



Valley Springs Dyslexia Program

During the 2024-2025 school year, the Valley Springs School District used Take Flight, Barton Reading and Spelling System, and Phonics First in small group intervention to address the deficit areas of students identified as exhibiting the characteristics of dyslexia.

1. Take Flight is a comprehensive, structured, and sequential curriculum that utilizes multisensory techniques for basic instruction in reading, writing, and spelling. It is designed to be used by trained instructors in a small group setting. It was written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite for Children.

Take Flight addresses the five components of effective reading instruction supported by the National Reading Panel's research: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. It is a comprehensive tier 3 intervention for students with dyslexia. With Take Flight, students will learn all 44 sounds of the English language, 96 letter-sound correspondence rules, and 87 affixes. The student will also learn spelling rules for base words and derivatives. Practice opportunities are also provided that are designed to improve oral reading fluency. Finally, Take Flight introduces comprehension and vocabulary building strategies for both narrative and expository text in the context of oral reading exercises to prepare students for successful, independent reading.

Students who complete Take Flight instruction show significant growth in all areas of reading skill. Follow-up research with children who completed treatment indicates that students maintain the benefits of instruction on word reading skills and continue to improve in reading comprehension.

2. Barton Reading and Spelling System

The Barton Reading and Spelling System is an Orton-Gillingham influenced phonics intervention program. There are 10 levels in the program. A typical lesson contains these components: review from previous lessons, extra practice, phonemic awareness warm-up, one or two new teachings, reading with tiles, spelling with tiles, practice reading at word level, phrase level, and in decodable text. The instructional delivery is explicit and systematic with scaffolding and



coordinated instructional routines for phonemic awareness, phonics, and advanced word analysis. Spelling rules that complement the phonics instruction are included in each lesson.

3. Phonics First, developed by Brainspring, is an accredited Orton-Gillingham based core phonics program for general education classrooms as well as a supplemental reading program for intervention and remediation settings. Phonics First uses hands-on, multisensory teaching strategies to interactively teach students and to effectively increase long-term retention of reading and spelling skills. Lessons emphasize a balance of reading and spelling for mastery of phonetic and non-phonetic words. In addition, lessons include structured syllabication study for decoding mastery of multisyllable words. Students who use the Phonics First system make significant gains in reading and spelling while building a lifelong understanding of the structure of language.

Total End of Year Reporting for the 2024-2025 school year:

48 students served

57 identified COD

- Elementary: 20 Served 20 Identified COD
- Middle School: 20 Served 26 Identified COD
- High School: 8 Served 11 Identified COD