

## AN ABUNDANCE OF RICH CHOICES

### INFORMATION ON THE SPEECH-TO-PRINT PROGRAMS FROM DR. MARNIE GINSBERG'S READING SIMPLIFIED© TREE

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The programs and Dr. Truch's comments are based on website information from companies on Dr. Marnie's "Family Tree" of speech-to-print programs. The tree appears on the website for the Accelerating Literacy virtual summit from June 23-28, 2024.

Dr. Truch made every attempt to be as factually correct as possible based on website information. His overall impression of each program is subjective but based on his clinical experience and by the research provided for each program on the respective company websites. There may be other speech-to-print programs not on the Family Tree at this time that have been omitted as a result.



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## THE PROGRAMS

1. Maria Montessori and Muriel Dwyer – Dwyer was a protégé of Maria Montessori. There are many Montessori schools in North America, but not all of them follow her principles.

Maria Montessori was an Italian physician, feminist, and pioneer who first practiced psychiatry. She later developed an interest in pedagogy and was appointed a co-directorship of a training institute for special education teachers. Her scientific mind questioned prevailing practices, especially for those children with developmental disabilities. This led to her opening an all-day childcare centre in 1907 for children aged 3 to 7 with working parents who left them to their own devices. Because of the observed positive and unexpected gains, the children made, the centre thrived and the “Montessori Method” became known. Just three years later, Montessori Schools were found all over Europe. The first American Montessori School opened in 1911 and the first Canadian one in 1912.

Website: [Maitri Learning Montessori Materials](#) currently promotes, trains, and sells materials consistent with the Montessori/Dwyer method.

From the Maitri website there is this information:

Dr. Montessori originally developed her method for helping children learn Italian, a completely phonetic language. But it was Muriel Dwyer who used that method to tackle the complexities of partially phonetic languages like English and Swahili. Muriel Dwyer was a brilliant AMI [Association Montessori Internationale] Teacher Trainer who worked extensively in both London and Africa (in the Swahili language).

The Dwyer approach is founded in the traditional AMI language approach but has a few key adjustments. Here are the big ones:

- The sound game includes four distinct levels that help children hear all of the sounds in words.
- Phonograms (green sandpaper letters) are introduced at the same time as vowels and consonants (blue and pink sandpaper letters).
- The movable alphabet is not introduced until the child can bring you any sandpaper letter you ask for (phonogram, vowel, or consonant); this means they know the sounds at the second period.
- The movable alphabet is 100% about the child's expression; we do not assign lists or give them objects but instead inspire them to write about things important to their lives.
- Spelling variations (like ea and ie for the /ee/ sound) are explicitly taught via phonogram spelling folders.

My overall impression – Montessori schools are noted for their student-centered and developmental approach to reading and math. The Maitri website has plenty of excellent information and teaching materials for sale (follow the hyperlinks above). There is much to explore on the website by way of articles.

Unfortunate errors – a presenter gave examples of pronouncing /t/ and /b/ as /tu/ and /bu/ in one of the video clips. In another, explanations given to the student like “the letter says its name” was used. Letters don’t speak, so this explanation is incorrect, and further, /tu/ and /bu/ are syllables, not phonemes.

2. LiPS (Lindamood Phoneme Sequencing Program) – originally called Auditory Discrimination in Depth (ADD)

Website: [www.lindamoodbell.com](http://www.lindamoodbell.com)

The original program was created by Pat and Charles Lindamood, both of whom have passed. I became aware of the ADD Program when I started pursuing the research on phonemic processing and was subsequently trained in it. Complete LiPS Program kits are sold by Pro-Ed. The link to this company does not work, but if you google pro-ed.com, you arrive at their site. LiPS is a well-thought-out program which introduces students via a speech-to-print approach. It can be used with individuals, small groups, and classrooms. The flash drive in the fourth edition kit includes extensive sample dialogues for instructors. These are essential as the “guided discovery” method is not direct and needs to be learned as part of the error-handling questions used with students. Word lists and audio and video examples are also included as is a set of eight books with 42 stories that follow the path of the phonemes introduced in the program.

Dates for online training courses are posted on their website and include separate training sessions for all the programs offered at their clinics – courses for LiPS, Visualizing and Verbalizing (for comprehension), Seeing Stars (for reading words and spelling), On Cloud Nine (for math computation and problem solving) and Talkies (for language comprehension and expression).

My overall impression: we started our Calgary clinic with the ADD Program and used it for several years with great success. It is explicit, structured, multisensory, and systematic and, as it turns out, a speech-to-print program. Students develop phonological awareness, decoding, spelling, and reading skills. Training in the program is essential for successful delivery. Considerable research on its effects can be found in several scientific journals and on their website.

3. Why Our Children Can't Read by Dr. Diane McGuinness (1997). The Free Press

This is not a program, but the book provides an excellent history of written languages and the challenges faced when teaching English spellings. Excellent background knowledge for the speech-to-print approach and a valuable table listing the spelling options for English vowels and consonants based on their order of frequency from most to least is in its pages.

The book is available from [www.amazon.com](http://www.amazon.com) and [www.amazon.ca](http://www.amazon.ca)

4. Phono-Graphix (PG)

Website: [www.phono-graphix.com](http://www.phono-graphix.com)

The website lists 10 peer-reviewed research studies and easy access to the entire published study in each case.

Phono-Graphix (PG) is one of the early speech-to-print programs and was written by Carmen McGuinness, who had previously been trained in the LiPS Program. She wrote it with the intent of having students gain quicker access to reading and spelling. This program begins with sounds and immediately introduces the spelling for the phoneme. It is sequenced, so students are not overwhelmed by English spelling complexities right from the start. We used this program at my clinics for several years after I was trained in it by Carmen McGuinness. Current training is offered live and online by independent trainers certified by The Phono-Graphix Reading Company, which is based in Texas. The McGuinness' are no longer involved in this company. The PG program is suitable for individual, small group, and classroom instruction.

Verbal Intelligence – The Language Wise Method (2000) written by Carmen McGuinness and her husband Geoffrey, teaches comprehension strategies. It becomes part of the dual-certification program The Phono-Graphix Reading Company offers in various locations in the US., England and other countries.

My overall impression: positive. The claim that PG improves outcomes at an exponential rate compared to others needs to be interpreted with caution and needs further scientific verification. It *is* possible to bring rapid changes to students in phonemic awareness, spelling and word reading with a speech-to-print approach which is now offered by several programs. However, strong readers are not created overnight or in a few hours. The reading process is one of incredible complexity and learning the code is just the starting point.

## 5. Sounds-Write

Website: [www.sounds-write.com](http://www.sounds-write.com)

This company is based in the United Kingdom and was started over 20 years ago. The program has been validated by the DfE (Department for Education) in England and the DoE in Australia as an effective systematic phonics program. These are impeccable credentials as both Departments have rigorous criteria before a method is approved for use across either country. Additionally, Sounds-Write America LLC now operates in North America and has been approved in Colorado as a supplementary program.

The company offers training for teachers and sells various sets of materials to parents and schools. Their decodable books are sequenced for the code taught in each level of their overall program. Students are exposed, in the first three years of school to the 175 most common spellings for the 44 sounds in English. Reading and writing are incorporated into the activities. The UK version of the books may contain language not familiar to North American students, but those books have been fully edited for the US market for spelling and vocabulary as needed.

My overall impression: very positive, based on their long history of success and outcomes for students. This company offers a rich combination of training and materials for educators and parents, and all based on the speech-to-print perspective.

## 6. Talking Fingers

Website: [www.talkingfingers.com](http://www.talkingfingers.com)

The creator of Read, Write and Type (RWT), Dr. Jeannine Herron, is a neuropsychologist who has an outstanding history as a teacher, visionary educator (co-founder of the first Head-Start in the US), peace activist and humanitarian. She is the creator of several computer-based programs aimed at teaching children to type, read, and spell from a speech-to-print perspective. RWT used Apple's Talking Fingers as the prototype. RWT incorporates spelling (via input through a keyboard) as a first step in learning to spell, read and write. They offer online courses for classroom and intervention purposes. Talking Shapes is aimed at Pre-K – K; RWT for grades K – 2 and Wordy Qwerty for grades 2 – 4. Development of these programs was assisted by NICHD grants and considerable research conducted. A study by Torgesen et. al. and published in *Annals of Dyslexia* (2010, Jun: 60 (1); 40-56) compared RWT to LiPS (which also had some software components). At-risk students in grade 1 were screened and 112 of them were randomly assigned to

either a RWT, LiPS or business-as-usual (BAU) control group. In all, the students received about 80 hours of instruction over the year but none of the students were pulled from their high-quality classroom reading instruction when it was on. Results showed very strong and accelerated gains for both LiPS and RWT students compared to the business-as-usual controls and compared to national norms. Interestingly, there was no statistical difference between LiPS and RWT outcomes. Torgesen et. al. calculate that the introduction of either program together with effective classroom instruction (as was occurring in the BAU classrooms in this study) could reduce the number of children with poor reading skills to less than 1% for word reading accuracy; to 1.2% for phonetic decoding accuracy and to 2% for reading comprehension. This paper was cited as well by Kilpatrick as the outcome scores fall in the Highly Successful group.

My overall impression: extremely positive. RWT deserves a close look as a “head start” in kindergarten and grade 1 classrooms. It works well for remediating younger students but may have some limitations when applied to older students (above elementary school age) which LiPS and other programs do not. The use of a keyboard, and the “spelling and writing, then reading” features are very appealing and motivating. There is, however, no age-based data on RWT for older students that I could find. And, many of the speech-to-print programs on the Family Tree do not teach syllable types or spelling rules, both of which appear to be part of RWT instruction.

## 7. Targeted Reading Intervention (TRI)

Website: [www.targetedreadingintervention.org](http://www.targetedreadingintervention.org)

This is primarily a professional development program designed to help kindergarten and first grade teachers in rural and low-wealth schools with their struggling students. They are currently affiliated with the University of North Carolina at Chapel Hill. Their website says:

“TRI is a professional development intervention designed for elementary students who require additional reading instruction and their classroom teachers. Via remote webcam, trained coaches with reading expertise provide one-on-one, ongoing support to build capacity in reading instruction with teachers.”

The original author of TRI was Dr. Marnie Ginsberg, who went on to establish Reading Simplified (see 9. below).

TRI appears to teach teachers a speech-to-print approach, but it is unclear on the website how far this is carried age and grade-wise. It is not an independent off-the-shelf program as such, but a teacher training and mentoring approach with regular webcam support for teachers as they work with struggling readers. This is a model that should breed success. A federally funded research project examined TRI for its impact on early intervention. The results were successful as measured by effect sizes and articles published in several top journals. A more recent publication can be found in *The Elementary School Journal* (2018) by Vernon-Feagans et. al. Teachers worked for 15 minutes daily for 6 to 8 weeks with a student then moved on to the next student. Students therefore received some 7.5 to 10 total hours of instruction. The “TRI treatment classrooms showed greater gains in early literacy compared with struggling readers in control classrooms.”

My overall impression: any program with this goal for students in this demographic is work well done. The strong gains over such a short period of instructional time are noteworthy and consistent with outcomes from other speech-to-print programs.

#### 8. Spell-Links

Website: [www.learningbydesign.com](http://www.learningbydesign.com); [www.spell-links.com](http://www.spell-links.com)

Learning by Design offers comprehensive services for administrators, educators, and parents. There is a professional development component that offers webinars/ learning labs, workshops, coaching and entrance to a community of practitioners. All the professional development activities are provided by certified American Speech-Language-Hearing Association (ASHA) specialists. They also offer an online therapy program for students. You can request a copy of the language literacy network schematic [[TLLN\\_11x8.5.pdf \(learningbydesign.com\)](#)] which is a comprehensive and beautiful representation of the many components of language related to reading and writing. The company publishes products and services that are speech-to-print oriented. Founder, author, and CEO of Learning by Design, Dr. Jan Wasowicz, sends daily short abstracts of connected research to subscribers. Search the website as well for an OG and Spell-Links comparison chart that outlines the many differences between OG’s print-to-speech and Spell-Links speech-to-print approach.

My overall impression: positive overall despite lack of evidence. Learning by Design and Dr. Wasowicz’s writings make a powerful case for how language and literacy are linked and how speech-to-print programs are an important building block. All the components are there in their PD training and intervention that should make for very strong outcomes. But, when I searched “research” on their website, the results were meager and disappointing. An internal blog did contain a review of the research on articulatory gestures written by Laura MacGrath, a speech-language pathologist from Montreal but there was an absence of any other studies.

## 9. Reading Simplified

Website: <https://readingsimplified.com/>

The success and experience with TRI (see 6 above) led Dr. Marnie Ginsberg to open her own clinic in 2016, an online training site called The Reading Simplified Academy. Reading Simplified was based on the same principles as TRI which had already proven itself for early intervention. Since then, Reading Simplified has had a great deal of success with its teacher training approach. About 16,000 teachers and parents have gone through the online Reading Simplified Academy training to date. Once trained, continued online support is available from experts via a discussion board and private Facebook group. Teachers who take the training learn a 3-part lesson plan, a handful of activities, and how to think diagnostically to meet each learner's needs. Research on outcomes currently could use a boost.

My overall impression: very positive. Reading Simplified is an outstanding speech-to-print program, and worthy of serious consideration for early grades in particular.

## 10. Evidence-Based Literacy Instruction (EBLI)

Website: [www.eblireads.com](http://www.eblireads.com)

EBLI was founded by Nora Chahbazi, an NICU nurse who was able to teach her own child how to read after some exposure to Dr. Diane McGuinness' work. The EBLI system is very comprehensive and includes online training for teachers, administrators, and parents combined with lessons for students. In addition, there are many free or low-cost resources including mini courses for parents and teachers, free video lessons, free tutorials, and even an EBLI app for students. You will also find links to over a dozen case studies done on using EBLI in classrooms.

EBLI sees itself as the "ultimate all-in-one resource" and has received accolades from many groups. Ongoing training with a subscription service is offered through its ETSL (Online EBLI Teacher Training and Student Lessons). EBLI is described as providing teachers the tools to explicitly teach the essential literacy components of reading, spelling, writing, and handwriting simultaneously while also moving quickly to applications in reading and writing. EBLI has developed programs that are suitable for groups of all sizes and ability levels from large classrooms to intensive interventions.

My overall impression: very positive. While EBLI lacks the RCTs that researchers are fond of, the evidence for its effectiveness is still most persuasive. Several case studies are available showing significant growth scores on key literacy variables in multiple classrooms. This data offers a strong case for causality using counterfactual reasoning.



## 11. CKLA

Website: [www.amplify.com/ckla](http://www.amplify.com/ckla); [www.amplify.com](http://www.amplify.com); [www.amplifytutoring.com](http://www.amplifytutoring.com)

Core Knowledge was founded by E.D. Hirsch Jr. to provide schools with a curriculum with richer background knowledge for Language Arts and Math from pre-school to grade 8 levels. They appear to have formed a relationship with Amplify and you can access the first website link for more information on the many services and products Amplify offers. Background knowledge is of course vital to readers to build their comprehension as time goes on. Many case studies and an independent evaluation from [www.EdReports.org](http://www.EdReports.org) offers strong evidence of alignment of their curriculum for each grade with state guidelines and expectations and success for this approach compared to business-as-usual practices. A tutoring service is offered for areas like SAT and GED preparation, study and organizational skills and content area support in English, Math, Social Studies, and Spanish. The service is tutoring and not remediation.

Amplify appears to use a speech-to-print approach for the K-2 program but I could not find any specific studies with outcomes.

My overall impression: positive. Their K-2 program appears to use a structured linguistic phonics approach (speech-to-print) and then reinforces the code taught with decodable texts that contain stronger background knowledge content than what is found in many decodable books.

## 12. Sound Reading

Website: [www.soundreading.com](http://www.soundreading.com)

This program is interesting and appears to use a speech-to-print approach for its activities. They offer online training and help for parents, educators and corporations involved in volunteer literacy work. They state that they work with the largest volunteer organization in America.

The method involves teaching “auditory processing” using a proprietary algorithm which is said to assist students with phonemic processing.

My overall impression: generally positive but lacking studies of any kind. What is on the website are some case studies. I am concerned about their algorithm, which may or may not have scientific validation. This is suspiciously like Fast Forward, which claims something very similar but the research on their algorithm concludes it does not do what it claims and the research on Fast Forward’s transfer to spelling and reading is also very weak. Nevertheless, many millions use it. Is Sound Reading in a similar boat? More data would be most helpful.

### 13. Sound Reading System (SRS)

Website: [www.soundreadingsystem.co.uk](http://www.soundreadingsystem.co.uk)

This company is in the United Kingdom and offers training programs in SRS. It is a speech-to-print program based on the work of Dr. Diane McGuinness. The website cites the four key principle on what needs to be taught about the English code. There was no research I could find but for three case studies on the website. The first describes in detail the 26 lessons of SRS with a struggling reader who wasn't quite six and in Year 1 in the UK system. Dramatic gains were made by the end of his sessions. The second case study described a pilot project in a primary school and the third, a project with learners from ages 19-42 with extremely low reading and spelling scores. All 15 participants in this cohort gained in reading and spelling, but no clear data was provided. It is disappointing that there was no research cited that I could find.

My overall impression: still positive, despite the lack of research, because of their origin based on Dr. McGuinness' work and my personal familiarity and experience with both Dr. McGuinness and the Phono-Graphix Program.

### 14. Spelfabet

Website: [www.spelfabet.com.au](http://www.spelfabet.com.au)

This website offers a huge listing of programs, materials, training, assessment tools, etc. but is not a training program as such. The "Research" section lists some books related to the scientific study of reading, such as those by Louisa Moats, David Kilpatrick, and Mark Seidenberg. They do not make the distinction in their listings between speech-to-print and regular print-to-speech programs, so you will find books on both.

My overall impression: an excellent resource that enables you to "dig deeper" into many literacy topics. One could spend many hours "digging" in this website.

### 15. Abecedarian

Website: [www.abcdrp.com](http://www.abcdrp.com); [www.sharpen.com](http://www.sharpen.com)

The Sharpen company now owns what was formerly Abecedarian and each website link above leads to different but overlapping information.

This is a well-developed online tutoring program using speech-to-print principles. The author of the program, Dr. Micheal Bend, was trained in several speech-to-print programs including, LiPS, Phono-Graphix, and others. Students are taught one-to-one by trained tutors hired by the company and progress in levels. The four levels are

divided as grade 1, grade 2, grade 3-4 and grade 5-6. Parents pay a monthly subscription fee for access and separate reading books are sold that are integrated with the code taught to that point. They also advertise a new artificial intelligence powered story maker that is coming soon for subscribers. Data for pre- and post-scores are not presented. However, the company says the program is “born of 20 years of research at Yale, Brock, and UT Health Houston Universities.” Although this is impressive, links to at least some of that research would have been helpful.

My overall impression: positive based on my experience with the speech-to-print approach and the professionals involved in this company. It’s a reasonable monthly fee but keep in mind online sessions don’t work for all students. The levels up to grade 6 only might restrict access for older students. Training for teachers does not appear to be available. Some research links would add to their credibility.

#### 16. NOW (Neurology of Words)

Website: [www.nowreading.com](http://www.nowreading.com); [www.themorriscenter.com](http://www.themorriscenter.com)

Dr. Tim Conway, clinical neuropsychologist, is founder of The Morris Centers in Florida, Trinidad and Tobago and Alabama. His transdisciplinary team of speech, occupational and recreational therapists as well as clinical and school psychologists, plan and execute treatments for their clients for a variety of disorders, including learning and reading disabilities. Dr. Conway began his training with Pat and Charles Lindamood and was involved in several NIH-funded RCT studies with Dr. Joe Torgesen’s research group. This is an impressive background. The NOW programs in reading, writing, math, and comprehension are delivered either one-to-one or in small groups. The NOW website links to a few video presentations by Dr. Conway and some research papers.

My overall impression: very positive, as might be expected. The NOW programs for literacy are all Lindamood-based and have a history of being part of several impressive research studies with positive outcomes. The Morris clinics offer perhaps the most comprehensive multidisciplinary remedial service in the private sector.

#### 17. Speech-Sound Pictures on the Family Tree; but now called Ortho-Graphix Speech Sound Mapping

Website: [www.ortho-graphix.com](http://www.ortho-graphix.com)

The creator of this program, Emma Hartnell-Baker is described as a late-diagnosed woman with Autism and ADHD. She has created an interesting approach in the speech-to-print arena. Children learn the sound-letter connections with the use of embedded phoneme characters (“monsters”) that undoubtedly appeal to younger children. Indeed, she shows examples of toddlers and 3–4-year-olds who learn to

type words with the “Spelling Piano,” (available as an app). There are tabs on her website explaining how Ortho-Graphix can help toddlers, those with Autism, ADHD, and Dyslexia learn to read.

My overall impression: positive. Ortho-Graphix is obviously a spin-off name from Phono-Graphix and because it is a speech-to-print approach, it should bring positive outcomes. Unfortunately, there is no research on the program, per se, with outcome results on their website.

#### 18. R.E.A.D. Intervention

Website: [www.READintervention.com](http://www.READintervention.com)

This organization was founded by Jennifer Cerra, an experienced reading specialist. The acronym stands for Reading Education and Dyslexia Intervention. (This program is not on the Reading Simplified “tree” but still deserves attention.) Jennifer decided to work privately with struggling readers after 20 years in the public sector. Based on the success of her R.E.A.D. approach, which uses a combination of structured literacy and Orton Gillingham techniques, she was approached by educational leaders and asked to provide in-person professional development on structured literacy practices. She created R.E.A.D.’s online learning to deliver content and reach a wider audience. Additionally, she developed *Sound Start Literacy* which uses a structured linguistic phonics approach exclusively.

She has started pre-post data collection with very encouraging standard score gains for 13 students in grades 1 – 3 on word and pseudoword reading (TOWRE) and oral reading fluency in an average of just 20 hours of intervention. She is piloting a study in the next school year using Sound Start Reading. More data on more students will then be available.

My overall impression: very positive, based on her knowledge of both theory and practice and the initial standard score remedial gains noted above.

#### 19. Phonic Books

Website: [www.phonicbooks.com](http://www.phonicbooks.com); [www.phonicbooks.co.uk](http://www.phonicbooks.co.uk)

This is an excellent resource website for speech-to-print instruction. The decodable readers are colorful and interesting. They offer two series for beginning readers (Dandelion Launchers and Dandelion Readers) and what they call “catch-up readers.” Age levels for each series is suggested. The UK readers have books with some vocabulary differences compared to the North American readers and there is plenty to choose from on either site. Another commendable feature is an entourage of free downloadable worksheets for parents and teachers aligned to teaching the

English code using principles of a speech-to-print approach. For example, there is an infographic for “one-sound-alternative spellings” and another for “one-spelling-alternative sounds.”

My overall impression: very positive. An excellent resource, though not a program as such.

## 20. That Reading Thing (TRT)

Website: [www.thatreadingthing.com](http://www.thatreadingthing.com)

TRT is a UK-based program for teens and adults only. The creator of TRT, Tricia Millar, discourages its use for anyone less than age 11 because of her belief that older students need a different approach in terms of how to understand their issues, how to speak to them and how to get started with them and the content to use. This is all solid reasoning. If you enroll for TRT training, you will receive video training and materials for 40 lessons. Levels 2-13 are “The Foundations” (Level 1 is the assessment). The goal of the Levels is to quickly move students into reading. For example, multisyllable words occur in the first 20-minutes of lesson one and students are spelling “fantastic” by the end of that session. Moving from words like “sap” and “fax” to reading and spelling “instructions” and “conditioning” is a goal TRT strives for in 3-5 hours. The Advanced Levels of 14-30 focus on the logic of the rest of the English code. Students by this point are not intimidated by “big words” and start discovering how sounds are spelled with 1-4 letters, how the same sound can be spelled differently and how the same spelling can represent different sounds, which are all speech-to-print principles. One requirement for the students’ reading material is that they shouldn’t be embarrassed if they are seen with it on the street. Spelling is not part of the TRT program, but she has authored “That Spelling Thing,” available on Amazon.

My overall impression: very positive but more research would be helpful. This program is well aligned with speech-to-print principles and targets older students extremely well with its structure and content. While there is no research as such, there is a very detailed and credible evaluation report from an emeritus education professor from the University of Sheffield (Greg Brooks) with convincing pre-post results (using the Burt Reading Test) from a cohort of 123 students. The average gain in reading months (measured as a ‘ratio gain,’) showed students made an average of 3.5 months gain for every month in the program. There are also detailed notes from two lessons he observed which provides insights into the serious reading delays and personal difficulties of the students. Greg Brooks recommended that the organization funding this particular TRT project (The JJ Charitable Trust) continue future funding.

## 21. The Literacy Hill

Website: [www.theliteracyhill.com](http://www.theliteracyhill.com)

This website connects to a company in Perth, Australia. The company appears to be run by Clare Hill who has strong background credentials. She taught primary school in England and America for eight years. Part of her time in the U.S. was as an ESL teacher and remedial specialist for grades 3-6. The Literacy Hill offers a blog, a one-to-one clinic, and a shop for materials. They advertise help for parents, for tutors and for schools. The orientation is speech-to-print and the materials themselves cover early language development, reading, spelling and math. The materials for sale appear to be colorful, interesting, and inexpensive.

My overall impression: very positive for the materials and the services for teachers, parents, and schools. However, no data is provided on the website for the outcomes of the 1-to-1 tutoring at the clinic.

## 22. Phonics for Pupils with Special Educational Needs

Website: [www.phonicsforpupilswithspecialeducationalneeds.com](http://www.phonicsforpupilswithspecialeducationalneeds.com)

This is another UK company started by Ann Sullivan. She has over 30 years experience as a specialist educator. They also advertise themselves as “Phonics for SEN” on the website, which is an abbreviation for all those with special needs. She has written several books about her approach, which is certainly a speech-to-print one based on Dr. Diane McGuinness’ work on teaching the English code. Phonics for SEN is advertised as a “complete, systematic, synthetic, linguistic phonics programme published in seven books.” It is “suitable for those with specific learning difficulties, autism, moderate and severe learning difficulties, developmental language disorder, communication needs and complex needs, including pre-and nonverbal pupils and those with significant physical disability.” Whew! That’s quite a list. However, my experience with speech-to-print tells me this reach is credible but could use some research verification.

Ann Sullivan applied for validation from the Department for Education (DfE) in the UK, but the program has not yet been validated, due to one of the stringent criteria used by DfE which clearly applies to mainstream programs, thus side-lining approval for programs for special needs such as Phonics for SEN. She states, though, that programs such as hers are “now on the DfE’s radar.” All other aspects of her program meet DfE standards, which in itself lends credibility.

My overall impression: positive, particularly because of DfE’s scrutiny and the program meeting many of their criteria. I found her “Training for Schools” description particularly interesting. It appears to be a well-thought-out teacher-training program

at a reasonable price that is offered in Australia, New Zealand, and the USA. Canada is not mentioned, but I would be surprised if a request from Canada would be denied.

### 23. Discover Reading (DR)

Website: [www.readingfoundation.com](http://www.readingfoundation.com)

Full disclosure: I was the primary author of DR. The Reading Foundation website provides descriptions of all four of our one-to-one remedial programs offered by the three Canadian Reading Foundation clinics. DR is a speech-to-print program I wrote after having had years of clinical experience with both the LiPS and PG programs. The clinics have worked for over three decades with thousands of students across Canada and other countries. There is a section with many press articles I've written and PDFs of five outcome studies. The studies are not RCT's but provide the pre-post scores on outcomes separately from LiPS (originally called the Auditory Discrimination in Depth program [ADD]), Phono-Graphix and Discover Reading, and comparison scores between the three programs. The clinics do not provide teacher training.

My overall impression: very positive of course. What else could it be?