



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives

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- [Multisensory learning in the classroom: A teacher's guide \(structural-learning.com\)](https://structural-learning.com)

Creating a Positive Working Environment

- Pupils have no difficulty in recognising the learning environment in which they can succeed
- The major influence is the **emotional climate** in the classroom rather than any specific techniques or special methodology
- **Patience, time, attitude**



Dyslexia friendly teaching has benefits, pupils..

Develop confidence



Self esteem



Emotional intelligence

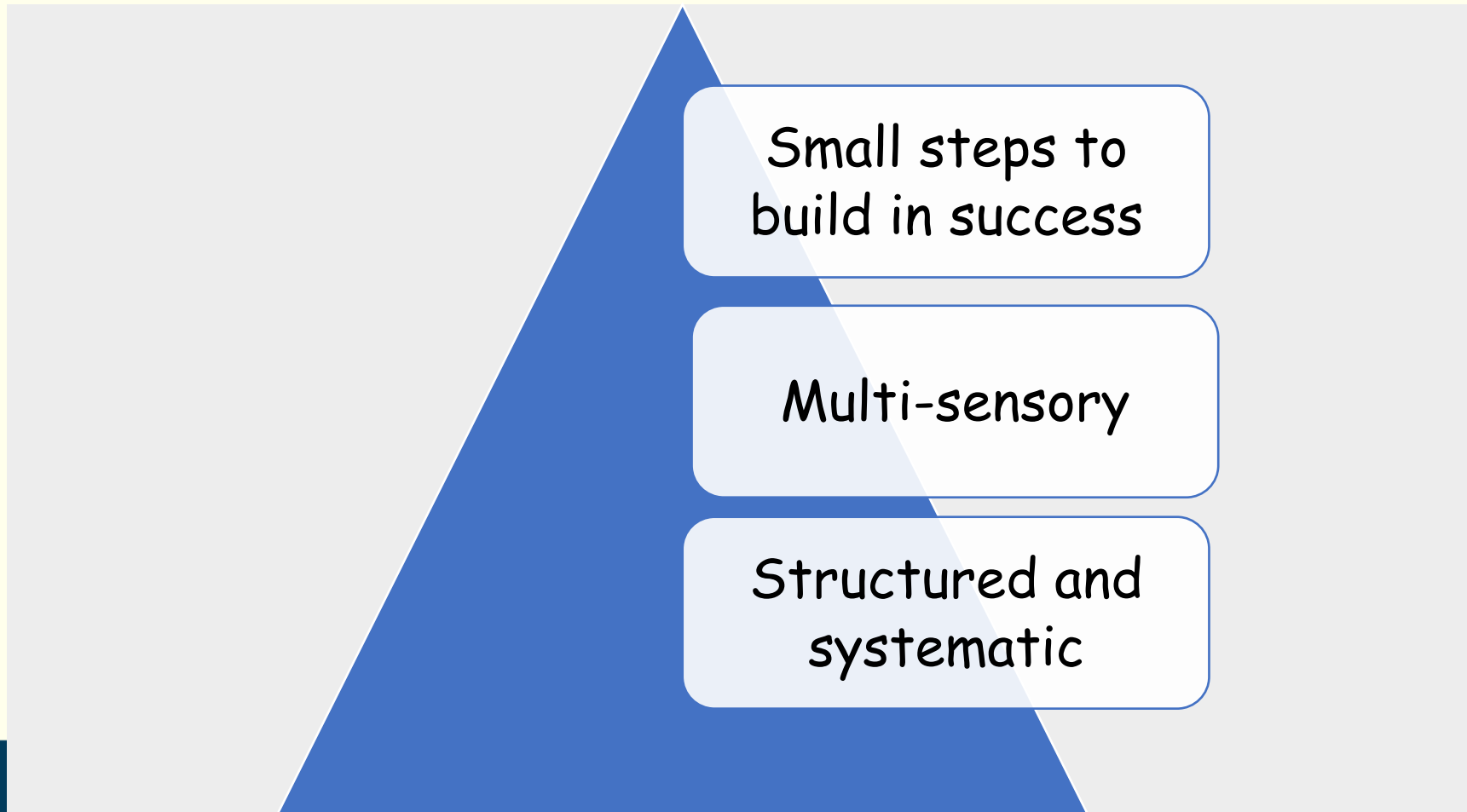
The majority of pupils appear to make better progress and achieve better results when taught in a dyslexia friendly way

- This is seen regardless of learning need

Best practice is to teach all students as if they are dyslexic

- Source : Nottingham City Guide to Dyslexia Friendly Schools

Dyslexia-friendly support



Procedures for working with dyslexic learners

- Make sure the learner understands the task
- Encourage a 'Have a go attitude'
- Look for the 'positive'



The Task..

- To encourage a sense of pride in their strengths
- Have an understanding of their weaknesses
- Allow alternative forms of recording for pupils to show their knowledge
- Use alternative methods of presenting information to enhance learning and make lessons fun

Building self confidence

- The language of:

- Success
- Hope
- Possibility



- From Hughes, M and Vass, A (2001) Strategies for closing the learning gap



‘Actively seek and find something that merits praise..... and use specific praise’

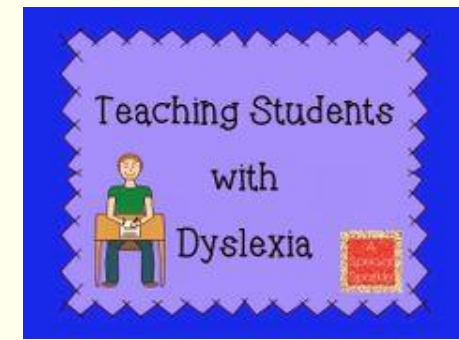
Leicester City Council

- Pupils with SpLD should not be in lower sets simply on the basis of their assessed level of literacy skills
- They often have clear areas of strength
- They can make a valuable contribution to their class and the school
- Areas of difficulty should be noted and curriculums should be adjusted
- This will enable teachers to differentiate effectively

Some support strategies - teacher's could.....

- Use frequent repetition and re-teaching in order to transfer information to long term memory
- Use over-learning through seeing, saying, hearing, writing and physical movement
- Create opportunities for role play - acting out everyday situations
- Slow down the speed of initial presentations
- Use games that reinforce common language



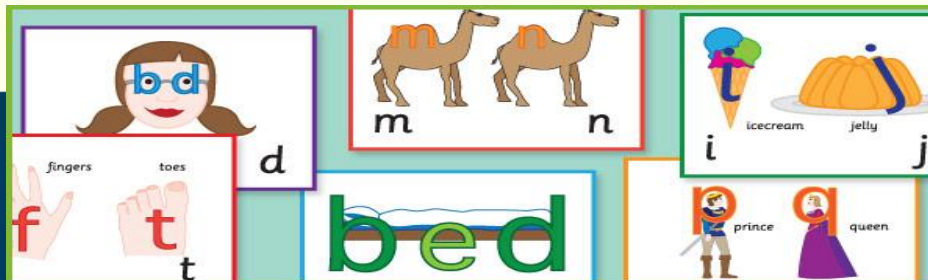


Principles of the teaching approach for dyslexic learners

'If the child does not learn in the way in which we teach, then we must teach him in the way in which he learns'

Harry Chasty (Pollock & Waller, 1997:176)

Darren O'Connor



Introduction

- The difficulty
- The task
- Oral language
- The teaching approach
- Teaching procedures



It has been shown that early recognition and appropriate intervention can make a significant difference to the dyslexic learner.

To develop an appropriate methodology it is necessary to understand :

1. *The difficulty*

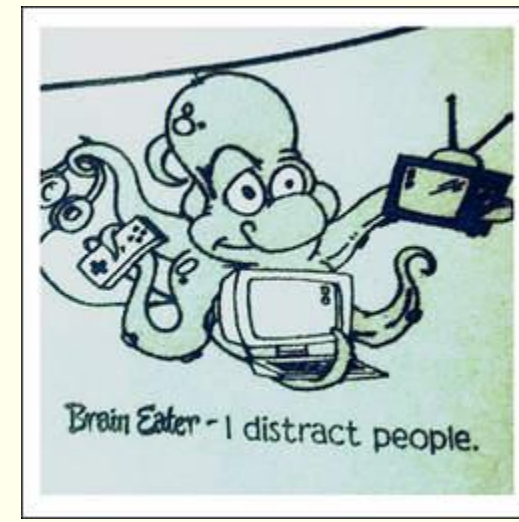
2. *The task that must be learned and performed*

1. The Difficulty

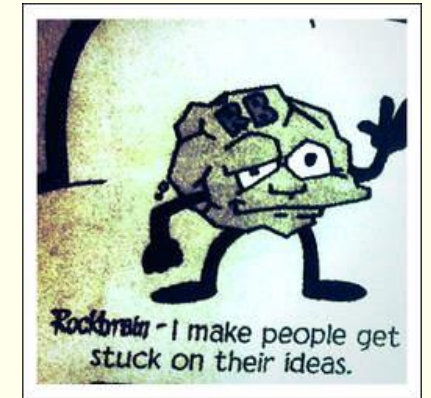
- Research studies show evidence that:
- neurological deficits in sensory processing systems,
- anomalies in language processing areas of the brain and
- anomalies in the functioning of the cerebellum....



HAVE AN AFFECT ON



- The development of phonemic and phonological segmentation skills,
- The development of motor and visual -spatial skills
- The learning of skills to an automatic level

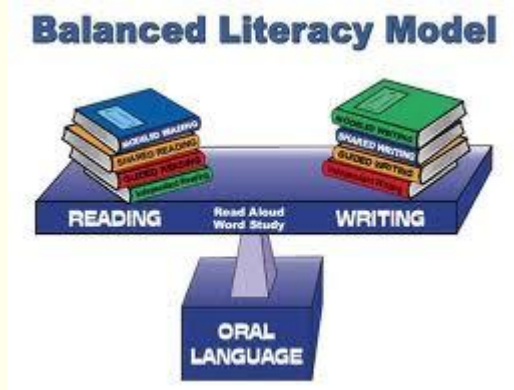


These deficits have implications for



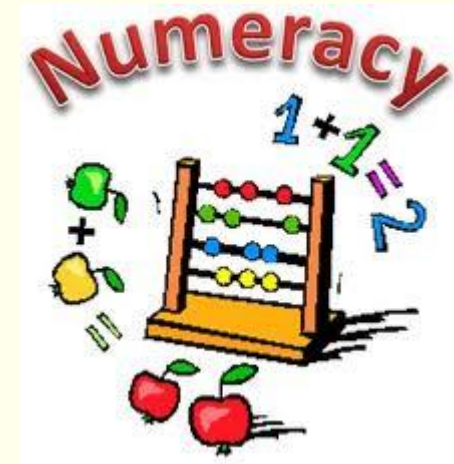
- a . Working Memory - where information from the senses is processed and passed to cognitive centres for further processing
- b. Long-term memory - Recall

2. The Task

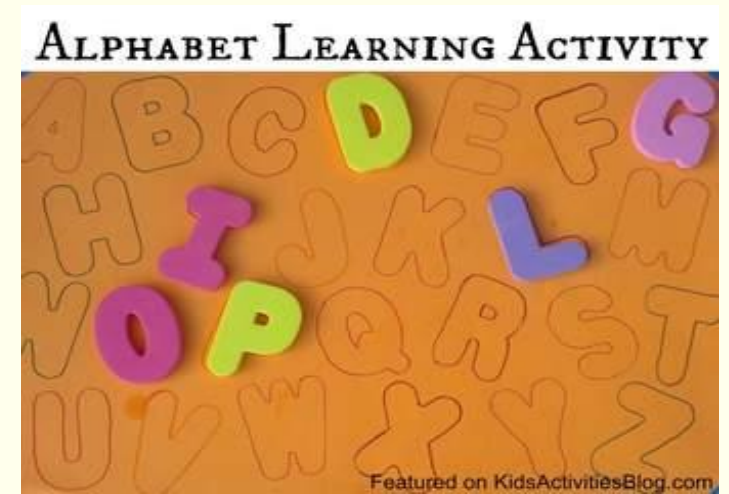


To learn and use
and

to an automatic level



Dyslexic learners have difficulty with :



- Learning and using a symbolic system e.g. alphabetic
- Tasks of phonological processing
- Mastering skills to an automatic level of performance

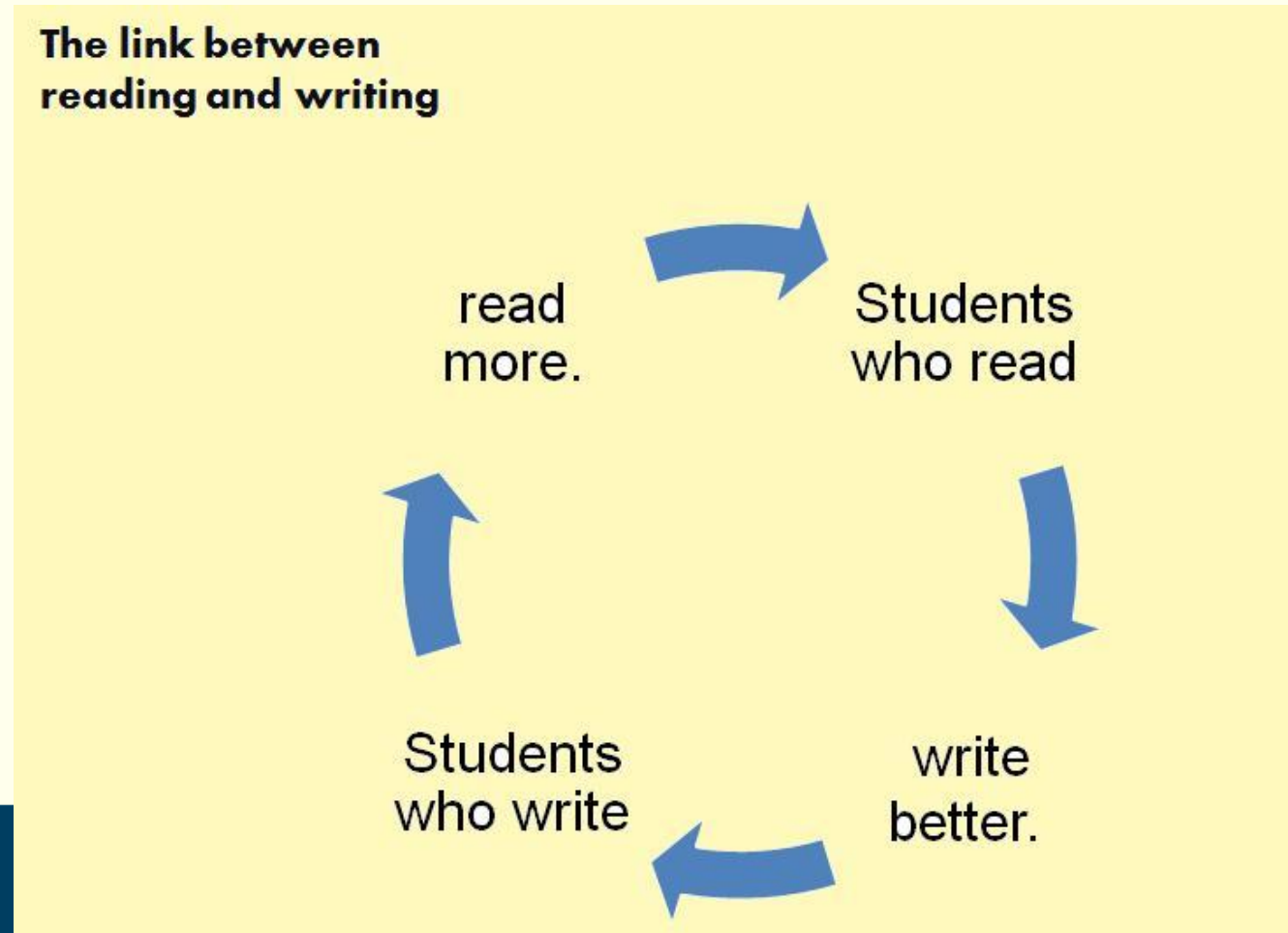
Consequently

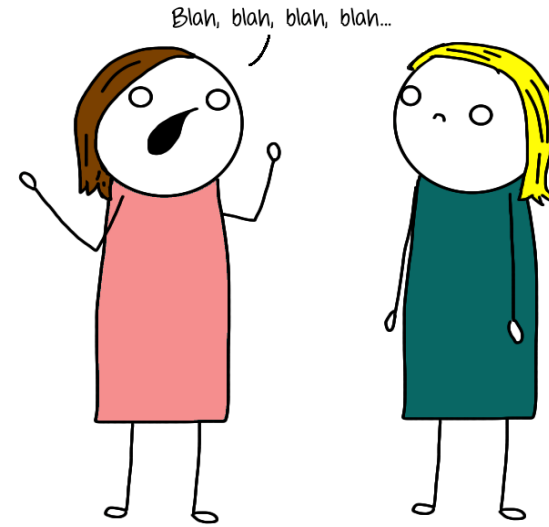


- The basic or low-level tasks of written language (and or other systems) require close attention and make great demands on the working memory
- The difficulties are multiplied where tasks are complex or multi-level



Reading and writing are complex, information-processing tasks





- A key element of the programme
- A structured approach is required
- Vital in the development of literacy skills
- The study pupil needs to be encouraged to extend and develop their oral language skills

Students with dyslexia may have poor vocabulary due to :

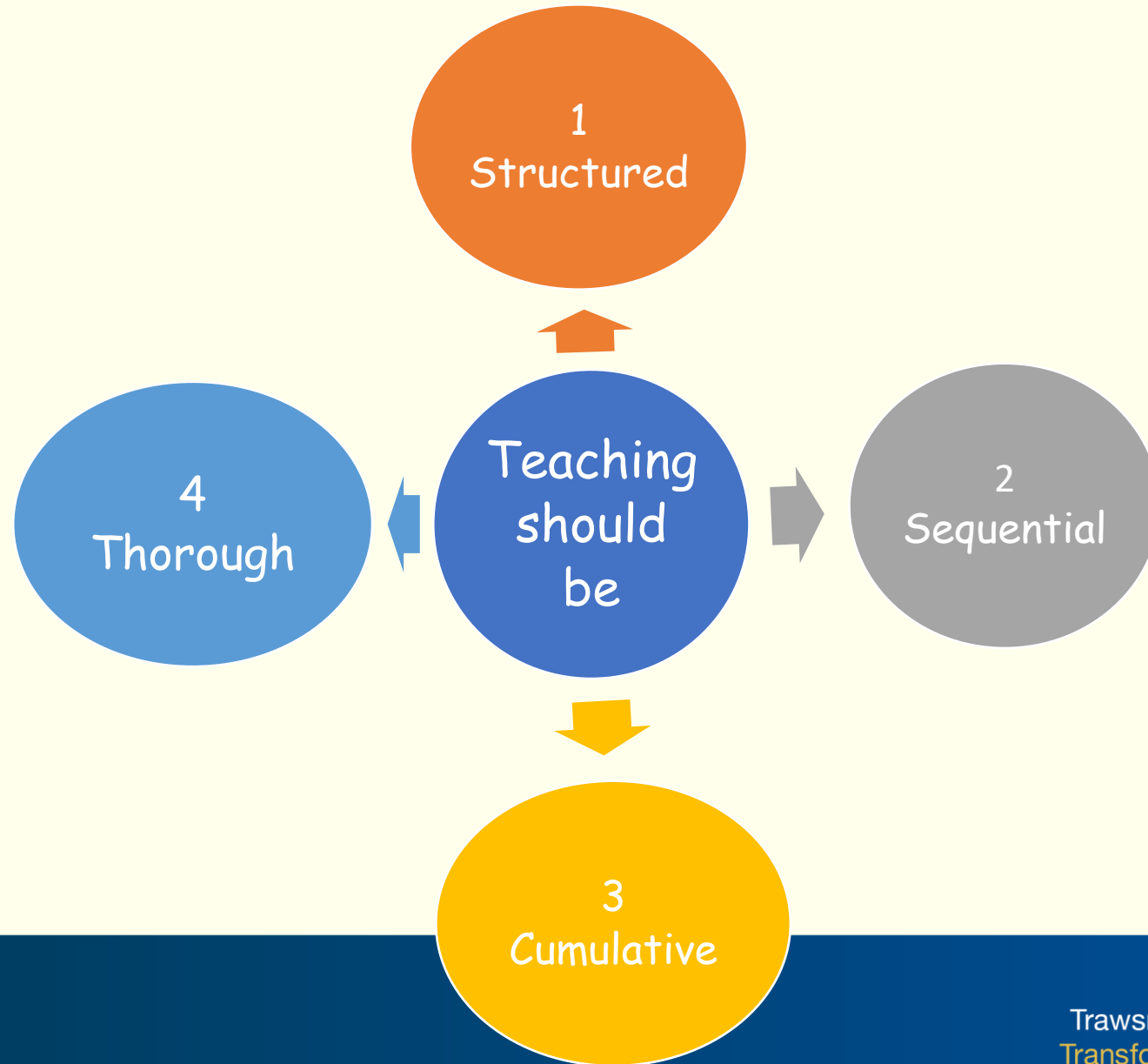
- Limited life experiences
- Specific difficulties learning and remembering new words
- Problems accessing words stored in the memory
- Feeling de-motivated or disinterested in the topic or learning process

A limited vocabulary means that students may not be able to ;

- Understand the full meaning of what is said
- Extend knowledge through lessons because earlier work has not been understood
- Learn through reading
- Express their ideas and emotions clearly
- Demonstrate evidence of improved knowledge through writing



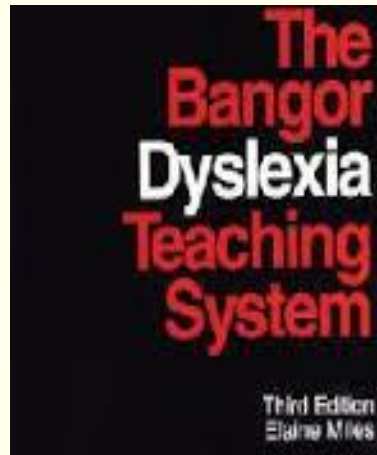
BDA recommendations



The teaching approach



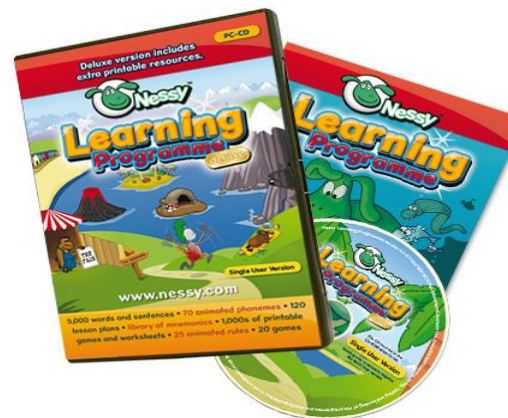
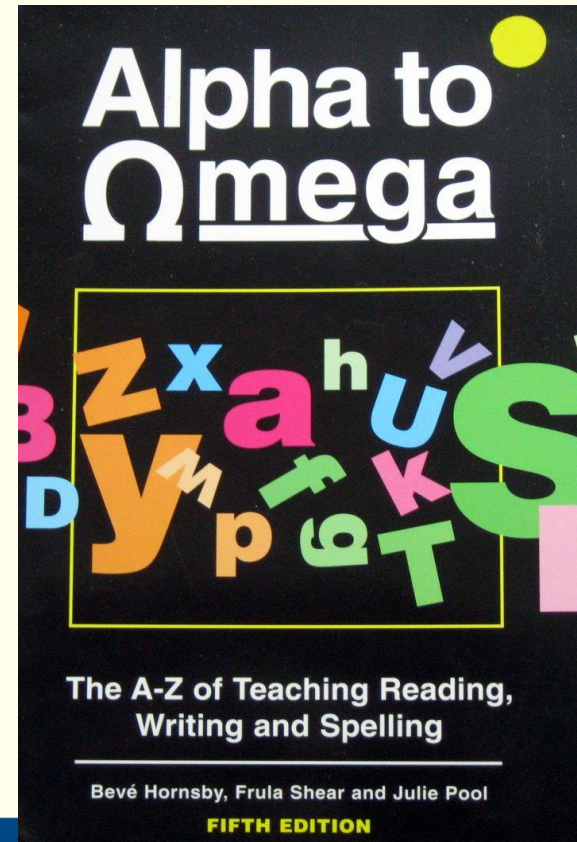
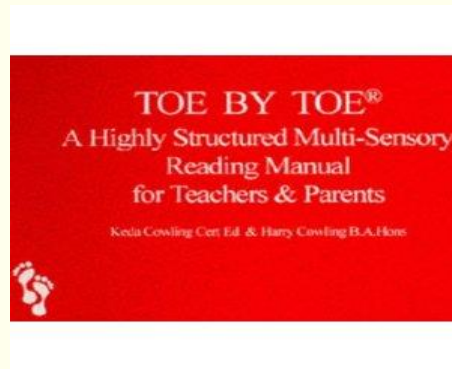
- A good programme takes the learner through the simpler spelling form, one by one, towards the more difficult, the order of work being carefully sequenced.
- Each spelling pattern needs to be taught in order for the learner to understand and internalise it.
- *'Dyslexic learners have to be taught all the rules and conventions and exceptions of English reading and spelling in an organised way' (BDA)*



Tackling Dyslexia

Second Edition

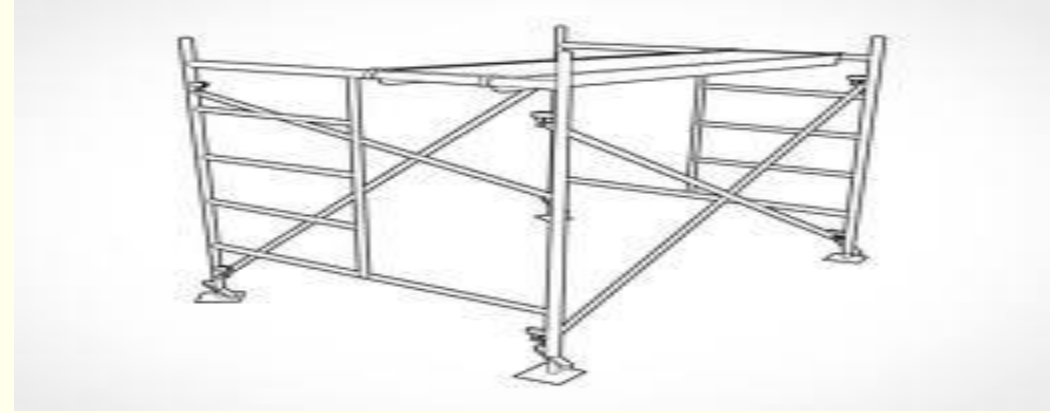
Ann Cooke



Schema theory



- Schemas provide a 'scaffolding' which can give the wholistic learner a reliable framework (Mortimore, 2003)



- The cumulative and structured nature of a multisensory teaching programme can be linked to the schema theory.
- The general rules and structured framework of a multisensory programme can reduce the anxiety of the dyslexic learner
- It can give them a feeling of security and allow them to focus on the set tasks.



- There are no surprises as the learner knows what to expect within the session.



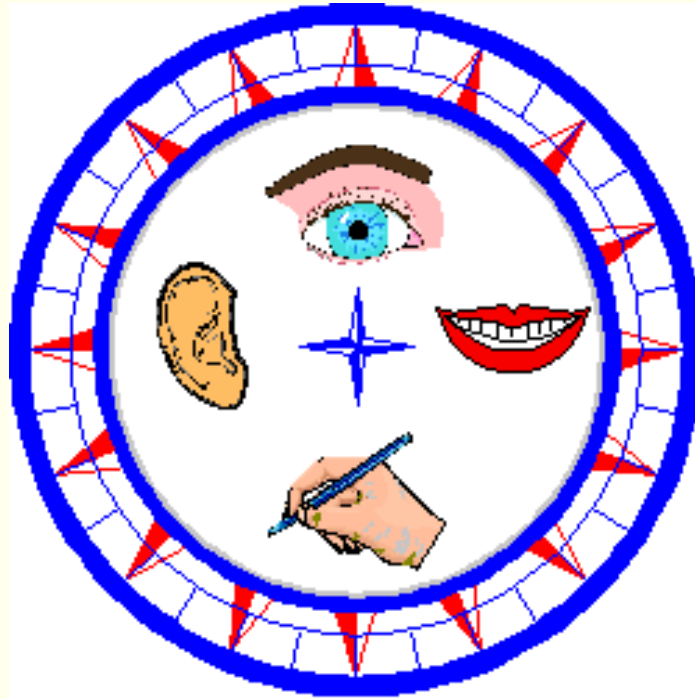
- All teaching is linked.



- New tasks are built upon previously remembered material.



Multi sensory teaching will use strengths to help develop weaker areas



Since the Rose Review(2006) the use of synthetic phonics has been recommended for use with all beginner readers.

The Phoneme Wall

g egg	e egg	i ice	o box	u unicorn	ear earth	au about	oi oil	gn gnat	c cat
a-e snake	e-e flame	i-e ice	o-e note	u-e cube	ir bird	aw goat	oy boy	kn knee	k cat
ai wait	ee feet	y my	oa goat	oo moon	er jumper	or fork	ow cow	n net	ck clack
ay key	ea leaf	igh high	ow now	ew few	ur hurt	oor door	ou shout	j jam	ch church
	ie field	ie ice	h hat	ue blue	air hair	ar far	f fox	dge edge	tch match
b bat	d dot	g go	wr wire	l leaf	nk ank	ng strong	ph ship	th thick	sh shock
m map	p pop	q queen	r rat	s sun	t top	v van	w wheel	x box	y yellow



Synthetic phonics

- The principle behind synthetic phonics is to teach one phoneme and its corresponding grapheme at a time, then to read and write words that can be made from the graphemes that have been worked on.
- The dyslexic learner has to be made aware that individual phonemes go together to make up a word as this is critical to their success in learning to read (Muter, 2003).

Phonics
ee ur ow
wh y au

Procedures for working with dyslexic learners

- Make sure the learner understands the task
- Use small steps
- Use multisensory approaches





- **Over-learning** - repetition is vital when working towards automaticity of reading and spelling
- Use systematic procedures
- Drills, practice routines, dictated sentences

Dictated Sentences

- The use of dictated sentences is a vital element in most programmes.
- These should provide practice for the new pattern whilst revising previously learnt patterns.
- They should slowly grow in complexity as the child's knowledge increases.
- A dictated sentence should never contain a word from a pattern that has not been taught.

Explore the ways your learner learns best - their learning style- and build on this



Phonetic Cues

- *'One of the main features of the method is that the (child) should say the word very carefully and should pay special attention to the movements of his tongue, lips and throat in doing so.'* (Miles, 1970:28)



Building self confidence

- The language of:

- Success

- Hope

- Possibility



General hints for teaching

- Highlight the successes - not the failures
- Always offer encouragement
- Try to always offer a positive approach
- Treat mistakes as starting points for learning
- Try to encourage a positive attitude in the pupil
- Don't be afraid of admitting your own mistakes if ideas don't work, perhaps the time is not right or you can revisit the subject in a different way



Key Ingredients



The pupil is never **wrong**



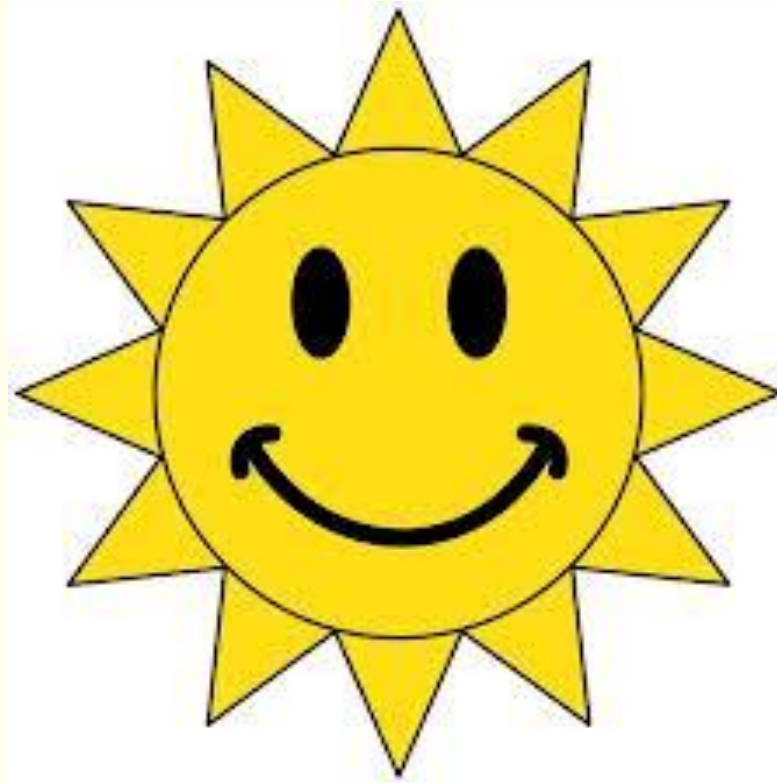
Work within limits of the pupil



One vital component.....



success!!!!



References

- Miles, T R 1970, *On helping the dyslexic child*, Methuen Educational Ltd, London, Toronto, Sydney & Wellington.
- Muter, V 2003, *Early Reading Development and Dyslexia*, Whurr, London & Philadelphia.
- Pollock, J & Waller, E 1997, *Day to Day Dyslexia in the Classroom*, revised edition, Routledge, London.
- www.bdsdyslexia.org.uk

Spelling and Practical Approaches

- [illegible]

Welsh

- A more transparent orthography
- It is easier to learn to read in Welsh than in English
- If spelling follows reading, as in the models we have seen, then we can assume that it is easier to learn to spell in Welsh.
- However, rules still need to be learnt – mutations, etc.

Recap

- Orthography is the conventional spelling system of a language
- It is the study of how letters combine to represent sounds and to form words
- A dyslexic pupil will often not have adequately stored orthographic knowledge

What is needed to spell?

So a competent speller needs

Listening skills – auditory discrimination

Segmentation skills – syllables / sounds

Alphabetic skills – sound / symbol

Good visual recall – mental imagery

Knowledge of language, syntax and orthography

Suggestions for screening of spelling

- Knowledge of letters – named and written
- Knowledge of sounds – named and written
- Phonological awareness
- Understanding of spelling rules

How will we do this?

- Alphabet
- Sounds & phonological awareness
- Single word spelling
- Spelling in context – dictation & free-writing

Spelling: areas where difficulties can occur

- Lack of phonological awareness
- Poor visual recall of words
- Poor auditory discrimination
- Poor sound-symbol correspondence
- Naming speed problems
- Difficulty with alternative ways of spelling same sound

Why?

- Successful spelling depends so heavily on memory for the correct sequencing of symbolic information
- A dyslexic pupil often cannot recall, or reproduce exactly, what they have seen or heard
- The ability some have with 3D thinking can become a source of confusion in spelling and reading

Spelling development

- Writing/picture from 3 years
- Semantic attributes - duck/bear
- Alphabetic understanding – wom/warm
 - Syllables – phonemes
- Orthographic – tup – nda & dink
- Morphological – health – heal
- jumped, hemmed -t and -d
- signal - sign

Common spelling errors

- Missing / misplaced *i dotting* and *t crossing*
- Reversal / mirroring
- Incorrect letter order
- Wrong letter used for similar sounds
- Unaware of letters in blends
- Missing out vowels
- Shortening words
- One word or two?

Learning styles

- Visual
- Auditory
- Kinaesthetic

From the outset, the teacher needs to be aware of the pupil's preferred way of learning and utilise it – the ideal learning situation involves all 4 senses – sometimes even 5!!!

“ See it; hear it; say it; do it.”

Teaching approaches

- Whole word
- Phonic
- Syllabic
- Knowledge of spelling rules

Remedial approaches

- Multisensory teaching
- Phonic programmes
- Simultaneous oral spelling
- Spelling by analogy
- Onset and rime

Remedial approaches continued

- Letter strings and patterns
- Counting syllables
- Word Families
- Drills, revision, review

Phonics

- A teaching system – to teach the connection between letter patterns and the sounds they represent:
 - ‘sound-symbol correspondence’
(phoneme-grapheme correspondence)
- A phoneme is the smallest unit of sound (44)
- A grapheme is a written letter or group of letters representing one sound (140)

Terminology

- Phonics
- Phoneme
- Grapheme
- Morpheme
- Digraph – vowel or consonant
- Schwa
- Blend - consonant

Early work

- Establish alphabet knowledge – linkage sound-letter
- Short vowels – cvc words
- Consonant digraphs and blends
- ck - tch - dge
- ff /ll / ss
- Suffixing 'rule' – root word ending in a consonant

Early work continued

- Basic sight vocabulary: high frequency irregular words
- Basic prefix-root-suffix
- Open and closed syllables
- Introduce long vowels ee/ea/oo and silent -e

Key fundamental work

- Long / short vowels

-

Open / closed syllables

In addition to phonically-based teaching, we can also consider:

- Morphology – how words are structured in terms of meaning
- Etymology – the origin of words

Syllables

- *Understanding how syllables divide can help to 'navigate' the sequence of syllables in a word , which can be spelled in turn.*
- *This cuts out phoneme by phoneme segmentation of a word - especially inefficient for polysyllabic words.*

6 kinds of syllable in English words

- **cvc** - closed syllable: vowel is short, final consonant 'closes' the vowel sound eg cat, (also syllables ending in more than one consonant)
- **cv** - open syllable (no consonant after the vowel) long vowel eg we, by
- **vce/cvce** - e is marker for long vowel eg age, cake, slide
- **vowel digraph** - eg rain, sleep, oil, out etc
- **vowel+r** - modified vowel sound eg car, term, fir, horse, fur
- **stable final syllable** - eg -le, -tion etc

Syllables summary

- Open
- Closed
- Vowel-consonant-e
- Consonant-le
- Vowel digraph
- Vowel-r

Suffixing rules

Root words ending in a consonant

Root words ending in silent –e

Root words ending in a vowel + y

Root words ending in a consonant + y

Ways of approaching the teaching of:

- Prefix – root – suffix
- Adding a suffix to root words ending in a consonant

Hard and Soft c

C has a soft sound before e, i, y

centre city cycle

In every other position, it has a hard sound

car cot cut

Before consonants

class crisps act acne sack

At the end of a word

music

Words with –cc

occur access

Examples of different ways of spelling the same sound

- Long **a**
- Long **u** / **oo**

Examples of ways to spell “shun” :

shion	cushion	fashion
cion	coercion	suspicion
cian	musician	optician
cean	ocean	crustacean
ssion	passion	possession
sion	pension	revision
tion	action	condition

“shun” grouping

Business Studies

infla**tion**

pensi**on**

recess**ion**

Music

composi**tion**

tensi**on**

percuss**ion**

musici**an**

Geography

glacia**tion**

eros**ion**

succes**ion**

oce**an**

English

descrip**tion**

comprehen**sion**

discuss**ion**

History

occupat**ion**

invas**ion**

aggress**ion**

Maths words ending in “shun”

- addition
- subtraction
- multiplication
- estimation
- proportion
- calculation
- equation
- fraction
- evaluation

divi**sion**

Practical approaches 1

- ✓ Group words that contain common patterns e.g. Mother, brother, other, another...
- ✓ Make groups of words that have associations,, e.g mechanical words
- ✓ Use pictures/ pictorial images whenever possible
- ✓ Use rhythm, rap or make a rhyme
- ✓ Keep a list of tricky words – phones, small address books

Practical approaches 2

- Look, say, cover, write, check (Simultaneous oral spelling)
 - I. Look at the word
 - II. Write it out
 - III. Look at it again; trace the shape
 - IV. Say it using letter names
 - V. Close your eyes and try to picture it in your head
 - VI. Cover the word
 - VII. Write the word in one go (saying letter names)
 - VIII. Check it

Practical approaches 3

- Say the word in a silly way to help you remember e.g. Wed/**nes**/day, Feb/**ru**/**ar**/y
- Match words and symbols in a word bank – think **logographic** stage
- Link tricky words e.g.
A PIEce of PIE, You HEAR with your EAR

Look for little words in big words e.g to , get, her
together

Mnemonics

- **Special** – the special agent is the CIA
- **Separate** – there is A RAT in separate
- **Necessary** – One collar, two sleeves
- **Through** - o u greedy hamster
- These are more memorable if you make your own up

Use fancy writing

- Scary

- Chilled

- **Bold**

- COLOUR

Syllables

- Cut up words on cards to emphasise separate syllables
- Use the cut-up syllables to explore possible new words, re –build the words in a timed exercise
- This can help to become accustomed to the syllables as chunks e.g.
 - Prefixes: *pro-*, *con-*, *de-*, *re-*
 - Word roots : *-mote*, *-struct*, *-vise*, *-port*
 - Suffixes: *-sion*, *tion*, *-ing*, *-ive*

Spelling rules can help

- I before e
- Soft /hard C
- Soft hard G
- Le or el?

Make and Break – Neil Mackay

- The multi sensory alternative to Look, Cover, Write, Check
- Scrabble letters/ banana grams – keep a box handy
- 5 stages

How to give the word – choose carefully

- ‘That is a great word – can i write it for you’
- ‘I’ll chunk it into syllables for you. Are you ready?’
- ‘The first three letters are.....’
- ‘I’ll write it for you to copy’
- ‘You have a go and I’ll help’

References

- Cochrane, K. & Saunders, K. *Dyslexia Schools Good Practice Guide*, BDA, Bracknell
- Cooke, A *Tackling Dyslexia*,
- Mackay, N (2005) *Removing Dyslexia as a barrier to achievement*, SEN Marketing, UK
- With thanks to Judith Gauge for original material