



IDL



**You never fail
until
you stop trying**

Albert Einstein



IDL Literacy – the National Award Winning Software



IDL is a highly effective Literacy and Dyslexia Intervention

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 11 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.

Recommended for our Pupils with

- Weak Spelling
- Reading Difficulties
- Slow Processing
- Handwriting Difficulties or use a Word Processor in school (due to practice with touch typing)



IDL can be accessed online both in **school** and at **home** via Google Chrome.



Students are assessed individually or in small groups to ensure discreetness.

About IDL Literacy - Lifting Barriers to Learning

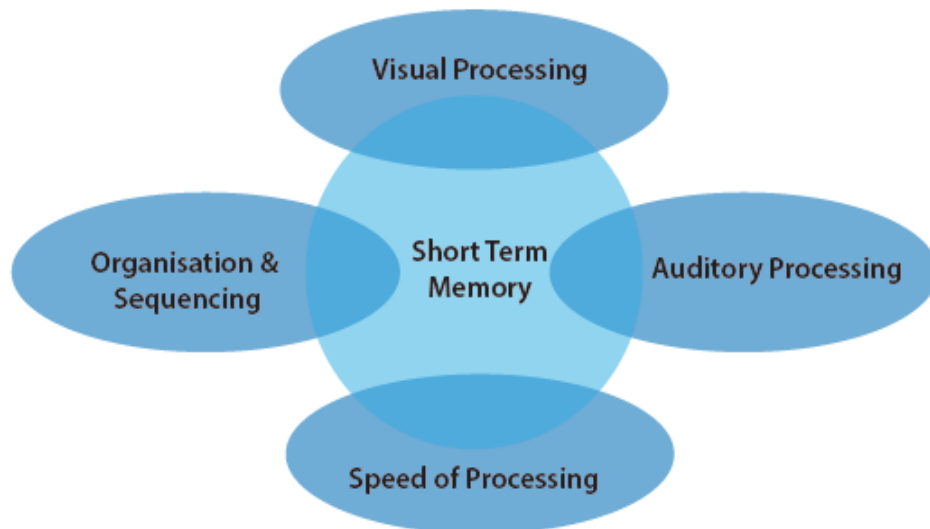
IDL methodology

Memory and processing issues

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

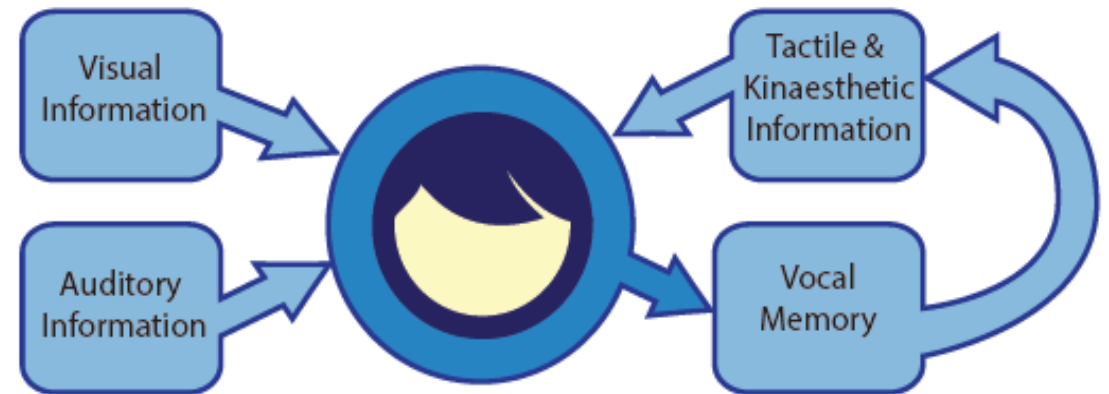
Multi-sensory approaches are effective because they address key areas, commonly associated with dyslexic-type difficulties.

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.



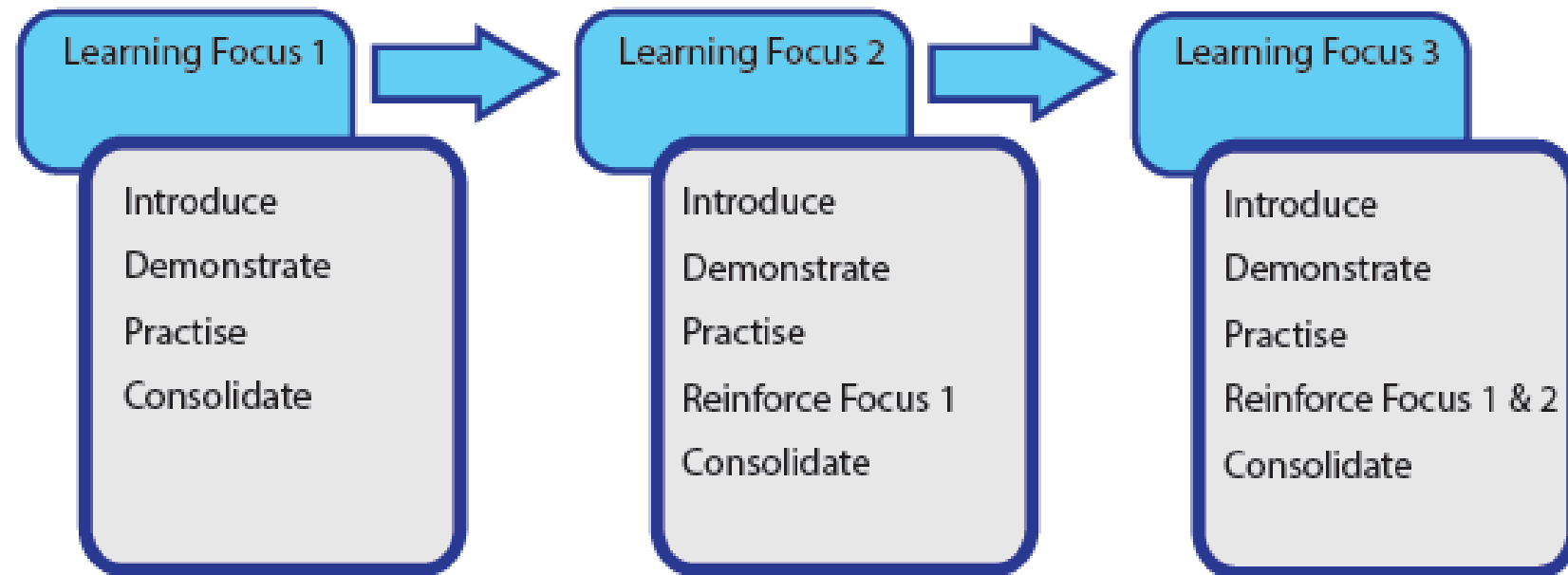
IDL incorporates sight, sound, touch and voice. Students see and hear the words, type and repeat, then read aloud and listen back.

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.

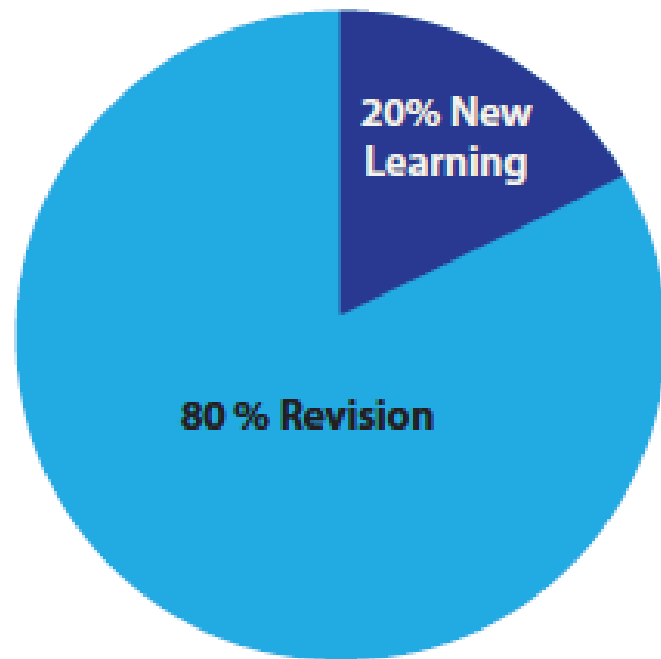


Overlearning and repetition

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

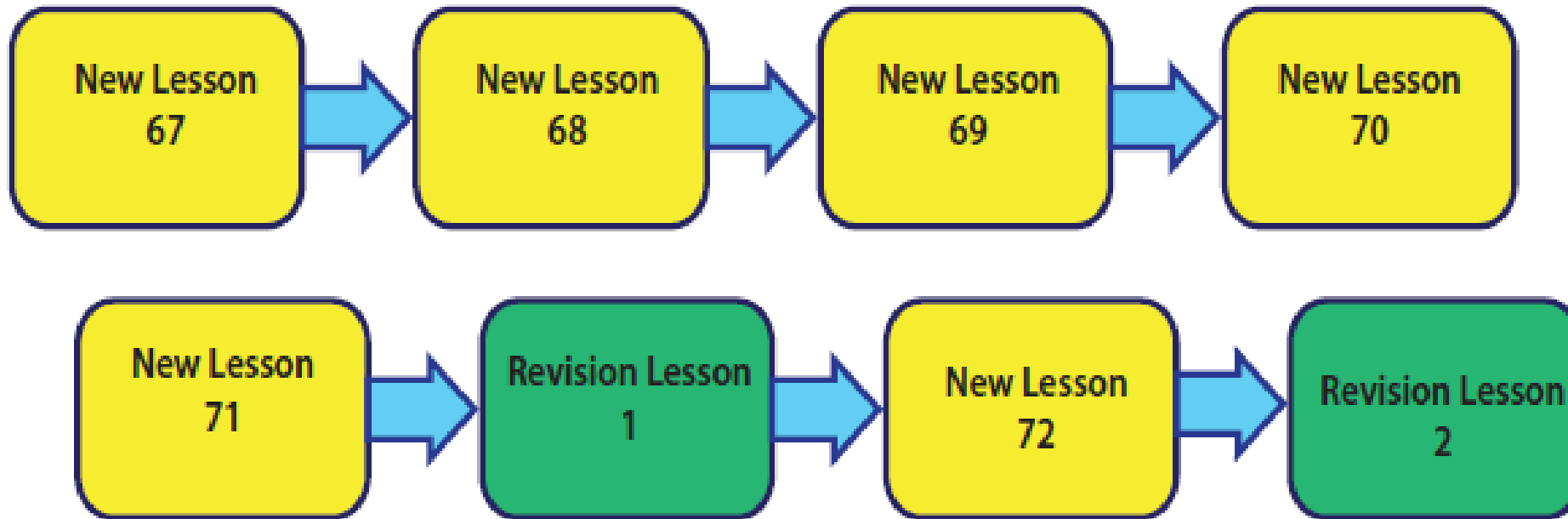


'Easy feel' lessons

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.

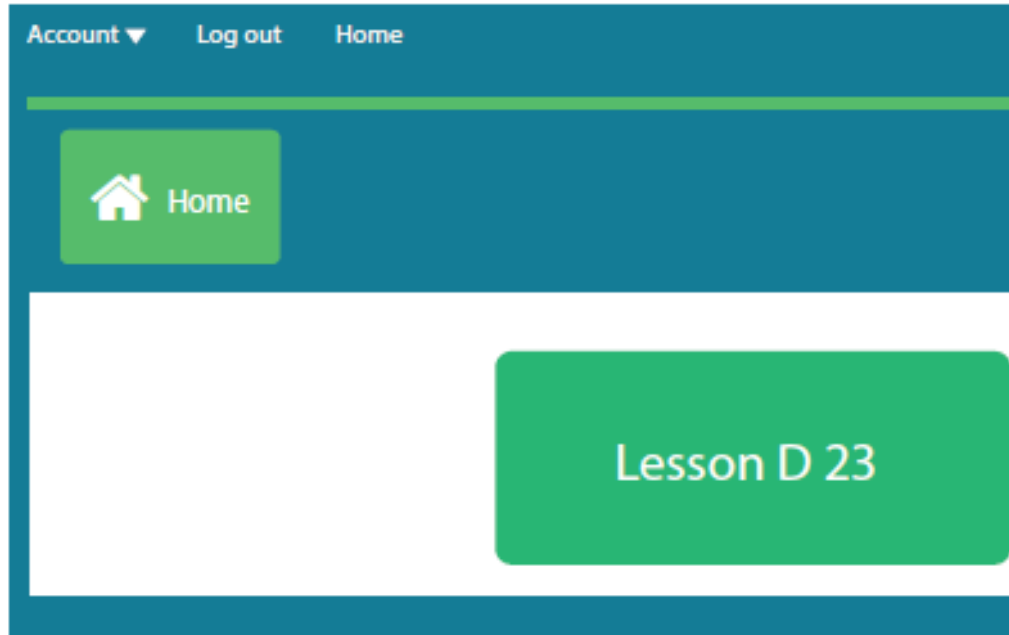
Getting Started

Initial sign in

IDL can be accessed by opening Google Chrome (please ask if you are unsure about what this is) and visiting www.idlsgroup.com. Select 'my idl logon' at the top of the page. After loading the program in your browser you will be presented with a log in screen like the one shown here. Your teacher login details will be provided.

Log in to your IDL

A typical lesson




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

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Assistant

The assistant can be used to guide you through a lesson



Brings up an on screen keyboard that can be used. It will also show the letters you are typing

Each students start point is decided by their performance in the initial reading and spelling baseline assessments.



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.

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.

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

Words you have typed correctly.

Recording - press space to stop

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

J27



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

learning

le*rning

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.

Headphones are desirable to aid concentration and ensure audio is heard clearly

Monitoring progress

By lesson Overall

Spelling Comprehension Story Sentence Dictation

Lesson D 1 Lesson D 1 Lesson D 1 Lesson D 1 Lesson D 1

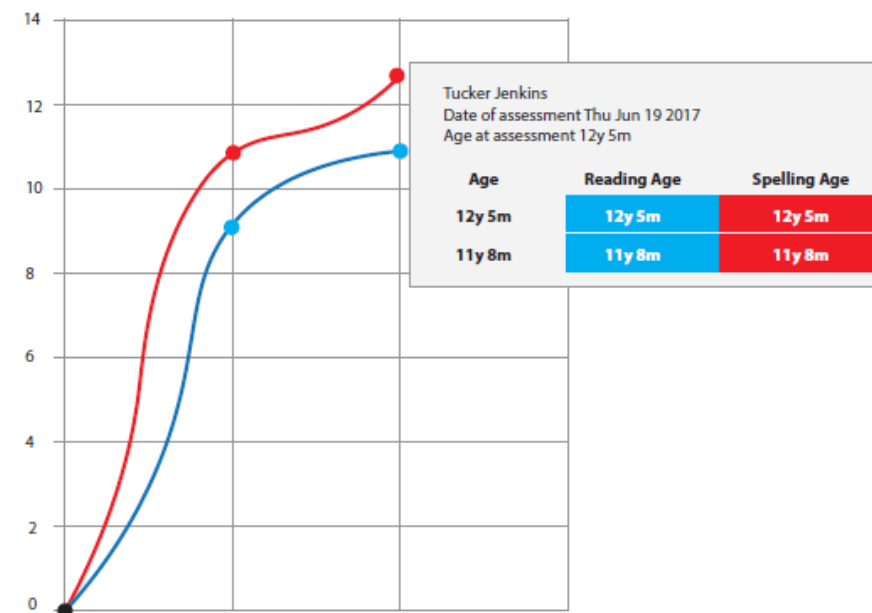
Fewer stars may not necessarily indicate that your pupil is struggling. There are many reasons for mistakes when typing. It is ONLY there to indicate that closer supervision may be required in future.

This lesson has not been taken yet.

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

Completed
Wed Sep 11 2017
Year 3
Reading score: 45
Spelling score: 54
Reading age 9y 3m
Spelling age 10y 5m

Completed
Thu Jun 19 2017
Year 3
Reading score: 68
Spelling score: 75
Reading age 11y 1m
Spelling age 12y 6m



A students progress can be easily tracked and monitored and progress tests will be scheduled at regular intervals.

Celebrating Success

- Regular Certificates
- UGS Leader board
- UGS
- Additional Incentives/Motivation



How to support your child at home

- All IDL Lessons will be uploaded on to Show My Homework this term.
- Students should spend 10-15 minutes minimum each sitting.
- Parents should encourage and support their child to advance on the program as much as possible.
- All of our students are extremely bright and able to demonstrate academic resilience – enable them to take ownership of their learning; work with them to embed a habit for when they will sit and do their IDL and encourage them to seek out support when it is needed.

