

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/>

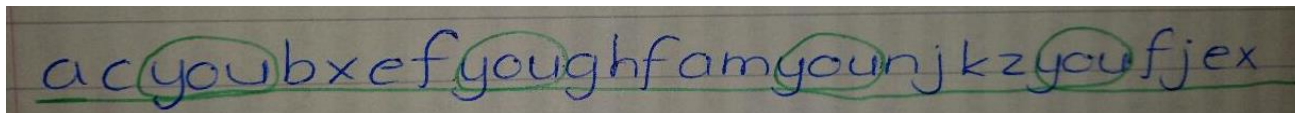
Some strategies:

- 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.

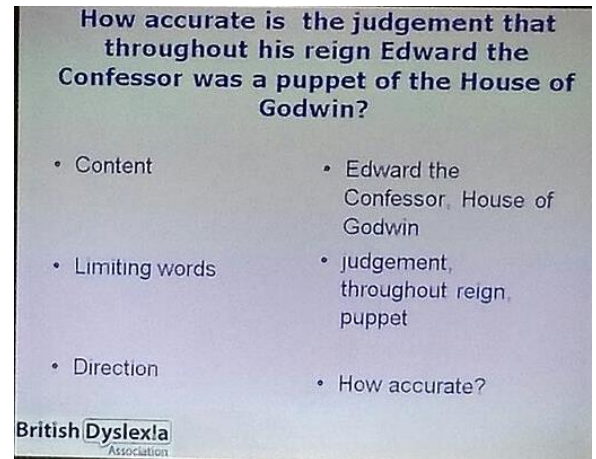


- Colour code suffixes and prefixes. Highlighters are really important.

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.

