

## Overview of Alphabet Arc Training

- **About Alphabet Arc**  
Alphabet Arc is a multi sensory intervention which uses wooden letters of the alphabet to secure or help children to remember letter sounds and names, it helps with spelling and syllabification, sequencing and lends itself to practice letter formation. It can be used with children of all ages. Alphabet arc activities can be used as a one to one intervention, pairs, group intervention/ activity, or can be used as an activity for the whole class.
- **What is the training?**  
Initial training for TA's will take place over 2 sessions. In the first session the theory behind alphabet arc and a demonstration lesson would take place, the second session would involve TAs carrying out a lesson with a child with trainers to support. Discussion could then take place and activities can then be evaluated. Further follow up support can be arranged for schools once the programme is up and running.

Important things to consider:

- **What resources are needed?** It is essential that the room has a table for each trainer to work with a child. The school needs to have wooden letters for each trainee. Upper and lower case letters would be beneficial but if this isn't available a set of lower case letters would be preferable. A fabric draw string bag is also needed to keep the letters in and supports some activities. Additional resources to support activities are additional vowel letters and an additional set of letters, models of the arc, chopped up alphabet strips, onset and rime chart, a salt tray, salt, felt tips, post its, paper, set of blank cards, a dictionary. Some resources such as models of the arc, onset and rime chart will be given as part of the training.
- The intervention tends to run more smoothly when the adult has their own box of resources similar to that demonstrated by the specialist teacher during training.
- A group of **no more than eight** trainees for two trainers is preferable, fewer for one trainer. This is to avoid overwhelming the child we work with to demonstrate the intervention and also to allow useful discussion in a small group.
- Schools will be asked to monitor progress of individual children who are accessing the intervention; this information will be used to provide evidence of the effectiveness of the intervention.

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