



Some Indicators of Dyslexia

Some strategies to support the pupil.

The Early Primary School Signs: Ages 5-7 Years



Indicator

Some strategies to support the pupil

Speaking and Listening

Has difficulty separating words into sounds, and blending sounds to form words (phonemic awareness)

Phonemic Awareness is an aspect of phonological awareness and is a precursor to reading. It begins to develop during the preschool years. According to Adams (1990), awareness progresses hierarchically through five levels of difficulty: (1) an ear for rhymes, (2) matching words by rhyme and alliteration, (3) segmenting onsets, (4) full segmentation of all phonemes in words and (5) manipulation of phonemes. There is a strong correlation between phoneme skills and reading (Hatcher & Hulme, 1999; Hulme et al, 2002; Laing & Hulme, 1999; Lonigan et al., 2000; Muter et al., 1998) and between rhyme skills and reading (Bradley & Bryant, 1983; Bryant et al, 1990; Goswami, 2002).

Difficulty blending and Separating Sounds

There are many stages in the development of phonemic awareness. The following stages are one example of a continuum that a child may go through. You will notice that the ability to blend sounds into words and segment words into constituent sounds are at the end of this continuum. Consequently the teacher may have to test the child to see at what stage intervention should begin.

1. Recognition that sentences are made up of words.
2. Recognition that words can rhyme - then produce a word that rhymes with a similar word
3. Recognition that words can be broken down into syllables - then name the syllables within a given word
4. Recognition that words can be broken down into onsets and rimes - then name the on-set and rime in a given word
5. Recognition that words can begin with the same sound - then name such words
6. Recognition that words can end with the same sound -then name such words
7. Recognition that words can have the same medial sound -then name such words
8. Recognition that sounds can be deleted from words to make new words - then produce such words.
9. Ability to blend sounds to make words
10. Ability to segment words into constituent sounds

Difficulty Blending Speech Sounds

- In most children the ability to blend sounds into words occurs earlier than segmentation as it is an easier skill. It is recommended that children work on blending speech sounds before introducing segmentation.
- Using two pictures of words that have distinctively different sounds teacher, speaking like a robot, asks the child to determine which word she is saying.
- Start with words with 2 sounds and build up slowly to 5/6 sounds.
- Eliminate pictures and use voice only when the concept of blending has been well established
- Keep phonological awareness lessons short. If it becomes laboured or difficult, leave it and return to the exercises the following day.
- Play games to reinforce this skill. E.g. Simon says put your hand on your ch/i/n.
- Introduce an element of fun to these lessons.



ACE Spelling Dictionary

Author: David Moseley

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Removing Dyslexia as a Barrier to Achievement

Author: Neil MacKay

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Both books are available from: Outside the Box Resources, Jigginstown Commercial Centre, Naas, Co. Kildare

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