



Some Indicators of Dyslexia Some Strategies to support the pupil.

The Primary School Signs: Ages 7-12

SPECIAL EDUCATION
SUPPORT SERVICE
building on ability

Indicators

Some strategies to support the pupil

Reading

*Has continued difficulty reading text aloud or silently
Poor reading accuracy, fluency or speed
interferes with reading comprehension*

Continued difficulty reading text aloud or silently is usually due to poor fluency (including accuracy and rate) or comprehension. "There exists a causal relationship between fluency and comprehension. Fluency as represented by accuracy and rate pervades all levels of processing involved in reading." (Kame'enui & Simmons, 2001)

FLUENCY DEVELOPMENT

Reading Aloud

- Use a graded reading programme that is appropriate to the pupil's literacy skill and needs as well as his/her interest and age.
- Provide supplementary reading material text that is below the pupil's assessed reading ability and allows the pupil to read independently, i.e. less than two errors per 100 words.
- Highlight significant or potentially difficult words/text before the pupil reads. Practice in isolation.
- Provide graphic and picture cues that will support comprehension of the text and aid word prediction.
- Construct logs/diaries of essential words and lists of specific terminology assisted with picture and graphics cues.
- Engage in a peer-reading system within class.
- Train parents/guardians/siblings to do shared reading at home and provide appropriate material.
- Provide opportunities for pupil to hear good models of fluent reading via visiting volunteer readers, e.g. parents, local author, principal.
- Invite adults (e.g. parents, staff, community figures) or older pupils in to introduce and read from their favourite childhood book

- Provide opportunities for reading practice, e.g.
 - a. Pupil does paired-reading with a younger pupil.
 - b. Pupil reads aloud a prepared passage to younger class or group of children.
 - c. Organise a whole-class buddy system where all of an older class team with a junior class once a week for reading activities.

Use a rehearsed reading system. Instead of calling on pupils at random to read aloud, assign each pupil a specific passage a day in advance. The reading can be practiced at home first.

- Model reading aloud with expression. Have pupil follow your model.

Repeated Reading

Repeated reading of prose text is the most frequently cited and most researched method for developing fluency. Repeated



ACE Spelling Dictionary

Author: David Moseley

Publishers: LDA

ISBN: 1 85503 214 7

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

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Removing Dyslexia as a Barrier to Achievement

Author: Neil MacKay

Publishers; SEN Marketing

ISBN: 1 903 842 034