

Practical Ideas to Support Reading

Skills used for reading:

- Orthography – recognising letters, linking letters to sounds, recognising irregular words and use of analogy, knowing conventions of writing.
- Phonology – recognising sounds.
- Meaning – word meaning: vocabulary knowledge, word grammar: understanding root + affixes, sentence structure/grammar, negotiating meaning from context, inferencing.
- Context – use of clues: pictures/textual, understanding purpose, use of schemata (plan, outline, model).
- Phonological/phonemic awareness is important when becoming a successful reader. Working memory may also hinder phonological awareness as the children cannot remember.
- Visual issues – coloured overlays may help. The Helen Irlen site has further information: <http://irlen.com/>

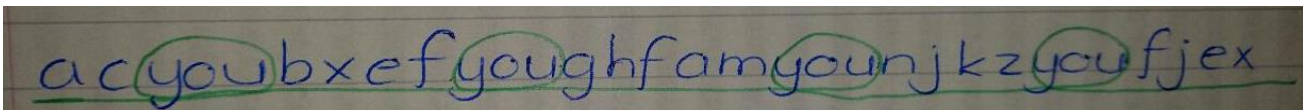
Some strategies:

- Use counters to show individual sounds in words. Use a larger counter for digraphs:



- Visual discrimination – drawing a shape around a word may also help.
- Syllable recognition is important. Make use of placing a hand under the chin so that syllables can be felt when a word is said. A domino chain could be made for the division of syllables.
- Children need to have lots of opportunities to play with words – this will help them to become better readers.
- The Ultimate Guide to Phonological Awareness by Essex County Council is full of activities which can support onset and rime, rhyme and syllable awareness.
- Be aware that dyslexic children often miss out the small, invisible words.
- Phonological skills:
 - Discrimination between sounds.
 - Segmenting into syllables or phonemes.
 - Rhyme recognition and production.
 - Sequencing of phonemes or syllables.
 - Onset-rime awareness.
 - Awareness of alliteration.
 - Phoneme deletion (taking sounds away).
 - Blending sounds together to make words.
- Ideas for developing phonological skills:
 - Rhymes and songs.
 - Rhythm and clapping games.
 - Counting words/syllables/phonemes.
 - Segmenting and blending.
 - Finding the phoneme in the word.
 - Spoonerisms.
 - Alliterative sentences.
- Some resources to support the above:
 - Read Write Inc
 - Toe by Toe

- Axis reading - http://www.axiseducation.co.uk/products/11198/brinsford_books/motorbikes/motorbikes_bundle_-_8_reading_books_plus_resource_pack.aspx
- Barrington Stoke books – high interest, low reading age
- Reading Reflex
- Sounds Write
- Target Reading Accuracy; Target Reading Comprehension. There are also receptive and expressive vocabulary books as well
- Reasoning and Reading by Joanne Carlisle
- The Ultimate Guide to Phonological Awareness by Essex County Council (a Google Search will find this easily)
- Learning Letters:
 - Pure Phonics Songs
 - Mr Thorne
 - 5-minute box
 - Trigger cards – say the anchor word first before the sound.
- Keep approaches multi-sensory – meaning two or more senses are utilised at any one time. Give the children the opportunity to feel the letters or make letters.
- The skills needed for single word reading are:
 - Grapheme-phoneme correspondence
 - Ability to blend sounds into words
 - Decoding by analogy – making use of spelling patterns or onset and rime
 - Knowledge of sight words
 - Knowledge of morphemes (the smallest unit of meaning in a word) and word grammar
 - Knowledge of syllable structure
 - Children need to try to develop the use of a range of these skills to help with reading.
- Carrying out a miscue analysis gives the teacher an opportunity to analyse the child’s reading difficulties.
- Tracking activities are also useful. The children has a text (not too long) and they draw a continuous line under the text until something is found, such as ‘a’ or ‘sh’ or whatever is being targeted – this can be whole words as well.

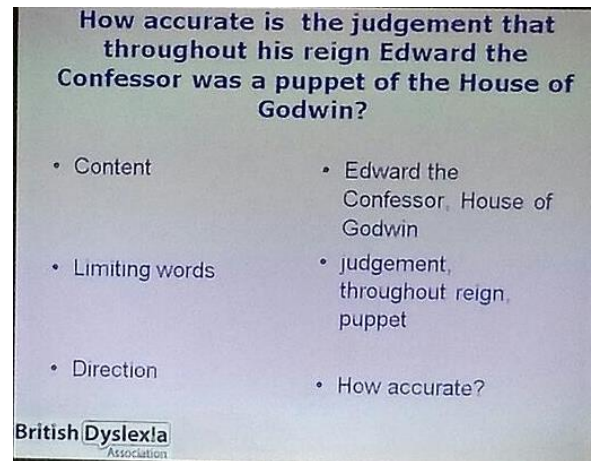


- Colour code suffixes and prefixes. Highlighters are really important.

Higher Reading Skills

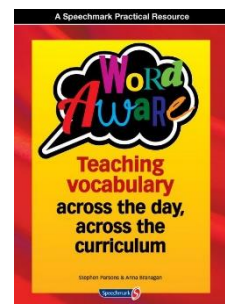
- The use of visualising and verbalising helps to build up the creation of images in the child’s head. This is extremely useful for comprehension. When a child is listening to an information text, could they have the opportunity to draw a picture and add key words? An example would be giving the child information about how a hot air balloon works and asking them to draw a picture with labels. Once this is finished, are they able to answer the comprehension questions using only their picture? They can then build from the picture to words, then to sentences and paragraphs.
- It takes a lot of effort to decode so when reading for information, children may lose the comprehension. It is a good idea to read the questions first before reading the text to be used.
- Barrington Stoke have a good selection of fiction and non-fiction books which are high interest but have a low reading age.
- To try to build up confidence and speed, give the child 100 words to read. Give them a little preparation time then ask them to read the words. Record what they say. When they have finished, stop the recording – this shouldn’t be timed. The children can then read the same words again with the recording playing – once they hear their voice, they begin to read the words; turn down the volume and when they have finished, turn the volume back up. Have they finished before the recording?
- Audio books are good for dyslexic children to listen to.
- When preparing for comprehension:

- Introduce the book
- Look at it together
- Discuss story, characters and pictures
- Draw on previous knowledge and experience
- Prepare new vocabulary
- Ask questions
- A **top trumps game** could be made with the information.
- Make use of paired reading.
- Use different text types.
- Break the text into chunks.
- Read for a specific purpose.
- Limit the quantity on a page.
- When looking at a book for the first time, cover the title. Use the covers or blubs and ask questions about it. The children can then write a title. Finally, share the book.
- ANSWERING EXAM QUESTIONS: (an example to the right)
 - Look for content of question and highlight yellow
 - Look for limiting words and highlight in red
 - Look for process/direction words (what to do) and highlight in green
- Teach techniques to tackle harder questions.
- Active reading – doing something with the text. This could be asking questions, writing in the book, drawing about the book, making use of post it notes etc.
- Write the five senses at the top of a page. Listen to a piece of text being read. Tick the sense each time it can be heard or is used when it is read. This will begin to show how the writer uses different skills.
- Mind mapping whilst listening to information is good for comprehension.
- When giving a child a text to read which has been created by the teacher:
 - Dyslexia friendly fonts: Century Gothic, Verdana, Tahoma, Arial, Comic Sans, Trebuchet, Calibri.
 - Add 0.5 to the line spacing.
 - Don't use bold, italics or underling if possible.
 - Try not to go above size 14.
 - Don't justify a text – leave the ends 'ragged'. Dyslexic people say that it is easier for them to find their place.
 - Text can also be expanded slightly by going to the 'font' menu and looking under advanced.
- Make use of assistive technology – audio or video.

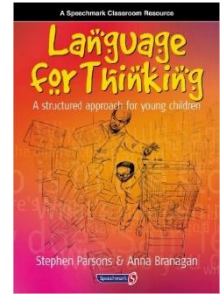


Additional resources and ideas

- Word Aware book
- Reading and Thinking from Learning Materials
<http://www.learningmaterials.co.uk/Literacy/New-Reading-and-Thinking>
- The Ultimate Guide to Phonological Awareness by Essex County Council
- Just Phonics and Read Write Inc by Ruth Miskin
- Fresh Start – RWI phonics intervention
- Toe by Toe
- Axis Reading Books http://axiseducation.co.uk/reading_books.aspx
- Tracking exercise are available from Ann Arbor Publishers Ltd
http://www.annarbor.co.uk/index.php?main_page=index&cPath=253_14
- Reading Reflex – lots of activities to support blending and segmenting. Includes phonic texts.
- Sounds Write – as Reading Reflex.
- Target Reading Accuracy/Comprehension/Receptive Language/Expressive Language/Self-Esteem.
- Reasoning and Reading by Joanne Carlisle.



- Visualising and Verbalising by Nanci Bell.
- Hickey Manual.
- Language for Thinking.
- www.howmanysyllables.com
- The Gift of Dyslexia by Ronald Davis.
- Barrington Stoke – high interest, low reading age.
- Dandelion Readers – phonics.
- Dyslexia in Secondary Schools by Cogan and Flecker.



Practical Ideas to Support Spelling

Skills used for spelling:

- Listening and studying articulation
- Sound discrimination (th? f?)
- Clear 'mind's ear' representation – auditory sequential memory
- Phoneme/grapheme correspondence
- Blending – sound patterns
- Recognition of syllables and morphemes (the smallest unit of meaning such as prefixes and suffixes)
- Knowledge of spelling rules
- Knowledge of vocabulary
- Familiarity with the mechanics of writing – pencil control and letter formation

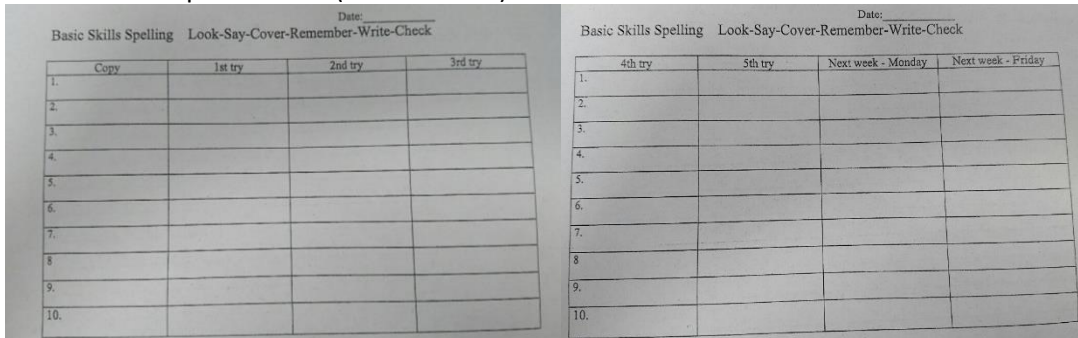
Some strategies:

- There needs to be a huge amount of overlearning.
- Don't gloss over the spelling of words such as 'whent'.
- Think about learning the sounds – articulatory awareness – how might you teach these pairs: /th/ /f/; /s/ /sh/; /p/ /b/; /tr/ /ch/?
- A good resource is a 'Hear Myself Speak Phone' which allows the child to say the sound which is then amplified into their ear.
<https://eypdirect.co.uk/hear-myself-sound-phone>
- It is important to practise auditory discrimination:
 - Alliteration – silly sentences could be played using the first letter of their name.
 - Where can you hear the sound? – circles can be given to children to hold up which have B (beginning), M (middle) and E (end). Where is 's' in 'sun'? This also lends itself to movement.
 - Rhyme.
 - Minimal pairs – are words the same or different?
 - Segmenting and blending.
- Learning shapes when learning a new letter:
 - Make use of a ziplock bag with gel in it – this can then be used to draw a letter.
 - 5-minute box.
 - Have the letter in their hands so that it can be felt.
 - Marking vowels – long vowels can be marked with a macron – bē, shē - and closed in, short vowels can be marked with a breve – bĕd, shĕd.
- Syllable awareness:
- Clapping and tapping. However, placing the back of the hand under the chin when saying words to identify syllables may be better than clapping.
 - Singing songs.
 - Stressed and unstressed syllables.
 - Syllable house – the door can be closed to show a closed syllable (short vowel) or left open to show an open syllable (long vowel).
- Phonological awareness is extremely important. Make use of the activities in The Ultimate Guide to Phonological Awareness.
- Rules and Patterns:



- These are important because they help to explain why words are spelt the way they are and do add some consistency.
- Dyslexic learners need to have these pointed out to them.
- Rules should not be taught isolation.
- Spelling by analogy:
 - Teach an awareness of spelling patterns, word families and onset-rime, e.g. sight, light, tight, right.
 - A paper plate could be used to draw foods and food related words which have the 'ea' spelling in them, e.g. meal, peas, peach, beans etc.
 - Rhyme – write poems, limericks, songs and raps.

- Spelling techniques:
 - Overlearning is important but there should also be time given between each try.
 - Each child could have their own sheet which is individualised and glued into the front of their writing book. An example is below (double-sided):



- Echo – Spell – Write – Check – this should be carried out with a helper. The helper says the word twice, the child says the word twice, they then spell it, write it and show it. This is multi-sensory as ears, eyes, hands and mouth are used.
- Rainbow writing – making use of colour.
- Cursive writing aids motor memory.
- Touch typing helps with memory.
- Mnemonics:
 - These are best when they are owned by the speller and
 - Linked to the word to be spelt, e.g. “**S**ave **A**nimals **I**n **D**anger,” **said** Tom.
- Multi-sensory games such as hopscotch or an alphabet arc will help as they are multi-sensory. Other multi-sensory suggestions:
 - Sand/shaving foam tray
 - Rainbow writing
 - Plastic/felt letters
 - Say – Write (naming letters aloud) – Say
 - Back writing – drawing letter with finger on child’s back
 - Pictorial aids
 - Physical spelling
 - Visualisation
- Homophones – only teach one at a time really well. This must be consolidated.
- Words within words, e.g.
 - believe – never **bel**ieve a **lie**
 - piece – a **pie**ce of **pie**
 - standard – **stand** up for **stand**ards
 - friend – I am your **fr**end to the **end**
- Word chains – this can be good for auditory processing, e.g. bet, bed, bad, ban, bank, blank.
- Other games
 - Cut up words and rebuild them to play word dominoes.
 - Pair games – pelmanism and snap.
 - Hunt (and highlight) the silent letter/the spelling pattenr/the 2/3/4/5 syllable word.
 - Bingo – use syllables, spelling patterns, etc.
 - Dicey spelling (I have instructions for this game)
 - Shannon’s Game
 - Make a long word by adding prefixes and suffixes (separated by colour), e.g. enjoy, enjoy**able**, **un**enjoy**able**

Additional resources and ideas

The Ultimate Guide to Phonological Awareness (Essex) - <https://schools-secure.essex.gov.uk/pupils/sen/Speech%20and%20Language%20Resources/Pages/Speech-and-Language-Resources.aspx> This can easily be found by carrying out a Google search.
 Spelling Aids – Dictionary of Perfect Spelling (Christine Maxwell); ACE Dictionary; Personalised Dictionary.

When proofreading, work backwards – context cannot then be used.

Practical Ideas to Support Writing

Skills used for writing:

- Motor skills
- Knowledge of language: vocabulary, spelling, word grammar, sentence grammar, syntax, punctuation.
- Ability to organise and structure ideas.
- Confidence in ability to write.
- There is also: patience, hand/eye coordination, tracking (losing place), reading, pencil grip, position of seating, being able to transfer ideas onto paper, stamina, purpose and understanding of genre, motivation, placement on page, orientation of letters.

Some strategies:

- What we can do to help:
 - Handwriting and motor difficulties – Fizzy and Clever Hands, Teodorescu etc.
 - Spelling and grammar rules: provide models. Mnemonics can be useful here.
 - Getting started and generating ideas.
 - Getting ideas down on paper – providing opportunities for planning.
 - Organising ideas – providing support for structuring.
 - Self-editing and proof-reading.
 - Providing encouragement and motivation.
 - Providing alternative methods to record ideas, e.g. Clicker 7, Talking Tins etc.
- Handwriting: it is worth checking table/chair height, sitting position, consistent use of writing hand, position of writing hand, non-writing hand hold paper steady, letter formation, use of cursive writing style. Pencil grips and the use of Fizzy and Clever Hands may help.
- Generating ideas: keep away from a blank sheet of paper, break the task down into smaller subtasks, set the scene with examples (read a story or poem; show a film or video game), discuss and brainstorm, set the children to work in groups, feed in vocabulary and/or sentence frames, use different formats (poems, drama, cartoon, animation, story-board (, emphasise ideas and not accuracy, try imposing a strict limit on the number of words that can be written.
- Draw out the language by helping the children generate adjectives using the five senses.
- Writing at higher levels: Difficulties for dyslexic students may be speed of writing and getting ideas down onto paper; identifying what has been asked (understanding the question); deciding what or how much to include; structuring; accuracy of writing and grammar; timing (for exams and grammar); proof-reading; issues with confidence and self-esteem.
- REMEMBER TO MAKE WRITING A FUN, CREATIVE PROCESS. BE POSITIVE AND ENCOUAGING. FIND WAYS TO HELP YOUR PUPILS TO SUCCEED.

Additional resources and ideas






- Practise tweeting a story – make use of only 140 characters. This will help to identify the main points.
- Play consequences around the classroom or group to help generate ideas (folded piece of paper to write the next part of the story and pass on to peer).
- Play ‘My Mother’s Cat...’.
- Teaching a child to touch type. Dance Mat Typing from the BBC <http://www.bbc.co.uk/guides/z3c6tfr> is a useful free resource.
- Use visualisation, e.g. close eyes and picture a haunted house. Ask question to gather ideas and vocabulary – where? when? who? what? why? how? Post-it notes could be a useful tool to record ideas.
- Create a storyboard – this can allow predictive skills to develop. (Some useful websites below):
 - <https://www.printablepaper.net/category/storyboard>
 - <http://www.the-flying-animator.com/storyboard-template.html>
 - <http://storykeepers.wikispaces.com/StoryBoarding>
 - <http://www.primaryresources.co.uk/english/english.htm#C>
 - Or make your own – one image per sheet, number them, lay them out in order, write a brief description under them.

- Physical models can be made and then used to verbally rehearse the story first. A recording device such as an iPad or Talking Tin could be used.
- Collaborative writing
- Give children a grid similar to the one below but based upon the topic. Allow them the opportunity to generate ideas:

Generating adjectives:

Article	Size	Appearance	Feel	Noun
A				gorilla
The				bully
An				apple
The				battlefield
The				mountaineer

- Make use of the five senses when describing something. A chart similar to the one below could be used to help organise thoughts:

				
prickly smooth	bright dazzling	crashing shrill	pungent perfumed	sour salty

- Vocabulary aids: word cogs, index cards, word mats, personalised word banks, group words in categories (a semantic dictionary could be used), vocabulary scales – order words from weakest to strongest, e.g. which is more frightened: ‘scared’ or ‘petrified’?
- <http://writingexercises.co.uk/index.php> is a good site to find starters for writing.
- Make use of sequencing activities – put pictures into order and then ask the child to tell the story.
- Templates are useful for generating and structuring ideas. The Sue Palmer templates are good:
 - <http://www.lancsngfl.ac.uk/curriculum/english/download/file/TheSixTextTypesSkeletons.pdf>
 - [https://www.glenlolaicollegiate.net/download/general_curriculum/curriculum_support_materials/Instruction%20\(Advanced\).pdf](https://www.glenlolaicollegiate.net/download/general_curriculum/curriculum_support_materials/Instruction%20(Advanced).pdf)
 - A google search such as ‘sue palmer recount book’ (recount, report, instructions, persuasion, discussion) will bring up downloadable PowerPoints or PDFs and also this website: <http://www.bolsover-jun.derbyshire.sch.uk/pupil-zone/english-zone/sue-palmer-big-books>
- Graphic organisers and mind maps can also be useful:
 - <https://www.eduplace.com/graphicorganizer/>
 - <http://www.dailyteachingtools.com/free-graphic-organizers-w.html>
 - <http://www.inspiration.com/>
 - <https://imindmap.com/>

Higher Level Writing.

- Proof-reading – swap with a partner, read from the bottom up, leave time between writing and proof-reading. Text-to-speech can be useful. Exam reading pens are available - <http://www.wizcomtech.com/news-events/82-wizcomtech-launches-icq-approved-new-pen-for-uk-market-exam-pen> - it just one such company that can provide this technology.
- Tackling a written assignment:
 - Teach how to break down questions.
 - Provide scaffolding and teach planning and structuring skills.
 - Teach specialist vocabulary.
 - Break the task down into smaller units.
 - Use reading texts as models for writing.
- Writing assignments. It is important for students to be able to decode the question:

- Topic area/subject matter – underline words that indicate subject matter.
- Limiting words/aspect/focus – highlight the words that control the discussion areas of the topic.
- Directive/instruction – highlight the words that direct approach/purpose/provide marking criteria (students need to identify these and understand what is being asked):
 - Explain – state the ‘how’ and ‘why’.
 - Discuss – consider all sides of the argument.
 - Describe – offer a detailed account.
 - Compare – explore similarities and differences.
 - Contrast – show differences between.
 - Summarise – identify key ideas concisely.
 - Trace – note turning points and stages.
 - List – present an itemised series in concise form.
 - Justify – present evidence to support decisions.
- A Cornell Notes Template might be useful:
http://www.usask.ca/ulc/sites/default/files/cornellnotetaker-template_0.pdf
- Planning and Writing:
 - Planning methods – mind mapping, post-it notes, flow charts, linear bullet points, colour coded notes on the computer, keep note of sources.
 - Structure – make use of a scaffolding grid, e.g. 10% intro, 70% content, 20% conclusion.
 - Paragraphs – identify topics and supporting ideas; teach signposting words; try jigsaw reading (<https://www.teachingenglish.org.uk/article/jigsaw-reading>).
- Constructive marking:
 - Give clear criteria when the task is set.
 - Mark to these criteria.
 - Try to give prompt feedback.
 - Preferably mark in the pupil’s presence.
 - Praise successes and set targets.
 - Keep targets small and manageable.
 - Use formative assessment.
 - Consider using peer marking.
 - Think of the process rather than the product.
 - Use Audacity or vocaroo.com for oral feedback.
- Encourage the use of ICT:
 - Dragon Dictate.
 - Clicker 7.
 - Word processing.
 - Learn to touch type.
 - Online wordbanks or thesaurus, e.g. <http://www.visualthesaurus.com/>
 - Ginger software: <http://www.gingersoftware.com/>
 - Online grammar checks, e.g. <https://www.grammarly.com/1>