

Dyslexia Gold (Spelling Tutor)

Dyslexia Gold (Spelling Tutor)		Impact			
		modest	useful	substantial	remarkable
	Reading (Accuracy)	<i>Ratio Gain</i>	n/a		
		<i>Effect size</i>	n/a		
	Reading (Comp)	<i>Ratio Gain</i>	n/a		
		<i>Effect size</i>	n/a		
	Spelling	<i>Ratio Gain</i>	3.5	<div style="background-color: #c8e6c9; width: 100%; height: 15px; display: flex; justify-content: space-around; align-items: center;"> ✓✓✓ </div>	
		<i>Effect size</i>	n/a		
	Writing	<i>Ratio Gain</i>	n/a		
		<i>Effect size</i>	n/a		

Description

Spelling Tutor is an online literacy intervention for pupils aged 6 years and above to improve spelling. It uses 'spaced repetition' to ensure spellings are stored in the long-term memory and easy to recall. Pupils use a combination of reading, writing and typing to practise spelling. Delivery is in three parts and lasts for 15 minutes daily. It requires minimal input from teaching staff.

- Part 1 – Recap

Words spelt incorrectly in previous sessions are re-tested, according to the spaced repetition algorithm.

- Part 2 – New Words

The pupil reads a short passage. Then the computer dictates the passage for the pupil to write out. The pupil then marks their work. This section lasts until the pupil has made three mistakes.

- Part 3 – Session Recap

Words spelt incorrectly this session are retested.

Spelling Tutor works by an algorithm that spaces out words pupils have spelt incorrectly and repeats them at calculated intervals to check the spelling knowledge.

Evaluations

The data used for this evaluation were supplied by Liz Sedley. The study was funded by Dyslexia Gold. In this 2018 evaluation, the intervention was intended to be delivered through 15-minute sessions every day over a period of 3 months. Pupils were identified by their SENCO as having a spelling age of at least 12 months behind the chronological age. Analyses show **substantial** improvements in spelling.

Contact details for Dyslexia Gold (Spelling Tutor)

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Dyslexia Gold (*Spelling Tutor*)

Dyslexia Gold (*Spelling Tutor*): *Detailed Evaluations*

Study:	2018
Main reference:	The Impact of Spelling Tutor on Literacy (Research by Dyslexia Gold, July 2018)

Research design:	One group pre-test/post-test study	
Age-range:	Y4-Y9	
Type of children:	Pupils were identified by their SENCO as having a spelling age of at least 12 months behind the chronological age	
Starting and ending levels and progress:	On average pupils spelling improved by 10.5 months over the 3-month period. The RG shows substantial impact	
N of experimental group:	65 pupils from 7 schools (At the end of the trial, only data from those pupils who had a spelling age above 5 at the start of the intervention was used. This resulted in 53 pupils)	
Length of intervention in weeks:	12	
Tests used:	Vernon Spelling Test	
Pre- and post-test average gains in s.a. (in months), ratio gains and effect size:		
	Gain	RG
Spelling	10.5	3.5
Effect sizes:	n/a	
Statistical significances:	Were not stated and could not be calculated	

Contact details for Dyslexia Gold (*Spelling Tutor*)

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Dyslexia Gold *(Fluency Builder)*

		Impact			
		modest	useful	substantial	remarkable
	Reading (Accuracy)	<i>Ratio Gain</i>	2.5	✓✓	
	<i>Effect size</i>	n/a			
	Reading (Comp)	<i>Ratio Gain</i>	n/a		
	<i>Effect size</i>	n/a			
	Spelling	<i>Ratio Gain</i>	n/a		
	<i>Effect size</i>	n/a			
	Writing	<i>Ratio Gain</i>	n/a		
	<i>Effect size</i>	n/a			

Description

Fluency Builder is an online literacy intervention for pupils aged 6-12 years who are struggling to learn to read or to read fluently. It focuses on difficulties with phonological awareness experienced by these pupils: the ability to hear the individual sounds in words and quickly recall the sounds for letter shapes. Intervention sessions last for 10-20 minutes. Each session focuses on one grapheme-phoneme correspondence. The program contains 10–15 activities each day which cover phonological awareness, reading fluency, phoneme manipulation and phonics. Each grapheme-phoneme correspondence is repeated in at least 4 sessions. Pupils operate the computer software independently, with minimal supervision by teaching staff.

Evaluations

The data used for this evaluation were supplied by Liz Sedley. The intervention was intended to be delivered through 10-minute sessions every day over a period of 3 months with Key Stage 2 pupils from 4 schools. Pupils were identified by their SENCO as having a reading age of at least 12 months behind their chronological age at the start of the intervention. Analyses show **useful** improvements in reading accuracy.

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Dyslexia Gold (*Fluency Builder*): Detailed Evaluations

Study:	2018
Main reference:	The Impact of Fluency Builder on Literacy (Research by Dyslexia Gold, July 2018)

Research design:	One group pre-test/post-test study	
Age-range:	Key Stage 2	
Type of children:	Pupils were all identified by their SENCO as having a reading age of at least 12 months behind their chronological age	
Starting and ending levels and progress:	On average pupils' reading accuracy improved by 7.5 months over the 3-month period. The RG shows useful impact.	
N of experimental group:	41 pupils from 4 schools	
Length of intervention in weeks:	12	
Tests used:	New Salford Reading Test	
Average gain in r.a. (in months) and ratio gain:		
	Gain	RG
reading accuracy	7.5	2.5
Effect sizes:	n/a	
Statistical significances:	Were not stated and could not be calculated	

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