

Keda's NZ Newsletter

Term 4, 2010



Keda's NZ Newsletter is dedicated to introducing the Keda Gateway to Literacy into all New Zealand schools. We will also continue to bring you information from around the world of the success Keda's books are having, and the latest information we think might be of interest to you.

Frank Cowling workshops get off on a shaky start

Frank Cowling managed to run 10 of his 11 workshops over the month of September but what an adventure! Coming from the UK he was accustomed to winter weather but no one expected him to endure extreme weather events here. The Christchurch workshop at Linwood College was cancelled due to the major earthquake and our thoughts are with the people of Canterbury. Frank didn't feel the big one but he did experience a number of aftershocks. His wife Young Ae had to fly back home due to an unexpected family crisis so he was left to his own devices. There was plenty of rain, snow, road closures and the storm that was bigger than the size of Australia to welcome him to our great country. Moving



Thanks to

Wellington High School
 Brooklyn School (Motueka)
 Grey Cluster RTLB (Greymouth)
 Linwood College (Christchurch)
 Waihi Preparatory School (Winchester)
 Telford Rural Polytechnic (Balclutha)
 Mt Aspiring College (Wanaka)
 Speld Nelson
 Taradale Intermediate School (Napier)
 Tongariro School (Turangi)
 Orewa College
 Whangarei Boys High School

For all your hard work

From

Saluch Limited
 &
Keda Publications UK

north saw more bad weather but fortunately for Frank there were no more earthquakes.

Workshop attendance was high in most places with Erian Davies and his team from Taradale Intermediate School having the highest turnout with over 100 people.

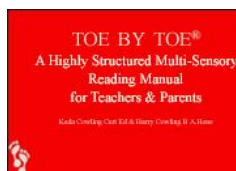
Thank you to those that filled out the Comments sheet. There was great support for Keda's books from schools that use them. There were also teachers/teacher aides whose wishlist was to have the funding to implement Stride Ahead, Stareway to Spelling and Toe by Toe into their schools. For those applying for funding please feel free to contact our office as we have plenty of data and information which you can submit with your application.

We have now sent Frank home to the Northern Hemisphere to enjoy the British winter!



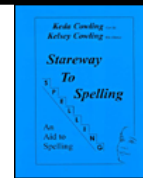
Stride Ahead

Stareway to Spelling \$71.95



Toe by Toe

\$79.95



Saluch Limited *** P O Box 193, Helensville, 0840 *** Ph 0800 668 227
 Website: www.saluch.co.nz *** Email: saluch@kiwilink.co.nz

Be prepared for 2011

*Want to introduce Toe by Toe, Stride Ahead or
Stareway to Spelling into your school or
Adult learning Centre
in the New Year?*

Morning or ~~afternoon~~ workshops
available during the holiday break

Group bookings welcome

(combine a few schools in the
area to reduce the cost)

Workshop will include:

Recommended pre/post tests

Instructions for tutors running daily
sessions

Best Practice

\$795

(Get in early—dates are limited)

Lazy label aggravates kids' problems

Sydney, April 15 (IANS) Children labelled as lazy by teachers and parents may have numerous learning difficulties that could underlie their apparent lack of motivation, a new study says.

Linda Gilmore, educational psychologist from Queensland University of Technology (QUT), studied children aged seven to 10 years who were regarded as lazy by their parents and teachers.

They also found that three-quarters of the children had phonologically-based learning disabilities and/or significant problems with attention.

"Reports by teachers that children 'need to try harder' or 'make more effort' and 'apply themselves more' often convey the stigma of laziness to children and their parents," Gilmore said.

"Parents in the study reported their children seemed to have little interest in school, often failed to complete work and gave up very easily," she said.

"For some children only one learning area was a problem, such as mathematics or reading but homework was a major issue for many families who reported pleading, nagging and pushing their child 'every step of the way'," she added.

The children completed two standardised tests to provide diagnostic information about their cognitive and academic strengths and weaknesses, and basic reading, spelling, reading comprehension, writing and mathematics.

Depending on results of these two measures and the type of difficulties described by parents and teachers, the children were then assessed on more specific areas to pinpoint their particular problems.

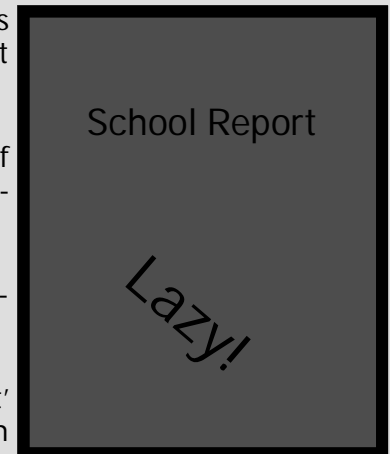
"Half of the children were found to have clinical signs of inattention and/or hyperactivity, others were found to have anxiety issues, visual perceptual or fine motor problems, and eight children had clear signs of dyslexia," Gilmore said.

She said these unrecognised difficulties could have led the children to withdraw from learning experiences and appear lazy.

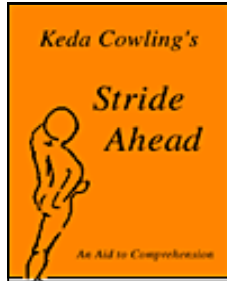
"These sorts of problems influence a child's ability to learn effectively and their capacity to function appropriately within the classroom," she said, according to a QUT release.

"Early diagnosis of such learning problems is essential to prevent children from experiencing multiple failures that undermine their feelings of competence and self-esteem," Gilmore concluded.

The findings were published in the Australian Journal of Guidance and Counselling.

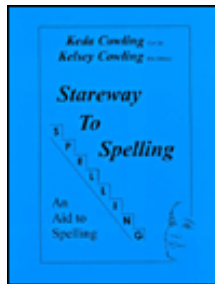


Keda Cowling writes two more books



Stride Ahead has been written for students who can read but have difficulty in understanding what they are reading. Keda believes that this is the result of their minds being too taken up with the mechanics of decoding the written language to be able to give adequate attention to meaning. Often these students become so adept at disguising their poor reading skill (by guesswork allied with contextual clues) that their teachers may not even be aware they have a problem. In effect, they are on a 'reading plateau' and they often remain there throughout their school careers and on into their adult lives. In the late 70's Keda created a unique syllable division which was incorporated into the reading manual *Toe by Toe*. Over the last few years this system has successfully taught thousands of people, dyslexics and non-dyslexics alike, to read (i.e. decode). This success has been due to the application of this easy-to-use syllable division and the structured over-teaching of the phonemes in question. The aim of *Stride Ahead* is to make these phonemes so familiar to dyslexic students that they become able to recognise them instantaneously and without concentrated mental effort, thus they can get on with the process of understanding the text in front of

them. Timing is the key to this process and careful timing forms the essence of the *Stride Ahead* method. *Stride Ahead* is more suitable for older students — usually secondary school students or older. However, some primary schools use it in years 5 and 6 (10 and 11 year olds). Sessions normally take 30 minutes per day and the average time to complete is 2-3 months.



Stareway to Spelling—will teach anyone aged 7 or upwards who cannot recall the correct spelling of common words, or who confuses words such as 'were' and 'where'. Often these people can remember spelling test lists in the short term, but cannot write effectively because they soon forget the correct spelling.

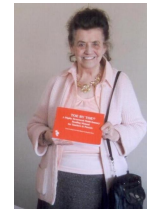
*300 most used words can be
committed to long-term*

Memory

The carefully constructed methods with *Stareway to Spelling* ensure that the 300 most used words can be committed to long-term memory and recalled at will by the student.

These words cover three-quarters of all that we read and write, giving students the confidence to tackle writing on any subject and providing them with the strategies required to continue improving their spelling generally.

Each section is preceded by reading tests and exercises to ensure that the student can read these words before the spelling procedures are started. This can reinforce the confidence of weak readers, and is useful in its own right, or as part of a teaching plan involving *Toe by Toe*.



Keda Cowling is a retired primary school teacher from West Yorkshire, who has dedicated over 35 years of her working life and beyond to promoting the recognition of dyslexia and to developing methods to teach people experiencing reading difficulties how to read. Following years of unpaid research in the 70's she created a teaching system that provided a progressive solution to reading problems and produced a reading manual called **Toe by Toe**, the name chosen to signify the one toe at a time progress made by students, as the learning stages are too fine to be called a step. This workbook is now used in thousands of schools worldwide and has recently been introduced into British prisons, where it has been adopted for helping illiterate prisoners to read, using a mentor or buddy system.

Keda continued her research and has produced two more successful workbooks: **Stride Ahead**, the gateway to comprehension and **Stareway to Spelling**, the gateway to spelling. These workbooks can be used by anyone who can read to teach reading, a precious gift for any child or adult that struggles with literacy.