Supporting the Acquisition of Reading Skills

This reading circle is not intended to be a comprehensive guide to the teaching of reading. The purpose is to provide opportunities for discussion and/or investigation when considering the needs of our learners.

Summary Guide
For the full online version - [www.addressingdyslexia.org/reading-circle/](http://www.addressingdyslexia.org/reading-circle/)

Within any of the areas identified there may be auditory/visual and working memory issues.
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Encourage/plan opportunities for learners to engage in conversation and develop oral skills, listen to stories, read aloud, either at home or at school. Environmental literacy and communication audits incorporating curriculum accessibility.

Appropriate transition planning and continued use of information
Developing a growth mindset
Discuss with parents/carers/professionals issues of wellbeing

Talking to the learner to establish if they have an independent understanding of the text.
Automatic recognition of high frequency words through games and activities.
Opportunity to read from a variety of texts including listening to audio version at the same time
Use of coloured overlays/glasses
Paired and shared reading activities

Automatic recognition of high frequency words through games and activities. E.g. flash cards/Word wall/Glossary’s Visual memory/perception games
Opportunity to read from a variety of texts
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IT games

Structured phonic programmes-CVC words, consonant blends, simple digraphs, vowel digraphs, complex digraphs, multi-syllabic words, nonwords.
Building and breaking down words.
Introduce lots of multisensory learning incorporating concrete supports
Elkonin sound approach boxes/Segmentation/blending boxes
GDSS - Phonological Awareness Alphabet Awareness Manipulation of letters, sounds and words
Double It! (Help with phonics and early decoding)
Gaelic Code Cracker - Fuaimnean Fhuaimail
Robbie the Robot Syllable and phoneme awareness

GDDS Phonological assessment free on Toolkit
Introduce lots of multisensory learning incorporating concrete supports e.g. plastic letters, finger writing in sand.
Elkonin(sound) approach boxes - linking one box for each sound or phoneme Segmentation/blending boxes.
Sound programs which local authorities may recommend

Strategies/Resources/Links
Full lists online

Education Scotland - SSLLN & variety of strategies and approaches to support reading
POLAAR Literature review Full version
Early Language Development

EAL Strategies
Health professional advice
Quality listening environments
Observations in class with instructions and peer interaction
Check your own language and expectations
Singing, music, nursery rhymes, poems, games to reinforce listening skills

Use of clapping when singing rhymes, marching to the beat, movement to the beat.
Incorporate opportunities for nursery rhymes, poems, games to reinforce rhyme.
Games, challenges that allow the child to generate words that rhyme.
Spelling patterns

Introduce lots of regular kinaesthetic multisensory learning incorporating concrete supports
Appropriate pace of teaching
Picture cues/specific words/actions can help learner recall sound
Literacy Games: Board games, cards/Web based games/Apps/Gaming software

Wellbeing
Listening
Rhyme
Phonemes
Sentence and Syllable Segmentation
Phonics
Single Sounds and Sight Words
Reading Comprehension
Learning and Teaching/Pedagogy

Reading Environments

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Partnerships

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Reading Planning Tool