

SECTION 2

Reading

**Ideas and Suggestions to help you support your
Dyslexic Child at home**



Reading - some important points for parents

- Reading together, sharing books and stories should be an enjoyable experience
- Praise and encouragement are the most important words for parents to remember
- Talking about books, authors, pictures, stories, characters, is every bit as important as the actual "reading".
- The initial (first) letter sound of a word is often a good clue to an unfamiliar word
- Encourage your child to use the meaning of what they read to guess an unknown word
- When your child gets stuck, let them skip the word, go to the end of the sentence and go back for another try
- Have regular checks for understanding
- Try to avoid too many interruptions: if your child says a different word to that printed, but it still makes sense, let him/her carry on and come back to it at the end
- Read to your child: even when children can read themselves, they benefit from hearing good stories, well read and talking about them
- Try reading alternate pages sometimes to add interest and to pick up the pace
- Make it easy for your child to practise reading - take him/her to the library, buy him/her books of their own, swap comics and magazines with friends, look at words all around us e.g. shop, buses, etc.
- Let your child see you reading sometimes



Learning the sounds

- It will help if your child thinks of letters as being **PICTURES OF SOUNDS**
- A sound 'picture' can be one letter or two letter and sometime more than two letters, e.g.

a- as in pan

b - as in bin

bb- as in rubber

ai - as in stain

igh - as in light

eigh- as in weight

- Some sounds can be shown by more than one picture, eg:

'o' is <ow> in the word 'show'

'o' is <oa> in the word 'boat'

'o' is <o> in the word 'no'

- Some 'sound pictures' are used for more than one sound, eg:

<ow> can be 'show' and 'town'

Teaching alphabet sounds using multisensory methods

1. Use your finger. Draw the letter as big as possible in the air. Say the sound as you draw
2. Draw the letter in the air again, start by drawing a small letter and say it's sound softly. Draw successive larger and 'louder' letters
3. Sprinkle sugar, cocoa powder or hundreds and thousands on a plate. Draw letter shapes with your finger in it. Say the sound as you draw. Lick your finger! Shake the plate gently to start again. Encourage the child to form the letter correctly and include joining strokes...
4. On a washable surface spread some made up powder paint. Use your finger to draw letter shapes. Say the sound of the letter as you draw. Use a flat hand to rub out letters. Very messy, but fun!
5. Write the letter using as many different types and colours of writing implements that your can find.
6. Use the above pens and pencils with different coloured paper. How many different ways can you write the letter? Red pencil, blue paper, red pencil, green paper etc.
7. Using the coloured paper, draw a large letter shape for the child to cut out and stick onto another sheet.
8. Use textured paper or fabric to cut out letter shapes, and then stick to a card for feely letters.
9. Draw a large outline of a letter. Get the child to draw things beginning with the letter inside it.
10. In P.E. lessons, make your bodies into letter shapes. Work alone, in pairs or groups.

11. Sing the alphabet. Choose a tune that does not run 'lmno' together into one sound.
12. Get the child to generate their own list of things beginning with a, b, c etc
13. Play "I spy"
14. Have picture alphabets to match to letter shapes

c

e

c

e

h

r

h

r

m

d

m

d

og

o

og

o

u

l

u

l

f

b

f

b

s

a

s

a

t

i

t

i

p

n

p

n

y

x

y

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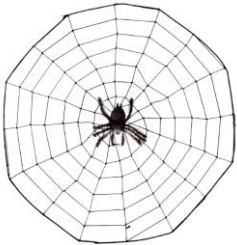

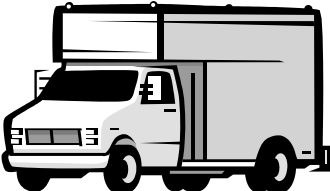
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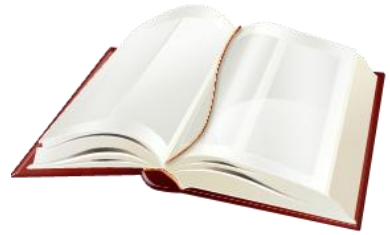
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ar

<p>Z</p>	<p>zebra</p>	
<p>W</p>	<p>web</p>	
<p>ng</p>	<p>ring</p>	
<p>V</p>	<p>van</p>	

oo

book



oo

moon



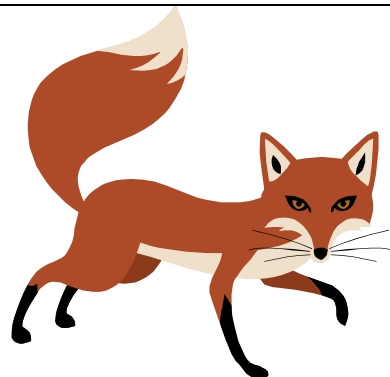
y

yo-yo



x

fox



ch

chick



sh

ship



th

feather



th

moth



qu

queen



ou

cloud



oi

oil



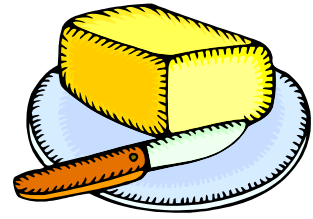
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barbecue



er

butter



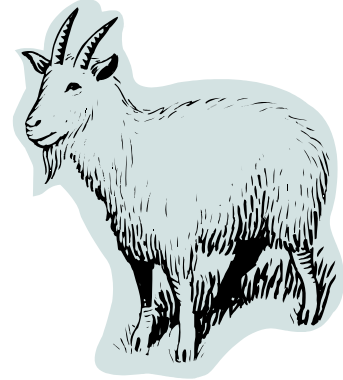
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car



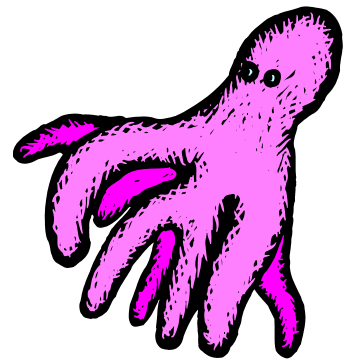
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goat


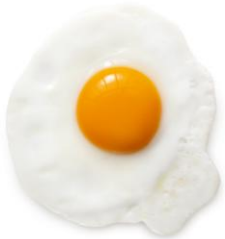




o

octopus



u	umbrella	
l	leg	
f	fan	
b	bed	

c	cup	
e	egg	
h	hat	
r	rat	

m

man



d

dog



s

sun



a

ant



t

tap



i

ink



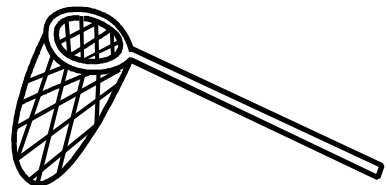
p





pan



n

net



ai	rain	
j	jam	
oa	oak	
ie	tie	

ee

bee



or

fork



Reading using 'pictures of sounds'

- When your child meets an unknown word, encourage them to identify and say each sound in the word and then blend the sounds to make the word
- If he/she blends the sound imprecisely, e.g. by:
 - adding a sound
 - missing a sound
 - changing a sound

tell him/her exactly what they did and ask them to have another go

- If your child does not know a 'sound picture', tell it to him/her as you point at it
- If your child has trouble with longer words, let him/her say the sounds in the first 'chunk', blend them and then move on to the next 'chunk' and so on through the word. For example:

t...r...u...m = trum

p...e...t = pet

The whole word is trumpet!

Word Building (based on the Phono-Graphix method of teaching reading)

- Use sounds NOT letter names
- CVC words (consonant, vowel, consonant). E.g. cat, pot, beg, rug, hit, bad, jug, dig, jig, dug, zip, web, bun
- VCC words (vowel, consonant, consonant). E.g. elm, ant, alp, elk, amp, and, elf, end, egg
- CVCC words (consonant, vowel, consonant, consonant). E.g. milk, desk, lamp, bump, tent, band, pump, bulb, weld, golf.
- CCVC words (consonant, consonant, vowel, consonant). E.g. stop, flag, frog, plus, step, plum, grin

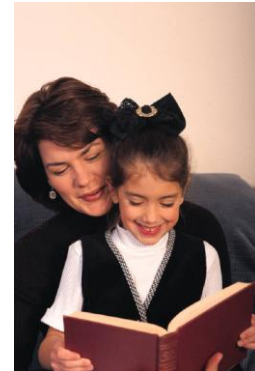
1. Write the sounds in each word on a small square of paper
2. Tell your child that you are going to make, for example, the word 'bump'
3. Draw a line for each sound _ _ _ _
4. What is the first sound you can hear in 'bump'? Run your finger across the lines as you say the word. Your child tells you. Put 'b' on the first line.
5. What is the next sound you can hear in 'bump'? If your child say the letter name tell them that is the name and you want the sound they can hear.
6. Continue to the end of the word. If your child finds it difficult to hear a sound such as the 'm' in 'bump', run your finger slowly over the lines as you say the word so that s/he can notice the 'm' between 'u' and 'p'.
7. Your child should then point to each sound, say it, and when s/he reaches the last sound, say the whole word.
8. Your child should then write the word saying the sound exactly as s/he writes the appropriate letter. This is called 'mapping'.

At the end of building each group of word, have your child read a list of the word built and other words of the same form.

CVC	CCVC	CVCC	CCVCC
rat	trap	bent	print
hit	prim	pant	spent
fin	frog	pump	trips
get	grab	help	crust
men	plan	pulp	trust
pot	glug	hint	swept
tin	slug	mist	plump
had	plop	hunt	blunt
den	step	lots	clamp
map	slip	cost	stump
pig	stop	hump	traps
gut	drum	must	stops
tip	trod	sand	stamp
rod	flap	nest	crisp
cot	snip	rent	grand
cod	trip	list	frost
sum	skid	yelp	trust
web	drip	tilt	cramp
zip	stud	lost	plank
vet	tram	sent	swept
zap	trod	next	spend
fun	drop	wind	flint

Reading together

1. Let your child pick a book, magazine or comic, or select a book that is 'easy' for them.
2. When the child gets stuck on a word, don't let frustration build up with him/her having to figure out the word; blend the sounds at the beginning of the word your self. If the child is having trouble with the word 'clip; say 'cli' not cuh,luh,i.
3. Give your child a break. Read every other sentence or paragraph aloud to them.
4. Every once in a while, stop and talk about what you have read. Ask your child what they think may happen next in the story.
5. When reading aloud becomes boring or frustrating, **stop!**
6. Included plenty of silent reading in the session
7. If the child gets stuck on a word when reading silently, simply say the word aloud for them and don't ask "What do you think it says?"
8. Read aloud to your child regularly
9. Don't let reading become a chore
10. If you find that the session is not a pleasure for both of you, take a break and start again with easier material.



Paired Reading

Paired reading is reading with your child, not reading to your child.

Paired reading is a means of sharing books without stress.

Let your child choose the book, with a littler help early on. The book can be a 'real story' or something your child is keen to read for information.

Find a quiet, comfortable place

Read aloud together and adapt your speed to that of the pupil (i.e. read simultaneously or very slightly behind)



Use your index finger to point to the words from the top of the line. Following the words from the bottom of the line can block the child's vision. Point to the first letter of each word and gradually move your finger along to the right. Let your child start pointing to the words as they progress.

Make your voice softer, or drop out, if your child is reading competently

Your child should read every word. Do not let them struggle for more than a few seconds when trying to read a word. Give the word. Your child should repeat, and carry on reading positively along a required. This will help boost their confidence and restore the flow of the reading.

Once the reading method has been established, it may be a good idea to have an agreed signal for when your child wants assistance or when s/he would prefer to carry on alone.

This reading method is for meaning and for fun. It is not the time for breaking words down or for word study. Obviously, there can be brief discussions about the story as you go along and reference to any illustration before, during and at the end of the reading...

Reading in this 'apprenticeship' manner helps your child to grow in confidence and enables him/her to tackle harder books. It helps develop reading with expression and attention to punctuation. Sight vocabulary develops incidentally. Books might be read more than once.

Paired reading should be done daily for 5 to 10 minutes. Give lots of praise!

You can move on to 'shared' reading or 'buddy' reading - taking turns to read alternate sentences/paragraphs/pages. Some children prefer this.

Paired reading will help you to understand your child's problems and to contribute positively.



Buddy reading

Buddy reading word by words give your child practice at reading the words they CAN in read in a real book of their choice.

1. Help your child choose a book that you think they will be able to read at least a quarter of the words (1 in 4 words) without help.
Tell your child that "This book is a difficult book. You'll need lots of help and I'll help you when you do."
2. With your child, look through the book or the first one or two pages it is a long book. Make a list of the words your child can read.
3. Begin reading and let your child read the words on the list as they occur in the story. Sometimes encourage your child to attempt a word that is not on the list but that you think they may be able to manage. Then add this to the word list.

Example of word list

Word's I can read from "Sophie's chicken"

had	a	it
peck	but	and
and	said	mum
they	still	cluck
		egg
		big

Buddy Reading - Taking Turns

- When your child is able to do some connected reading, but it is slow and laboured, it can be helpful to give him/her a rest whilst you read for a bit
- Tell you child that the book is difficult but that there will be time for him/her to have a rest whilst you read
- Let your child read a short amount of the text that is at a level appropriate for them. An appropriate level is text that they can read most of the words. Correct any errors as needed. (see 'how to correct reading errors' sheet)
- If your child is reading very slowly or you have to help them to correct several words, ever now and again stop and recap what's going on in the story

How to correct errors

Tell your child exactly what they have done and ask them to try again

Examples

Child reads 'bed' as 'dead'

Indicate 'b' above the word and say "if this was 'dead' this would be 'd' but it is 'b'.

Ask your child to try again

Child reads 'stamped' as 'stamp'

Say "You didn't finish the word, after 'stamp' what's next?"

Everyday reading

Fay Howat shows us how to use reading material seen out and about every day. It's self-motivating, practical and free!

One of the most lively ways of motivating and sustaining an interest in reading is to use our language-filled environment. It can be developed for use in all sorts of different ways. These activities will, I think, help equip children with a 'language for life'.

In each of the areas suggested, you could follow this scheme:

First, check whether the children are aware of written notices and signs. *How can we find out when the supermarket is open?* Once they know that opening times are displayed, they can make a point of reading the information next time they pass. *If you are in the shop for the first time, how can you tell where the biscuits are?* People don't tend to look up very much (especially small children) so they may never have seen the hanging signs above the shelves and stands. *What does this label on the loaf tell you?* People are asking for more details about what goes in food. *Is this a good thing? What information do the labels need to give?* Material worked on and collected can be used as part of word books, project folders, etc, or form part of a group/class 'language in the street' display. Many everyday signs form good flashcards for slower readers – bus stop, ladies, way out, are examples. Train the children to look for, recognise and use language in the environment.

Supermarkets

Opening hours. *When do they close? What day, if any, are they not open at all?*

No entry

Please no smoking

No dogs (guide dogs excepted) *Is this fair? What can you do if you have a dog with you?*

Next customer *Where have you seen this?*

Special offers

Labels – beverages, cereals, dairy produce

Cashier

Sell by date

Ingredients *Why are these necessary?*

Large carrier bags 6p

Stations

Underground signs. *Some stations have their own symbols as well. Why is this? Railway train timetables. Can you plan a route using one?*

Buffet

Self-service

Enquiries

Ticket Office *What does the writing on your ticket mean?*

Post offices

There are lots of forms to read. Collect teleshopping forms and explain how they are priced. When words are expensive we use them well. *Can you understand each other's teleshopping messages?* Begin with a simple message such as: 'Don't forget to take the dog to the kennels before you go on holiday, love Dad', and see how short they can make it before it loses its sense.

Notices

Look at advertisements in local shops. You could use noticeboards in school for your own notices. They could be real ones, on the swap shop principle, or fictitious.

Yellow pages

The children need teaching how to use these. Invent problems to be solved, for example: *I need a rotovator for my new allotment – where can I hire one?*

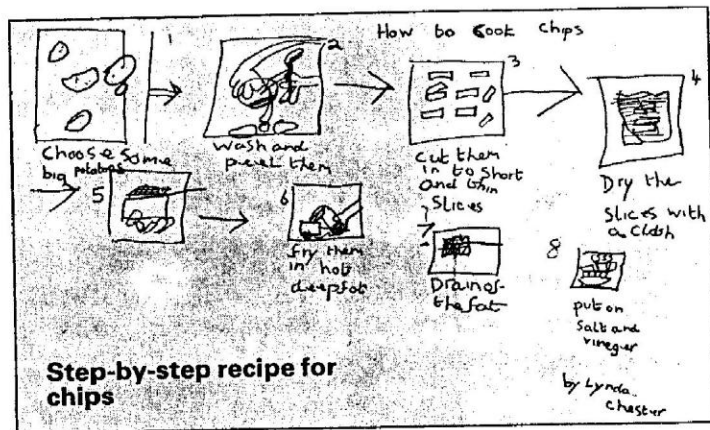
Advertisements

TV advertisements

Hoardings

These can be discussed and criticised. *What special words, or jargon, do adverts use?* Let the children make up their own ads. *How do they differ from the corner shop window ads?*

Leaflets (junk mail). *What do they actually say? How do they try to persuade you to buy?*



Holiday brochures

Children can plan an imaginary holiday for their families, and one for a retired couple or a single parent and child. They can learn to recognise the hotel symbols in the brochures, put into words what each symbol means – and make up their own.

Safety rules

Safety in school

Children can make a brochure for your own school on safety (this needs discussion first). *Where are the fire notices and fire alarms?*

If the children haven't noticed them, can they suggest some means of making them more prominent?

Safety at home

Discuss dangers in the home. Let the children design posters and notices on safety in the home.

Recipes

Look at simple recipes and discuss how they are written. Can the children write a recipe, for chips, for example?

Menus

The local Wimpy or Macdonald's provide a fund of reading matter! Little Chef have a special children's menu – reproduce it in class. Here is an opportunity for drama – composing a menu, ordering a meal, writing the order, and eating the meal. Don't forget to check the bill!

Buses

Pay as you enter

Pay conductor

Please tender exact fare and state destination

What does this mean?

Emergency exit

Will smokers kindly occupy rear seats

Mind your head when leaving your seat

Make a note of the signs on your next bus ride.

Can you make them into a poem?

Cars

Look for these signs:

RAC GB AA L USA

Make a collection of signs seen on cars.

Street language

Make a survey of the different shop signs in the area: **chemist, butcher**, and so on. *How many are there of each? What do they sell?*

Look right

Danger

High voltage

No entry

Green Cross Code

Collect leaflets in school and re-write them to form a flow chart. Try one of the cloze methods on them. Let the children devise tests for each other on the material.

Hospital

Casualty and Accident

Department

Out-patients *What does this mean?*

Ambulances only

Washing instructions

Examine instructions on each other's clothes, and compare with those on washing-powder packets.

Wash separately

Dry flat

100% pure new wool

Hand wash only

Dry clean only

Wash colours separately

Hand wash in cold water

Learn the symbols and what they mean. *Where else have you seen the tub symbols?*

Fay Howat teaches juniors at Charlton Manor Junior School in London

Reading

Reading, Audio Books and Revision Guides.

Readability

There are formulae for calculating the readability of texts according to word length, sentence length and complexity,

Computer programs e.g. Word, give readability scores according to those criteria. A simple method is called the **Five Finger Test**:

- Let your child choose a book they like.
- Open it in the middle
- Try to find a page without pictures
- Ask your child to start reading at the top. Go on till they reach a word they do not know.
- Let your child continue reading. Put a finger on each word they do not know.
- If you run out of fingers before you get to the bottom of the page, the book is probably too difficult for you child to read independently.

Other ways for your child to enjoy books

- Encourage them to ask other people to read books to them whilst they point to the words
- Paired reading - a helper read the harder words
- Let them listen to an audio book, whilst following the words in the book.
- Amazon Kindle's have a screen reading facility and can allow text sizes and line spacing can be changed

Useful websites for free Audio Books

- www.audiobookradio.net
- www.manybooks.net
- www.free-ebooks.net
- www.guttenber.org/wiki/Main_Page

- www.getfreebooks.com

Audio books on loan

- **Listening books** - info@listening-books.org.uk or www.listening-books.org.uk
- **Calibre** - www.calibre.org.uk
- **The seeingear:free online library** - librarian@seeingear.org or www.seeingear.org

Talking book software

- **Don Johnston** - info@donjohnston.co.uk or www.donjohnston.co.uk
- **Kingscourt** - enquiries@kingscourt.co.uk or www.mcgraw-hill.co.uk/kingscourt
- **Sherston** - sales@sherston.co.uk or www.sherston.co.uk

Revision Guides

- **GCSE Revision guides to download to an MP3 or Ipod** - www.gcsepod.co.uk
- **BBC Bitesize**. Online revision guides you can listen to with text reading software. www.bbc.co.uk/schools/gcsebitesize
- **Homework Online** - Free Literature Study Guides. 7 Novels. Each study guide contains extensive information about the novel including chapter summaries, thematic and character discussion, a message board and more. www.homework-online.com/litguides.asp
- **CGP Revision books** - online interactive pages, tasters of the books - www.cgpbooks.co.uk
- **Letts and Lonsdale** - Revise science topics on the move with podcasts - www.lettsed.co.uk

Dyslexia Friendly Books

Dyslexic children need access to good literature and books with low reading age/high interest levels. The following publishers supply a range of dyslexia friendly books. Some are suitable for teenagers and adults.

- **Ann Arbor Publisher** - www.annarbor.co.uk
- **Barrington Stoke** - barrington@barringtonstoke.co.uk or www.barringtonstoke.co.uk
- **Helen Arkell Dyslexia Centre: Fall into Reading** - Recommendation of Books for Children with Dyslexia aged 7 - 11 - enquiries@arkellcentre.org.uk or www.arkellcentre.org.uk
- **LDA Learning** - orders@ldlearning.com or www.ldlearning.com
- **Cambridge House** - info@cambridgehouse-dyslexia.com or www.cambridgehouse-dyslexia.co.uk/html/reading_books.html

For a list of books from various publishers go to - **Guide to choosing Dyslexia friendly books for kids** at www.waterstones.com/wat/images/special/mag/waterstones_dyslexia_action_guide.pdf

To find books for reluctant readers visit - www.wordpool.co.uk/rr/rrcontents.htm

Ideas for Reading Activities

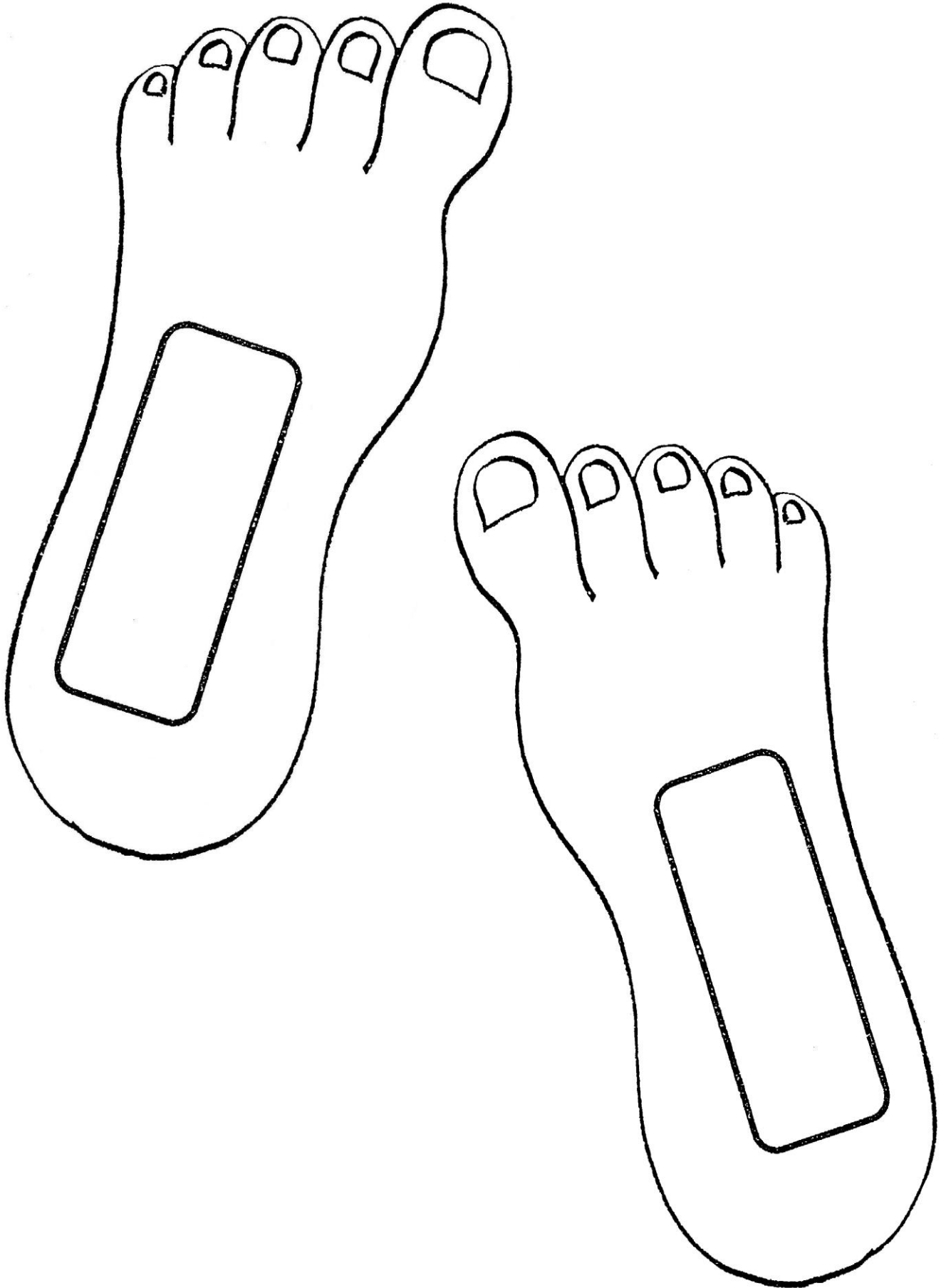
Hopscotch

For this game you will need some cards shaped like feet. Master is on the following page.

On each foot write a word that needs to be learned. Place the first foot on the floor and ask the child to read the word. If the child reads the word correctly they stand on the foot. The next word is then put down and if read correctly, the child moves forward.

If the word is not read correctly the child moves back a step and the word is changed.

Depending on the number of words being learned, the aim could be to move across a small space or a whole room.



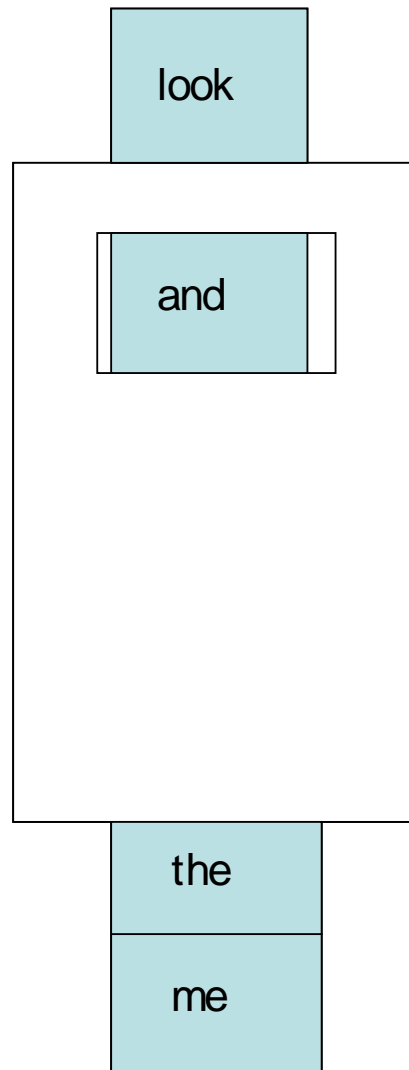
going	they	look	away	play
she	went	all	this	for
you	are	come	dad	get
cat	like	day	was	mum
said	dog	no	yes	go
can	see	up	my	big
the	in	me	he	of
at	we	it	am	to
a	I	is	and	on

Windows

You can make this simple aid to help your child to recognise some high frequency words. Cut the ends off a long envelope and cut a window at one end as shown in the diagram. Cut a strip of cardboard a little wider than the window, but narrower and longer than the envelope.

Write the words to be practised, clearly in a list down the strip of card.

Pull the words through the envelope as quickly as your child can read the words. The object is to increase the speed at which the words are read. Try using an egg-timer or kitchen timer.



The Train Game

Photocopy the three sheets onto paper: Cut out the train sections. Working together, starting with the engine, see how many words you can make with the carriages of the train.

You could then glue the train onto one piece of paper and practise reading the words.

If you want to play this as a game, you can share the sections between two or three children and taking it in turns, starting with the player who has the engine, see who can use up the most, or all, of their carriages to complete the train.

The train would last long if it was duplicated onto card for playing as a game.

