

CALT guide to using the 'SNIP' literacy programme

Introduction

This programme was developed and made available by two teachers who are qualified dyslexia tutors.

Who is it suitable for?

Pupils aged 8+ with a SS 80 or below who have had effective phonic/literacy teaching but are still struggling

What is the aim of the programme?

To provide a resource that

- Had a rapid success rate
- Was practical in delivery
- Was enjoyed by pupils

The aim being to improve reading and spelling using high frequency words

What is the approach?

The programme addresses reading and spelling at word level, addressing gaps in phonics through application and analytic phonics

What is the rationale?

Pupils may be familiar with sound/symbol relationship but still experience difficulty with more complex digraphs or with blending sounds into a word

A high level of overlearning is incorporated into the programme which is key to recognition and fluency

Words are grouped so they are not phonically similar and so avoids pupil's reliance on pattern

Awareness that there is a limited amount of time available for adults to work with pupils on a 1:1 basis

Who can deliver this programme?

- A member of staff experienced in working /supporting pupils in literacy

Frequency of delivery

The Primary pack consists of 25 packs. Each pack targets 9 words and has 3 A4 pages with 6 exercises

Use 1 pack per week. 1 pack will take approximately an hour in total

This could be delivered in a variety of ways as suggested below.

- 1 session of 40 mins working with the adult on the pack followed by 2 further sessions of 10 mins to go over the words using Wordshark or similar. Delivering SNIP in 1 lengthier session each week should be considered carefully, as this may not suit a pupil who finds it hard to sustain concentration and who would benefit from shorter more frequent sessions during the week
- 2 sessions of 20 mins working with the adult on the pack followed by 2 further sessions of 10 mins to go over the words using Wordshark or similar

- 3 sessions of 15 mins working with the adult on the pack followed by 2 further sessions of 10 mins to go over the words using Wordshark or similar

Where do I start?

Most pupils will start from the beginning i.e. Part 1 Session 1. However this may not always be the case.

To find a baseline find the session where they make 1 error in reading and/or spelling e.g. Session 3. The first week of the programme should be the session **before** this one e.g. Session 2 so they become familiar with the programme at a point where they will definitely experience success.

A Pre and post assessment is required for each pack, each week.

1. Ask the pupils to read and spell the words then mark their levels of accuracy on the checklist at the beginning and end of the week
2. Share the results with them each time so they link their efforts to their progress. This programme encourages the pupil to understand the part they play in their own learning as many have become over reliant on support and passive learners
3. The expectation is 100% success rate in reading accuracy and only 1 error in spelling by the end of the week
4. Success should be celebrated. Pupil should retain ownership of the process.

What type of activities are there?

Look Cover Say Write Check

1. Read the words aloud to the pupil. Explain them if necessary and encourage the pupil to put it into a sentence
2. Now ask the pupil to read them aloud, provide help if necessary. They need to be familiar with the words before they start to learn to spell them
3. Use the template provided from CALT. This works well enlarged to A3.

Tracking: the words are written in the letter sequence twice.

1. The pupil would say out loud "can" "c-a-n"
2. They then place their pen under the first letter in the line and draw a line underneath until they come to the 'c'; which they loop round then carry on until they find the 'a' and then the 'n'.
3. Each time they loop a letter they say it out loud.
4. Repeat to find the second time the word is hidden in the line
5. Repeat this for each word in the list

Anagrams

1. Re order the letters to make the word and then write it on the line
2. Encourage the pupil to say it aloud to rehearse the letter sequence

Crosswords

- This is to write the word out again but also ensure they are familiar with the word meaning

Word search

- All target words are included either horizontally or vertically

Matching word shapes

- Another opportunity to write the words out and to notice the relative size of the letters in order to provide an image for the word shape