

## User Guide

Multi  
Sensory

Individually  
Tailored

Independent  
Learning

Simple  
To Use

Brilliant  
Results

Literacy and Specialist Dyslexia Support  
[www.idlcloud.co.uk](http://www.idlcloud.co.uk)

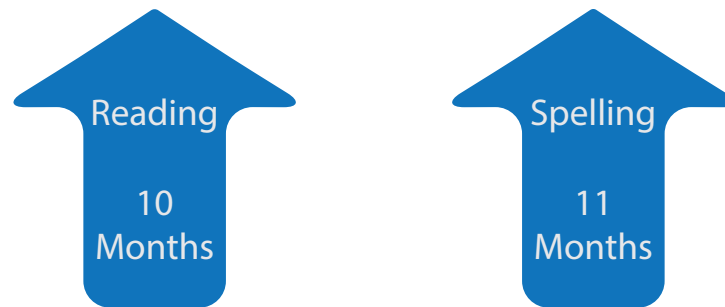
Lifting the barriers to  
**Learning**

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# Introduction

Welcome to the **id1** specialist software program, designed to deliver highly effective literacy and dyslexia intervention. Owned by CES (Charity, Education & Skills) Solutions Limited, **id1** succeeds with both children and adults who have difficulties with reading and spelling. The success of the **id1** system has been proven in schools and tuition centres, around the UK and overseas, for over 25 years.



Studies show an average improvement, after 26 hours' use of **id1**, of 10 months in reading and 11 months in spelling.

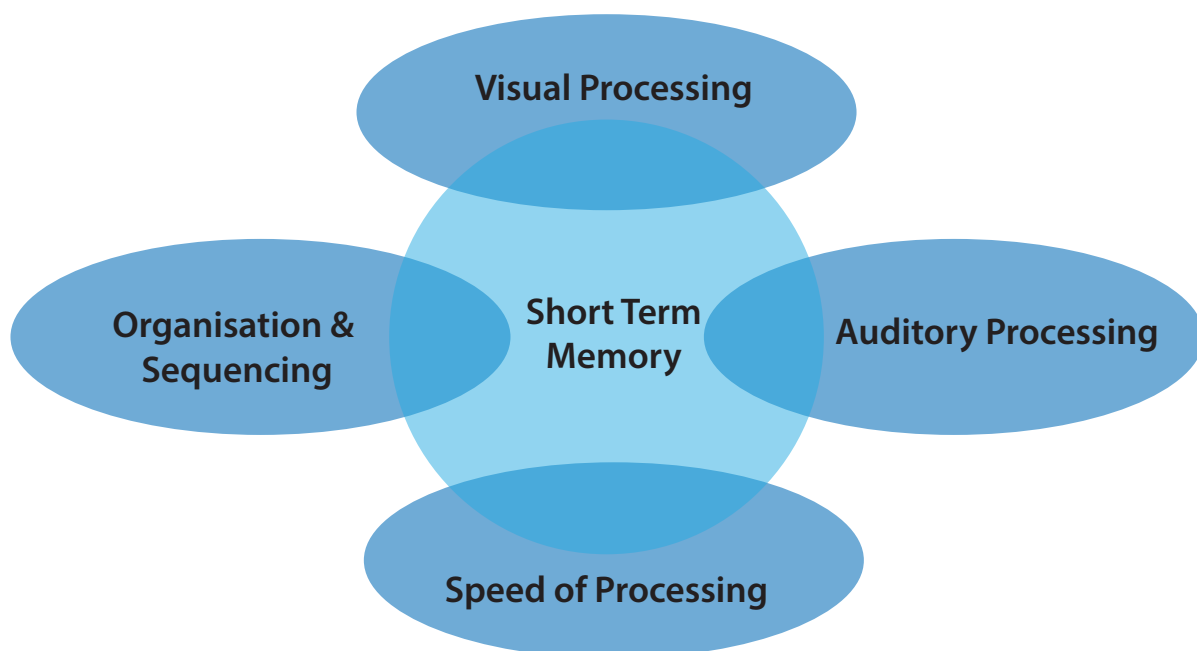
## **id1** methodology

### Memory and processing issues

**id1** combines a multi-sensory, structured approach with an accessible, stress-free user method.

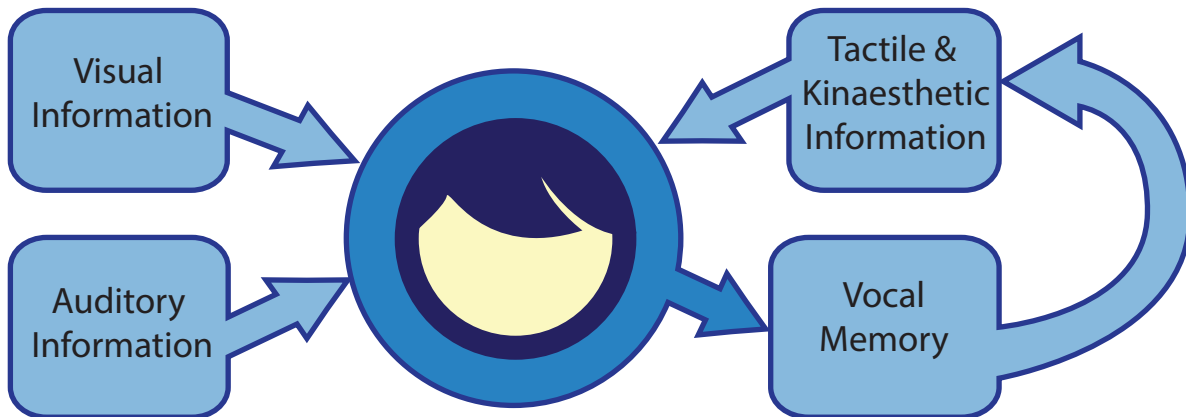
Multi-sensory approaches are effective because they address key areas, commonly associated with dyslexic-type difficulties.

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.



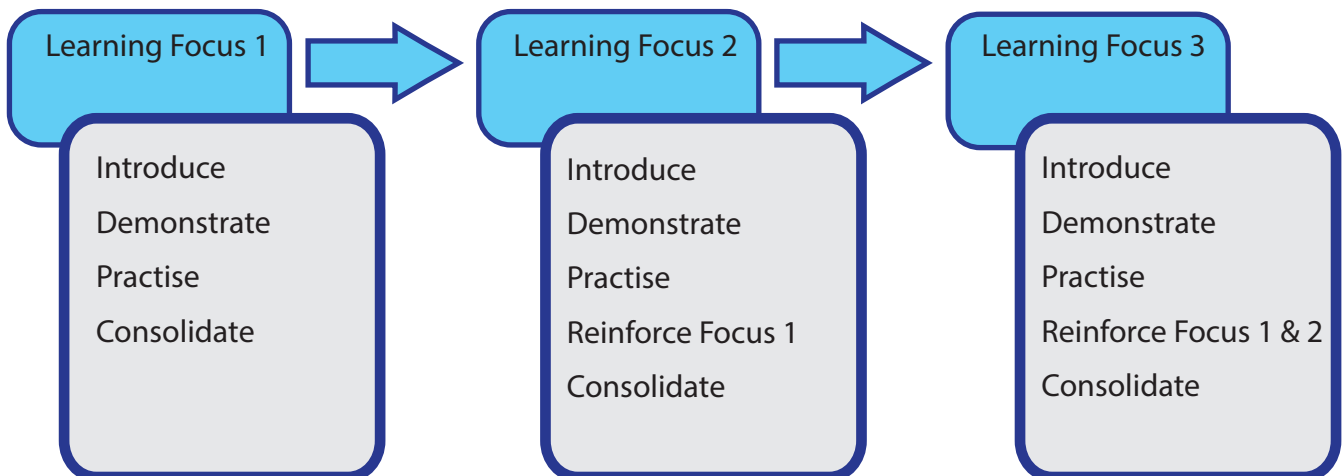
**icd1** incorporates sight, sound, touch and voice. Students see and hear the words, type and repeat, then read aloud and listen back.

Research suggests that information heard via one's own voice is absorbed more readily than via others' voices.

## Structured learning

**icd1** 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.

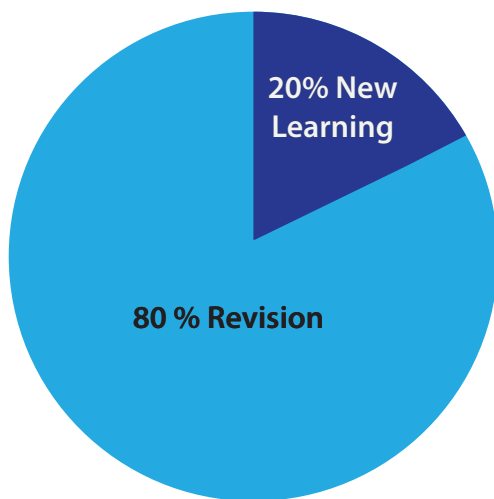


## Overlearning and repetition

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

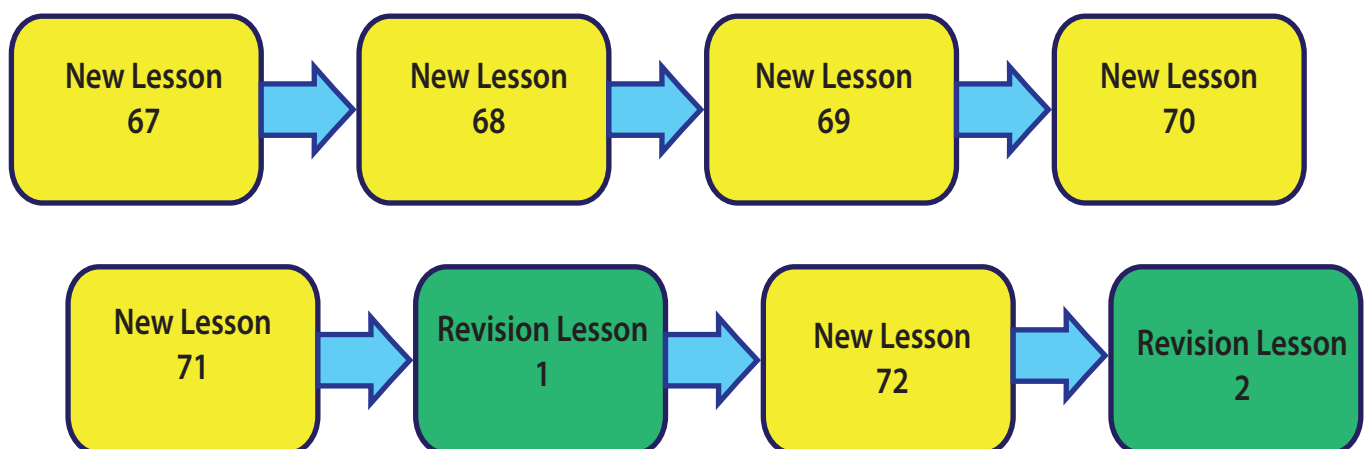


### 'Easy feel' lessons

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.

## Tests

IDL uses a simple, short test for reading and spelling. The scores achieved for both tests are entered to allow progress to be measured. The spelling scores generate the appropriate level of lessons.

We recommend testing students one-to-one to allow tutors to note any signs of stress – for example, when a student begins to find spellings difficult – and to bring the test to a close where appropriate.

Further instructions for simple administration of the tests are given on the test sheet which can be printed from the program.

## Supported learning


 is designed to be delivered as a supported programme.

Students will make best progress if a tutor is present to guide them and offer support and discussion as needed. It is usually helpful to listen as they read aloud and discuss any 'tricky' words identified.

Some students may need a period of one-to-one support as they start to use the program.

## Following lesson sequence

Best results will come from adhering to the sequence and structure provided. This is recommended to ensure that learning is cumulative and consolidated.

If you have not used  before, you may feel that a student should be working at a more challenging level, especially if their reading is quite fluent, but remember: it is designed to feel 'easy' and 'stress-free' for the student.

## Getting started

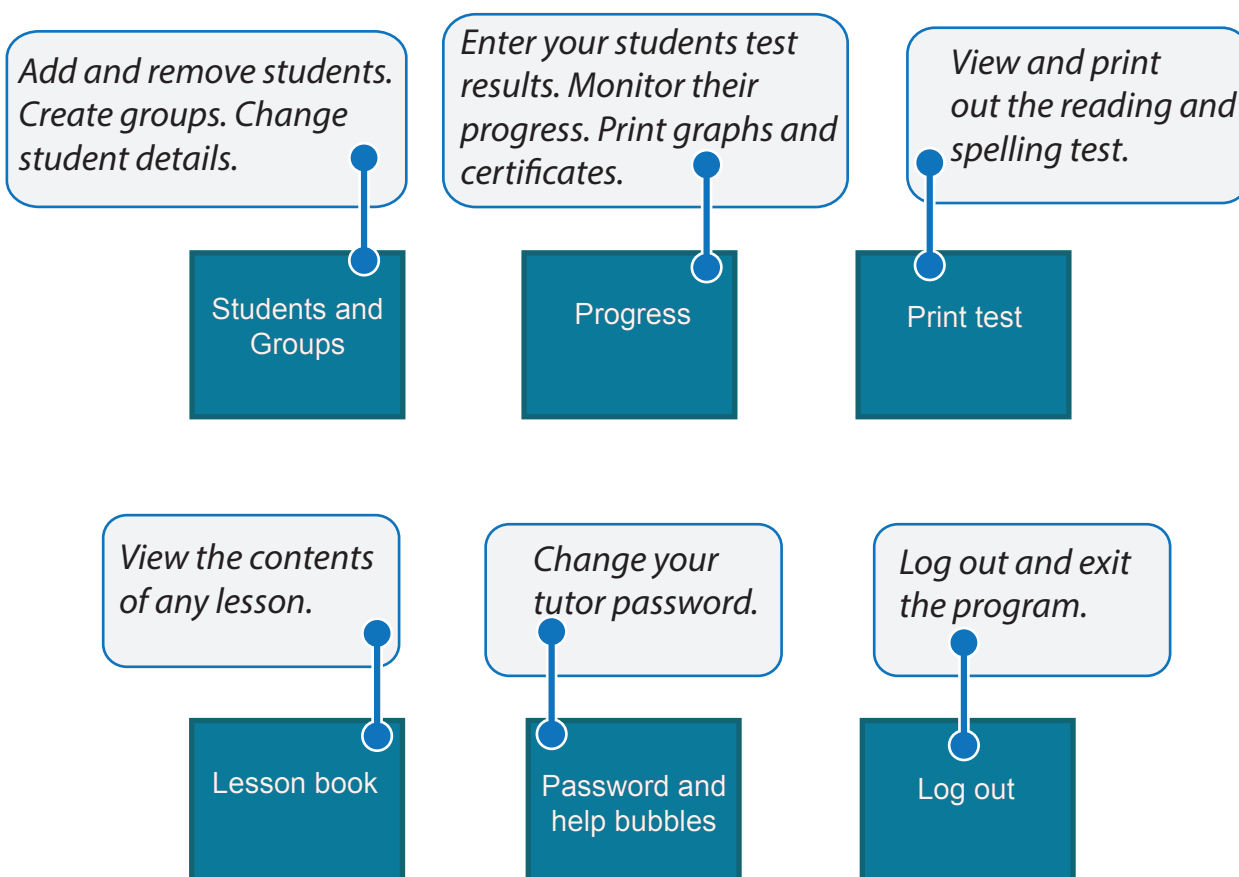
### Initial sign in

Once you have installed **IDL** you should see a shortcut to the program on your desktop. After opening the program you will be asked to 'Sign in' as shown below. To start using IDL you will need to sign in with the username and password provided.

The screenshot shows a sign-in window titled "Your sign in" with the IDL logo. It contains two input fields: "UserName" and "Password". Below the fields is a "Show password" checkbox and two buttons: "Log in" and "Cancel". A callout box points to the "UserName" field with the text: "You should already have been provided with a 'username' and 'password' for IDL Cloud."

### Tutor menu

Once signed in as admin, you will see the tutor menu shown below.



## Add student

Click the 'Students and Groups' button to reveal your list of students. Then click the 'Add student' button.

First name	Last name	Login name	Password	Group

The details shown below will be required to add your students.

**Add new students**

First Name

Last Name

Username

Password

Gender

Birth Date  Day  Month  Year

Select group. This is optional

The 'Username' is what your student will use to log on.

You can organise your students into groups if you wish. To add groups click on the 'Manage groups' button shown above.

## Test student

**i d i** includes a simple reading and spelling test that will be used to approximate your students' reading and spelling ages. This test will be used at the start of the course, to determine the best starting point for the student's abilities and also at intervals throughout the course in order to determine their improvement.

### Print test

The test can be viewed and printed from the 'Print test' button on the main tutor menu. Print off a copy of the tests and follow the instructions provided to test each of your students on a one-to-one basis.

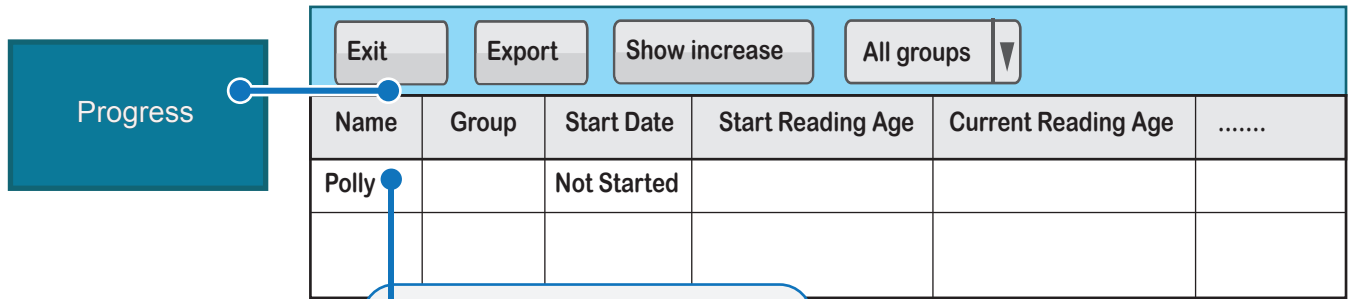


The spelling test results will be used to determine the student's starting point on the program. After taking a test you will need to enter the results for that student. To do so click on 'Student progress'.



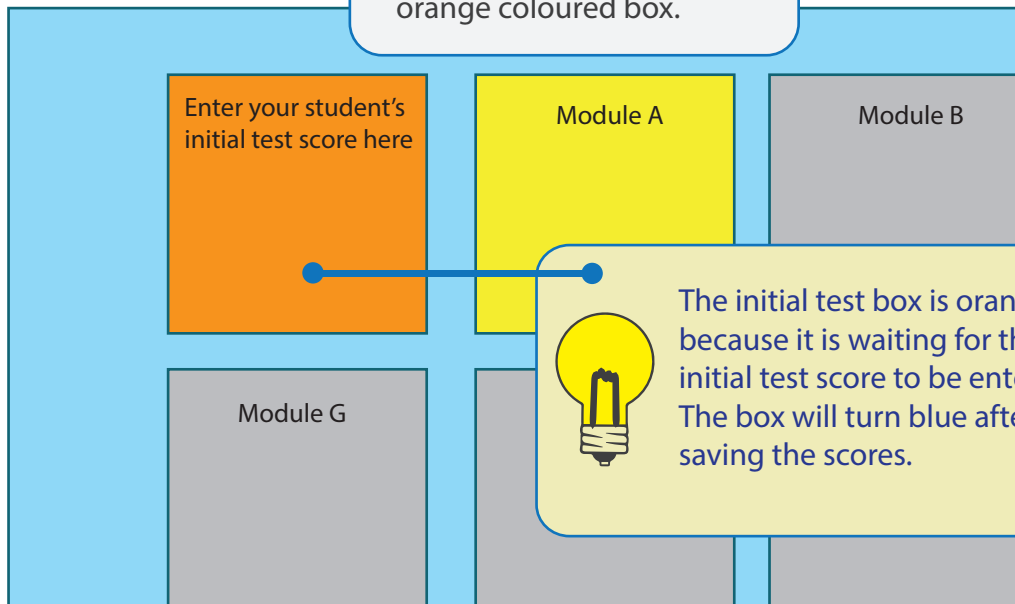
## Entering the initial test score

Although the progress button is used to monitor student progress, it is also the place to enter test results. If you have not yet entered your student's initial test results, you will be prompted to do so when you view their progress screen.



Name	Group	Start Date	Start Reading Age	Current Reading Age	.....
Polly		Not Started			

Double click the name of the student then click on the first orange coloured box.



Enter your student's initial test score here

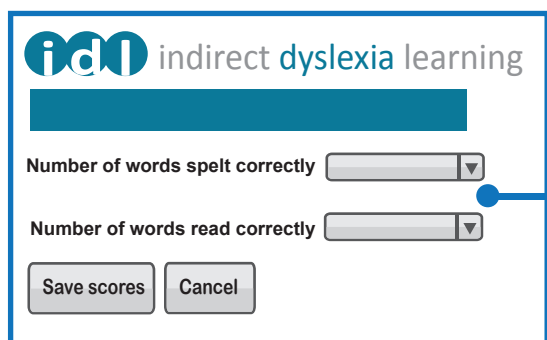
Module A

Module B

Module G



The initial test box is orange because it is waiting for the initial test score to be entered. The box will turn blue after saving the scores.



**idl** indirect dyslexia learning

Number of words spelt correctly

Number of words read correctly

Save scores Cancel

Enter the number of correct words for both reading and spelling tests.



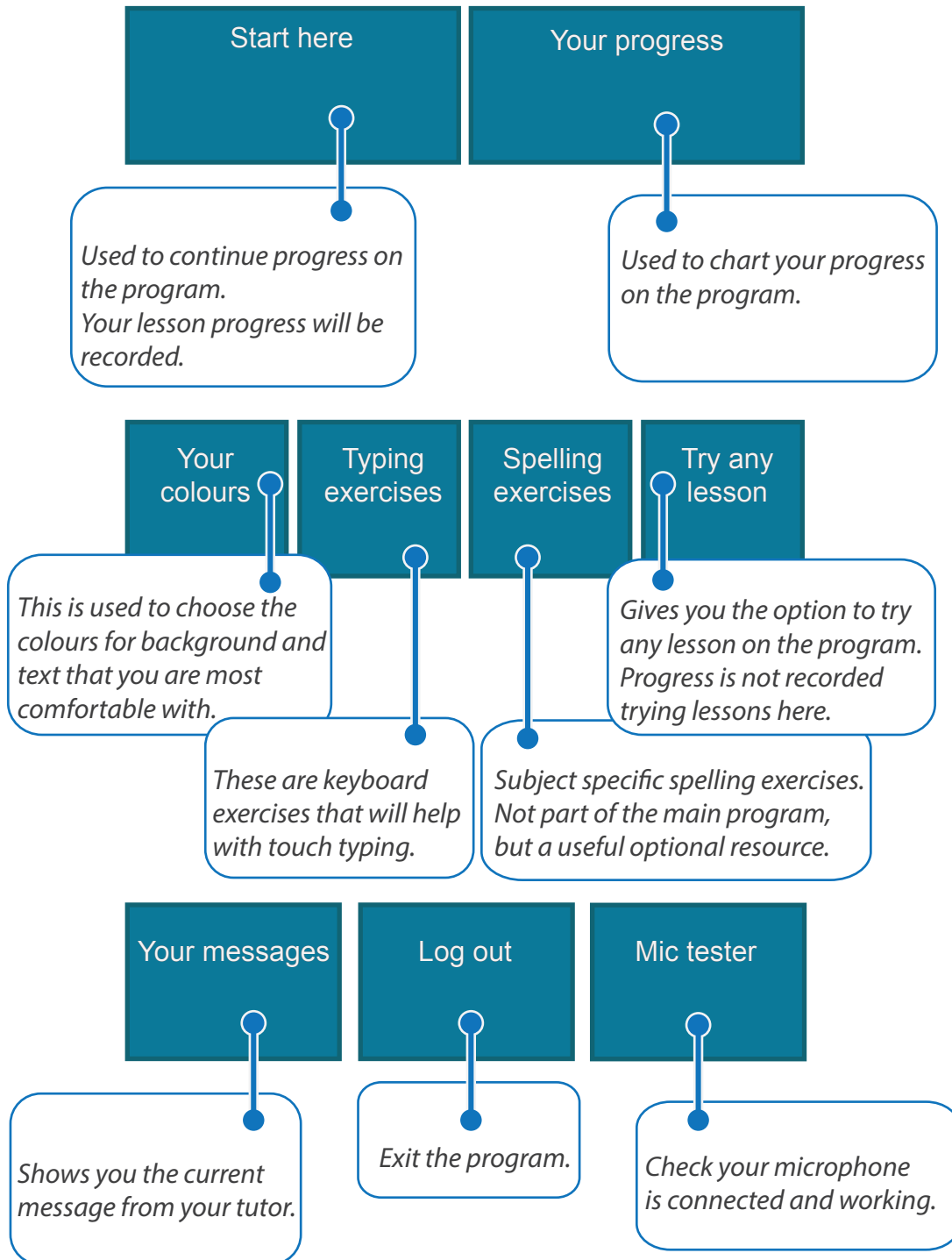
The program contains over 1000 lessons that range in reading and spelling abilities from 5 years to 15 years. The first time you enter a student's test score, their initial starting point on the program will be recorded. This ensures they are undertaking lessons appropriate to their abilities.

Once the scores have been saved, the program will determine your student's initial reading and spelling ages. These scores are used to determine the best starting point on the program.

That's it! Your student can now sign in and start to use **idl**.

## Student sign in

When your students sign in they will see the menu items shown below.




In most cases, students will simply log on and click 'Start here' to continue their progress on the program.

## Starting your student off - choosing colours for their work area

Before a student starts using the program, they should choose the text and background colours that they feel most comfortable with.

Visual processing difficulties and/or visual stress can often contribute to reading difficulties. Blurring, movement of words and difficulty with tracking may be some of the problems experienced. Black text on a white background may be particularly difficult to see comfortably.

Students select the background colour that they are most comfortable with. The selected colour will be set up as the background screen for the student's working area on . They can also select the text colours. Some students may find one or more of the default text colours problematic. For example, they may have too much or too little contrast with the background colour.

The choice of colours is highly individual: what is comfortable for one student may be uncomfortable for another.

Choose a background colour and three colours for each line of this text. Choose colours you feel most comfortable with.

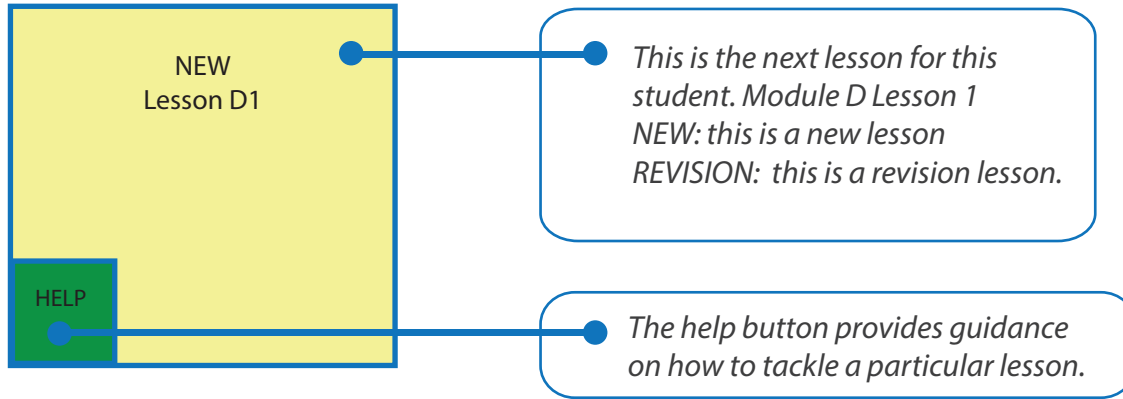
					Background
					Line 1
					Line 2
					Line 3



Choosing three different colours helps your student distinguish between lines of text. It also allows them to see any errors as they type.

## Start button

Once your student has chosen the right colours they are ready to start. Clicking the start button will present them with the next lesson on their program.



After 70 lessons, every other lesson will be a revision lesson.

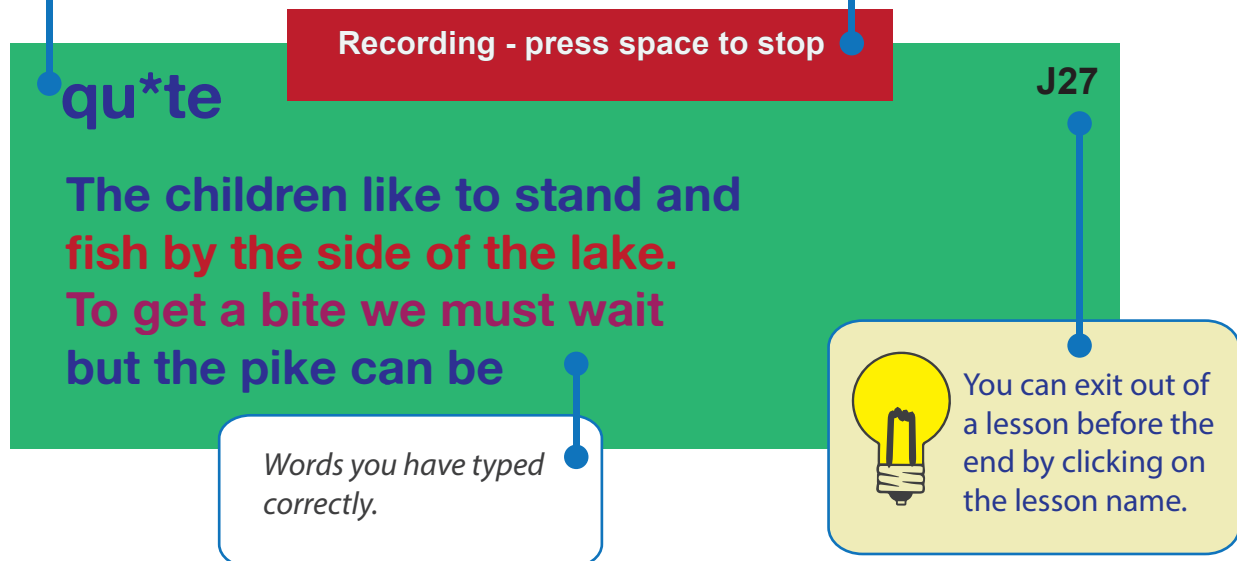
This is a tried-and-tested method for consolidating learning, which enables learning to be transferred to long term memory whilst also developing fluency and confidence.

## An lesson

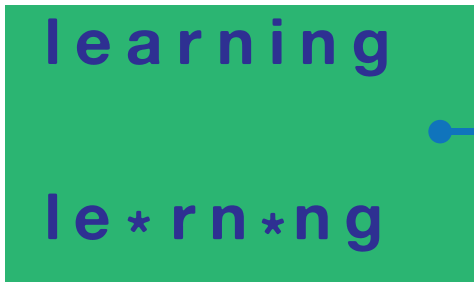
Below are some common features of a lesson.

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.

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




## Further lesson information



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.



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.



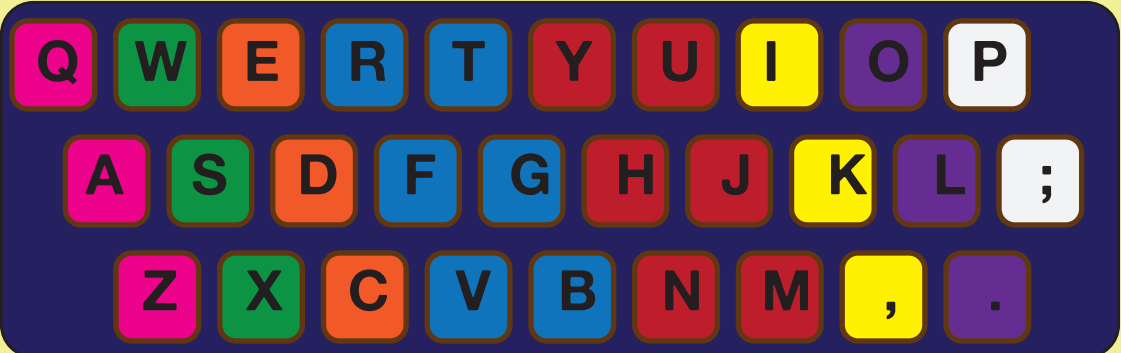
Listen carefully to the instructions during each lesson. Headsets can be good to aid concentration and to ensure audio is heard clearly.

Your students should not panic if they are not sure of a word: it will be repeated once they press space and after three mistakes it will be shown without hidden letters.

## Typing exercises

Touch-typing is the best way to gain full multi-sensory benefits and maximise the effectiveness of the program. As words are touch-typed, visual and auditory memories will be supported by muscle memory and spellings are easier to retain. Investing time in learning to touch-type accurately is the recommended method for maximum progress. However, those who already have fast typing speeds may prefer not to learn to touch-type.

**ASDF ASDF ASDF ASDF**



On typing exercises you will be able to see a keyboard which will show you which keys you are pressing

# Monitoring your students

From the tutor menu you can monitor your students individually, or the school as a whole.

## Monitor student progress

As your student progresses, you can monitor their achievements, enter new test results, see graphs of their improvement and print certificates. All of this is done by going to 'Progress' from the tutor menu.

<span>Exit</span> <span>Export</span> <span>Show increase</span> <span>All groups</span>						
Name	Group	Start Date	Start Reading Age	Current Reading Age	Start Spelling Age	Current Spelling Age
Polly		21/08/14	8years 1month	8years 11months	7years 8months	8years 6months

Double click on any student to see their progress through modules, enter test results, print certificates and graphs.

## Viewing student progress through modules

Completed Test  
Reading age 6y 0m  
Spelling age 6y 0m  
Reading Count 12  
Spelling count 12  
Tue 9th May 2012

Module D  
Complete Wed July 28  
2012

Module E  
Complete Wed Oct 5  
2012

If a test is taken, the  
scores can be entered  
here

Module F  
Active

Your students' progress is displayed as a series of blocks. These blocks are either modules or tests.

Completed Test  
Reading age 6y 0m  
Spelling age 6y 0m  
Reading Count 12  
Spelling count 12  
Tue 9th May 2012

A blue box denotes a completed test. It will display the date of the test along with the results.

Clicking on any completed test (other than the initial test) will display a progress graph for the student.

Module D  
Complete Wed July 28  
2012

A green box denotes a completed module. It will display the date the module was completed. Clicking on any completed module will show a breakdown of all the lessons completed, along with a simple indication of the student's typing accuracy in each lesson.

Module F  
Active

A yellow box denotes the active module. This is the student's current position within the program.



You can click on the active module to see which lesson your student is up to.

If a test is taken, the scores can be entered here

An orange box denotes that a test is available. A test will always become available once a module is complete. If this test is not taken it will simply go away once the student completes the next module – when a new test will become available to take.



The recommended time between tests is 26 hours on the program. You use the same test each time. Students will complete lessons at different speeds.

## Viewing completed lessons

By clicking on a complete or active module you can see which lessons your student has completed. Completed lessons will be yellow and a number of stars between 1 and 5 will be awarded for each complete lesson. The stars represent the number of mistakes a student makes on each lesson. 5 stars means no mistakes, 1 star means many mistakes. By monitoring the pattern of stars, you can quickly see if your student requires closer supervision in future.



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

*This lesson has not been taken yet.*



Less stars may not necessarily indicate that your student is struggling. There are many reasons for mistakes when typing.

It is ONLY there to indicate that closer supervision may be required in future.

## Certificates

Each time a student completes a module, a certificate is generated and becomes attached to their progress timeline. To print off a certificate, click on a completed module.

Go Back
Lessons for Module D
Certificate

# CERTIFICATE OF ACHIEVEMENT

## Polly Pocket

Has completed all lessons on module D

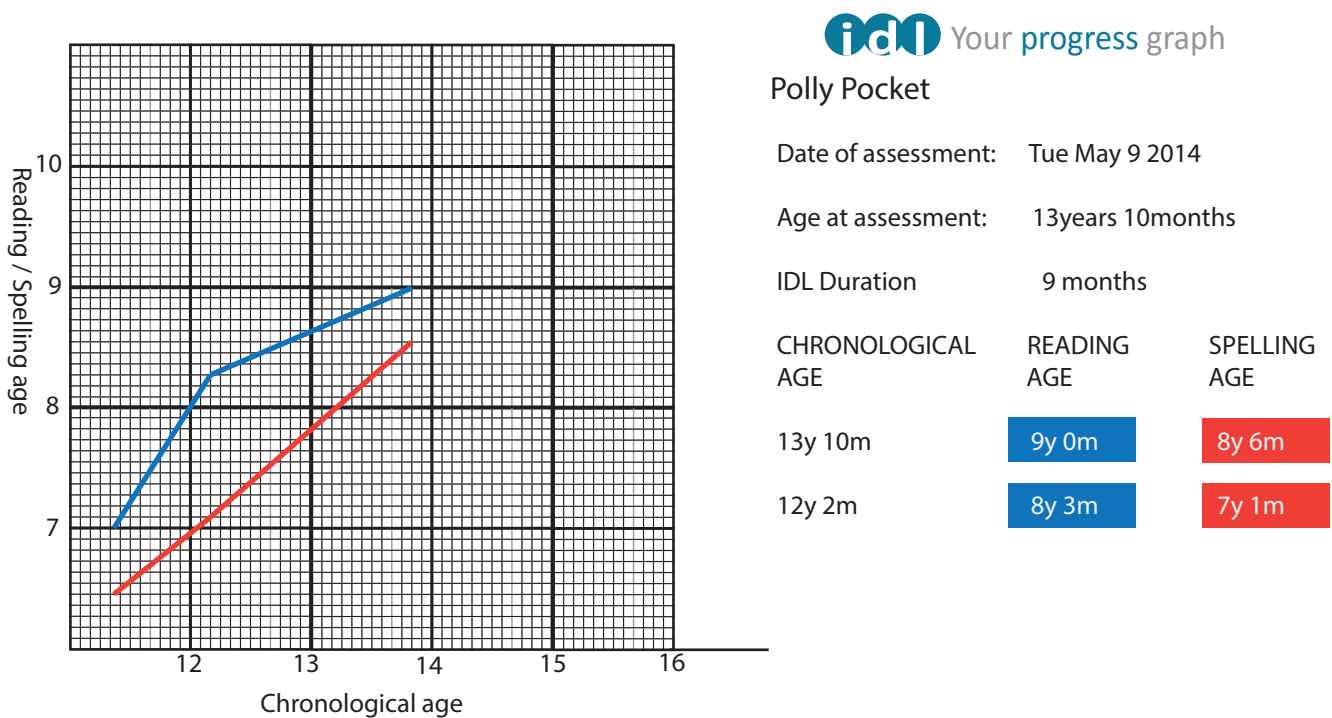
On Tue May 9 2014



*Certificates are available for each completed module. They can be printed and a space is available for a school stamp.*

## Graphs

Student progress graphs can be viewed by clicking on a completed test (other than the initial test). Graphs provide a good way to see their progress quickly in terms of reading and spelling ages.





## Sessions

While students use the system, their lessons, logon time and log off time are all recorded and you can view all of this information.

Go back
View Sessions

*Click this button to view the details of each session a student has completed.*

Logon Time	Logout Time	Lessons completed
Monday 28 October 2013 at 15:30pm	Monday 28 October 2013 at 16:30pm	D13 D14 D15 D16 D17 D18 D19
Monday 11 November 2013 at 10:30am	Monday 11 November 2013 at 11:30am	D20 D21 D22 D23 D24 D25 D26

*The time the student started.*

*The time the student finished.*

*The lessons taken during the session.*

It can be very useful to monitor your student's sessions, especially when you are unable to provide closer support in larger groups or when your students have been asked to work independently or with parental guidance from home.

## Locking student menu and sending messages

As a tutor you can choose to lock down any of the items on the student's menu. If, for example, you only want your student to sign in and continue on the program, you can lock all menu items except 'Start here'. This can be done in the 'Students and Groups' after selecting a student.

Students and Groups

Message

Welcome to IDL Cloud, we hope you make great progress.

Your student will be able to see any message you leave for them here.

Choose student menu items

- Your messages
- Mic tester
- Your colours
- Typing exercises
- Spelling exercises
- Try any lesson
- Start here
- Your progress

Removing the tick from any of these items will cause them to be locked for this student.

Students progress in IDL by completing a series of modules.

Modules contain a number of lessons that have been specially graded to limit challenging words in each 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.

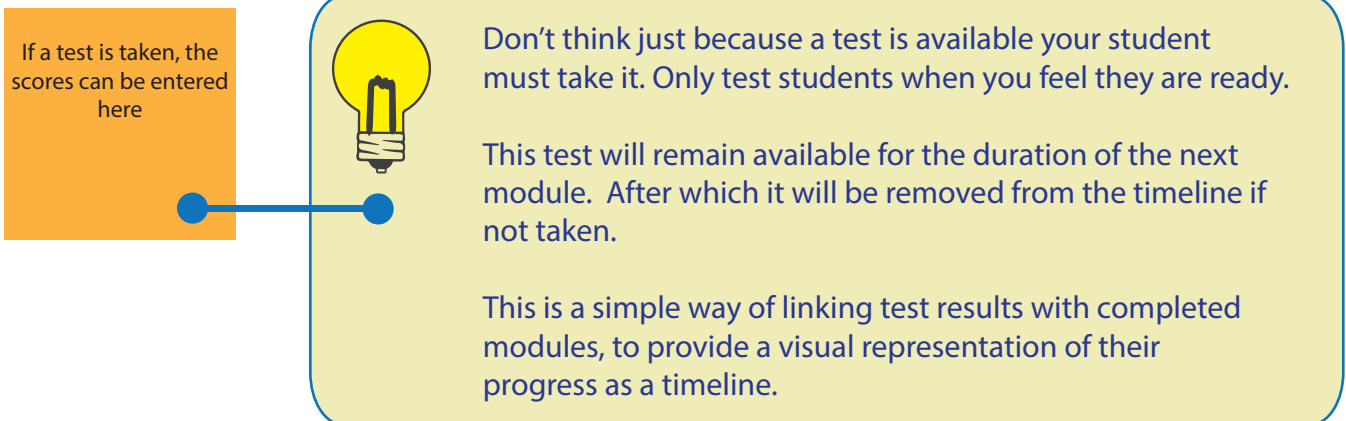
Each module contains between 30-49 lessons.

## Completing a module


After completion of each module two things will happen:

1. A test becomes available
2. A certificate is attached to the student's progress which can then be printed.

We recommend that students complete approximately 26 hours of use on the program – e.g. an hour a week for 6 months – before re-testing, to allow learning to be consolidated and retained.



If a test is taken, the scores can be entered here

 Don't think just because a test is available your student must take it. Only test students when you feel they are ready.

This test will remain available for the duration of the next module. After which it will be removed from the timeline if not taken.

This is a simple way of linking test results with completed modules, to provide a visual representation of their progress as a timeline.

## Support

For further information or for support using IDL, please visit the website or call us:

w: [www.cessolutions.org](http://www.cessolutions.org)

t: 01524 580665

# Appendices

## IDL Reading and Spelling Test Instructions

### Reading Test Instructions

Give the Student a copy of the Reading Test to read from.

Do	Don't
<ol style="list-style-type: none"><li>1. Do ask them to read the words left to right.</li><li>2. Do ask them to sound the word out, if it seems difficult.</li><li>3. Do go on to the next word, if they cannot say what it is.</li><li>4. ONLY if they mispronounce only slightly, e.g. in postage with a short 'o', then do ask them to read the word again.</li><li>5. Do stop the test after about 10 consecutive incorrect answers, but ask if they recognise any words further down the sheet.</li></ol>	<ol style="list-style-type: none"><li>1. Don't suggest corrections.</li><li>2. Don't give prompts.</li><li>3. Don't hurry them.</li><li>4. Don't ask for an incorrect word to be re-read.</li><li>5. Don't give the pronunciation of a word they do not know. The test will be used again to measure progress, after 26 hours on the IDL program.</li></ol>

### Marking the IDL Reading Test

1. Give one mark for each word correctly pronounced – even if the student self-corrects.

## Reading Test

tree  
school

little  
sit

milk  
frog

egg  
playing

book  
bun

flower  
picture

road  
think

clock  
summer

train  
people

light  
something

dream  
crowd

downstairs  
sandwich

biscuit  
beginning

shepherd  
postage

thirsty  
island

saucer  
canary

angel  
attractive

ceiling  
imagine

appeared  
nephew

knife  
gradually

smoulder  
university

applaud  
orchestra

disposal  
knowledge

nourished  
audience

diseased  
situated

physics  
forfeit

campaign  
siege

choir  
recent

intercede  
plausible

fascinate  
prophecy

colonel  
genuine

soloist  
institution

systematic  
pivot

slovenly  
conscience

classification  
heroic

pneumonia  
oblivion

preliminary  
scintillate

antique  
satirical

susceptible  
sabre

enigma  
beguile

terrestrial  
miscellaneous

belligerent  
procrastinate

adamant  
tyrannical

sepulchre  
evangelical

statistics  
grotesque

ineradicable  
rescind

judicature  
metamorphosis

preferential  
somnambulist

homonym  
bibliography

fictitious  
idiosyncrasy

Total words read correctly: /100

## Spelling Test Instructions

Give the Student a Spelling Grid to write on.

Offer the Student a choice of pencil or pen: whichever they prefer.

Do	Don't
<ol style="list-style-type: none"><li>1. Do read out the words clearly, left to right, one word at a time.</li><li>2. Do make sure that you clarify and illustrate which homonym you are asking them to spell. E.g. "pair as in pair of shoes", see as in I can see you", or "sight as in eyesight" etc.</li><li>3. Do give the next word and let them leave a gap – if a word cannot be attempted.</li><li>4. Do stop the test after about 10 consecutive incorrect answers.</li></ol>	<ol style="list-style-type: none"><li>1. Don't suggest corrections.</li><li>2. Don't give prompts.</li><li>3. Don't hurry them.</li><li>4. Don't give the correct spelling of a word they do not know. The test will be used again to measure progress, after 26 hours on the IDL program.</li></ol>

## Marking the IDL Spelling Test

1. Give one mark for each word correctly spelt – even if the student self-corrects.
2. Reversed letters constitute a mistake.
3. It does not matter whether upper or lower case letters are used.

## Spelling Test

see  
bag

cut  
ten

mat  
hat

in  
dad

ran  
bed

leg  
good

till

dot

be

pen

with

yet

from

hay

time  
boat

call  
mind

help  
sooner

week  
year

pie  
dream

sight  
mistake

mouth  
pair

large  
while

might  
skate

brought  
stayed

yolk  
iron

island  
health

nerve  
direct

join  
calm

fare  
headache

final  
style

circus  
bargain

increase  
copies

slippery  
guest

lodge  
policy

view  
account

library  
earliest

cushion  
institution

safety  
similar

patient  
generous

orchestra  
appreciate familiar

equally

individual  
source

merely  
immediate

enthusiastic  
breathe

permanent  
materially

sufficient  
cemetery

broach  
leisure

customary  
accredited

especially  
fraternally

subterranean  
mortgage

apparatus  
equipped

portmanteau  
exaggerate

politician  
amateur

miscellaneous  
committee



IDL Reading Test Results Reading ages given are approximate

Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age	Read correctly	Reading Age
0	6y minus						
1	6y minus	26	7y 7m	51	9y 7m	76	12y
2	6y	27	7y 8m	52	9y 8m	77	12y 1m
3	6y 2m	28	7y 9m	53	9y 9m	78	12y 2m
4	6y 4m	29	7y 10m	54	9y 10m	79	12y 3m
5	6y 5m	30	8y	55	9y 11m	80	12y 4m
6	6y 6m	31	8y 1m	56	10y	81	12y 5m
7	6y 7m	32	8y 2m	57	10y 1m	82	12y 6m
8	6y 7m	33	8y 3m	58	10y 1m	83	12y 7m
9	6y 8m	34	8y 4m	59	10y 2m	84	12y 8m
10	6y 9m	35	8y 5m	60	10y 3m	85	12y 9m
11	6y 10m	36	8y 6m	61	10y 4m	86	12y 10m
12	6y 10m	37	8y 6m	62	10y 5m	87	12y 11m
13	6y 11m	38	8y 7m	63	10y 6m	88	13y
14	6y 11m	39	8y 8m	64	10y 7m	89	13y 1m
15	7y	40	8y 9m	65	10y 8m	90	13y 2m
16	7y 1m	41	8y 10m	66	10y 9m	91	13y 3m
17	7y 2m	42	8y 11m	67	10y 10m	92	13y 4m
18	7y 2m	43	9y	68	11y	93	13y 5m
19	7y 3m	44	9y 1m	69	11y 1m	94	13y 6m
20	7y 4m	45	9y 2m	70	11y 3m	95	13y 7m
21	7y 4m	46	9y 3m	71	11y 4m	96	13y 8m
22	7y 5m	47	9y 4m	72	11y 5m	97	13y 9m
23	7y 5m	48	9y 5m	73	11y 6m	98	13y 10m
24	7y 6m	49	9y 6m	74	11y 8m	99	13y 11m
25	7y 7m	50	9y 6m	75	11y 10m	100	14y



Please note, spelling scores under 6 years are not standardised and are only a suggested, approximated age.

IDL Spelling Test Results Spelling ages given are approximate							
Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age	Spelt correctly	Spelling Age
0	No score						
1	5y 1m	26	7y 7m	51	10y 1m	76	12y 7m
2	5y 2m	27	7y 8m	52	10y 2m	77	12y 8m
3	5y 4m	28	7y 10m	53	10y 4m	78	12y 10m
4	5y 5m	29	7y 11m	54	10y 5m	79	12y 11m
5	5y 6m	30	8y	55	10y 6m	80	13y
6	5y 7m	31	8y 1m	56	10y 7m	81	13y 1m
7	5y 8m	32	8y 2m	57	10y 8m	82	13y 2m
8	5y 10m	33	8y 4m	58	10y 10m	83	13y 4m
9	5y 11m	34	8y 5m	59	10y 11m	84	13y 5m
10	6y	35	8y 6m	60	11y	85	13y 6m
11	6y 1m	36	8y 7m	61	11y 1m	86	13y 7m
12	6y 2m	37	8y 8m	62	11y 2m	87	13y 8m
13	6y 4m	38	8y 10m	63	11y 4m	88	13y 10m
14	6y 5m	39	8y 11m	64	11y 5m	89	13y 11m
15	6y 6m	40	9y	65	11y 6m	90	14y
16	6y 7m	41	9y 1m	66	11y 7m	91	14y 1m
17	6y 8m	42	9y 2m	67	11y 8m	92	14y 2m
18	6y 10m	43	9y 4m	68	11y 10m	93	14y 4m
19	6y 11m	44	9y 5m	69	11y 11m	94	14y 5m
20	7y	45	9y 6m	70	12y	95	14y 6m
21	7y 1m	46	9y 7m	71	12y 1m	96	14y 7m
22	7y 2m	47	9y 8m	72	12y 2m	97	14y 8m
23	7y 4m	48	9y 10m	73	12y 4m	98	14y 10m
24	7y 5m	49	9y 11m	74	12y 5m	99	14y 11m
25	7y 6m	50	10y	75	12y 6m	100	15y

## IDL Cloud Starting Points

IDL Cloud will generate an appropriate Starting Point for each student, based on the number of words spelt correctly, as in the Starting Points table below.

The correct level of difficulty in each IDL Lesson is based on 80% revision of previously learned material to 20% new learning.

As a general rule, each IDL lesson unit should contain one or two words which are slightly challenging: the rest of the lesson should feel easy for reading and spelling to allow fluency and confidence to develop.

Words Spelt Correctly	IDL Cloud Student Starting Points	
0 - 9	Very low spelling ability and/or poor letter recognition lower case	D1
10 - 14	Spelling age around 6 years	D23
15 - 19	Spelling age around 6.5 - 7 years	F25
20 - 24	Spelling age around 7 - 7.5 years	H12
25 - 30	Spelling age around 7.5 - 8 years	I12
31 - 34	Spelling age around 8 - 8.5 years	I12
35 - 40	Spelling age around 8.5 - 9 years	J1
41 - 59	Spelling age around 9+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	L1
60 - 79	Spelling age around or above 11+ years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	M27
80 - 100	Spelling age around or above 13 + years (plus any relevant earlier lessons as appropriate e.g. rules, grammar, sounds etc)	R17

Module	Learning Focus
D	Full stop. Introduction of l. Short vowels a,e,i,o,u. Punctuation - question mark and comma. Rhyming words with ap, ag, eg, et, id, it, og, ob, ub, ut. Non-phonetic words - the, to.
E	Dictation. Rhyming words with - ag, en, it, ot, ut. Non-phonetic words - he, my, of. Short vowel sounds.
F	Non-phonetic words - go, we, by. Three sets of rhyming vertical pairs. Different middle vowels. S as final sound. B and d words. Punctuation - apostrophe. Initial blends.
G	Punctuation - comma. Double consonant onsets - fl, sl, sk, cl, tr, cr, gr, dr, bl, ck, ff, ll, ss.
H	Triple blends. End blend rhymes - ant, and, end, ent, ink, int, ump, ish, est. Short vowel sounds. Punctuation - speech marks. Double consonant onset ch, sh.
I	Th, wh, ng. Non-phonetic word so. Punctuation - hyphen. Double consonant onset - st, br, sw. End blend rhyme - ing. Long a sound, a with magic e, ai, ay. Long e sound.
J	Long e sound, ee, ea, and y. Ai, ay, ee and y. Long i sound. Punctuation - dash.
K	l with magic e, y and igh. Long o with magic e, oa, ow, oo, ew. Long u sound, ui. Homophones – hear/here, heel/heal.
L	Hard and soft c. Ui and soft c. Hard and soft g. Homophones – weak/week, groan/grown, two/too/to. Syllables. Punctuation - semi-colon. Er, ir, ur.
M	Homophones – which/witch, bean/been, ate/eight, by/buy, meet /meat, some/sum. Grammar – verbs.
N	The two ow sounds. Homophones – blue/blew, whole/hole, find/fined, their/there, hare/hair. Grammar - nouns. Wh, air and are.
O	Oi, oy. Punctuation - colon. Homophones – fare/fair, pair/pear, where/wear, night/knight, tale/tail. Nouns, y to ies. Verbs y to ies or ied. Tricky words - said, talk.
P	Tricky words - cloud, would, should. Homophones – would/wood, knew/new, their/there, you/ewe/yew, bare/bear, horse/hoarse. Ph.
Q	Homophones – bored/board, flour/flower, aloud/allowed, hire/higher, hour/our, war/wore, stares/stairs, sighs/size, drawer/draw, fir/fur. Silent letters. Ain.
R	Homophones – source/sauce, guessed/guest, boarder/border, so/sew, there/their. Question and answer.
S	Ous, tion. Homophones – court/caught, sighed/side, wore/war, wear/where, check/cheque, right/write, minor/miner, heard/herd
T	Tion. The two ch sounds. Homophones – mussels/muscles. Ch as k sound. Silent letters.
U	Double consonants - ss, cc, rr, nn, rr, ll. Hard and soft c. Tion and ous endings. Or, ui, au, ear and ir sounds. Endings - ar, ary, ain, ense. Sounds - er, igh, ough, ier, ar, ou, ould.

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