessons (Learner response, effectiveness of targets, methods and resources) to adjust targets • Teaching and learning plans consistent with IEPs (Individual education plans) • Verifying individuals' previous achievement, checking whether previous learning is secure and establish if learner is ready to move on to the next session • Take account of individual's age, interests, views and curricular/employment needs • Construct own resources – can include adapting an existing resource

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
		<ul style="list-style-type: none"> • Activities are finely graded, cumulative and multi-sensory • If working in small group, ensure differentiated activities to meet individual needs of learner • Plan one-to-one lessons to meet individual needs including: <ul style="list-style-type: none"> ○ teaching and learning activities ○ structured methods ○ cumulative methods • Multisensory methods • Meeting the needs, learning styles and preferences and the age and stage of the individual • Materials support targets of lesson, maximising learning and achievement • Quality First Teaching • Wave Three • What works for literacy interventions • Teaching and learning programmes and materials • Methodologies for teaching learners with dyslexia/specific learning difficulties
<p>2 Be able to communicate planned programmes and their implications to others involved in the education of individuals</p>	<p>2.1 Identify others involved in the education of individuals with dyslexia/specific learning difficulties</p> <p>2.2 Justify elements of teaching and learning programmes to others</p> <p>2.3 Explain implications for classroom practice</p>	<ul style="list-style-type: none"> • ‘Others’ may include teachers, support workers, personal tutors, parents, etc. • Reasons for referral • Targets – long and short-term • Suggested teaching methods/learning strategies/resources/pace • Suggested parental support e.g. reading or spelling games; supporting hobbies or other opportunities for success

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
3 Be able to deliver Special Educational Needs learning programmes	3.1 Implement teaching and learning activities 3.2 Develop opportunities for individuals to practice new skills 3.3 Promote the implementation of skills in other situations	<ul style="list-style-type: none"> • Materials/resources to hand and ready to use • Preparing learner for lesson to ensure engagement and motivation, establishing rapport with individuals, using positive reinforcement • Keeping notes during lesson to aid evaluation • Taking account of learner's comfort and well-being • Communicating learning aims to individuals, re-teaching key topics, encouraging individuals to seek clarification • Using teaching aids effectively including: purpose-made game or worksheet, ICT as a learning resource • Creating opportunities to practise new skills and monitor learning during the lesson • Suggesting and enabling opportunities beyond the lesson for practice of skills and strategies taught, e.g. homework, practice sheets, note books • Discussing with learner relevance of skills learnt and how they can be used in other situations • Encouraging learner to seek clarification • Allowing the learner time to think • Giving opportunities for learners to be involved with recording progress and planning targets as appropriate • Transferrable skills

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
<p>4 Be able to encourage individuals with dyslexia/specific learning difficulties to learn independently</p>	<p>4.1 Identify resources and sources of support for independent learning</p> <p>4.2 Introduce techniques and resources for independent learning to individuals</p> <p>4.3 Introduce techniques for self-evaluation to individuals</p>	<ul style="list-style-type: none"> • Identifying resources and sources of support, e.g. libraries, teachers, personal tutors, lecturers, parents, carers, helpers, other support staff such as student counsellors • The role of helpers and carers • How others can support/help, e.g. study skills, self-esteem issues, personal organisation, target-setting • Communication skills • The importance of liaison • Communicating with teachers/tutors and lecturers/parents and carers/support staff as appropriate • Reinforcing individuals' appreciation of own strengths and weaknesses • Learner recognises how they learn: metacognition • Provide opportunities for learners to become aware of their own preferred learning strategies • Provide opportunities for learners to take responsibility for development of targeted skills • Allowing the learner time to think • Use lesson evaluations to inform the adaptation of following lessons as necessary • Adapt SMART targets as necessary in lessons and after reviews at regular intervals • In lesson evaluations and reviews of programme, outline reasons for changes • Respond to learners' learning contexts and individual needs

Assessment

This unit is centre assessed and quality assured, and externally verified by OCR.

Evidence requirements

When completing evidence requirements it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the table above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently. Candidates must:

1 Learning Outcome 1

Draw up long-term aims and short-term targets for teaching and learning programme based on background information and assessment data.

2 Learning Outcomes 1, 2, 3 and 4

Produce lesson plans for two teaching and learning programmes for:

- a. 12-14 hours of support delivered over a minimum of 6 weeks
- b. 6-8 hours of support delivered over a minimum of 4 weeks

Level 5 - A minimum total of 20 hours teaching practice should be delivered to qualify for Associate Teacher Status with the British Dyslexia Association.

Learning support must be provided to one learner who has specific difficulties in literacy, and the other who has specific difficulties in literacy and numeracy.

The plans must be dated and must include:

- SMART lesson targets, which clearly define the planned outcomes of the support session and relate to short-term targets
- planned activities to support targets
- resources, including some use of ICT as a learning resource, either one-to-one or with a group
- support strategies to be used
- estimated timings

The lesson plans must:

- suit the learners' interests and level of maturity
- refer to support delivered in a one-to-one context and/or through group work/in-class support
- meet the needs of the learner(s)
- be written subsequent to delivery of the previous lesson and must reflect adaptations/modifications in light of the learners' responses

3 Learning Outcome 1

Produce one purpose made learning resource, which supports learning targets.

4 Learning Outcomes 1, 2, 3 and 4

At least one session of learning support for each learner must be observed by the candidate's assessor who will provide an observation report confirming that the assessment objectives have been met. The observation report must be completed using the OCR form provided for this purpose.

Written feedback on each observation will be provided to the candidates and their responses to this feedback recorded in their portfolio.

Guidance on assessment and evidence requirements

- 1 Materials list: It is suggested that centres ask candidates to imagine that they are setting up a new learning support resource centre, and a virtual, but realistic, budget could be given for this.
- 2 The two teaching practices should not be concurrent. However, centres can take responsibility for some flexibility in deciding at what point the second teaching practice can commence. It is intended that candidates will have built up competence during the first teaching practice.
- 3 The observed lesson should have a minimum duration of 40 minutes.
Where appropriate, assessors may carry out observation of candidate performance via video recording (digital) for the purposes of this unit.

Detailed evaluation of each lesson is not necessary, however, brief comment on the learner's achievement and adaptations planned should be noted. Each block of learning support, usually 6 hours, needs to be followed by a succinct formative evaluation which considers:

- development of rapport between teacher (or educator) and learner
- learning environment
- how far targets were met – learner's achievement and areas of difficulty
- use of resources
- teaching methods and pace
- candidate's own learning and achievement
- modifications planned.

Learning support observed by a tutor/assessor is an important part of the assessment for this element. The timing of the observed lesson needs to be carefully negotiated by the candidate and the tutor involved.

Resources

Observation record sheet

Additional information (updated 2016)

For information on how to administer these qualifications please follow the link to OCR's Administration area, <http://www.ocr.org.uk/administration/>.