

Torino, 13/02/16

TEACHING ENGLISH TO DYSLEXIC CHILDREN

PIA-JOHANNA NIKKILA

TOPICS

1. WHAT IS DYSLEXIA
2. READING HELP
3. SPELLING
4. BASIC WRITING HELP
5. LEARNING HELP
6. SPECIFIC LEARNING METHODS
(cvc + cvce words and sight words)
7. HOMEWORK

1. WHAT IS DYSLEXIA?

THEORIES ABOUT SYMPTOMS

THE REAL SIGNIFICATION OF DYSLEXIA

DYSLEXIA SYMPTOMS

GENERAL INTERVENTIONS

DIFFERENT TYPES OF DYSLEXIA

**ENGLISH LANGUAGE AND DYSLEXIA / THE
DIFFERENCE BETWEEN ENGLISH AND ITALIAN**

WHAT IS DYSLEXIA? ***GENERAL INFORMATION***

**DYSLEXIA MEANS DIFFICULTY WITH WORDS,
REGARDLESS OF:**

- LEVEL OF IQ
- SOCIAL BACKGROUND
- QUALITY OF EDUCATION

WHAT IS DYSLEXIA? ***THEORIES ABOUT SYMPTOMS***

1. PHONOLOGICAL REPRESENTATION THEORY
2. THE HEMISPHERIC BALANCE THEORY
3. POSTURE, CORE MUSCLE AND SPINAL STRENGTH
4. THE MAGNOCELLULAR THEORY
5. THE TEMPORAL PROCESSING THEORY

WHAT IS DYSLEXIA? ***DYSLEXIA SYMPTOMS***

1) READING SYMPTOMS

- REDUCED ABILITY IN READING UNFAMILIAR WORDS
- A LOT OF ERRORS
- SLOW READING; SOUND BY SOUND
- WORDS APPEAR DEFORMED; MOVING LETTERS
- DIFFICULTY COORDINATING EYES; TRACKING
- SHORT CONCENTRATION SPAM
- FIXATING ON PARTS OF THE TEXT FOR LONGER THAN USUSAL

WHAT IS DYSLEXIA? *DYSLEXIA SYMPTOMS*

2) SPELLING SYMPTOMS

- DIFFICULTY SPELLING UNFAMILIAR WORDS
- DIFFICULTY DIVIDING WORDS INTO THEIR SMALLEST UNITS OF SPEECH SOUND; PHONEMES
- FORGETTING HOW TO SPELL SIMPLE WORDS
- PROBLEMS DISTINGUISHING ALL 44 PHONEMES

WHAT IS DYSLEXIA?

DYSLEXIA SYMPTOMS

3) SPEECH SYMPTOMS

- OCCASIONAL PRONOUNCIATION ERRORS
- MAKING SYNTACTICAL ERRORS

WHAT IS DYSLEXIA? DYSLEXIA SYMPTOMS

4) MEMORY SYMPTOMS

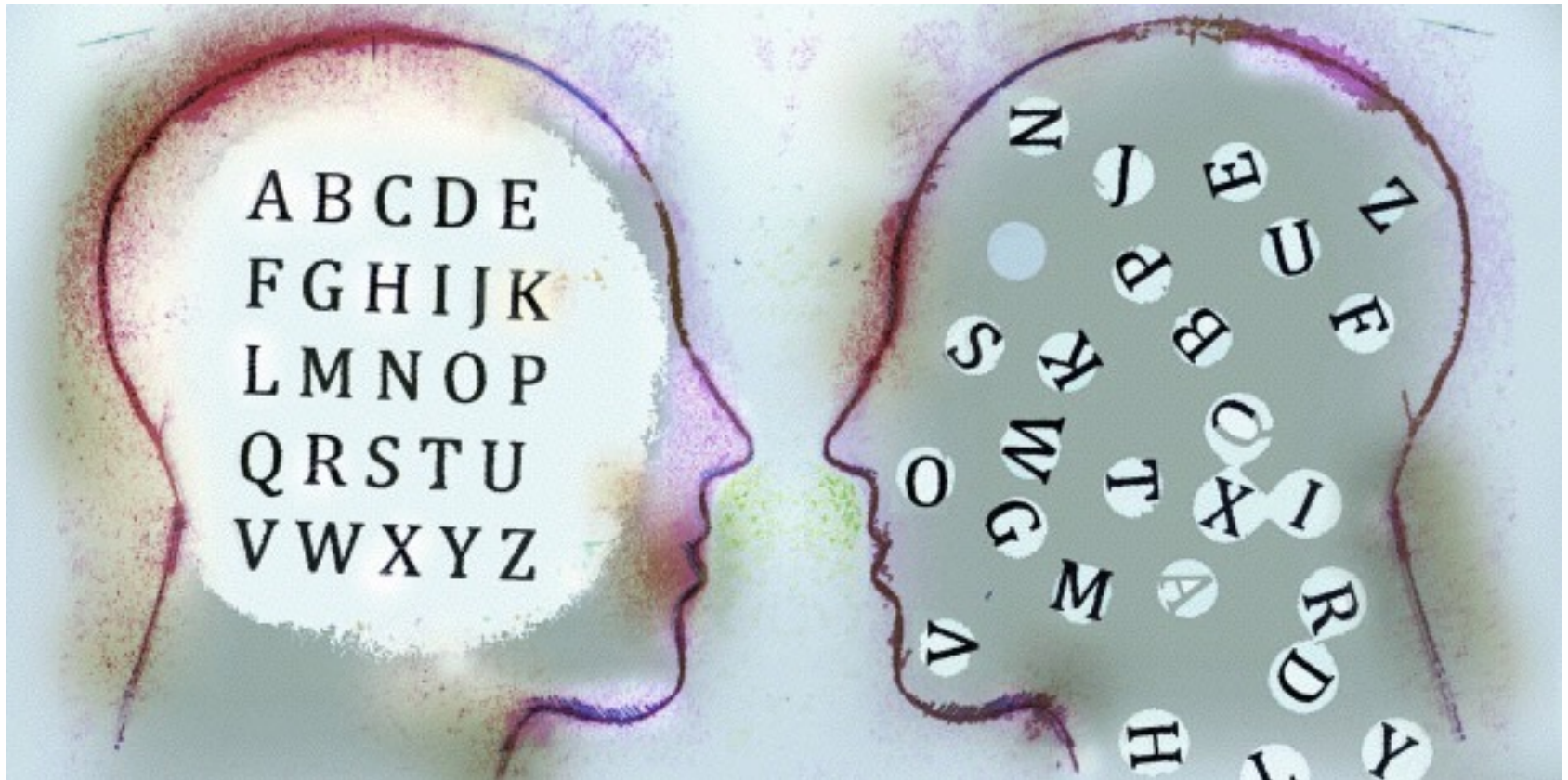
- FORGETTING NAMES OF PEOPLE OR OBJECTS
- INSTANTLY FORGETTING THE ORDER OF LETTERS
- FORGETTING INSTRUCTIONS
- DIFFICULTY RECALLING ITEMS ON A LIST
- DIFFICULTY LEARNING THE MONTHS OF THE YEAR

WHAT IS DYSLEXIA? ***DYSLEXIA SYMPTOMS***

5) OTHER SYMPTOMS

- May lose the train of thought more often than average
- Difficulty maintaining concentration
- Lack of coordination
- Disorganisation
- Problems telling right from left as a child

GENERAL INTERVENTIONS



WHAT IS DYSLEXIA?

GENERAL INTERVENTIONS

1) PHONIC ALPHABETIC CODE CHART

The Alphabetic Code						
sounds + picture prompts	simple code	graphemes (spelling alternatives) which are code for the sounds				
/s/	s	-ce	-se	ce	ci	cy
	snake	pepper	hairs	cents	city	cycle
	-ss	sc	-st-	ps		
	glass	stairs	castle	psuedonyms		
/a/	a					
/t/	t	-tt	-ed			
	taco	letter	skipped			
/i/	i	-y				
	insect	cygnets				
/p/	p	-pp				
	pish	puppet				
/n/	n	-nn	kn	gn	-ne	
	net	banana	knit	gnome	engine	
/k/	k	c	-ck	ch	qu	que
	cat	cat	duck	chameleon	bouquet	plaque
/e/	e	-ea	-ai			
	egg	head	said again			
/h/	h	wh				
	hat	who				
/r/	r	-rr	wr	rh		
	rat	arrow	write	rhinoceros		
/m/	m	-mm	-me	-mb	-mn	
	map	hammer	welcome	thumb	elfin	

/d/	d	-dd	-ed			
	dig	prairie	raind			
/g/	g	-gg	gu	gh	-gue	
	girl	jeep	guitar	ghost	catalogue	
/o/	o	wa	qua	ait		
	octopus	wash	quality	salt		
/u/	u	o	-ou	-ough		
	umbrella	oon	teach	thoroughfare		
/l/	l	-ll				
	ladder	shell				
/le/	-le	-il	-al	-el		
	lettuce	pencil	hospital	camel		
/f/	f	ff	ph		gh	
	fish	class	photograph		laugh	
/b/	b	bb	bu			
	bat	relive	building			
/j/	j	-ge	g	gl	gy	-dge
	jug	cabbage	gerbil	giraffe	gymnast	bridge
/y/	y					
	yam					
/ai/	ai	a	-ae	a-e		
	aid	table	sundae	cakes		
	-ay	-ey	eigh	-ea	-aigh	
	tray	preg	eight	break	straight	
/w/	w	wh	-u			
	web	wheel	penguin			
/igh/	-igh	-ie	i	-y	i-e	ei
	night	tie	behind	shy	bike	elder duck

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WHAT IS DYSLEXIA? GENERAL INTERVENTIONS

2) CORE MUSCLE EXERCISE



BRIDGE



THE CHILD LAYS ON HIS BACK WITH HIS KNEES BENT AND FEET FLAT ON THE FLOOR. BE SURE THAT THEY ARE KEEPING THEIR HEAD AND SHOULDERS ON THE GROUND.

SUPERMAN



THE CHILD LAYS ON HIS STOMACH ON THE FLOOR AND TRIES TO LIFT HIS ARMS UP OFF THE FLOOR SO THAT HIS UPPER CHEST COMES UP TOO.

PLANK



THE CHILD LAYS ON HIS STOMACH ON THE FLOOR WITH HIS HANDS FLAT ON THE FLOOR AT SHOULDER LEVEL AND TOES ON THE FLOOR. ON THE COUNT OF 3, HAVE HIM PUSH UP HIS HANDS TO STRAIGHTEN HIS ARMS AND LIFT HIS WHOLE BODY ALL THE WAY TO HIS TOES OFF THE FLOOR.

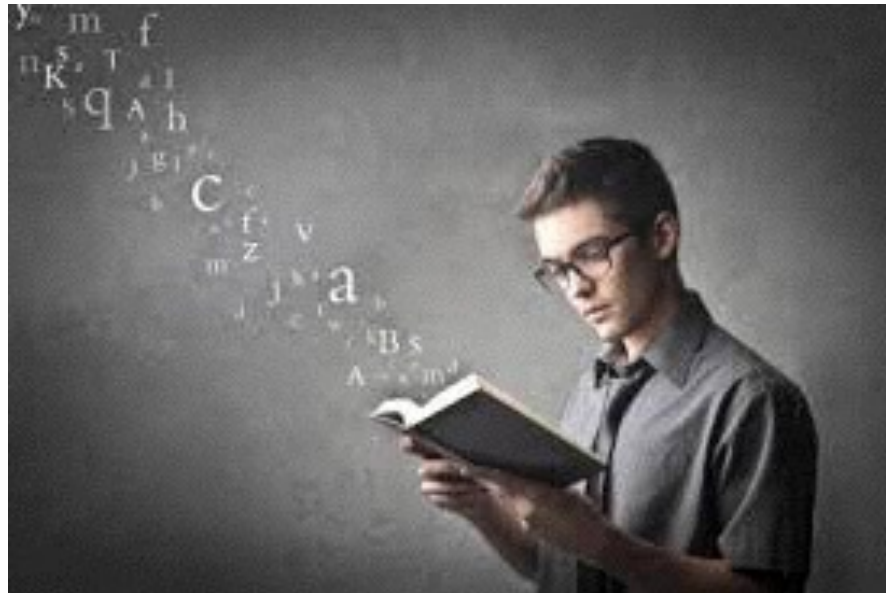
WHEELBARROW WALKING



THE CHILD LAYS ON HIS BACK WITH HIS KNEES BENT AND FEET FLAT ON THE FLOOR. BE SURE THAT THEY ARE KEEPING THEIR HEAD AND SHOULDERS ON THE GROUND.

WHAT IS DYSLEXIA? GENERAL INTERVENTIONS

3) RAPID NAMING ABILITY



READING ALOUD TO ENHANCE RAPID NAMING ABILITY



SELECT A SHORT BOOK/STORY
WITH PICTURES AT THE
CHILD'S READING LEVEL, BUT
NOT TOO EASY.

FIVE DAY READING PLAN

By David Newman, speech-language pathologist

DAY 1

YOU READ THE ENTIRE STORY AT A MODERATE SPEED TO THE STUDENT USING THEIR FINGER TO SCAN THE TEXT. REREAD THE STORY WHILE THE STUDENT TRACES THEIR OWN FINGER OVER THE TEXT.

DAY 4

THE STUDENT REREADS THE STORY SEVERAL TIMES THROUGHOUT THE DAY

DAY 2

YOU REREAD THE STORY TOGETHER. READ A PASSAGE AND THEN HAVE THE STUDENT READ ONE. USE THE FINGER AGAIN TO ASSIST IN READING THE TEXT.

DAY 5

THE STUDENT READS THE SAME STORY TO THE TEACHER WHO NOTES IF THE STUDENT HAS MADE ANY PROGRESS.

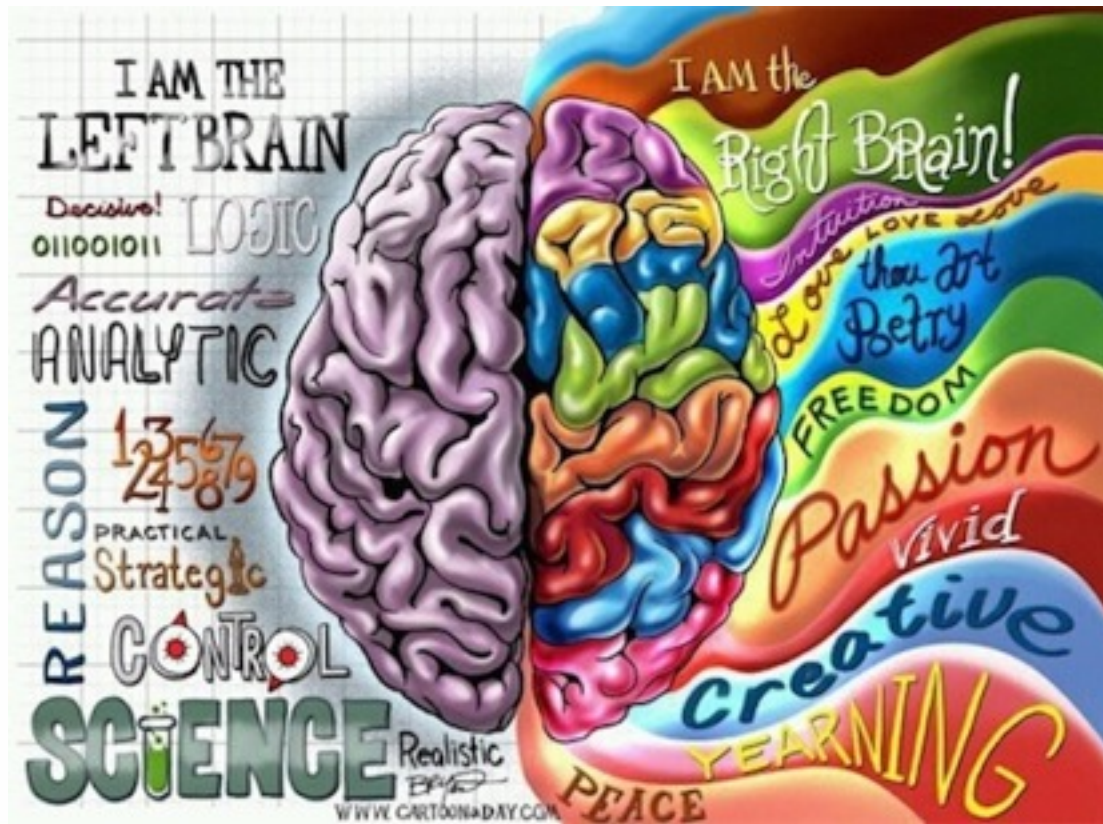
DAY 3

ENCOURAGE THE STUDENT TO SILENTLY READ THE STORY TO HIMSELF. TRY ENCOURAGE HIM TO DO THIS A COUPLE OF TIMES WITH BREAKS IN BETWEEN.

WHAT IS DYSLEXIA?

GENERAL INTERVENTIONS

4) THE HEMISPHERIC BALANCE



BRAIN GYM

www.funderstanding.com/brain/left-brain-vs-right-brain-teaching-techniques

FIGURE 8



STUDENTS DRAW FIGURE 8S EITHER IN THE AIR WITH THEIR FINGERS OR ON A PIECE OF PAPER. THEY SHOULD USE THEIR NON-DOMINANT HAND AS WELL AS THEIR DOMINANT ONE.

CROSS CRAWL



STUDENTS TOUCH THEIR LEFT ELBOWS TO THEIR RIGHT KNEES WHILE THEIR ARMS MOVE BEHIND THEM. THEN THE STUDENTS TOUCH THEIR RIGHT ELBOWS TO THEIR LEFT KNEES.

THEY CONTINUE TO SHIFT BACK AND FORTH BETWEEN THE TWO POSITIONS FOR APPROXIMATELY 2 MINUTES.

WHAT IS DYSLEXIA? GENERAL INTERVENTIONS

5) THE MAGNOCELLULAR



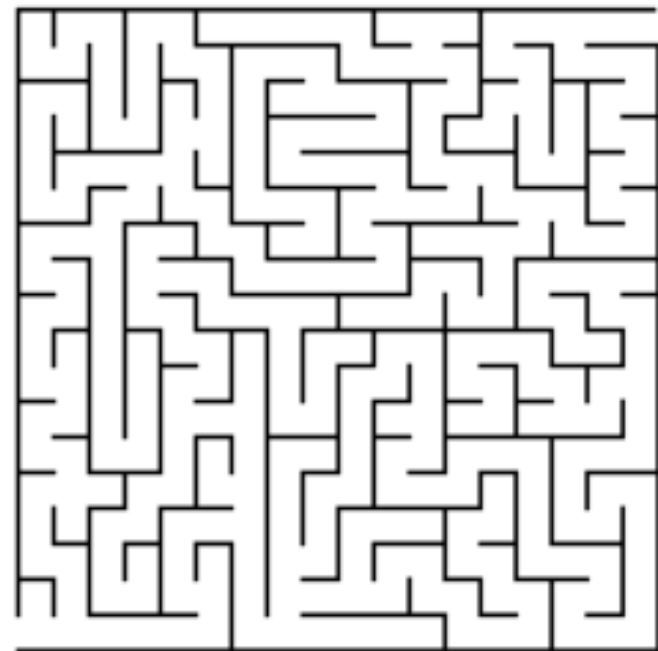
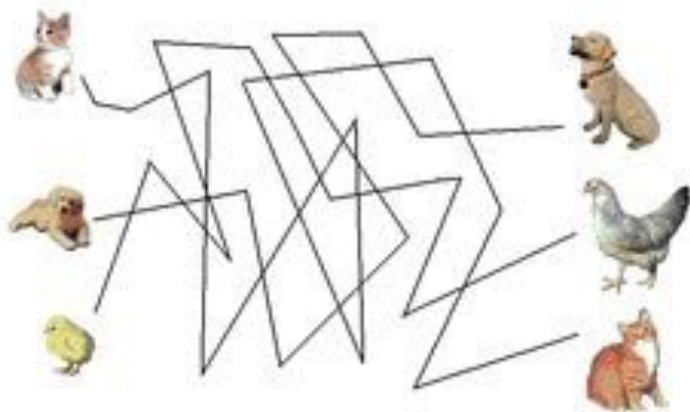
IMPROVE EYE TRACKING

STICKER STARE



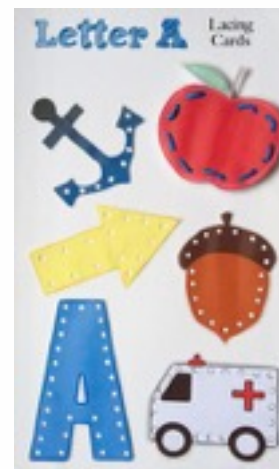
HOLD A STICK WITH A STICKER ATTACHED TO IT 40 CM IN FRONT OF THE CHILD'S EYE AND ASK HIM/HER TO CONTINUE LOOKING AT IT. IF HE/SHE CANNOT MAINTAIN A STEADY GAZE, CONTINUE THE ACTIVITY FOR A WEEK, OR UNTIL THE CHILD IS ABLE TO HOLD HIS/HER EYES STEADY FOR MORE THAN 30 SECONDS.

LABYRINTH



COMMERCIAL GAMES

THERE ARE MANY GOOD COMMERCIAL GAMES ON THE MARKET THAT CAN HELP DEVELOP EYE TRACKING: *OPERATION*, *LITE BRITE*, *SEWING CARDS*, *STRINGING JEWELRY* AND *PICK-UP STICKS*.



WHAT IS DYSLEXIA? GENERAL INTERVENTIONS

6) MUSIC



IMPROVE RHYTHM AND TIMING WITH CLAPPING

BASIC HAND CLAPPING GAME



SIT ACROSS YOUR CLAPPING PARTNER. BEGIN BY CLAPPING YOUR HANDS TOGETHER AT THE SAME TIME, THEN REACH OUT WITH YOUR RIGHT HAND TO CLAP YOUR PARTNER'S RIGHT HAND.

NEXT, CLAP YOUR HANDS AGAIN. NOW REACH OUT WITH YOUR LEFT HAND AND CLAP YOUR PARTNER'S LEFT HAND. REPEAT. CLAP ON THE BEAT.

DOUBLE, DOUBLE

*DOUBLE, DOUBLE THIS THIS,
DOUBLE, DOUBLE THIS THAT,
DOUBLE THIS, DOUBLE THAT,
DOUBLE DOUBLE THIS THAT*

HOLD YOUR HANDS UP, YOUR FINGERS POINTING TO THE CEILING. AS YOU ARE SAYING THE RHYME, TURN YOUR HANDS BACK AND FORTH. WHENEVER YOU SAY 'DOUBLE' BOTH HANDS ARE FACING TOWARDS FROM YOU. WHENEVER YOU SAY 'THIS' AND 'THAT', YOUR PALMS ARE FACING AWAY FROM YOU.

YOU CAN USE ALMOST ANY COMPOUND WORDS (ICE CREAM).

WHAT IS DYSLEXIA? ENGLISH LANGUAGE AND DYSLEXIA

THE DIFFERENCE BETWEEN ENGLISH AND ITALIAN



WHAT IS DYSLEXIA? THE MAIN DIFFICULTIES IN TEACHING ENGLISH TO STUDENTS WITH DYSLEXIA

- PRONOUNCIATING OF SHORT VOWELS
- WHEN AND WHEN NOT TO PRONOUNCE THE LETTER 'H'
- WORDS THAT BEGINS WITH A VOWEL
- DOUBLE CONSONANTS
- THE POSITION OF THE STRESSED SYLLABLE
- PRONUNCIATION OF THE WORDS WITH 'AU'
- NAMES AND SOUNDS OF LETTERS
- PHONEME SOUNDS

ITALIAN

- ALPHABET CONSISTS 21 LETTERS
- 28 SOUNDS
- 30 WAYS TO WRITE THE SOUNDS

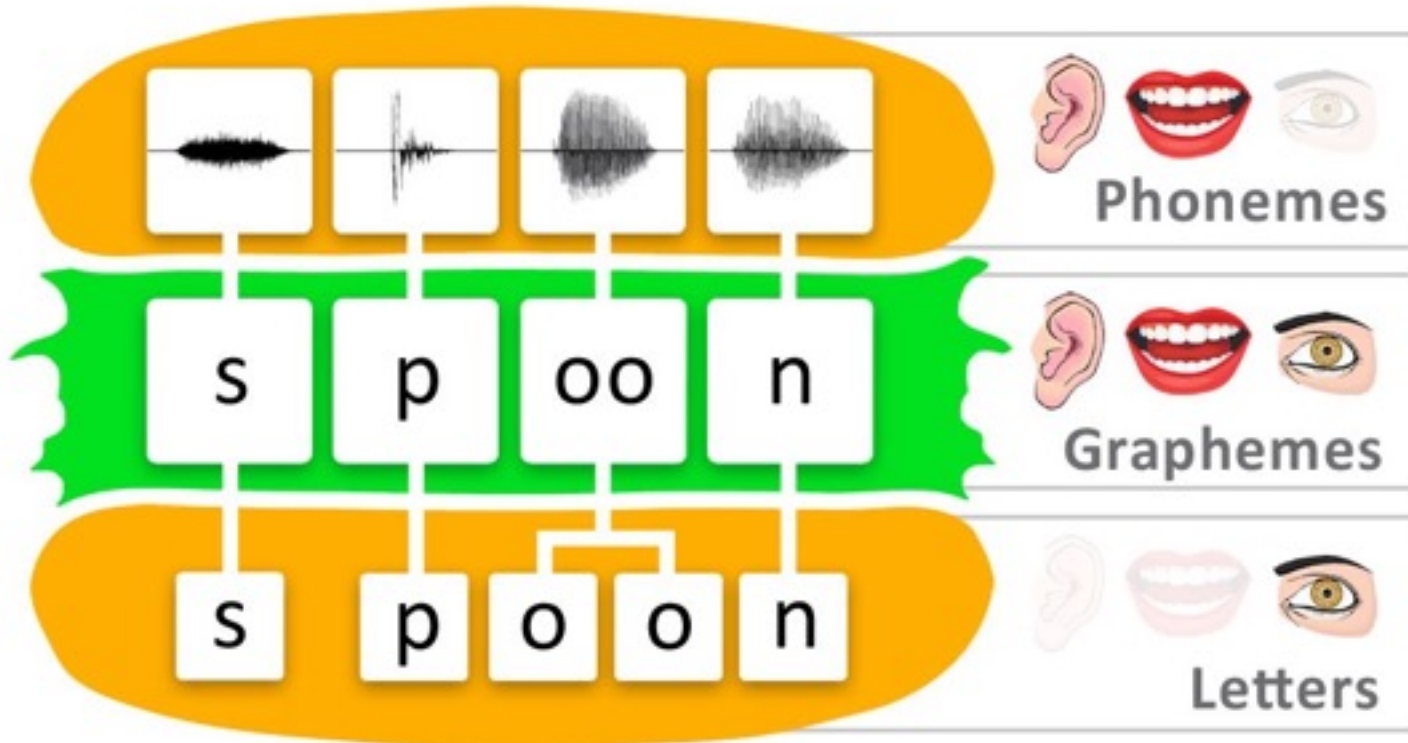
ENGLISH

- ALPHABET CONSISTS 26 LETTERS
- 44 SOUNDS
- MORE THAN 150 WAYS TO WRITE THE SOUNDS









2. READING HELP
























THE PHONIC ALPHABETIC CODE CHART
DECODING
EYE TRACKING
FLUENT READING
COMPREHENSION
PREPARATION

READING HELP THE PHONIC ALPHABETIC CODE CHART



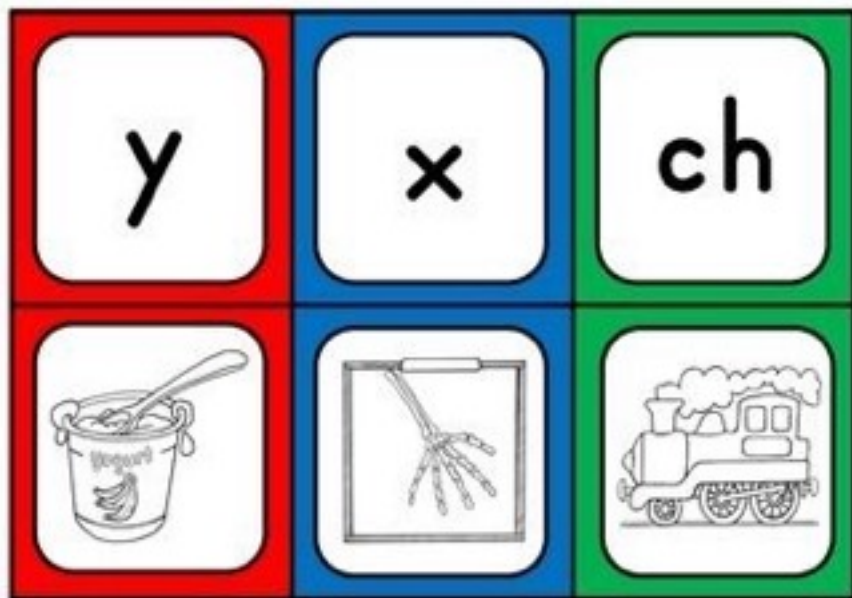
PHONICS: ODD ONE OUT

cat 	rat 	dog 	mat 
jug 	cat 	rug 	slug 

dice 	mice 	spice 	slug 
ball 	snake 	tall 	wall 
dog 	bed 	frog 	log 
man 	van 	pig 	can 
ham 	lamb 	jam 	spoon 
slug 	hen 	pen 	ten 10

PHONICS: SOUND MATCHING

Jolly Phonics Book 6



PHONICS: RHYMES



I am a frog,



I sit on a log.

READING HELP DECODING UNFAMILIAR WORDS

STRATEGY LIST

- GO OVER THE ALPHABETIC CODE CHART
- READ CHALLENGING BOOKS
- DO NOT SKIP DIFFICULT WORDS
- BREAK DIFFICULT WORDS INTO SMALL PIECES
- TRY DIFFERENT COMBINATIONS

SEC RET ARY

SE CRE TA RY



READING HELP EYE TRACKING

WAYS TO IMPROVE THIS

- CORE EXERCISES
- GET YOUR EYES AND BRAIN TO WORK TOGETHER
- PRACTICE READING ALOUD

READING HELP FLUENCY

HOW TO READ WITHOUT GUESSING:

- SIGHT WORDS AND DECODING
- SMOOTH CHANGES

READING HELP FLUENCY

RED = reading from memory

BLUE = combination of memory and decoding

YELLOW = reading by decoding

A man and a woman lived in a house at the end of the street. When they moved there, the man initially worked in logistics and distribution. The woman was fluent in a variety of languages.

READING HELP COMPREHENSION

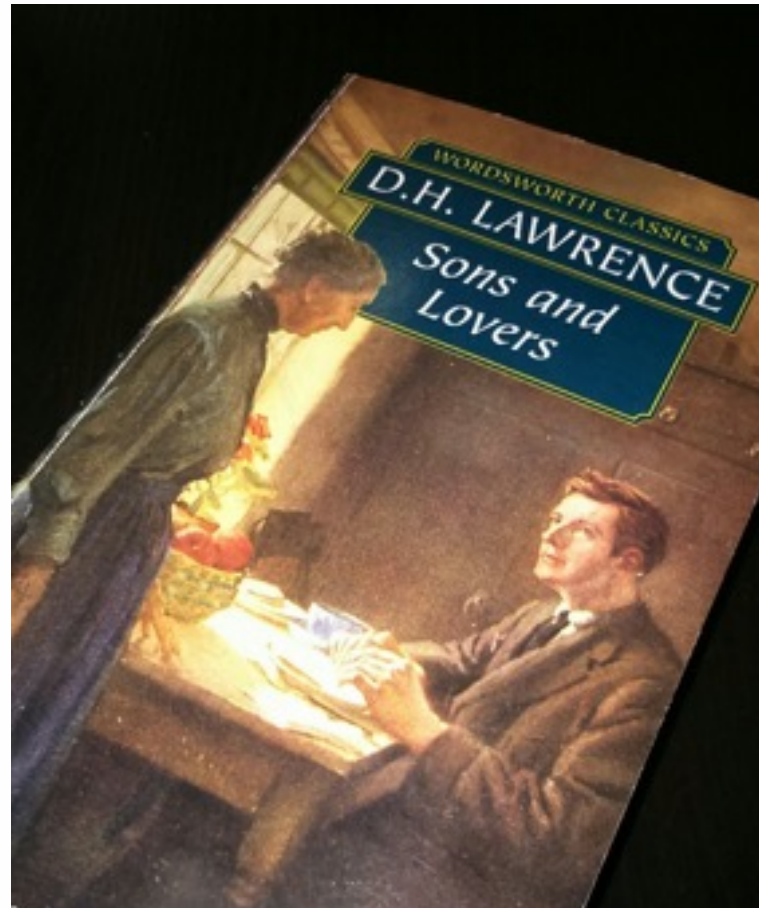
- Be aware of the sentence clauses in sentences
- Think about the point made in each sentence
- Sum up the main idea from each paragraph
- Sum up the main ideas from the whole picece of writing

READING HELP READING PREPARATION

START BY ASKING YOURSELF QUESTIONS



WHAT DOES THE TITLE TELL YOU ABOUT THE TOPIC?



READING HELP READING PREPARATION

WHO?

WHAT?

WHAT ARE THE CHAPTERS ABOUT?

HOW DO THEY RELATE TO THE TITLE OF THE BOOK?

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3. SPELLING

HOW TO SPELL

VOWELS

HOW TO REMEMBER THE SPELLING OF WORDS

IMAGINATION

MIXING METHODS

PHONICS

SPELLING HOW TO SPELL

THE UPS AND DOWNS OF SPELLING SOUND BY SOUND



SPELLING HOW TO SPELL

CAN THE WORD 'RIGHT' BE SPELLED SOUND BY
SOUND?

SPELLING HOW TO SPELL

WHICH PART OF THE WORD 'RIGHT' CAN BE SPELLED
SOUND BY SOUND, AND WHICH PARTS NEED TO BE
MEMORISED?

SPELLING HOW TO SPELL

SYSTEM

MAGAZINE

WHILE

SPELLING MEMORISING THE UNUSUAL PARTS

MAKE IT DISTINCTIVE



**SPELLING
MEMORISING THE UNUSUAL PARTS**

FOREIGNER

SPELLING
MEMORISING THE UNUSUAL PARTS

FOR EIGNER



**SPELLING
MEMORISING THE UNUSUAL PARTS**

ACHIEVE

SPELLING
MEMORISING THE UNUSUAL PARTS

ACHIEVE



INSATIABL

E



GORGEOUS



SPELLING MEMORISING THE UNUSUAL PARTS

CHUNK THE WORD DOWN INTO GROUPS OF THREE OR FOUR LETTERS



**SPELLING
MEMORISING THE UNUSUAL PARTS**

pneumonoultramicroscopicsilicovolcanoconiosis

SPELLING

MEMORISING THE UNUSUAL PARTS

PNE

UMO

NOUL

TRA

MIC

ROSC

OPIC

SILI

COVOL

CANO

CONI

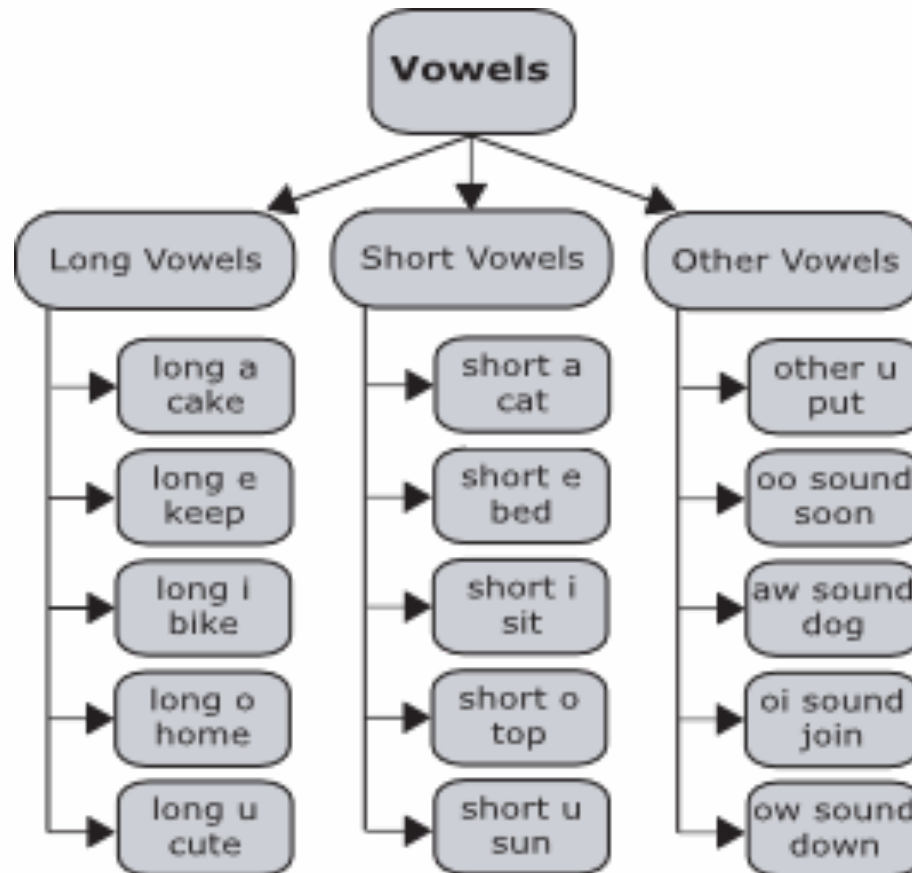
OSIS

SPELLING VOWELS



WHY ARE VOWELS TROUBLE MAKERS?

SPELLING VOWELS



SPELLING VOWELS

MAKE THE VOWELS EASY TO REMEMBER



SPELLING VOWELS

A = CHUBBY

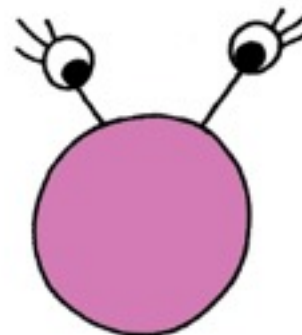
E = SCARY

I = SKINNY

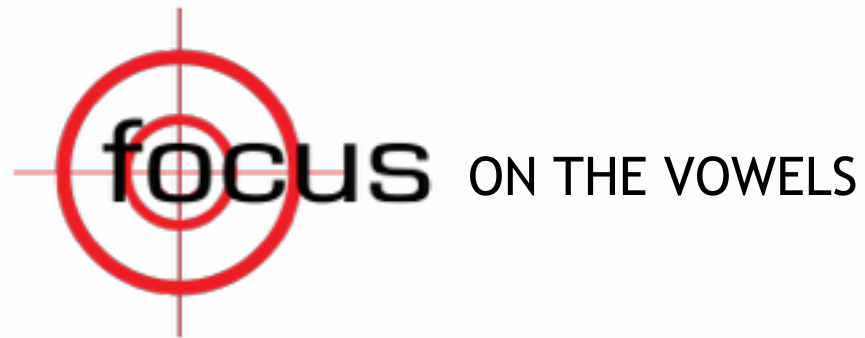
O = SURPRISED

U = UNHAPPY

SPELLING VOWELS



SPELLING VOWELS



SPELLING VOWELS

S**E****P****A****R****A****T****E**

SPELLING VOWELS



T

SPELLING

HOW TO REMEMBER THE CORRECT SPELLING

- EYES
- EARS
- BRAIN
- IMAGINATION

SPELLING PHONICS

BREAK WORDS DOWN IN RELATION TO THEIR
SOUND

SPELLING PHONICS

WEEK

W / EE / K

WEAK

W / EA / K

SPELLING PHONICS

BE AWARE OF HOW SOUNDS MATCH UP TO LETTERS OR COMBINATION
OF LETTERS

SPELLING PHONICS

FOCUS ON STRUCTURAL RULES

SPELLING PHONICS

‘I’ BEFORE ‘E’ EXCEPT AFTER ‘C’

EXCEPTIONS

NEIGHBOR

SEIZE

WEIGHT

HEIST

WEIRD

4. WRITING HELP

STRUCTURE

HOW TO PLAN A SENTENCE

GRAMMAR

MAIN IDEA + ACCESSORIES

WRITING HELP STRUCTURE

1. MAIN IDEA
2. BREAK IT DOWN INTO SENTENCES
3. EACH SECTION WILL FORM ONE OR MORE PARAGRAPHS
4. A PARAGRAPH SHOULD BE FOCUSED ON A SINGLE IDEA
5. BREAK EACH PARAGRAPH DOWN INTO SENTENCES
6. THINK OF THE MOST RELEVANT POINTS TO MAKE INTO SENTENCES

WRITING HELP STRUCTURE

1. MY HOLIDAY
2. Summer school Greece Camp

- 3+4 Late
 Project
 Presentation

5. Late:
 My alarm clock was broken
 I came late on my first day
 My dad's car was broken

WRITING HELP

HOW TO PLAN A SENTENCE

- FOCUS ON KEY WORDS
- USE THESE WORDS TO REORDER A SENTENCE IN YOUR HEAD

WRITING HELP

GRAMMAR

- WHERE DO FULL STOPS GO?
- WHAT IS A SUBJECT, AND WHAT IS A VERB?

WRITING HELP

MAIN IDEA + ACCESSORIES

- MAIN POINT
- ADD SOME INFORMATION

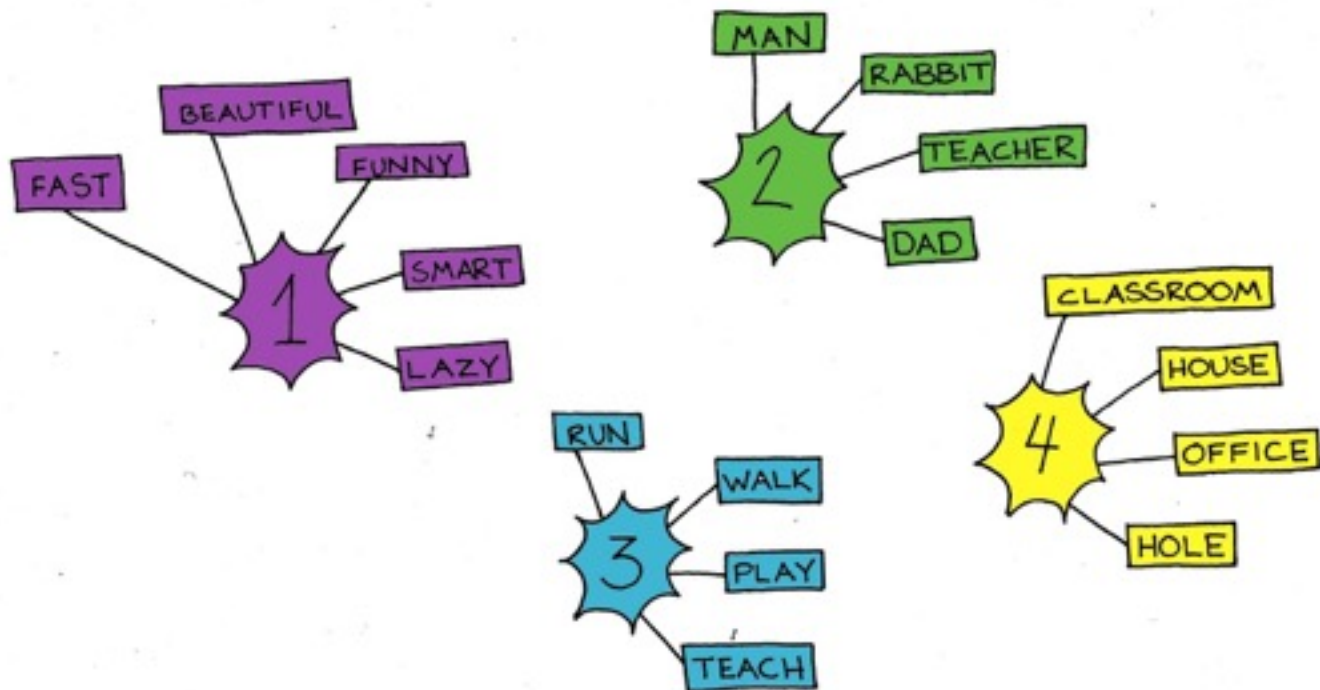
WRITING HELP

MAIN IDEA + ACCESSORIES

‘THE MEN ARE RUNNING TO THE HOUSE’

‘THE THREE MEN ARE QUICKLY RUNNING TO THE BIG HOUSE ON THE HILL’

EASY SENTENCE CONSTRUCTION



The beautiful man runs to the office

① ② ③ ④

5. LEARNING HELP

VOCABULARY

MIND MAPPING AND GRAMMAR

MEMORISATION

MEMORISING A LARGE AMOUNT OF INFORMATION

CONCENTRATION IMPROVEMENT

LEARNING HELP VOCABULARY

- ILLUSTRATING NEW WORDS
- ACTING OUT A WORD
- CREATING A STORY

LEARNING HELP VOCABULARY

ANGRY

FARMER
FARMER'

ANIMALS

' THE ANIMALS ARE ANGRY WITH THE

LEARNING HELP

MIND MAPPING AND GRAMMAR

A DIAGRAM USED TO VISUALLY DISPLAY INFORMATION



© Paul Foreman <http://www.mindmapinspiration.com>

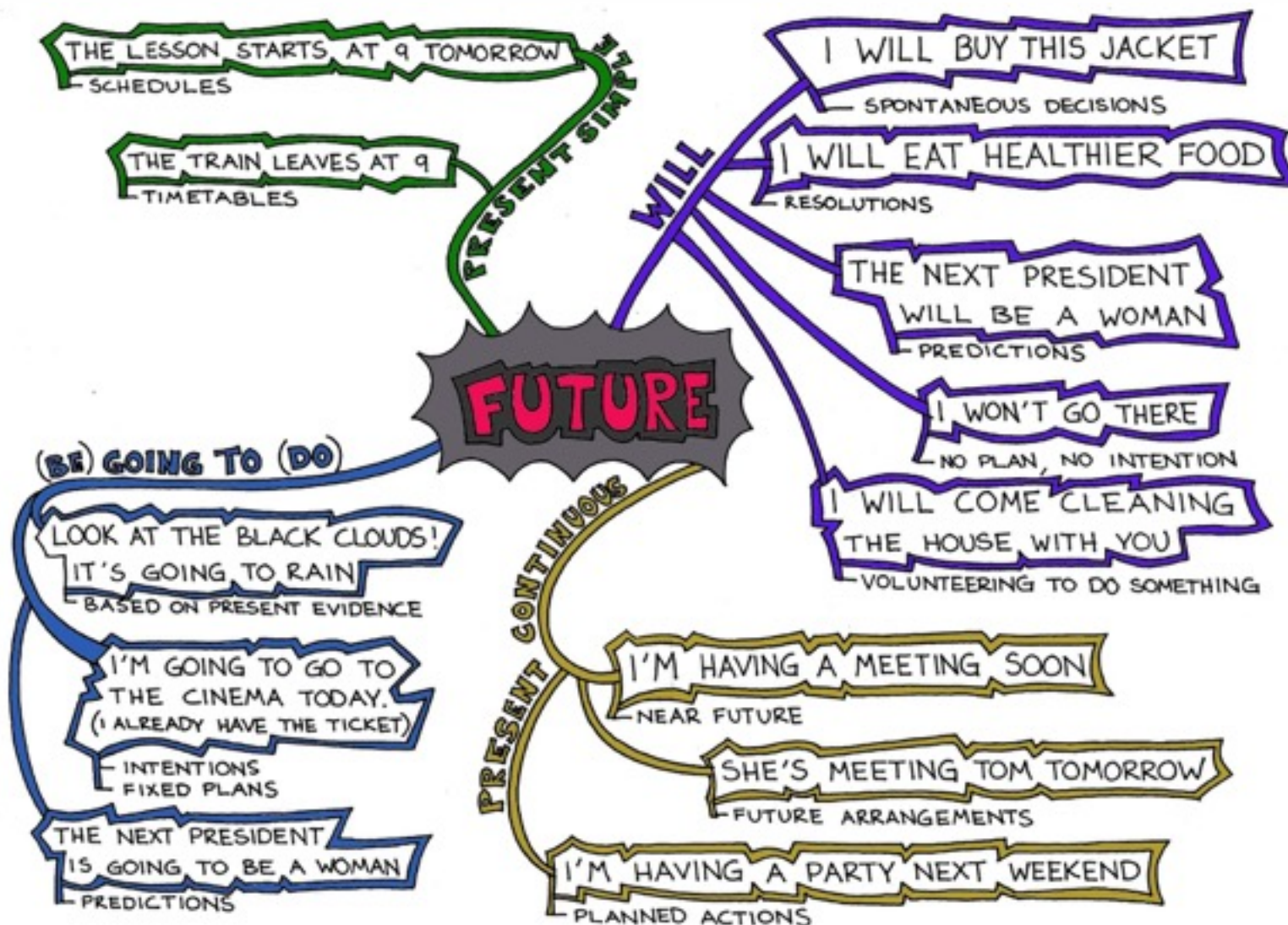
LEARNING HELP MIND MAPPING AND GRAMMAR



- COLORFUL
- MEMORABLE
- ORGANISED

LEARNING HELP MIND MAPPING AND GRAMMAR





LEARNING HELP MEMORISATION

HOW CAN YOU REMEMBER A LONG LIST OF VCABULARY?



**TABLE
CHAIR
PILLOW
FLOWERS
PLATES
GLASSES
BOWLS
CUTLERY
WATER**

'The table wakes up angry and sad. It had dreamed of a chair hitting it with a big, red pillow. When the chair was done hitting it, big blue flowers started flying around in the room. The table escaped from the chair and ran until he reached a big pile of plates.

As the chair was catching up on it, the table grabbed some of the plates and started throwing them against the chair. As the table was doing this, the plates started growing big teeth, and glasses also started falling down from the cupboard, breaking as they hit the floor. The table called for the bowls to help, but they were kept imprisoned by the evil cutlery. The table panicked and that is when a lot of water started raining down, which eventually got it to wake up.'

LEARNING HELP MEMORISATION

- VISUALISE THE STORY IN YOUR HEAD WITH AS MUCH COLOUR AND MOVEMENT AS POSSIBLE
- PRACTICE THE STORY THROUGH TWO OR THREE TIMES
- TEST YOURSELF TO SEE HOW MANY WORDS YOU CAN REMEMBER

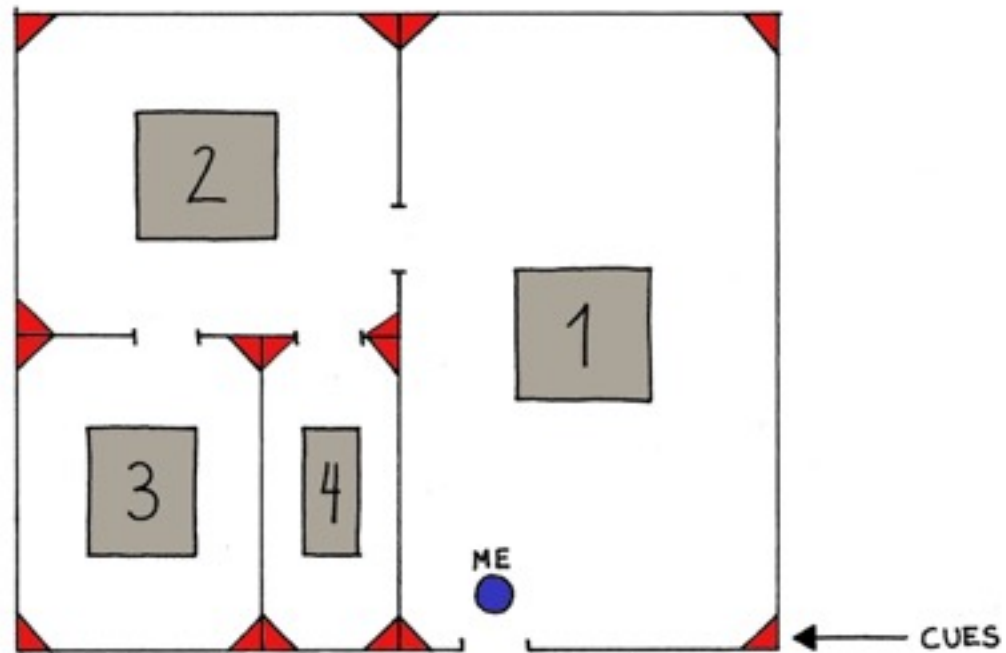
LEARNING HELP

MEMORISING A LARGE AMOUNT OF INFORMATION

PRINCIPAL:

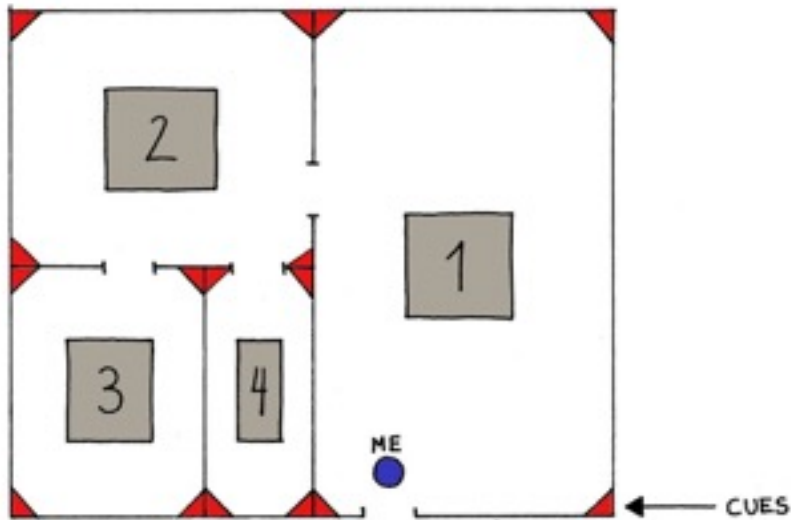
1. LOGICAL ORDER
2. CUES HAVE TO BE DISTINGUISHABLE FROM ALL OTHERS

IMAGINE A HOUSE THAT YOU KNOW VERY WELL



January
February
March
April
May
June

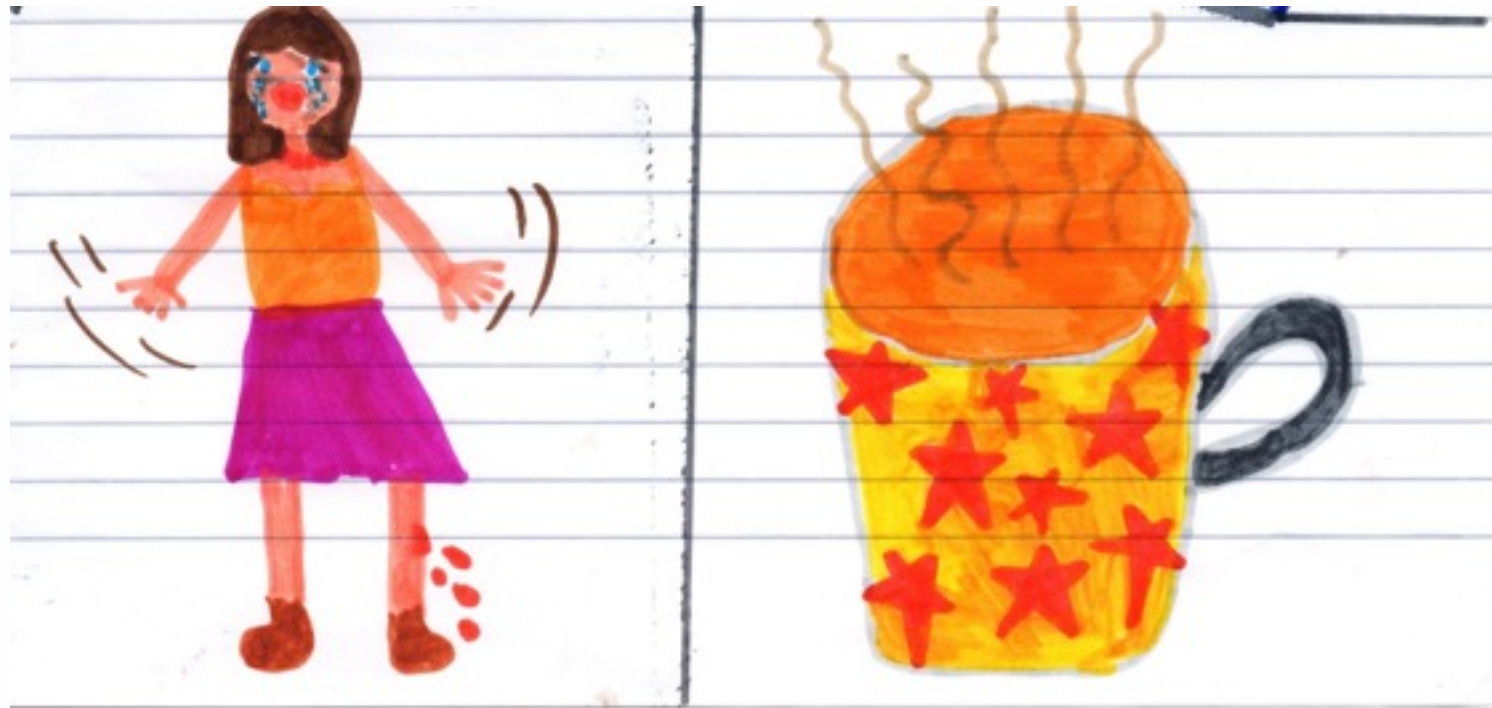
July
August
September
October
November
December



LEARNING HELP MEMORISATION

SOUND ASSOCIATION

HAUGHTY



LEARNING HELP CONCENTRATION IMPROVEMENT

- WHAT IS THE TOPIC?
- DO YOU HAVE ANY PREVIOUS INFORMATION ABOUT THIS TOPIC?
- ARE THERE ANY IMPORTANT ISSUES?
- WHAT IS THE OVERALL MESSAGE?

LEARNING HELP CONCENTRATION IMPROVEMENT

THE QUESTIONS NEED TO BE RELEVANT TO THE SITUATION

LEARNING HELP CONCENTRATION IMPROVEMENT

NUTRITION AND CONCENTRATION

LEARNING HELP CONCENTRATION IMPROVEMENT



CAN CHILDREN WITH DYSLEXIA
BENEFIT
FROM BEING FED FISH OILS?



6. SPECIFIC LEARNING METHODS

**PHONICS AND CVCS
CVCE (LONG SOUND)
SIGHT WORDS**

SPECIFIC LEARNING METHODS PHONICS AND CVCS

C CONSONANT

V VOWEL

C CONSONANT

SPECIFIC LEARNING METHODS PHONICS AND CVCS

1. BUILD A VISUAL IMAGE OF WHAT CVC WORDS LOOK LIKE



YES

NO

HAT

BED

ALL

END

TIN

POP

INC

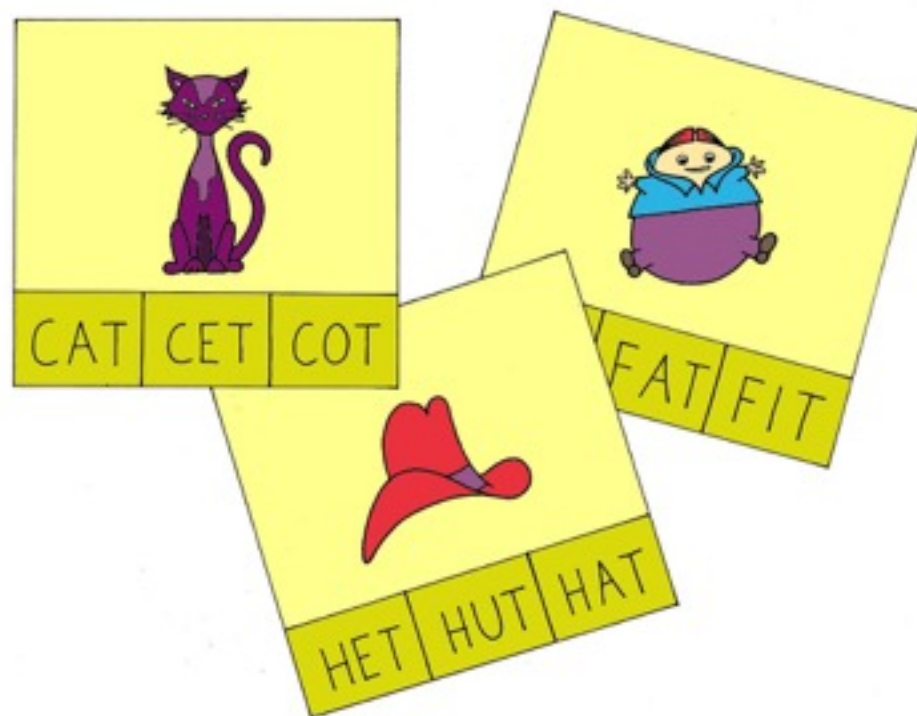
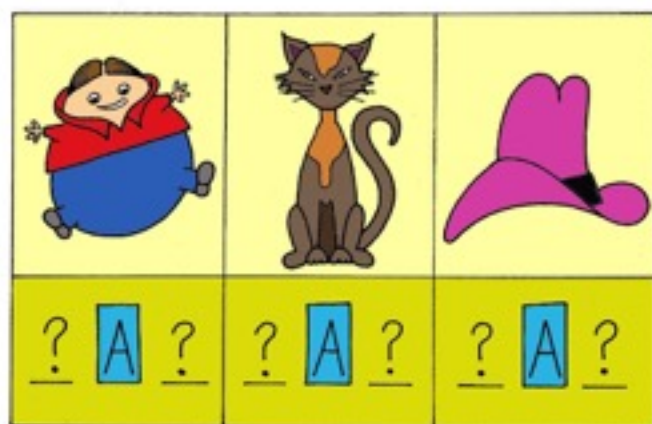
ONE

BUN

IN

SPECIFIC LEARNING METHODS PHONICS AND CVCS

2. START WITH THE LETTER 'A'
3. CONTINUE THE SAME WAY WITH THE REST OF THE VOWELS



SPECIFIC LEARNING METHODS CVCE (LONG SOUND)

THE CHILDREN HAVE TO REMEMBER TWO THINGS:

1. THE SOUND OF THE VOWEL WILL NOW CHANGE
2. THE 'E' WILL NOT MAKE ANY SOUND





fine fin	cut cute	us use	cane can
cube cub	mane man	bit bite	at ate
note not	mad made	pane pan	cap cape
rat rate	dime dim	hid hide	hop hope
pine pin	rid ride	kit kite	rip ripe
rob robe	kite kit	tap tape	tube tub

SPECIFIC LEARNING METHODS SIGHT WORDS

**WORDS THAT SHOULD BE MEMORISED SO THAT THEY
CAN BE ROCOGNISED AT A GLANCE.**

SPECIFIC LEARNING METHODS SIGHT WORDS

- **FREQUENTLY USED WORDS - WORDS THAT OCCUR COMMONLY IN THE ENGLISH LANGUAGE**
- **NON-PHONETIC WORDS - WORDS THAT CANNOT BE DECODED PHONETICALLY**

SPECIFIC LEARNING METHODS SIGHT WORDS

THE DOLCH SIGHT WORD LIST

THE MOST COMMONLY USED SET OF SIGHT WORDS. THE LIST CONTAINS 220 SERVICE WORDS AND 95 HIGH-FREQUENCY WORDS

THE FRY SIGHT WORDS

A MORE MODERN LIST OF WORDS. EXTENDED TO CAPTURE THE MOST COMMON 1,000 WORDS

DOLCH WORD LIST

Sorted by frequency by grade level

Pre-primer	Primer	First	Second	Third
the	he	of	would	if
red	now	think	gave	cut
to	was	his	very	long
where	no	let	us	kind
and	that	had	your	about
jump	came	going	buy	fall
a	she	him	its	got
away	ride	walk	those	carry
I	on	her	around	six
here	into	again	use	small
you	they	some	don't	never
help	good	may	fast	own
it	but	as	right	seven
make	want	stop	pull	show
in	at	then	green	eight
yellow	too	fly	both	hot
said	with	could	their	today
two	pretty	round	sit	far
for	all	when	call	myself
play	four	give	which	draw
up	there	were	sleep	read
run	saw	once	five	why
look	out	them	open	keep
find	well	ask	has	grow
is	be	an	live	try
three	ran	live	thank	together
go	have	over	just	start
funny	brown	from	any	shall
we	eat	any	how	laugh
little	am	know	put	bring
down	do	put	take	drink
can	did	take	every	only
see	what	every	old	better
not	so	old	by	hold
one	get	by	after	warm
my	white	made		full
me	like			done
big	soon			light
come	this			pick
blue	our			hurt
	ate			
	yes			
	say			
	went			
	under			
	are			
	please			

First Hundred Sight Words

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

SPECIFIC LEARNING METHODS SIGHT WORDS

**HOW WOULD YOU CUSTOMISE YOUR OWN SIGHT WORDS
LIST?**

SPECIFIC LEARNING METHODS SIGHT WORDS

WHAT KIND OF ACTIVITIES WOULD YOU PLAY WITH SIGHT WORDS?

FISHING MEMORY WITH SIGHT WORDS



SIGHT WORDS DOMINOES



SIGHT WORDS BINGO

before	wash	would	those	around
first	because	does	very	fast
these	sleep		made	goes
found	both	us	right	read
five	your	sing	upon	call

SIGHT WORDS MEMORY



HOMework

- PLAN EVERYTHING
- DEVELOP A DAILY HOMEWORK ROUTINE
- CHUNK THE HOMEWORK
- FUN BETWEEN TASKS
- GO OVER EVERYTHING
- ENCOURAGE THE CHILD
- CREATE A STUDY ZONE

HOMEWORK

TOO MUCH HOMEWORK?



THANK YOU