

WORKING WITH CHILDREN WITH LITERACY DIFFICULTIES

Postgraduate Certificate

This three module course is designed for experienced teachers working with children and young people with literacy difficulties. This course is organised by Oxford Brookes University in partnership with Oxfordshire LA and is a one year part time course that runs from September to July. It will meet the academic criteria for accreditation to Associate Membership of the British Dyslexia Association (AMBDA) and successful achievement of the course leads to the award of the Postgraduate Certificate: Working with Children with Literacy Difficulties. The course is at M level and so can contribute towards a Masters qualification. Each module is assessed through a practice focussed written assignment.

Day / Time / Venue

The course will be based at the Harcourt Hill Campus, and takes place in three academic terms: September–December; January–April; May–July.

Course cost for 2019–20

£2,250

If you wish to achieve AMBDA you will also need to have your practice observed and this will cost approximately £900.

MODULE STRUCTURE

Alternative Perspectives on Literacy Difficulties

Content will include:

- an overview of normal literacy processes - literacy and self-esteem
- debates about the terminology and aetiology of literacy difficulties
- the historical and policy frameworks for supporting children with literacy difficulties
- reviewing the research on alternative explanations of dyslexia 'dyslexia', 'dyspraxia', 'attention deficit disorder' and related difficulties

Literacy Difficulties: Assessment and Intervention

You will cover content including:

- the phonics debate: what emphasis and which model (synthetic or analytic phonics)
- assessing literacy difficulties - reviewing a range of standardised and criteria based assessment techniques

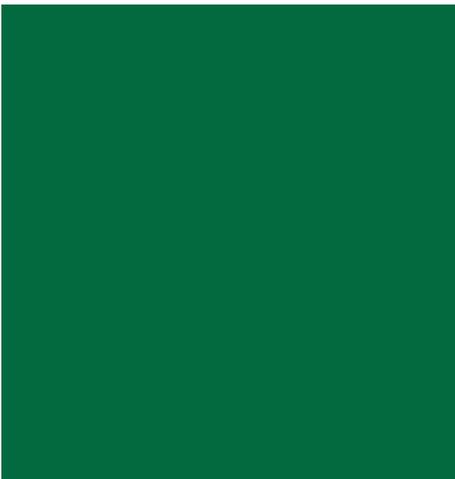
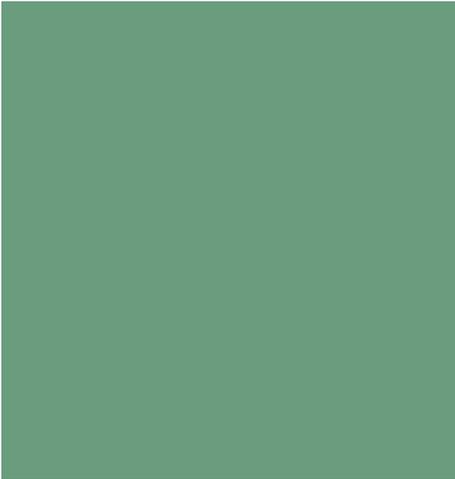


For further information
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- interpreting the evidence from assessment tools and specialist reports
- teaching interventions: multi-sensory / precision teaching / phonological approaches / meta-cognitive approaches / organisational and thinking skills
- maximising educational access - when to support and when to go around difficulties
- supporting children who have experienced educational failure

Managing Literacy Difficulties in School

You will cover topics including:

- whole school policies e.g. creating a dyslexia friendly school
- talking with parents about their children's literacy difficulties
- acting as advocate for children with literacy difficulties (case building and report writing)
- working with external agencies re. children with literacy difficulties
- creating a resource base to support good provision for children with literacy difficulties
- working with / training TAs to support children with reading difficulties
- preparing pupils for formal examination procedures (e.g. amanuensis etc.)

WHAT CAN THE COURSE LEAD TO?

The 60 master's level credits gained is one third of a full master's programme, and can be built into a full master's with the addition of 2 optional modules and the compulsory research methods and dissertation elements.

HOW TO APPLY

For more information and to register your interest please contact the **Programme Administrator**:

T: +44 (0) 1865 488617

E: pgeducation@brookes.ac.uk

If you would like to discuss the course in further detail please contact:

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