

**The use of Mental Imagery in Improving the
Simultaneous and Successive Processing Abilities of
Grade V Learners with Learning Disorders
of Reading and Written Expression**

APPENDIX

Karen Els

Submitted in partial fulfilment of the requirements for the degree Master of Arts in Clinical Psychology

Supervisor: Prof. Charles S. Potter
Psychology Department
University of the Witwatersrand

March 2006

List of Appendices:

Informed Letters of Written Consent:

- Appendix i: Written permission from the school to conduct research
- Appendix ii: Initial information letter to parents explaining research
- Appendix iii: Informed written letter of parental consent
- Appendix iv: Initial letter of informed written consent obtained from parents via the school prior to being approached re their child's involvement in the study
- Appendix v: Child Assent Form

Pre- and Post-Testing Battery:

- Appendix vi: The Holborn Reading Scale
- Appendix vii: The Schonell One Word-Spelling test
- Appendix viii: The Schonell One Word-Reading test
- Appendix ix: The Schonell Graded Dictation test forms B, C & D
- Appendix x: The Phonic Inventories
- Appendix xi: Mental Imagery Questionnaire and A Mental Imagery Checklist
- Appendix xii: The Parental Questionnaire
- Appendix xiii: The Teacher Questionnaire

Other:

Appendix xiv a) : Session feedback form – Experimental group

Appendix xiv b) : Session feedback form – Contrast group

Participant Portfolios:

Appendix xv: Participant EA Portfolio

Appendix xvi: Participant EB Portfolio

Appendix xvii: Participant EC Portfolio

Appendix xviii: Participant ED Portfolio

Appendix xix: Participant CA Portfolio

Appendix xx: Participant CB Portfolio

Appendix xxi: Participant CC Portfolio

Appendix xxii: Participant CD Portfolio

Appendix xxiii: Participant Session Summaries

Appendix i: Written Permission from the School to conduct research

Appendix ii: Initial Information letter to Parents explaining research

Appendix iii: Informed written letter of parental consent

Appendix iv: Initial letter of informed written consent obtained from parents via the school prior to being approached re their child's involvement in the study

Appendix v: Child Assent Form

Appendix vi: The Holborn Reading Scale

Appendix vii: The Schonell One Word-Spelling test

Appendix viii: The Schonell One Word-Reading test

Appendix ix: The Schonell Graded Dictation test forms B, C & D

Appendix x: The Phonic Inventories

Appendix xi: Mental Imagery Questionnaire and A Mental Imagery Checklist

A MENTAL IMAGERY CHECKLIST (Potter, 2006)

(Based on the teaching procedures described by Fernald, 1943, related to the theories of mental imagery proposed by Piaget & Inhelder, 1971, and the theories of simultaneous/successive processing, and neurological integration in written output proposed by Luria, 1973).

<u>Specific element in the targeted revisualisation process</u>	<u>Pre-testing</u>	<u>Post-testing</u>
<p>1. Ability: Is able to mentally visualise an image of the sequence of letters in a word. <i>Operational definition: Create a mental image of a word and its component letters in the mind's eye, from the visual stimulus of the word.</i> Processing: Simultaneous.</p>		
<p>2. Ability: Is able to revisualise the mental image of the word by orally reading and analysing the word from its mental image. <i>Operational definition: Read letters from the mental image of a word in the mind's eye, in absence of the original visual stimulus.</i> Processing: Simultaneous and successive.</p>		
<p>3. Ability: Is able to transform the revisualised image of the word into written output. <i>Operational definition: Write down the word from its mental image in the mind's eye, in absence of the original visual stimulus.</i> Processing: Simultaneous and successive.</p>		
<p>4. Ability: Is able to revisualise the mental image of the word accurately after a delayed period of time. <i>Operational definition: Call up the mental image of the word into the mind's eye from memory, in absence of the original visual stimulus.</i> Processing: Simultaneous.</p>		
<p>5. Ability: Is able to transform the mental image of a word into written output after a delayed period of time. <i>Operational definition: Use the revisualised mental image of the word from the mind's eye, as the basis for spelling the word.</i> Processing: Simultaneous and successive.</p>		
<p>6. Ability: Is able to mentally manipulate a series of revisualised mental images of words into a sequence of words. <i>Operational definition: Transform mental images of sequences of words in the mind's eye, so as to construct phrases and sentences.</i> Processing: Simultaneous and successive.</p>		

<p>7. Ability: Is able to orally read a series of mental images of words from a sequence of their revisualised mental images. <i>Operational definition: Call up mental images of sequences of words into the mind's eye from memory, which can then be read in the mind's eye.</i> Processing: Simultaneous and successive.</p>		
<p>8. Ability: Is able to write down a series of words accurately from a sequence of their revisualised mental images. <i>Operational definition: Transform a sequence of mental images of words in the mind's eye, into a written phrase or sentence.</i> Processing: Simultaneous and successive.</p>		
<p>9. Ability: Is able to mentally revisualise a sequence of words accurately after a delayed period of time. <i>Operational definition: Call up the mental images of a series of words into the mind's eye from memory, in absence of the original visual stimuli.</i> Processes: Simultaneous, successive and integrative.</p>		
<p>10. Ability: Is able to use reading, imaging, revisualisation and written output processes accurately in constructing sentences. <i>Operational definition: Write sentences while using previously stored memories of words to spell them correctly in sequence.</i> Processes: Simultaneous, successive and integrative.</p>		
<p>11. Ability: Is able to use reading, imaging, revisualization and written output processes accurately in constructing paragraphs. <i>Operational definition: Write sentences in series, by using previously stored memories of words correctly in sequence.</i> Processes: simultaneous, successive and integrative.</p>		
<p>12. Ability: Is able to use reading, imaging, revisualization and written output processes accurately in constructing sequences of paragraphs, without interference or overload. <i>Operational definition: Access previously stored memories of words and reproduce, sequence, manipulate and transform them syntactically, so as to write and spell words, sentences and paragraphs fluently and accurately in sequence.</i> Processes: simultaneous, successive and integrative.</p>		

Appendix xii: The Parental Questionnaire

Appendix xiii: The Teacher Questionnaire

Appendix xiv a) : Session Feedback Form – Experimental Group

Appendix xiv b) : Session Feedback Form – Contrast Group

Appendix xv: Participant EA Portfolio

Name: **Participant EA**

Date: **Pre testing on the Phonic Inventories**

Table 20.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	2 sc; cl	2 th; str	4 act
Medial Vowels	10 i; e; u; a; o	9 u; a; i	3 i; a
Medial Vowel/Digraphs		7 ai; oe; ou; oa; ee	
Ending Consonants		2 r; w	
Ending Blends/Clusters	10 ll; ck; ng; dge; sk; mps; tch; ngth	6 ce; lm; rm; wn; wl; ll; gh	1 ct
Long and Short Vowel Confusion		5	1
Consonant/Sound confusion		4	
Reversals/Transposals	No reversals		
Errors with Prefixes			4 act; super
Errors with Suffixes			10 ly; er; est; ily; ness; able; tion; ity; ary
Syllabification Errors			2
Other Errors		<i>laren</i> → <i>lawn</i> ; <i>foreer</i> → <i>far</i> (tendency to use <i>/arel/</i> or <i>/lorel/</i> to replace ending blends)	

Name: **Participant EA**

Date: **Post testing on the Phonic Inventories**

Table 20.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	1 sc	1 sch	1 act
Medial Vowels	6 i; e; u	8 e;i;u;a	1 u
Medial Vowel/Digraphs		5 ea; ai; oe; ou; oa	
Ending Consonants		1 r	
Ending Blends/Clusters	6 ll; nt; ck; sh; dge; sk; tch; ngth	6 le; nd; lm; wn; wl; gh	
Long and Short Vowel Confusion		2	
Consonant/Sound confusion			
Reversals/Transposals	No reversals		
Errors with Prefixes			2 act; super
Errors with Suffixes			6 est; ily; able; tion; ity; ary
Syllabification Errors			2
Other Errors			

Table 20.3: Pre and post test results (reading and spelling) for Participant EA

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 7 8 years 3 months	Raw Score = 9 8 years 8 months
Schonell One Word Spelling Test	Raw Score = 28 7 years 10 months	Raw Score = 37 8 years 8 months
Schonell One Word Reading Scale	Raw Score = 36 8 years 7 months	Raw Score = 40 9 years 0 months
Schonell Graded Dictation Tests		
Schonell Graded Dictation B	12 errors Equivalent Positive Score = 13	8 errors Equivalent Positive Score = 17
Schonell Graded Dictation C	19 errors Equivalent Positive Score = 11	17 errors Equivalent Positive Score = 13
Schonell Graded Dictation D	Not done	Not done
Average Positive Score on Schonell Graded Dictation Tests	12	15

Table 20.4: Pre and post testing CAS and K-ABC results for Participant EA

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	12	13	1	Nonverbal Matrices	16	17	1
Sentence Repetition	10	10	0	Verbal Spatial Relations	14	15	1
Sentence Questions	9	13	4	Figure Memory	10	12	2
Sum of subtest scores				Sum of subtest scores			
			5				4

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	13	15	2	Gestalt Closure	18	19	1
Number Recall	9	12	3	Triangles	14	14	0
Word Order	14	15	1	Matrix Analogies	20	20	0
				Spatial Memory	14	14	0
				Photo Series	10	11	1
Sum of subtest scores				Sum of subtest scores			
			6				2

Appendix xvi: Participant EB Portfolio

Name: **Participant EB**

Date: **Pre testing on the Phonic Inventories**

Table 21.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	1 str		
Medial Vowels	2 u; a;	4 e; i; u; a	1 i
Medial Vowel/Digraphs		1 oa	
Ending Consonants		1 w	
Ending Blends/Clusters	6 ll; nd; dge; tch; ngth	1 lm	1 ng
Long and Short Vowel Confusion			
Consonant/Sound confusion		1	
Reversals/Transposals	No reversals		
Errors with Prefixes			1 re
Errors with Suffixes			1 ness
Syllabification Errors			5
Other Errors			

Name: **Participant EB**

Date: **Post testing on the Phonic Inventories**

Table 21.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster			
Medial Vowels	2 i; a;	4 e; u; o; i	
Medial Vowel/Digraphs		1 oa	
Ending Consonants		1 w	
Ending Blends/Clusters	2 tch; ngth	1 lm	
Long and Short Vowel Confusion			
Consonant/Sound confusion		1	
Reversals/Transposals	No reversals		
Errors with Prefixes			1 super
Errors with Suffixes			2 ary, ity
Syllabification Errors			3
Other Errors			

Table 21.3: Pre and post test results (reading and spelling) for Participant EB

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 10 8 years 11 months	Raw Score = 15 10 years 1 months
Schonell One Word Spelling Test	Raw Score = 40 9 years 0 months	Raw Score = 52 10 years 2 months
Schonell One Word Reading Scale	Raw Score = 33 8 years 3 months	Raw Score = 45 9 years 6 months
Schonell Graded Dictation B		
	4 errors Equivalent Positive Score = 22	2 errors Equivalent Positive Score = 25
Schonell Graded Dictation C		
	11 errors Equivalent Positive Score = 19	4 errors Equivalent Positive Score = 26
Schonell Graded Dictation D		
	11 errors Equivalent Positive Score = 23	10 errors Equivalent Positive Score = 24
Average Positive Score on Schonell Graded Dictation Tests	21	25

Table 21.4: Pre and post testing CAS and K-ABC results for Participant EB

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	8	9	1	Nonverbal Matrices	18	20	2
Sentence Repetition	6	6	0	Verbal Spatial Relations	12	13	1
Sentence Questions	6	8	2	Figure Memory	10	12	2
Sum of subtest scores			3	Sum of subtest scores			5

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	7	8	1	Gestalt Closure	16	17	1
Number Recall	8	8	0	Triangles	14	15	1
Word Order	6	11	5	Matrix Analogies	16	17	1
				Spatial Memory	14	18	4
				Photo Series	11	13	2
Sum of subtest scores			6	Sum of subtest scores			9

Appendix xvii: Participant EC Portfolio

Name: **Participant EC**

Date: **Pre testing on the Phonic Inventories**

Table 22.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant		1 h	
Initial Blends/Cluster	2 cl; sp	1 sch	
Medial Vowels	2 e	8 u; a; i; e; o	1 a
Medial Vowel/Digraphs		6 oe; ou; oa; ea; ee; ai	1 ui
Ending Consonants		1 d; r	
Ending Blends/Clusters	8 ss; ll; ff; dge; tch; ngth	8 wd; le; rm; wn; ll; gh; rd	5 tch; rk
Long and Short Vowel Confusion		5	1
Consonant/Sound confusion	1	8	
Reversals/Transposals	No reversals		
Errors with Prefixes			
Errors with Suffixes			10 er; ful; ness; ily; able; ive; ity; ary
Syllabification Errors			5
Other Errors		Frequent incorrect usage of <i>w</i> as a consonant at the end of the word	

Name: **Participant EC**

Date: **Post testing on the Phonic Inventories**

Table 22.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant		1 h	
Initial Blends/Cluster	1 cl		
Medial Vowels	1 e	2 u	
Medial Vowel/Digraphs		3 oe; oa; ee	
Ending Consonants			
Ending Blends/Clusters	1 dge	6 wd; le; wn; gh; rd	3 rk
Long and Short Vowel Confusion		3	
Consonant/Sound confusion		4	
Reversals/Transposals	No reversals		
Errors with Prefixes			
Errors with Suffixes			5 er; ful able; ity; ary
Syllabification Errors			3
Other Errors		Frequent incorrect usage of <i>w</i> as a vowel and as a consonant at the end of the word	

Table 22.3: Pre and post test results (reading and spelling) for Participant EC

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 13 9 years 7 months	Raw Score = 15 10 years 1 months
Schonell One Word Spelling Test	Raw Score = 34 8 years 5 months	Raw Score = 40 9 years 0 months
Schonell One Word Reading Scale	Raw Score = 47 9 years 8 months	Raw Score = 52 10 years 2 months
Schonell Graded Dictation Tests		
Schonell Graded Dictation B	6 errors Equivalent Positive Score = 19	4 errors Equivalent Positive Score = 22
Schonell Graded Dictation C	17 errors Equivalent Positive Score = 13	12 errors Equivalent Positive Score = 18
Schonell Graded Dictation D	Not done	Not done
Average Positive Score on Schonell Graded Dictation Tests	16	20

Table 22.4: Pre and post testing CAS and K-ABC results for Participant EC

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	9	9	0	Nonverbal Matrices	13	16	3
Sentence Repetition	8	8	0	Verbal Spatial Relations	15	15	0
Sentence Questions	5	8	3	Figure Memory	10	13	3
Sum of subtest scores			3	Sum of subtest scores			6

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	8	13	5	Gestalt Closure	21	22	1
Number Recall	8	10	2	Triangles	18	18	0
Word Order	17	18	1	Matrix Analogies	20	20	0
				Spatial Memory	19	20	1
				Photo Series	11	12	1
Sum of subtest scores			8	Sum of subtest scores			3

Appendix xviii: Participant ED Portfolio

Name: **Participant ED**

Date: **Pre testing on the Phonic Inventories**

Table 23.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant	1 q;	2 d	
Initial Blends/Cluster	6 pr; scr; bl; cr; fr; str		4 str
Medial Vowels	7 i; e; a; o; u	9 u; a; i; o	
Medial Vowel/Digraphs	1 ui	14 ai; oa; oe; ie; ou; oi; oi; ea; ee; ai	
Ending Consonants	1 m	4 k; l; w	
Ending Blends/Clusters	13 ft; ff; ck; ss; sh; dge; tch; ng; ngth	10 ke; le; lm; rm; wn; wl; gh; rd	11 tch; ng; rk
Long and Short Vowel Confusion	1	9	
Consonant/Sound confusion	4	4	3
Reversals/Transposals	1 Confusion of <i>b</i> and <i>d</i> at the beginning of the word	2 Confusion of <i>b</i> and <i>d</i> at the beginning of the word	
Errors with Prefixes			1 super
Errors with Suffixes			16 est; ly; ing; ful; ily; ness; et; able; tion; tive; ity; ary
Syllabification Errors			3
Other Errors	Confusion regarding the conversion of singular words to plurals (use of <i>s</i>);	Confusion between the use of <i>w</i> and <i>e</i> & <i>i</i> as vowels (as in <i>tow</i> → <i>toe</i> ; <i>cown</i> → <i>coin</i>).	

Name: **Participant ED**

Date: **Post testing on the Phonic Inventories**

Table 23.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant	1 q;	2 d	
Initial Blends/Cluster	4 cl; fl; str		
Medial Vowels	4 e; a; o	6 a; i; u; o	
Medial Vowel/Digraphs	1 ui	9 ai; oa; oe; ee; ou; oi; ea; ai	
Ending Consonants		1 w	
Ending Blends/Clusters	10 Ss; ff; ck; nt; sh; dge; tch; ng	6 le; lm; wn; wl; gh	4 et
Long and Short Vowel Confusion		2	
Consonant/Sound confusion	1	2	3
Reversals/Transposals		2 Confusion of <i>b</i> and <i>d</i> at the beginning of the word	
Errors with Prefixes			1 super
Errors with Suffixes			11 ed; ly; est; ful; ness; able; tion; ive; ity
Syllabification Errors			2
Other Errors			

Table 23.3: Pre and post test results (reading and spelling) for Participant ED

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 9 8 years 8 months	Raw Score = 12 9 years 5 months
Schonell One Word Spelling Test	Raw Score = 22 7 years 2 months	Raw Score = 25 7 years 6 months
Schonell One Word Reading Scale	Raw Score = 25 7 years 6 months	Raw Score = 36 8 years 7 months
Schonell Graded Dictation B	15 errors Equivalent Positive Score = 10	14 errors Equivalent Positive Score = 11
Schonell Graded Dictation C	Not done	Not done
Schonell Graded Dictation D	Not done	Not done
Average Positive Score on Schonell Graded Dictation Tests	10	11

Table 23.4: Pre and post testing CAS and K-ABC results for Participant ED

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	10	11	1	Nonverbal Matrices	18	21	3
Sentence Repetition	8	11	3	Verbal Spatial Relations	15	18	3
Sentence Questions	11	14	3	Figure Memory	12	13	1
Sum of subtest scores			7	Sum of subtest scores			7

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	15	15	0	Gestalt Closure	21	22	1
Number Recall	13	14	1	Triangles	17	18	1
Word Order	15	16	1	Matrix Analogies	19	19	0
				Spatial Memory	19	19	0
				Photo Series	14	14	0
Sum of subtest scores			2	Sum of subtest scores			2

Appendix xix: Participant CA Portfolio

Name: **Participant CA**

Date: **Pre testing on the Phonic Inventories**

Table 24.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant	1 q	1 c	
Initial Blends/Cluster	3 sk; th; ch	1 sk	
Medial Vowels	5 i; e; a	11 o; u; a; i; e	1 u
Medial Vowel/Digraphs	1 ui	11 ea; ai; oe; ou; oi; oa; ee	
Ending Consonants		2 w; y	
Ending Blends/Clusters	8 ff; ck; dge; tch; mps; ngth	12 ke; le; wd; lm; rm; wn; lk; wl; gh	4 tch
Long and Short Vowel Confusion	3	6	2
Consonant/Sound confusion	2 confusion in between <i>c</i> and <i>q</i> sounds	4 confusion in between <i>c</i> and <i>q</i> sounds; /rn →wn; ll → wl; rck→lk	
Reversals/Transposals	None identified in testing		
Errors with Prefixes			6 re; super
Errors with Suffixes			9 ly; ful; ly; ness; able; tion; ity; ary
Syllabification Errors			6
Other Errors			

Name: **Participant CA**

Date: **Post testing on the Phonic Inventories**

Table 24.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	1 sk		
Medial Vowels	2 a;e	10 a; e; o; u; i	4 u; o
Medial Vowel/Digraphs	1 ui	10 ou; oi; ea; oo; oa; ee; ai	5 ui
Ending Consonants		1 r	
Ending Blends/Clusters	8 ll; ck; nk; dge; tch; ngth	10 le; wd; lm; wn; lk; wl; ll; gh;	
Long and Short Vowel Confusion	1	4	2
Consonant/Sound confusion		3	
Reversals/Transposals	No reversals		
Errors with Prefixes			1 super
Errors with Suffixes			10 ly; ful; ly; ness; er; able; tion; ity; ary
Syllabification Errors			4
Other Errors	Uses <i>q</i> in isolation of <i>u</i> instead of <i>qu</i>	Confusion between <i>there</i> and <i>their</i>	

Table 24.3: Pre and post test results (reading and spelling) for Participant CA

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 6 8 years 0 months	Raw Score = 7 8 years 3 months
Schonell One Word Spelling Test	Raw Score = 32 8 years 2 months	Raw Score = 35 8 years 6 months
Schonell One Word Reading Scale	Raw Score = 33 8 years 4 months	Raw Score = 36 8 years 8 months
Schonell Graded Dictation B		
	13 errors Equivalent Positive Score = 12	12 errors Equivalent Positive Score = 13
Schonell Graded Dictation C		
	20 errors Equivalent Positive Score = 5	20 errors Equivalent Positive Score = 5
Schonell Graded Dictation D		
	Not done	Not done
Average Positive Score on Schonell Graded Dictation Tests	8,5	9

Table 24.4: Pre and post testing CAS and K-ABC results for Participant CA

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	15	14	-1	Nonverbal Matrices	15	15	0
Sentence Repetition	13	13	0	Verbal Spatial Relations	13	14	1
Sentence Questions	10	14	4	Figure Memory	8	8	0
Sum of subtest scores				Sum of subtest scores			
			3				1

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	9	10	1	Gestalt Closure	19	18	-1
Number Recall	15	17	2	Triangles	13	13	0
Word Order	17	15	-2	Matrix Analogies	12	12	0
				Spatial Memory	8	13	5
				Photo Series	10	10	0
Sum of subtest scores				Sum of subtest scores			
			1				4

Appendix xx: Participant CB Portfolio

Name: **Participant CB**

Date: **Pre testing on the Phonic Inventories**

Table 25.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster			
Medial Vowels	1 e	8 u; a; i	1 i
Medial Vowel/Digraphs		4 ou; oa; ea; ee	
Ending Consonants	1 s		
Ending Blends/Clusters	5 ll; dge; tch; ngth; nth	6 le; lm; wn; wl; ll; gh	8 ct; ck; et
Long and Short Vowel Confusion		1	
Consonant/Sound confusion		3	
Reversals/Transposals	No reversals		
Errors with Prefixes			1 super
Errors with Suffixes			6 ily; ness; able; ive; ity; ary
Syllabification Errors			
Other Errors			

Name: **Participant CB**

Date: **Post testing on the Phonic Inventories**

Table 25.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	1 scr		
Medial Vowels		7 u; a; i; o; e	
Medial Vowel/Digraphs		3 oa; ea; ee	
Ending Consonants			
Ending Blends/Clusters	5 ck; tch; ngth; nth; dge	4 lm; wn; wl; ll	3 ct; ck; et
Long and Short Vowel Confusion	1		
Consonant/Sound confusion		1	
Reversals/Transposals	No reversals		
Errors with Prefixes			1 super
Errors with Suffixes			6 ily; ness; able; ive; ity; ary
Syllabification Errors			
Other Errors			

Table 25.3: Pre and post test results (reading and spelling) for Participant CB

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 11 9 years 2 months	Raw Score = 15 10 years 1 months
Schonell One Word Spelling Test	Raw Score = 29 7 years 11 months	Raw Score = 38 8 years 10 months
Schonell One Word Reading Scale	Raw Score = 40 9 years 0 months	Raw Score = 44 9 years 5 months
Schonell Graded Dictation B		
	7 errors Equivalent Positive Score = 18	4 errors Equivalent Positive Score = 22
Schonell Graded Dictation C		
	12 errors Equivalent Positive Score = 13	7 errors Equivalent Positive Score = 18
Schonell Graded Dictation D		
	15 errors Equivalent Positive Score = 20	10 errors Equivalent Positive Score = 24
Average Positive Score on Schonell Graded Dictation Tests	17	21

Table 25.4: Pre and post testing CAS and K-ABC results for Participant CB

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	10	10	0	Nonverbal Matrices	19	18	-1
Sentence Repetition	9	10	1	Verbal Spatial Relations	14	14	0
Sentence Questions	7	12	5	Figure Memory	11	14	3
Sum of subtest scores			6	Sum of subtest scores			2

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	12	11	-1	Gestalt Closure	18	20	2
Number Recall	9	13	4	Triangles	16	17	1
Word Order	14	15	1	Matrix Analogies	19	16	-3
				Spatial Memory	18	17	-1
				Photo Series	14	15	1
Sum of subtest scores			4	Sum of subtest scores			0

Appendix xxi: Participant CC Portfolio

Name: **Participant CC**

Date: **Pre testing on the Phonic Inventories**

Table 26.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant		1 b	
Initial Blends/Cluster	2 scr; st		
Medial Vowels	8 e; u; a; i	6 a; o; i; u	2 o
Medial Vowel/Digraphs		6 ai; oe; ie; ou; oa; ee	
Ending Consonants		4 d; w; r	
Ending Blends/Clusters	13 ff; ft; nd; sh; ck; sk dge; tch; ngth	15 le; se; ce; wd; lm; rm; wn; lk; rd; wl; ght; rn; rt	4 et; ct
Long and Short Vowel Confusion		3	
Consonant/Sound confusion	2	6	1
Reversals/Transposals	No reversals		
Errors with Prefixes			2 re
Errors with Suffixes			11 ed; er; ily; ness; tion; ive; ity; ary
Syllabification Errors			1
Other Errors			

Name: **Participant CC**

Date: **Post testing on the Phonic Inventories**

Table 26.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant		1 h	
Initial Blends/Cluster	1 st		
Medial Vowels	5 i; e; u	11 a; e; i; u	1 i
Medial Vowel/Digraphs		6 ai; oe; ie; oi; oa; ea	
Ending Consonants		3 d; n; w	
Ending Blends/Clusters	10 ff; ck; ng; tch; mp ngth	7 ce; lm; wn; rt; ll; rd	3 et; ct
Long and Short Vowel Confusion		2	
Consonant/Sound confusion	2	4	2
Reversals/Transposals	No reversals		
Errors with Prefixes			
Errors with Suffixes			7 ed; ily; able; tion; ive; ity; ary
Syllabification Errors			
Other Errors			

Table 26.3: Pre and post test results for Participant CC

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 7 8 years 3 months	Raw Score = 9 8 years 8 months
Schonell One Word Spelling Test	Raw Score = 28 7 years 9 months	Raw Score = 30 8 years 0 months
Schonell One Word Reading Scale	Raw Score = 28 7 years 9 months	Raw Score = 32 8 years 2 months
Schonell Graded Dictation B		
	6 errors Equivalent Positive Score = 19	7 errors Equivalent Positive Score = 18
Schonell Graded Dictation C		
	21 Errors Equivalent Positive Score = 9	19 errors Equivalent Positive Score = 11
Schonell Graded Dictation D		
	Not done	Not done
Average Positive Score on Schonell Graded Dictation Tests	14	14,5

Table 26.4: Pre and post testing CAS and K-ABC results for Participant CC

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	8	8	0	Nonverbal Matrices	15	15	0
Sentence Repetition	5	5	0	Verbal Spatial Relations	15	13	-2
Sentence Questions	10	11	1	Figure Memory	10	14	4
Sum of subtest scores			1	Sum of subtest scores			2

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	10	11	1	Gestalt Closure	18	20	2
Number Recall	9	8	-1	Triangles	12	14	2
Word Order	8	13	5	Matrix Analogies	20	20	0
				Spatial Memory	14	15	1
				Photo Series	17	17	0
Sum of subtest scores			5	Sum of subtest scores			5

Appendix xxii: Participant CD Portfolio

Name: **Participant CD**

Date: **Pre testing on the Phonic Inventories**

Table 27.1: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	1 scr		
Medial Vowels	1 u	5 a; e; i	
Medial Vowel/Digraphs	1 ui	5 ea; ou; oa; ee	
Ending Consonants			
Ending Blends/Clusters	3 tch; ck; ngth	3 lm; wn; gh	
Long and Short Vowel Confusion		2	1
Consonant/Sound confusion			
Reversals/Transposals	No reversals		
Errors with Prefixes			1 super
Errors with Suffixes			5 ily; ly; able; ary
Syllabification Errors			5
Other Errors		Confusion between the use of <i>there</i> and <i>their</i> ; Confusion between the use of <i>w</i> and <i>gh</i> at the end of the word	Not changing of <i>y</i> to <i>i</i> when adding suffix to words ending in <i>y</i> . e.g. happiness

Name: **Participant CD**

Date: **Post testing on the Phonic Inventories**

Table 27.2: Analysis of phonic errors made on levels 1, 2 and 3 of the phonic inventories

Type of Error	Frequency		
	Level One	Level Two	Level Three
Initial Consonant			
Initial Blends/Cluster	1 kl		
Medial Vowels	1 a	5 a; e; i ; u	
Medial Vowel/Digraphs		5 ea; ou; oa; ee	
Ending Consonants		1 r	
Ending Blends/Clusters	1 sks	2 wn; gh	
Long and Short Vowel Confusion		1	1
Consonant/Sound confusion		1	
Reversals/Transposals	No reversals		
Errors with Prefixes			1 super
Errors with Suffixes			3 ity; able; est
Syllabification Errors			4
Other Errors			

Table 27.3: Pre and post test results (reading and spelling) for Participant CD

Test	Pre test score	Post test score
Holborn Reading Scale	Raw Score = 14 9 years 10 months	Raw Score = 15 10 years 1 months
Schonell One Word Spelling Test	Raw Score = 42 9 years 2 months	Raw Score = 42 9 years 2 months
Schonell One Word Reading Scale	Raw Score = 51 10 years 1 months	Raw Score = 48 9 years 9 months
Schonell Graded Dictation B	1 error Equivalent Positive Score = 26	Not done
Schonell Graded Dictation C	6 errors Equivalent Positive Score = 24	Not done
Schonell Graded Dictation D	9 errors Equivalent Positive Score = 24	Not done
Average Positive Score on Schonell Graded Dictation Tests	25	-

Table 27.4: Pre and post testing CAS and K-ABC results for Participant CD

CAS							
Successive Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Word Series	8	8	0	Nonverbal Matrices	16	17	1
Sentence Repetition	3	4	1	Verbal Spatial Relations	11	11	0
Sentence Questions	8	9	1	Figure Memory	9	10	1
Sum of subtest scores			2	Sum of subtest scores			2

K-ABC - Mental Processing Subtests							
Sequential Processing Subtests				Simultaneous Processing Subtests			
Subtest	Raw Score			Subtest	Raw Score		
	Pre	Post	Gains		Pre	Post	Gains
Hand movements	7	7	0	Gestalt Closure	17	17	0
Number Recall	7	8	1	Triangles	16	16	0
Word Order	12	12	0	Matrix Analogies	16	17	1
				Spatial Memory	17	18	1
				Photo Series	17	17	0
Sum of subtest scores			1	Sum of subtest scores			2

Appendix xxiii: Participant Session Summaries

Table 28: Participant EA: Session Summary

EA was tutored in accordance with the principles of high mental imagery techniques. Colour coding, decoding, visualisation and revisualisation were therefore used in all sessions with EA to facilitate her learning of words. In addition, in each session, the expression of words and ideas in context through the writing of sentences and paragraphs was emphasised in accordance with the level being targeted at that specific time in the intervention period. The primary target of each session is elaborated upon below.

Session No.	Level targeted	Summary of tutor notes on session
1	1	Pretesting & oral and silent reading to qualitatively assess EA's reading and comprehension ability. Medial vowel words ending in double consonants <i>ll</i> formed the target of several spelling words covered at the end of the lesson.
2	1	Pretesting & the targeting of mono-syllabic medial vowel words ending in <i>ch, tch, ck, sk</i> and <i>mp</i> .
3	2	Targeting of mono-syllabic medial vowel and vowel digraph words ending in <i>gh, ng, ght</i> and <i>nght</i>
4	2	Targeting of mono-syllabic medial vowel and vowel digraph words ending in <i>ck, rk, ck</i> and <i>tch</i> .
5	2	Targeting of mono-syllabic medial vowels and vowel digraph words ending in <i>lm, rm, dge, le</i> and <i>el</i>
6	2	Targeting of mono-syllabic medial vowels and vowel digraph words commencing with <i>scr, str, th, sw, sc, sk</i> and <i>cl</i> .
7	2	Targeting of mono-syllabic words with <i>w</i> acting as a vowel at the end of the word as part of a vowel digraph with endings such as <i>wd, wn, wl, wer</i> . Also targeting of words with <i>y</i> acting as a vowel at the end of the word.
8	2/3	Revision and testing of words targeted to date. Introduction of poly-syllabic words and syllabification. Reinforcement and targeting of the syllabification principle through targeting of present tense words with various suffix endings. Construction of present tense sentences with these words.
9	2/3	Targeting of polysyllabic words and syllabification. Continued reinforcement and targeting of syllabification principle through targeting of present and past tense words with various suffix endings. Construction of present and past tense sentences with these words.
10	2/3	Continued targeting of polysyllabic words and syllabification. Continued reinforcement and targeting of syllabification principle through targeting of present, past and future tense words with various suffix endings. Construction of various tense sentences with these words.
11	2/3	Continued targeting of polysyllabic words and syllabification. Continued targeting of syllabification principle through targeting of words with various prefix endings. Construction of various tense sentences with these words.
12	2/3	Continued targeting of polysyllabic words and syllabification. Continued targeting of syllabification principle through targeting of words with various prefix endings, in current and past tense. Construction of various tense sentences with these words.

13	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
14	3	Continued working from a piece of text as per session 13.
15	3	Continued working from a piece of text as per session 13.
16	3	Continued working from a piece of text as per session 13.
17	3	Continued working from a piece of text as per session 13.
18	3/4	Usage of comic strip no. 1. EA was facilitated to construct a sequential story from the comic strip and to illustrate her story.
19	3/4	Continued writing of story from comic strip no. 1 and illustration of her story. Typing of the completed story into the computer
20	3/4	Targeting of errors in story written in previous sessions.
21	3/4	Continued targeting of errors made in writing of comic strip no. 1 story
22	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
23	3	Continued working from a piece of text as per session 22.
24	3	Continued working from a piece of text as per session 22. Revision of level two and three words.
25	3	Continued working from a piece of text as per session 22. Revision of level two and three words.
26	4	Usage of comic strip no. 2. EA was facilitated to construct a sequential story from the comic with facilitation by the tutor and to illustrate her story.
27	4	Continued writing of story from comic strip no. 2 and illustration of her story.
28	4	Targeting of errors in story constructed from comic strip no. 2.
29	4	Post testing and working from a piece of text – required to read and summarise the text both in writing and verbally, following which the text was illustrated. Targeting of errors made in writing of summary of text read.
30	4	Post testing & summing up. Reinforcement of all principles covered to date, encouragement to continue applying principles learnt in the sessions in class and at home to facilitate the learning of words and texts.

Table 29: Participant EB: Session Summary

EB was tutored in accordance with the principles of high mental imagery techniques. Colour coding, decoding, visualisation and revisualisation were therefore used in all sessions with EB to facilitate her learning of words. In addition, in each session, the expression of words and ideas in context through the writing of sentences and paragraphs was emphasised in accordance with the level being targeted at that specific time in the intervention period. The primary target of each session is elaborated upon below.

Session No.	Level targeted	Summary of tutor notes on session
1	1	Pretesting & oral and silent reading to qualitatively assess EB's reading and comprehension ability. Medial vowel words ending in double consonants <i>ll</i> formed the target of several spelling words covered at the end of the lesson.
2	1	Pretesting & the targeting of medial vowel words ending in <i>gh, ngth</i> and <i>ght</i> .
3	1	Pretesting & the targeting of medial vowel words ending in <i>ck, nd, nch</i> and <i>tch</i> .
4	1	Targeting of medial vowel and mono-syllabic vowel digraph words beginning with <i>sk, str, th, ch</i> and <i>sch</i>
5	2	Targeting of mono-syllabic vowel digraph words ending in <i>tch, gh, ght</i> and <i>ngh</i>
6	2	Targeting of mono-syllabic medial vowels and vowel digraph words ending in <i>lm, lk, le</i> and <i>el</i> . Targeting of mono-syllabic words with <i>w</i> acting as a vowel at the end of the word as part of a vowel digraph with endings such as <i>wd, wn, wl, wer</i> .
7	2	Revision and testing of words targeted to date.
8	3	Introduction of poly-syllabic words and syllabification. Reinforcement and targeting of the syllabification principle through targeting of present tense words with various suffix endings. Construction of present tense sentences.
9	3	Targeting of polysyllabic words and syllabification. Continued reinforcement and targeting of syllabification principle through targeting of present, past and future tense words with various suffix endings. Construction of various tense sentences.
10	3	Continued targeting of polysyllabic words and syllabification. Continued targeting of syllabification principle through targeting of words with various prefix endings, in current and past tense. Construction of various tense sentences.
11	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
12	3	Continued working from a piece of text as per session 11.
13	3	Continued working from a piece of text as per session 11.
14	3	Continued working from a piece of text as per session 11.
15	3	Continued working from a piece of text as per session 11.
16	3	Continued working from a piece of text as per session 11.

17	3/4	Usage of comic strip no. 1. EB was facilitated to construct a sequential story from the comic strip and to illustrate her story.
18	3/4	Continued writing of story from comic strip no. 1 and illustration of her story. Commencement of targeting of errors in story written for comic strip 1.
19	3/4	Continued targeting of errors made in writing of comic strip no. 1 story.
20	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
21	3	Continued working from a piece of text as per session 20.
22	4	Usage of comic strip no. 2. EB was facilitated to construct a sequential story from the comic with facilitation by the tutor and to illustrate her story.
23	4	Continued writing of story from comic strip no. 2 and illustration of her story.
24	4	Post testing and targeting of errors in story constructed from comic strip no. 2.
25	4	Post testing & revision of all work to date.

Table 30: Participant EC: Session Summary

EC was tutored in accordance with the principles of high mental imagery techniques. Colour coding, decoding, visualisation and revisualisation were therefore used in all sessions with EC to facilitate his learning of words. In addition, in each session, the expression of words and ideas in context through the writing of sentences and paragraphs was emphasised in accordance with the level being targeted at that specific time in the intervention period. The primary target of each session is elaborated upon below.

Session No.	Level targeted	Summary of tutor notes on session
1	1	Pretesting & oral and silent reading to qualitatively assess EC's reading and comprehension ability. Medial vowel words ending in double consonants <i>ll</i> and <i>ss</i> formed the target of several spelling words covered at the end of the lesson.
2	1	Pretesting & the targeting of medial vowel words ending in double consonant blends <i>ff</i> , <i>ll</i> and <i>ss</i> .
3	1	Pretesting & the targeting of medial vowel words ending in <i>tch</i> , <i>rd</i> , <i>rk</i> and <i>rm</i> .
4	1	Targeting of medial vowel words beginning with <i>h</i> , <i>cl</i> , <i>sp</i> and <i>sch</i> .
5	2	Targeting of mono-syllabic medial vowel and vowel digraph words ending in <i>gh</i> , <i>ght</i> and <i>nght</i>
6	2	Targeting of mono-syllabic medial vowels and vowel digraph words ending in <i>le</i> and <i>el</i> .
7	2	Targeting of mono-syllabic words with <i>w</i> acting as a vowel at the end of the word as part of a vowel digraph with endings such as <i>wd</i> , <i>wn</i> , <i>wl</i> , <i>wer</i> . Also targeting of words with <i>y</i> acting as a vowel at the end of the word.
8	2	Revision and testing of words targeted to date.
9	3	Introduction of poly-syllabic words and syllabification. Reinforcement and targeting of the syllabification principle through targeting of present tense words with various suffix endings. Construction of present tense sentences.
10	3	Targeting of polysyllabic words and syllabification. Continued reinforcement and targeting of syllabification principle through targeting of present and past tense words with various suffix endings. Construction of present and past tense principles.
11	3	Continued targeting of polysyllabic words and syllabification. Continued targeting of syllabification principle through targeting of words with various prefix endings. Construction of various tense principles.
12	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
13	3	Continued working from a piece of text as per session 12.
14	3	Continued working from a piece of text as per session 12.
15	3	Continued working from a piece of text as per session 12.
16	3	Continued working from a piece of text as per session 12.

17	3/4	Usage of comic strip no. 1. EC was facilitated to construct a sequential story from the comic with facilitation by the tutor and to illustrate his story.
18	3/4	Continued writing of story from comic strip 1 and illustration of his story. Commencement of targeting of errors in the story.
19	3/4	Continued targeting off errors made in writing of story for comic strip 1. Revision of level three words covered in the programme.
20	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
21	3	Continued working from a piece of text as per session 20.
22	4	Usage of comic strip no. 2. EC was facilitated to construct a sequential story from the comic with facilitation by the tutor and to illustrate his story.
23	4	Targeting of errors in the story written for comic strip no. 2. Revision of level three words covered in the programme.
24	4	Post testing and continued revision.
25	4	Post testing & summing up. Reinforcement of all principles covered to date, encouragement to continue applying principles learnt in the sessions in class and at home to facilitate the learning of words and texts.

Table 31: Participant ED: Session Summary

ED was tutored in accordance with the principles of high mental imagery techniques. Colour coding, decoding, visualisation and revisualisation were therefore used in all sessions with ED to facilitate his learning of words. In addition, in each session, the expression of words and ideas in context through the writing of sentences and paragraphs was emphasised in accordance with the level being targeted at that specific time in the intervention period. The primary target of each session is elaborated upon below.

Session No.	Level targeted	Summary of tutor notes on session
1	1	Pretesting & oral and silent reading to qualitatively assess ED's reading and comprehension ability. Medial vowel words ending in double consonants <i>ff</i> and <i>ss</i> formed the target of several spelling words covered at the end of the lesson.
2	1	Pretesting & the targeting of medial vowel words ending in double consonant blends <i>ff</i> , <i>ft</i> , <i>ss</i> and <i>sh</i> .
3	1	Pretesting & the targeting of medial vowel words ending in <i>ck</i> , <i>nch</i> , <i>tch</i> , <i>rm</i> , <i>rd</i> and <i>rk</i> .
4	1	Targeting of medial vowel words beginning with <i>scr</i> , <i>cr</i> and <i>str</i> .
5	1	Targeting of medial vowel words beginning with <i>bl</i> , <i>fr</i> and <i>pr</i> . Revision of words targeted to date.
6	2	Targeting of mono-syllabic medial vowel and vowel digraph words ending in <i>ng</i> , <i>gh</i> , <i>ght</i> and <i>nght</i>
7	2	Targeting of mono-syllabic medial vowels and vowel digraph words ending in <i>lm</i> , <i>le</i> and <i>el</i> .
8	2	Targeting of mono-syllabic words with <i>w</i> acting as a vowel at the end of the word as part of a vowel digraph with endings such as <i>wd</i> , <i>wn</i> , <i>wl</i> , <i>wer</i> .
9	2	Continued targeting of mono-syllabic with <i>w</i> acting as a vowel at the end of the word as part of a vowel digraph with endings. Targeting of words with <i>y</i> acting as a vowel at the end of the word.
10	2	Revision and testing of words targeted to date.
11	3	Introduction of poly-syllabic words and syllabification. Reinforcement and targeting of the syllabification principle through targeting of present tense words with various suffix endings. Construction of present tense sentences.
12	3	Targeting of polysyllabic words and syllabification. Continued reinforcement and targeting of syllabification principle through targeting of present, past and future tense words with various suffix endings. Construction of various tense sentences.
13	3	Continued targeting of polysyllabic words and syllabification. Continued targeting of syllabification principle through targeting of words with various prefix endings, in current and past tense. Construction of various tense sentences.
14	3	Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.

15	3	Continued working from a piece of text as per session 14.
16	3	Continued working from a piece of text as per session 14.
17	3	Continued working from a piece of text as per session 14.
18	3	Continued working from a piece of text as per session 14. Revision of level three words covered in the programme.
19	3/4	Usage of comic strip no. 1. ED was facilitated to construct a sequential story from the comic with facilitation by the tutor and to illustrate his story.
20	3/4	Continued writing of story from comic strip 1 and illustration of his story. Commencement of targeting of errors in the story.
21	3	Completion of targeting of errors in story constructed for comic strip 1. Working from a piece of text – required to read the text silently and to summarise the essence of the text verbally to the tutor. Required to identify and list all words containing more than one vowel in the paragraph and subsequently decode, colour code and break these words in syllables. These then formed the words targeted in the session. Required to illustrate work with a drawing of what the text is about.
22	3	Continued working from a piece of text as per session 21.
23	4	Usage of comic strip no. 2. ED was facilitated to construct a sequential story from the comic with facilitation by the tutor and to illustrate his story.
24	4	Post testing and targeting of errors made in writing of story for comic strip 2.
25	4	Post testing & summing up. Revision and reinforcement of all principles covered to date, encouragement to continue applying principles learnt in the sessions in class and at home to facilitate the learning of words and texts.

Table 32: Participant CA: Session Summary

CA received remedial tuition in keeping with alphabetic/phonetic methodology.

Session No.	Summary of tutor notes on session
1	Pretesting & oral reading to assess CA's reading ability and comprehension skills. Pronunciation errors and miscomprehension were remediated, as required.
2	Pretesting & and the remediation of monosyllabic medial vowel words ending in <i>sh, th</i> and <i>ch</i> . Construction of basic sentences to include the remediate words in context. Illustration of the sentences constructed with pictures depicting some aspect of the sentence.
3	Pretesting & and the remediation of monosyllabic medial vowel words ending in <i>sk, ck, tch</i> and <i>lk</i> . Construction of basic sentences to include the remediate words in context. Illustration of the sentences constructed with pictures depicting some aspect of the sentence.
4	Oral reading. Remediation of monosyllabic medial vowel words ending in <i>ng, gth, gh</i> and <i>ngth</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
5	Oral reading. Remediation of monosyllabic medial and digraph vowel words ending in <i>ff, wd, wn, wl</i> and <i>mps</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
6	Oral reading and comprehension activity. Remediation of monosyllabic medial and digraph vowel words beginning with <i>sk, th</i> and <i>ch</i> . Construction of basic sentences to include the remediation words in context.
7	The difference between long and short vowel sounds and the role of the ending <i>e</i> was reinforced. A list of words and a dictation with words ending in <i>e</i> was done to reinforce this concept. The construction of sentences with the long and short vowel words and these were then tested.
8	The focus of the session was on CA's creative writing ability. She was encouraged to write a story about a picture of interest to her. The planning and construction of this creative writing piece was facilitated by the tutor. The punctuation and spelling errors in the paragraph were then remediated and CA then illustrated the writing with pictures.
9	CA continued in the construction of her creative writing exercise commenced in the previous session. Ongoing planning and writing of this piece was facilitated by the tutor. The punctuation and spelling errors in the paragraph today were then remediated and CA then illustrated the writing with further pictures.
10	Oral reading. CA read following which she was required to write a short paragraph about what was happening in the story so far. This was then remediated by the tutor and spelling and punctuation corrected.
11	Oral and silent reading and comprehension exercises based on readings done. The usage of <i>silent</i> consonants in English and general rules which apply thereto as some examples and exercises relating to <i>silent</i> consonants were done.
12	Silent reading and comprehension exercises were initially done, following which the principle of syllabification of words was discussed and examples and exercises done illustrating the poly-syllabic nature of words and requiring syllabification, to reinforce the principle.

13	The utilisation of <i>c</i> , <i>k</i> and <i>q</i> as initial consonants in words causes CA confusion and this was addressed today. The English rule that <i>q</i> and <i>u</i> are written together at the beginning of a word were reinforced. A list of words and a dictation comprising words starting with <i>c</i> , <i>k</i> and <i>qu</i> was done to reinforce this principle. The words were then tested. Oral reading was then done.
14	Dictation and correction of spelling and punctuation errors apparent from the dictated text was done. Illustration of the text with drawn pictures was also done.
15	The usage of prefixes and suffixes and examples and exercises pertaining to these in the English language was focused upon. Oral reading and a comprehension exercises were done toward the end of the session.
16	Revision of all the words covered to date was done in today's lesson. These were presented in the form of a dictation and spelling and punctuation errors made were then remediated.
17	Medial vowel digraphs formed the object of the lesson today including <i>ee</i> , <i>ea</i> as well as the long <i>e</i> sound as in <i>here</i> . A list of word families in this regard was covered and sentences constructed. Silent reading and oral reading was also done.
18	Medial vowel digraphs continued to form the aim of the lesson including <i>ai</i> , <i>ea</i> , <i>oi</i> and <i>oa</i> . List of word families were presented, written in sentences and then tested. Oral reading with an associated comprehension exercise.
19	Medial vowel digraphs continued to form the aim of the lesson including <i>ie</i> , <i>ei</i> , <i>oo</i> and <i>ou</i> . List of word families were presented, written in sentences and then tested. Oral reading with an associated comprehension exercise.
20	Revision of all medial vowel digraphs covered to date was done. These were tested and persistent errors again targeted. Syllabification, prefix and suffix exercises also done to recap rules and guidelines previously covered.
21	Oral reading was done after which CA was required to write a summary piece of writing about what she had read in the story today and what she anticipates is going to occur in the story. She was first encouraged to plan her thoughts before writing. Spelling and punctuation and sentence structure of the writing was remediated in the lesson.
22	CA continued to work on the creative writing piece commenced last week. She also illustrated her text with drawn pictures. At the end of the session, CA commenced a crossword puzzle, which she was encouraged to complete at home.
23	The emphasis of the session today was on writing sentences and subsequently a paragraph in the past tense. An exercise where CA was required to convert sentences from present to past tense was also done. Spelling and punctuation were remediated as they occurred. Oral reading was done at the end of the lesson.
24	The emphasis of the session today was on writing sentences and subsequently a paragraph in the future tense. An exercise where CA was required to convert sentences from present to future tense was also done. Spelling and punctuation were remediated as they occurred. Oral reading was done at the end of the lesson.
25	Recapping of writing in various tenses including past, present and future. An exercise on converting sentences to various tenses was done, both verbally and in writing. Spelling and punctuation were remediated as they occurred. CA illustrated her sentences with pictures at the end of the session.
26	CA was encouraged to write a short story about what she is going to do in her upcoming holidays and the errors that she made in the composition thereof was remediated including spelling and punctuation. CA then illustrated her text.

27	Revision of all silent letter words and words contrary to rules of normal English spelling was done in this session. CA was required to write sentences with the words with which continued errors were made. Oral reading was done in which CA was required to identify words which are contrary to normal English language rules.
28	Oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
29	Post testing & revision of all spelling and language principles learnt to date was done.
30	Post testing & oral reading with emphasis on comprehension. Summary of work done and encouragement to continue to apply lesson learnt in the classroom and at home were done.

Table 33: Participant CB: Session Summary

CB received remedial tuition in keeping with alphabetic/phonic methodology.

Session No.	Summary of tutor notes on session
1	Pretesting & oral reading to assess CB's reading ability and comprehension skills. Pronunciation errors and miscomprehension were remediated, as required.
2	Pretesting & and the remediation of monosyllabic medial vowel words ending in <i>ll</i> , <i>ct</i> , <i>ck</i> , <i>ch</i> and <i>tch</i> . Construction of basic sentences to include the remediate words in context. Illustration of the sentences constructed with pictures depicting some aspect of the sentence.
3	Oral reading. Remediation of monosyllabic medial vowel words ending in <i>ng</i> , <i>gth</i> , <i>gh</i> and <i>ngth</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
4	Silent reading and comprehension exercise was initially. CB was then required to identify key concepts verbally in the story she had read and write these down. Spelling and punctuation errors were remediated as necessary.
5	The difference between long and short vowel sounds and the role of the ending <i>e</i> was reinforced. A list of words and a dictation with words ending in <i>e</i> was done to reinforce this concept. The construction of sentences with the long and short vowel words and these were then tested.
6	Medial vowel digraphs formed the object of the lesson today including <i>ee</i> , <i>ea</i> , <i>oa</i> , <i>ou</i> as well as the long <i>e</i> sound as in <i>here</i> . A list of word families in this regard was covered and sentences constructed. Silent reading and oral reading was also done.
7	The focus of the session was on CB's creative writing ability. She was encouraged to write a story about a picture of interest to her. The planning and construction of this creative writing piece was facilitated by the tutor. The punctuation and spelling errors in the paragraph were then remediated and CB then illustrated the writing with pictures.
8	CB continued in the construction of her creative writing exercise commenced in the previous session. Ongoing planning and writing of this piece was facilitated by the tutor. The punctuation and spelling errors in the paragraph today were then remediated and CB then illustrated the writing with further pictures.
9	Oral reading. Dictation and correction of spelling and punctuation errors apparent from the dictated text was done. Illustration of the text with drawn pictures was also done
10	Silent reading and comprehension exercises were initially done, following which the principle of syllabification of words was discussed and examples and exercises done illustrating the poly-syllabic nature of words and requiring syllabification, to reinforce the principle.
11	The usage of prefixes and suffixes and examples and exercises pertaining to these in the English language was focused upon. Oral reading and a comprehension exercises were done toward the end of the session
12	Further exercises pertaining to the usage of prefixes and suffixes within the context of sentences were done. Spelling and punctuation errors were remediated as the occurred. A crossword puzzle was done at the end of the session which CB was encouraged to complete for homework.

13	The emphasis of the session today was on writing sentences and subsequently a paragraph in the past tense. An exercise where CB was required to convert sentences from present to past tense was also done. Spelling and punctuation were remediated as they occurred. Oral reading was done at the end of the lesson.
14	The emphasis of the session today was on writing sentences and subsequently a paragraph in the future tense. An exercise where CB was required to convert sentences from present to future tense was also done. Spelling and punctuation were remediated as they occurred. Silent reading and a comprehension exercise was done at the end of the lesson.
15	Recapping of writing in various tenses including past, present and future. An exercise on converting sentences to various tenses was done, both verbally and in writing. Spelling and punctuation were remediated as they occurred. CB illustrated her sentences with pictures at the end of the session.
16	Oral reading was done after which CB was required to write a summary piece of writing about what she had read in the story today and what she anticipates is going to occur in the story. She was first encouraged to plan her thoughts before writing. Spelling and punctuation and sentence structure of the writing was remediated in the lesson.
17	CB continued to work on the creative writing piece commenced last week. Spelling and punctuation errors were remediated as they occurred. She also illustrated her text with drawn pictures.
18	CB continued to work on the creative writing piece commenced two session prior. Spelling and punctuation errors were remediated as they occurred. She also illustrated her text with drawn pictures. Hangman was played at the end of the session today.
19	Revision of all silent letter words and words contrary to rules of normal English spelling was done in this session. CB was required to write sentences with the words with which continued errors were made. Oral reading was done in which CB was required to identify words which are contrary to normal English language rules.
20	Oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
21	Continuation with oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
22	CB wrote a short creative story in past tense as to what she did on her holiday and what she hope to do in the next term at school (future tense). She was encouraged to carefully plan her story prior to writing it.
23	CB continued with her creative story writing, as per the previous session. Spelling and punctuation errors were remediated, as applicable.
24	Post testing & revision of all spelling and language principles learnt to date was done.
25	Post testing & oral reading with emphasis on comprehension. Summary of work done and encouragement to continue to apply lesson learnt in the classroom and at home were done.

Table 34: Participant CC: Session Summary

CC received remedial tuition in keeping with alphabetic/phonic methodology.

Session No.	Summary of tutor notes on session
1	Pretesting & oral reading to assess reading ability and comprehension skills was done. Oral pronunciation of words and comprehension of the read text was facilitated by the tutor as required.
2	Pretesting & silent reading to assess her silent reading ability and comprehension skills was done. Questions pertaining to CC's comprehension of the read text was facilitated by the tutor as required.
3	Oral reading. Remediation of monosyllabic medial vowel words ending in <i>ff</i> , <i>ft</i> , <i>nd</i> and <i>sh</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
4	Oral reading. Remediation of monosyllabic medial vowel words ending in <i>ck</i> , <i>sk</i> , <i>lk</i> , <i>lm</i> , <i>rn</i> and <i>rt</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
5	Oral reading. Remediation of monosyllabic medial vowel words ending in <i>ng</i> , <i>gth</i> , <i>gh</i> and <i>ngth</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
6	Silent reading and comprehension exercise. Remediation of monosyllabic medial vowel words ending in <i>tch</i> , <i>wd</i> , <i>wn</i> and <i>wl</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
7	Silent reading and comprehension exercise. Remediation of monosyllabic medial vowel words starting <i>scr</i> and <i>st</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
8	Recapping of all spelling concepts done to date. Playing of hang man at the end of the session.
9	Medial vowel digraphs formed the object of the lesson today including <i>ee</i> , <i>ea</i> as well as the usage of <i>e</i> at the end of the word. A list of word families in this regard was covered and sentences constructed. Oral reading was also done at the end of the session.
10	Medial vowel digraphs continued to form the aim of the lesson including <i>ai</i> , <i>oe</i> , <i>oi</i> and <i>oa</i> . List of word families were presented, written in sentences and then tested. Oral reading with an associated comprehension exercise.
11	Medial vowel digraphs continued to form the aim of the lesson including <i>ie</i> , <i>ei</i> and the usage of <i>e</i> at the end of the word. List of word families were presented, written in sentences and then tested. Silent reading with an associated comprehension exercise was done at the end of the session.
12	Revision of all medial vowel digraphs covered to date was done. These were tested and persistent errors again targeted. Hangman was played at the end of the session.
13	The difference between long and short vowel sounds and the role of the ending <i>e</i> was reinforced. A list of words and a dictation with words ending in <i>e</i> was done to reinforce this concept. The construction of sentences with the long and short vowel words and these were then tested.

14	Oral reading. CC was then required to write a short paragraph about what was happening in the story so far. This was then remediated by the tutor and spelling and punctuation corrected.
15	Oral and silent reading and comprehension exercises based on readings done. The usage of <i>silent</i> consonants in English and general rules which apply thereto as some examples and exercises relating to <i>silent</i> consonants were done.
16	Silent reading and comprehension exercises were initially done, following which the principle of syllabification of words was discussed and examples and exercises done illustrating the poly-syllabic nature of words and requiring syllabification, to reinforce the principle.
17	The usage of prefixes and suffixes and examples and exercises pertaining to these in the English language was focused upon. Oral reading and a comprehension exercises were done toward the end of the session
18	Further exercises pertaining to the usage of prefixes and suffixes within the context of sentences were done. Spelling and punctuation errors were remediated as the occurred. A game of hangman was played at the end of the session.
19	The emphasis of the session today was on writing sentences and subsequently a paragraph in the past tense. An exercise where CC was required to convert sentences from present to past tense was also done. Spelling and punctuation were remediated as they occurred. Oral reading was done at the end of the lesson.
20	The emphasis of the session today was on writing sentences and subsequently a paragraph in the future tense. An exercise where CC was required to convert sentences from present to future tense was also done. Spelling and punctuation were remediated as they occurred. Silent reading and comprehension exercise was done at the end of the lesson.
21	Recapping of writing in various tenses including past, present and future. An exercise on converting sentences to various tenses was done, both verbally and in writing. Spelling and punctuation were remediated as they occurred. CC illustrated her sentences with pictures at the end of the session.
22	Oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
23	Continuation with oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
24	CC wrote a short creative story in past tense as to what she did on her holiday and what she hope to do in the next term at school (future tense). She was encouraged to carefully plan her story prior to writing it.
25	CC continued with her creative story writing, as per the previous session. Spelling and punctuation errors were remediated, as applicable.
26	CC continued with her creative story writing, as per the previous session. Spelling and punctuation errors were remediated, as applicable. Revision of spelling and language principles learnt to date was commenced.
27	Post testing & revision of all spelling and language principles learnt to date was done.
28	Post testing & oral reading with emphasis on comprehension.
29	Post testing and summary of work done and encouragement to continue to apply lesson learnt in the classroom and at home were done.

Table 35: Participant CD: Session Summary

CD received remedial tuition in keeping with alphabetic/phonetic methodology.

Session No.	Summary of tutor notes on session
1	Pretesting & oral reading to assess reading ability and comprehension skills was done. Oral pronunciation of words and comprehension of the read text was facilitated by the tutor as required.
2	Pretesting & and the remediation of monosyllabic medial vowel words ending in <i>tch</i> , <i>th</i> and <i>ch</i> . Construction of basic sentences to include the remediate words in context. Illustration of the sentences constructed with pictures depicting some aspect of the sentence.
3	Pretesting & and the remediation of monosyllabic medial vowel words ending in <i>sk</i> , <i>ck</i> , <i>lk</i> and <i>lm</i> . Construction of basic sentences to include the remediate words in context. Illustration of the sentences constructed with pictures depicting some aspect of the sentence.
4	Oral reading. Remediation of monosyllabic medial and digraph vowel words ending in <i>ng</i> , <i>gth</i> , <i>gh</i> and <i>ngth</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
5	Silent reading and comprehension exercise. Remediation of monosyllabic medial vowel words starting <i>scr</i> and <i>st</i> . Construction of basic sentences to include the remediation words in context. Illustrations of the sentences constructed.
6	Recapping of all spelling concepts done to date. Oral reading.
7	Medial vowel digraphs formed the object of the lesson today including <i>ee</i> , <i>ea</i> as well as the usage of <i>e</i> at the end of the word. A list of word families in this regard was covered and sentences constructed. Oral reading was also done at the end of the session.
8	Medial vowel digraphs continued to form the aim of the lesson including <i>ui</i> , <i>ou</i> , and <i>oa</i> . List of word families were presented, written in sentences and then tested. Oral reading with an associated comprehension exercise.
9	Revision of all medial vowel digraphs covered to date was done. These were tested and persistent errors again targeted. Silent reading associated with a comprehension exercise done at end of session.
10	Silent reading and comprehension exercises were initially done, following which the principle of syllabification of words was discussed and examples and exercises done illustrating the poly-syllabic nature of words and requiring syllabification, to reinforce the principle.
11	The usage of prefixes and suffixes and examples and exercises pertaining to these in the English language was focused upon. Oral reading and a comprehension exercises were done toward the end of the session
12	Further exercises pertaining to the usage of prefixes and suffixes within the context of sentences were done. Spelling and punctuation errors were remediated as the occurred. A game of hangman was played at the end of the session.
13	The emphasis of the session today was on writing sentences and subsequently a paragraph in the past tense. An exercise where CD was required to convert sentences from present to past tense was also done. Spelling and punctuation were remediated as they occurred. Oral reading was done at the end of the lesson.

14	The emphasis of the session today was on writing sentences and subsequently a paragraph in the future tense. An exercise where CD was required to convert sentences from present to future tense was also done. Spelling and punctuation were remediated as they occurred. Silent reading and comprehension exercise was done at the end of the lesson.
15	Recapping of writing in various tenses including past, present and future. An exercise on converting sentences to various tenses was done, both verbally and in writing. Spelling and punctuation were remediated as they occurred. CD illustrated his sentences with pictures at the end of the session.
16	Oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
17	Continuation with oral and silent reading with emphasis on comprehension and the ability to summarise what had been read, both verbally and in writing was done. Spelling, punctuation and pronunciation errors were remediated as they occurred.
18	CD wrote a short creative story in past tense as to what he did on his holiday and what he hope to do in the next term at school (future tense). He was encouraged to carefully plan his story prior to writing it.
19	CD continued with his creative story writing, as per the previous session. Spelling and punctuation errors were remediated, as applicable.
20	CD continued with his creative story writing, as per the previous session. Spelling and punctuation errors were remediated, as applicable. Revision of spelling and language principles learnt to date was commenced.
21	Post testing & oral reading with emphasis on comprehension.
22	Post testing and summary of work done and encouragement to continue to apply lesson learnt in the classroom and at home were done.