




# Dyslexia Catch Up Strategies

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## So, just what is this "Dyslexia Thing?"



higher level thinking  
high learning capacity  
exceptional empathy  
noticeable excellence

strengths for dyslexics

You might think you're alone but you're not  
medicine, law, architecture and science, animators.... many more

## What's it like? Task time.

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# Looking for "hidden" DTLN (Dyslexic Type Learning Needs)

•EDINBURGH•  
THE CITY OF EDINBURGH COUNCIL

Who do you teach who ha:  
"Marked differences in terms of  
competencies in certain areas,  
especially with regard to oral  
versus text based skills" HMIE  
2008 So.....

Who does this  
sound like?

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A colleague asks,  
"How can I help them spell the jargon  
words they can use so well in speech?"



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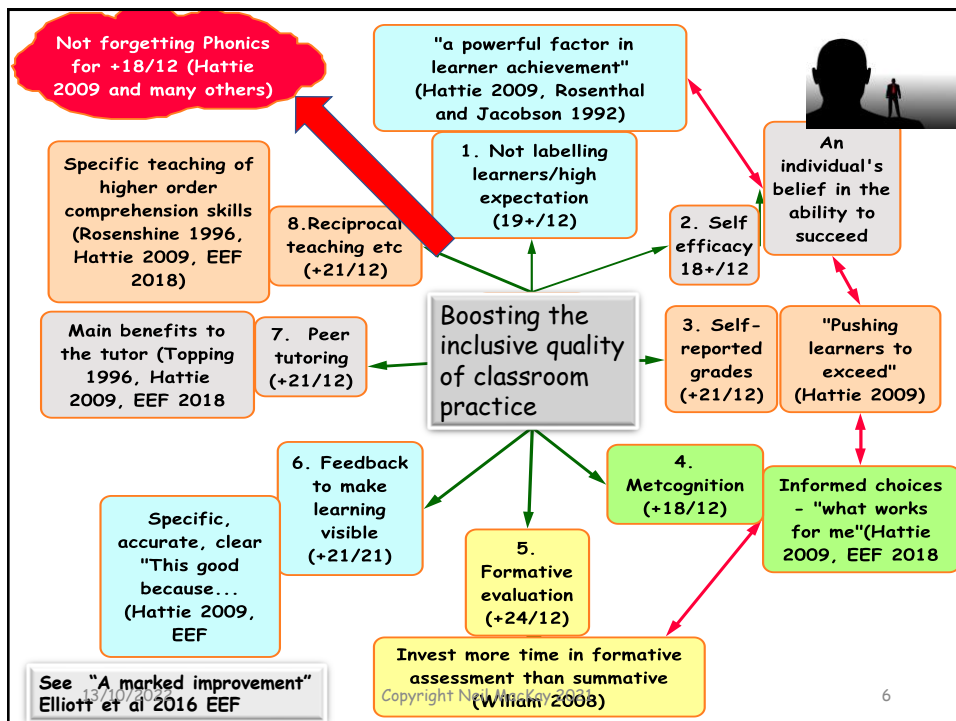
# "Feelbad Issue": "I can use those jargon words properly when I talk but I just can't spell them"



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# Introducing:

"The 4 Rules of Single Vowel Syllables"

Or

How to make single vowels in syllables say what you want them to say

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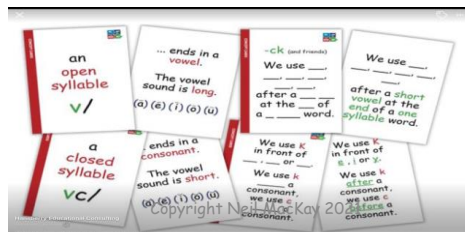
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## Single Vowels in syllables:

- Usually say their 'name' or their 'sound':
- 'ah' - as in apple
- 'ay' - as in ace - and so on
- You can talk about open/closed, long/short but..... likely to be associated with previous failure - So I prefer "name or sound"
- The question is- where does a single vowel sit in a syllable to give the sound we want?



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## Sounds? Two places:

- A single vowel usually says its sound:
- When it is in a **consonant sandwich** (cvc) 'cat' 'run' etc
- When it is **begins** a syllable - 'im/port/ant, ge/o/o/gy
- Think "im/pact"

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## Names? Two places:

- A single vowel usually says its name:
- When it is at the **end** of a syllable - 'sci/ence'
- When it is **alone** in a syllable - 'o/pen
- Think 'e/mu'
- Also 'ge/o/graphic' and so on

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Please get me "o,u,a,e,d,b,f,t,c,s"

Ob fus ca ted

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So..... Eight steps to success

1. I say, we say, you say
2. I clap, we clap, you clap
3. Say the first syllable
4. Write it - watch out for a silent letter!
5. Finger space
6. Say the next syllable
7. Write it
8. Finger space - and so on

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Any issues for tweaks for policy/practice?

*Strategy*  
 Most jargon words are "splittable"  
 All staff teach the four rules of syllabification  
 to mastery

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A colleague says "How can I get them to comprehend when they struggle to read the words?"



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Memory

Combine auditory and visual input in the form of images

**“Feelbad Issue”：“I understand it fine when you read it to me but I just can't get some of those words”**

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# Baseball and Comprehension

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Recht, D.R. and Leslie, L., 1988. Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), p.16.

- Each student heard the same story narrating half an inning of a made-up baseball game
- Asked to read the story
- Use a model to reenact the action.
- Quiz

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Recht & Leslie (1988)

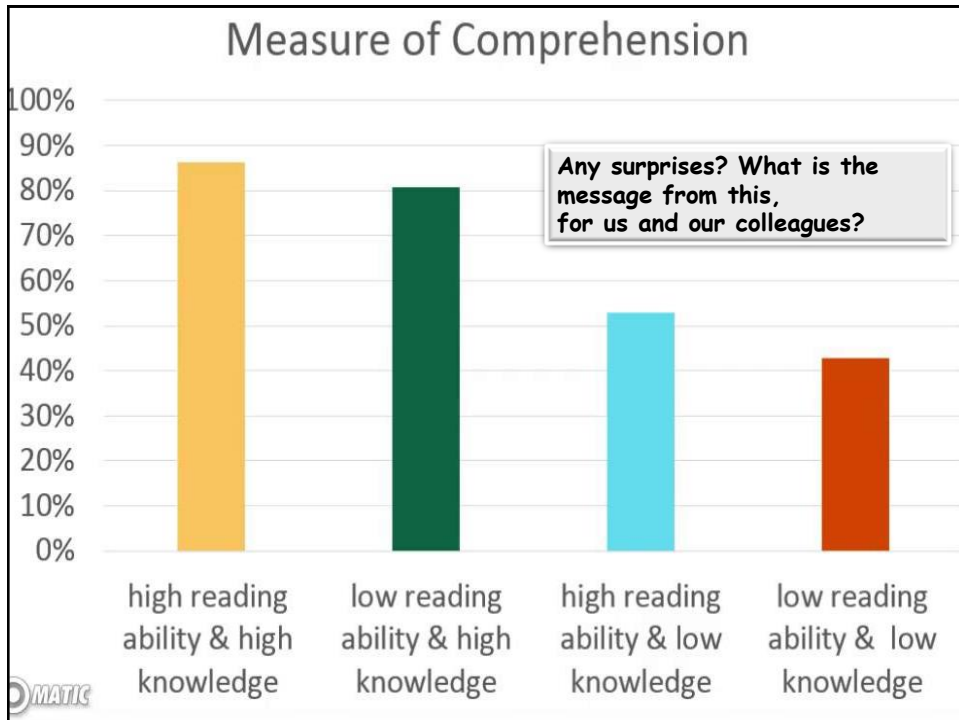
### The Baseball Study

High reading ability High knowledge of baseball	High reading ability Low knowledge of baseball
Low reading ability High knowledge of baseball	Low reading ability Low knowledge of baseball


**Prediction time** - rank the four groups in order of probable comprehension success



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## The results

- Prior knowledge really can compensate for lack of reading ability
- Weaker readers can do nearly as well as strong readers if they had been introduced to the key elements before being asked to read a passage.
- So.....
- *Message for colleagues?*

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I see...

I think...

I wonder...

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Maya Writing

What do we do first?

FREE CAPACITY

GERMANE LOAD

EXTRANEIOUS LOAD

INTRINSIC LOAD

TOTAL WORKING MEMORY CAPACITY

TOTAL COGNITIVE LOAD

The cost of getting it wrong is "cognitive overload"

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Another approach

## TCP-QR

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- **T - Title**
  - What is this all about?
  - How does it fit in
- **C - Captions**
  - Anything in bold
  - Anything which catches the eye
- **P - Pictures**
  - Context clues
  - What is it about?
- **Q - Questions**
  - Highlight "action" words
  - Any new information?
- **R - Reading**
  - Skim/scan for information
  - How accurate were your predictions?

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Memory

Combine auditory and visual input in the form of images

**"Feelbad Issue":**  
**"I can tell you all about it really well but I just can't get it down on paper"**

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**Issue**  
**A colleague asks,**  
**"How can I help them**  
**get their great ideas**  
**down on paper?"**

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# Three reasons why - all centred around cognitive overload.



1. Too many ideas

Reluctant writers because....



3. No idea how to get started



2. The ideas never come out in the right order

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## Modelling the writing process

- Step 1 - Generating ideas - group brain



- Step 2 - Multi-sensory selection and ordering of ideas in the form of an appropriate planning tool - mind map, story board, flow chart etc.



- Step 3 - Add value



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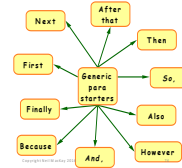
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# Modelling the writing process

- Step 4 - Present appropriate scaffold/framework and optional paragraph starter phrases



- Step 5 - Talk it out



- Step 6 - Write it up

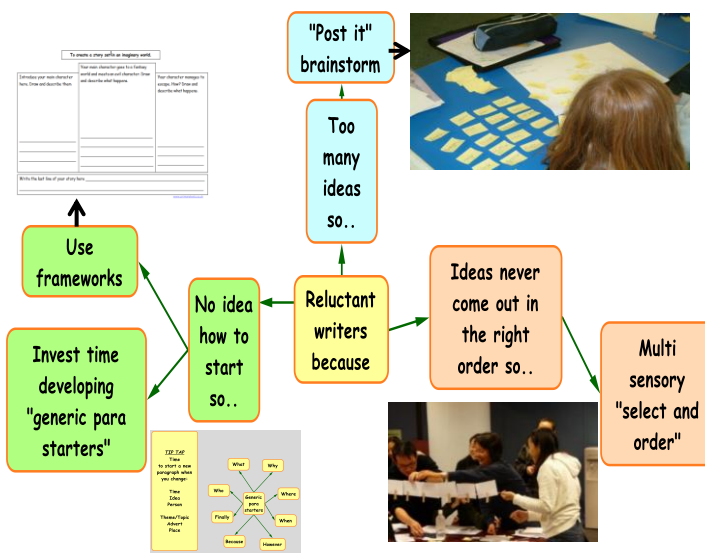
7 executive functioning skills we use in writing



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# Let's make it work and go to "The Island"



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**1. Brainstorm your ideas onto the post it notes - one word (noun) or picture per post-it**

**Step 1**

valley



**2. Stick them on the table as you do them**



ocean



volcano



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The initial brainstorm might look like this - time to prime the pump.....

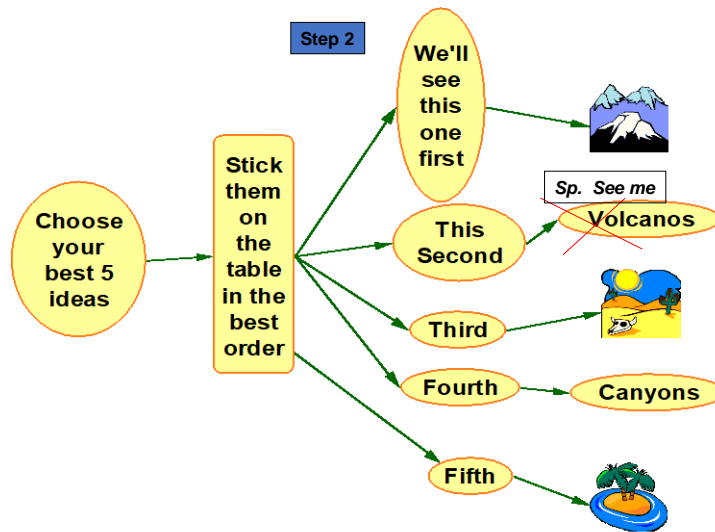


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Turn your page over again please.  
"Adding value time"



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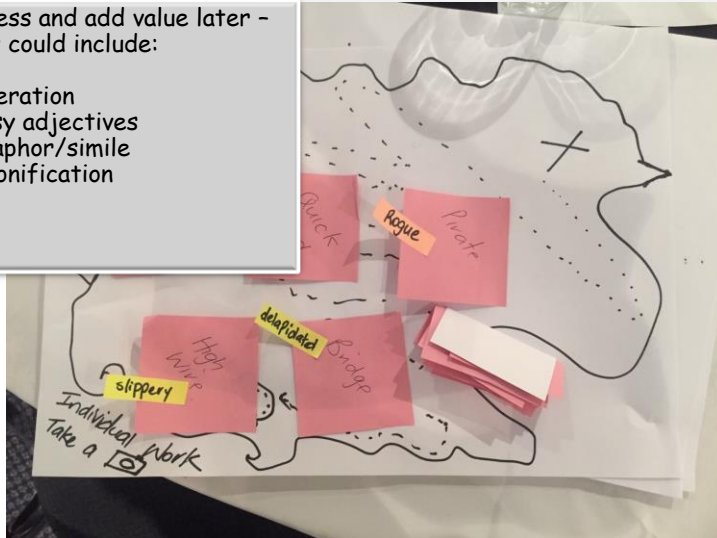
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1. Stick your events/encounters stickies on the route in the best places. Then .....

Re-process and add value later - challenges could include:

- Alliteration
- Classy adjectives
- Metaphor/simile
- Personification



2. Add at least one" adjective/adverb to each stickie

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Next step - Talk it,  
then write it



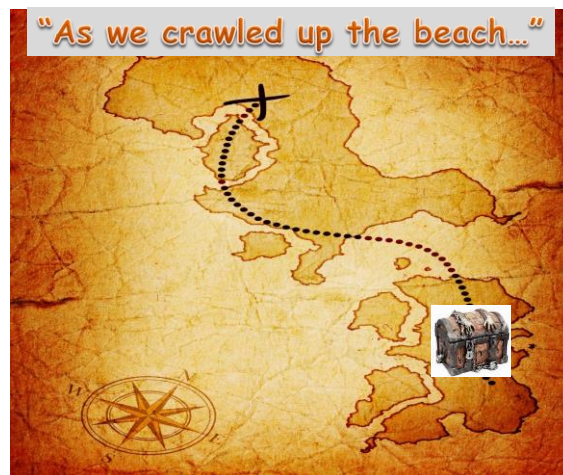
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Time to give a helping hand. Always,  
always, always offer a paragraph starter-  
**all** subjects, **every** time (policy issue?):



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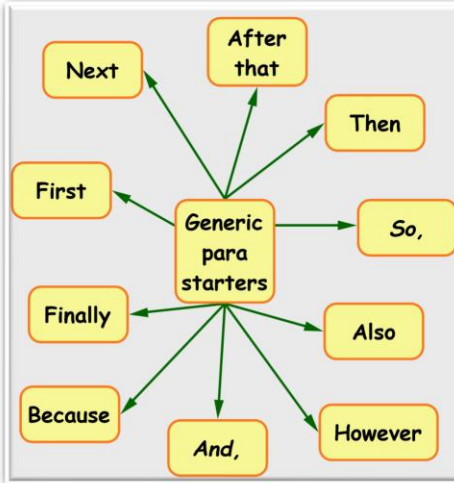
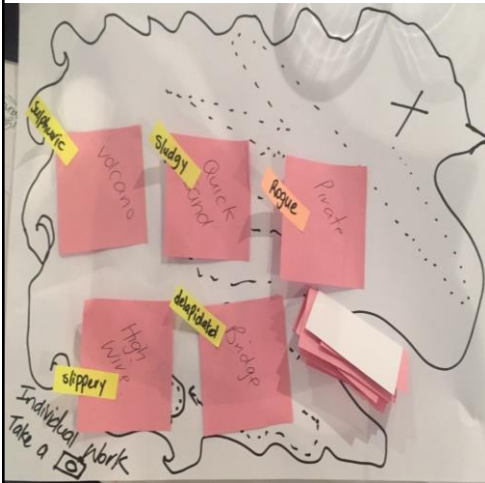
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Time to give a helping hand to reduce cognitive load:

**"As we crawled up the beach..."**



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**Memory**

Combine auditory and visual input in the form of images

**"Feelbad Issue":**  
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**Take Away**

Strategy  
Thinking without boundaries  
before ordering, selecting  
and adding value. Then...

**TALK IT OUT**

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**Take Away**

Putting it all together

**Takeaway Menu**

CLICK & COLLECT

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Final Message?

**Go For It**



Because getting it right for Dyslexia really does get it right for all

The image features two glass fishbowls. The smaller one on the left has a goldfish jumping out of it, with a splash of water. The larger one on the right is empty. The background is a light blue gradient.

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