# Getting a Student Started

## Navigating the first few sessions

## Guide to Getting a Student Started on Units of Sound

Use this guide to help with getting your student started on Units of Sound. If you are working remotely with your student, you will also need to follow the Remote Support guide that is in Section 12 of Help.

**Please Note:**

- If you have a group of students to get started on Units of Sound, you will need to stagger them, so that you have 1:1 time to carry out Placement and get them started.
- Don't be in hurry to get students using all four skills.
- Only move on to the next skill when the student is confident in the current one.
- Allow a minimum of 6/7 sessions to get the student familiar with all four skills.
- The time for each set up session is an estimate. You may need to spend longer for some students.

# Set Up Sessions: Process

| Sessions/steps | | Guidance | Time |
|---|---|---|---|
| Registration | | Register your student(s) and have login(s) ready before the first session. Make sure AutoRoute remains switched OFF, until you have shown the student all skills. | 2mins per student |
| Session 1 | Carry Out Placement | • Student logs in and you carry out Reading & Spelling Placement<br>• Option: To confirm reading level you can use the passage in the Reading Check set that is due to check fluency.<br>• If the student reads with hesitation/mistakes, you can manually set the Reading starting point to a slightly lower level.<br>• After Placement, show + explain Overview and Welcome screen to student<br>• Show student where to find screen tutors<br><br>Some students may be able to get started with Spelling in session 1. Others may find it too much. Observe how your student is feeling. | 25mins |
| Session 2 | Spelling | Start with Spelling so the student can get working independently more quickly.<br><br>• Student logs in and clicks Spelling<br>• Student watches Screen Tutor to see how to do Word Blocks*<br>• Student completes all Word Blocks. Be prepared to monitor and prompt good practice.<br>• Do the same process with Check Words and Check Spelling activities.<br><br>You can also use the Screen Tutors for demo purposes.<br><br>* If you want to demonstrate the activities yourself - log in as a tutor and go to the program. Use the 'jump' arrow to find the stage and page the student is on for Spelling.<br><br>Independent work:<br>• Ask the student to complete the next page of Spelling before the next lesson.<br>• Remind them where to watch the Screen Tutor video to recap if necessary. | 30mins |
| Session 3 | Spelling | Review independent work:<br>• Check Spelling records – time taken, errors<br>• Ask the student how it went<br><br>Continue with Spelling:<br>• Observe student doing one more page of Spelling.<br>• Monitor good practice and be prepared to guide/prompt. | |

## Set Up Sessions: Process

| Sessions/steps | | Guidance | Time |
|---|---|---|---|
| Session 4 | Memory | • Follow the same steps as for Spelling<br>• Ask the student to do one more page of Memory whilst you check good practice.<br><br>If Memory is not open, continue with Spelling until it opens. Memory is set 10 pages behind Spelling. | 20mins |
| Session 5 | Reading | • Follow the same steps<br>• Not all Reading activities are on every page so it may take longer to get familiar with Reading<br>• If a student is at the start of stage one, they will only have Word Blocks and quiz questions. | 30mins |
| Session 6 | Reading | • Follow the same 'Review' and 'Continue' steps as with Spelling | 30mins |
| Session 7 | Dictation | • Follow the same step A process for sentences.<br>• Ask the student to do one more page of Dictation whilst you check good practice | 20mins |

| Monitoring | | |
|---|---|---|
| Once your student is confident in all four skills, you can let them work largely independently whilst monitoring. | | |
| Records/General | • Once you are confident the student knows how to do all activities correctly in each skill, turn AutoRoute ON, unless the student is not following Reading.<br>• The students can continue independently with you monitoring. Use the Good Practice Checklists from the Library to help.<br>• Check Records to monitor how long students are taking on pages, errors to address, and general progress.<br>• If you are supporting your student remotely, you can monitor by checking records, carrying out Reading Checks and doing a page of a skill when they have a session online with you. | |
| Reading Check | • Carry out a Reading Check approx. every 3-4 weeks for those following Reading.<br>• Students on Overlap will have a longer gap between Reading Checks.<br>• If you fall behind with Reading Checks, carry out the latest one.<br>• If any pages are reset you can do the Reading Check prior to the latest as well. | 20mins |