

# Supporting Literacy for Pupils with Dyslexia

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# Supporting Literacy for Pupils with Dyslexia

- “Reading is the extraction of meaning from print – literacy is much wider, this involves the appreciation of the literate culture, the conventions of society and the purposes and the responsibility placed on the use of literacy by society.” (Reid, 2003)
- “Literacy in education concerns reading, writing and spelling. Reading involves both learning to read and reading to learn.”  
(National Council for Curriculum and Assessment, 1999)

# Supporting Literacy for Pupils with Dyslexia

“As human beings we are programmed for speech. Learning to read is not a natural process.” (Ehri, 2002)

“The brain is specialised for processing spoken language but not written language.” (Lieberman, 1992)

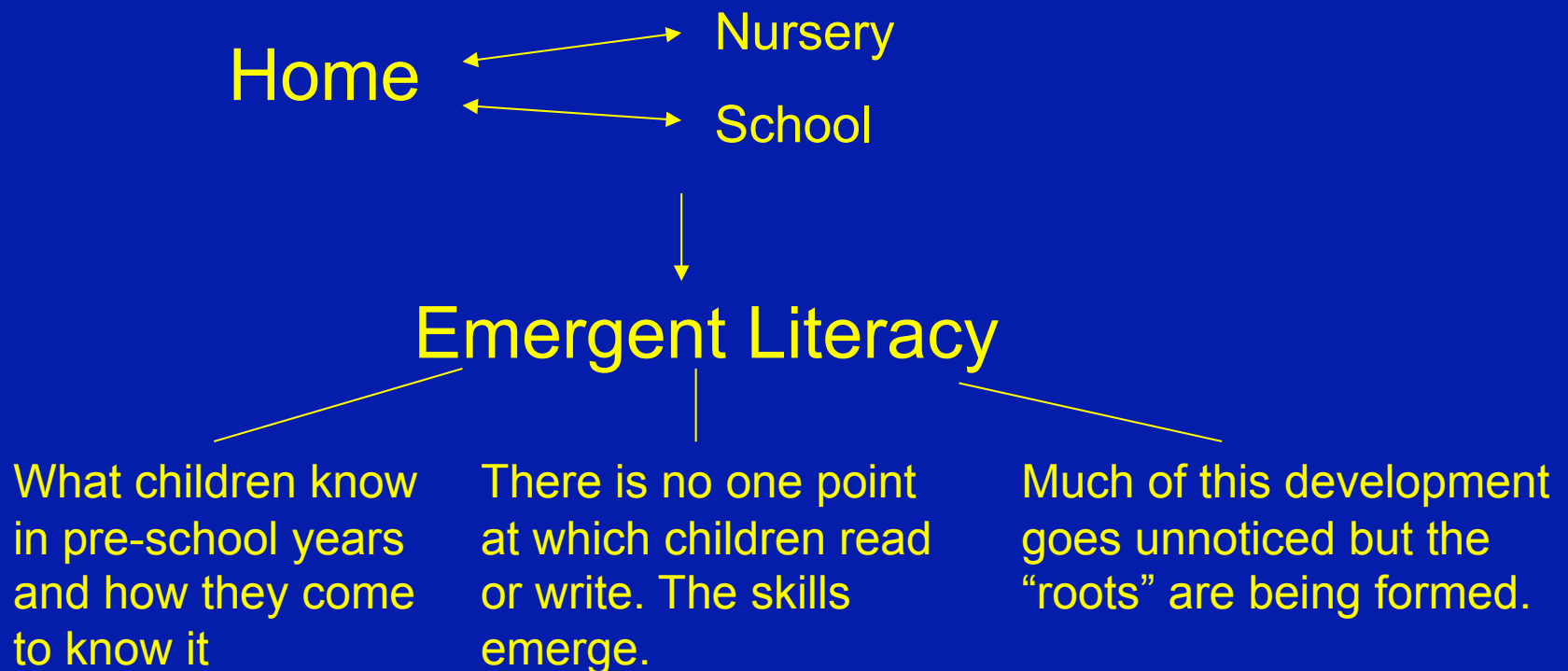
# Supporting Literacy for Pupils with Dyslexia

“For reading and writing skills to develop, written language must gain a place in the mechanisms used by the brain to process speech.” (Ehri, 2002)

“Reading is an interactive and reciprocal process. The more skills the learner has access to, the more competent he/she will become. The opposite is also true. ‘The Matthew Effect’.” (Stanovich, 1986)

# Supporting Literacy for Pupils with Dyslexia

Literacy development is on a continuum.  
Begins very early (baby) in the home.  
Reading and writing don't begin in class.



# Supporting Literacy for Pupils with Dyslexia

## Pre-School

- Hearing books read daily
- Opportunities to read pretend books (pictures)
- Wide range of experiences to develop concepts of print (labels, matching etc.)
- Experiences to develop awareness of sounds in spoken language

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## Pre-School

- Opportunities to share in and listen to rhymes (songs)
- Encouragement to take an interest in and learn about letters (own name) tactile activities – shape of letter in name.
- Encouragement to write (pretend)
- Partnership with parents (linking home and nursery)

# Supporting Literacy for Pupils with Dyslexia

- Early identification
  - Early intervention
  - Don't wait until children fail
- Preventative

Baseline Assessment on entry to school

Multisensory Approaches to Learning to Read, Write and Spell

Visual

See the letters

letters.

Auditory

Say the sounds and letter names

Tactile Kinaesthetic

Handle the letters.

(wooden or plastic).

Write the

OHT 7



# Supporting Literacy for Pupils with Dyslexia

## Classroom Strategies

- Accept verbal responses when possible.
- Mark written work on content.
- Reduce amount of work for pupils who take longer to complete.
- Provide more time for tasks that involve reading and writing.
- Use games to reinforce spelling (computer).
- Have pupil sit near teacher so that help can be given easily and unobtrusively

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## Classroom Strategies

- Make sure pupil faces the board.
- Pupil should not be asked to copy from the board if at all possible. Provide handout.
- Let pupil use a tape recorder to record written answers or a story.
- Don't ask pupil to read aloud in classroom if he/she is unhappy doing so.
- Include pupil in group discussion.

# Supporting Literacy for Pupils with Dyslexia

## Classroom Strategies

- Choose a pupil who is not dyslexic to be the recorder for the group
- Give practice with alphabet sequencing. Alphabet sung to music helps.
- Give practice with use of dictionary. Divide alphabet into quartiles. A-D, E-M, N-R, S-Z.
- Provide a model for organisation: how to set work out on a page.
- Use story planners.

# Supporting Literacy for Pupils with Dyslexia

## **Classroom Strategies**

- Use multisensory approaches to Teaching and Learning: Look, Say, Cover, Write, Check for spelling or S.O.S. Simultaneous Oral Spelling
- Paired reading. Experienced reader with less experienced reader (apprenticeship).