

Pre sign-up and Onboarding documents

Working with Wordchain

links to PDF formatted documents

For setting up an MOE registered school; go here

https://drive.google.com/file/d/1s5FGS1gBlS0u8HLjyJFZfKBuz2Jadolv/view?usp=drive_link

For parents or tutors setting up; go here

https://drive.google.com/file/d/1gQch8thDdgcBcdfGXsVyMgRcCshOnhpK/view?usp=drive_link

Student experience, to see what the student sees; go here

https://drive.google.com/file/d/11Gr0nm6UFTMZABW9ARp5wXn1iZeQZ7O5/view?usp=drive_link

If you prefer a video tutorial experience; go here

<https://wordchain.co.nz/support/>

This page has indexed links to many of the support questions users have.

Some Web GL context lost issues answered;

IOS actions

In your iPad go to Settings>Safari>Advanced>Feature Flags> scroll to find WebGL TimerQueries. Turn this feature on.

You may also need to **delete Browsing History data** before each log in to make it easier on your device to cope with the data loads. This process seems to be essential for our iPad mini 6 using IOS V17.2.

Android/windows actions

For Android devices accessing the net via CHROME Browser ,do this.

Put this in the url line

chrome://settings/system

Then make sure the "use hardware acceleration when available" button is showing **Blue ,enabled. If it is grey, slide the button to make it blue. then close and re-open the Chrome page, this saves the setting.**

If the school uses a managed internet, then the Tech person will need to do this for you.

Using Wordchain

1. There are now three activities at each level, with a fourth one in development.
 - a. Manipulation of phonemes, the original classic activity.
 - b. The speed challenge, indicated by the timer icon. This is the same game, but requires students to think quickly to see how far down a chain they can get in 60 seconds.

Some students find this threatening. These children should not be required to do the speed challenge until they are ready.

- c. The fluent blending activities. This is new. Students learn to recognise the repeating elements in words, and to blend them at speed.

Use the chart to record progress.

Manipulation activities involve pulling words apart; the fluent blending activities are about putting them together. Both are essential skills, and should be given equivalent weight. However, flexibility is key. Some students may need more practice in one specific area.

2. Students should **begin** at a point that requires them to think. The spelling and decoding tests, free to download from the Agility with Sound website under the tab 'Free Assessment Tool', will give an indication of where this is likely to be. The site includes the test, recording sheets, and a video demonstrating how to implement the test and interpret the results.

Link here;

<https://agilitywithsound.co.nz/free-assessment-tool/>

3. This **assessment** tool will also give teachers a reliable way of measuring progress. If you do not use the test as a teaching tool, you will be able to repeat it down the track, when you need to see if this student should move on, when writing reports, whenever it is helpful. It measures progress along the continuum of skills Wordchain develops and is therefore the most appropriate measure.

4. Students should be kept **challenged** at all times. If a task is too easy, skip it, and move to the point that requires the student to think. Thinking is learning. All phonics elements are repeated through the levels. Students do not need to stay put to solidify phonics knowledge.

5. The chart relates to **fluent blending**. Mark how many words the student read correctly in a minute and let them see how practice leads to flying up the chart. Confidence and success are key, so never mark a regression. If the student has practiced, almost certainly they will be faster a second time through. Ideally, this should be measured at least once a week.

