

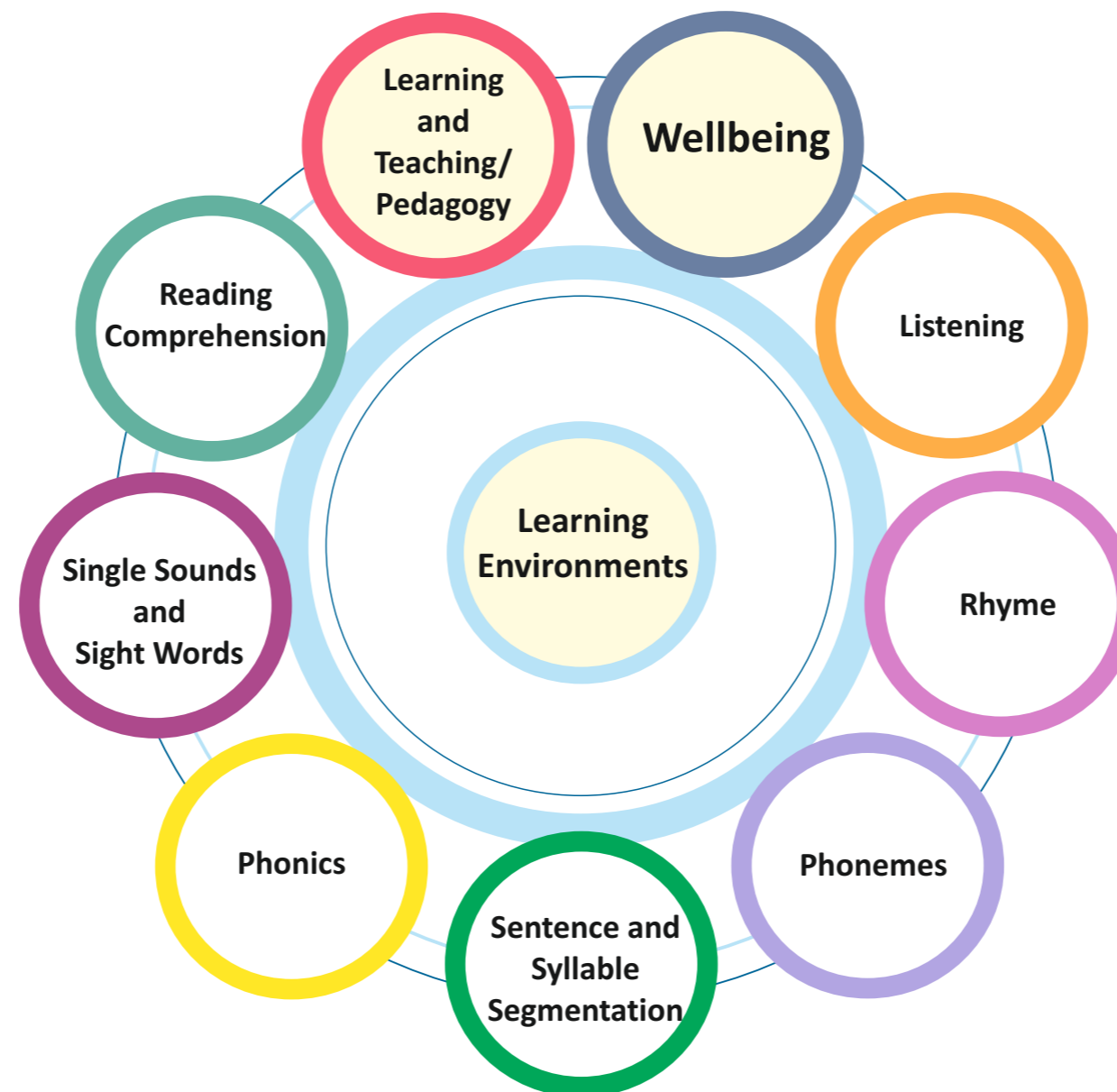
# Reading Circle

## 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/)

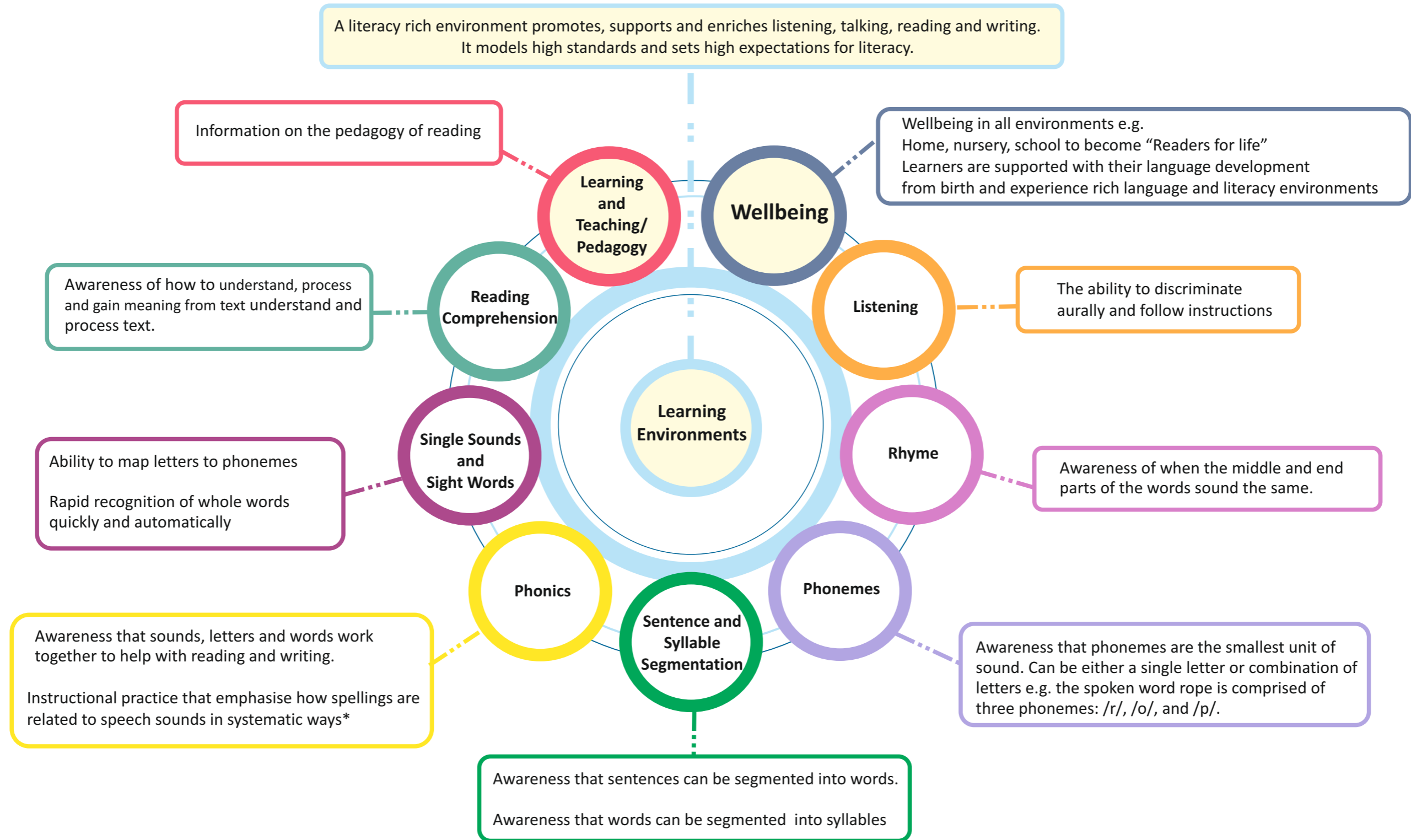


**Within any of the areas identified there may be auditory/visual and working memory issues**

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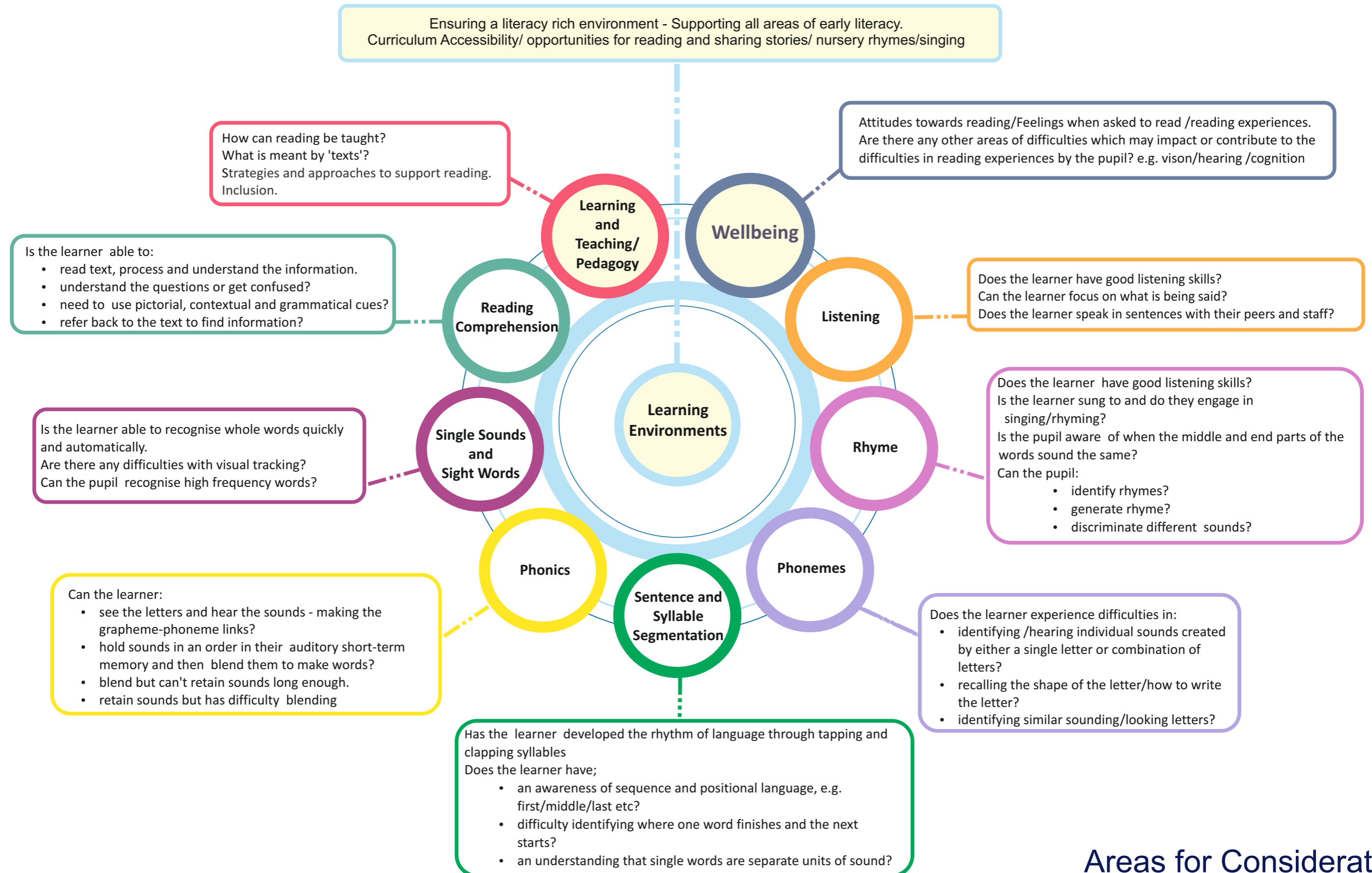
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Descriptors

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**Areas for Consideration**

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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.

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

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

Talk 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  
Use of coloured overlays  
Paired and shared reading activities  
IT games

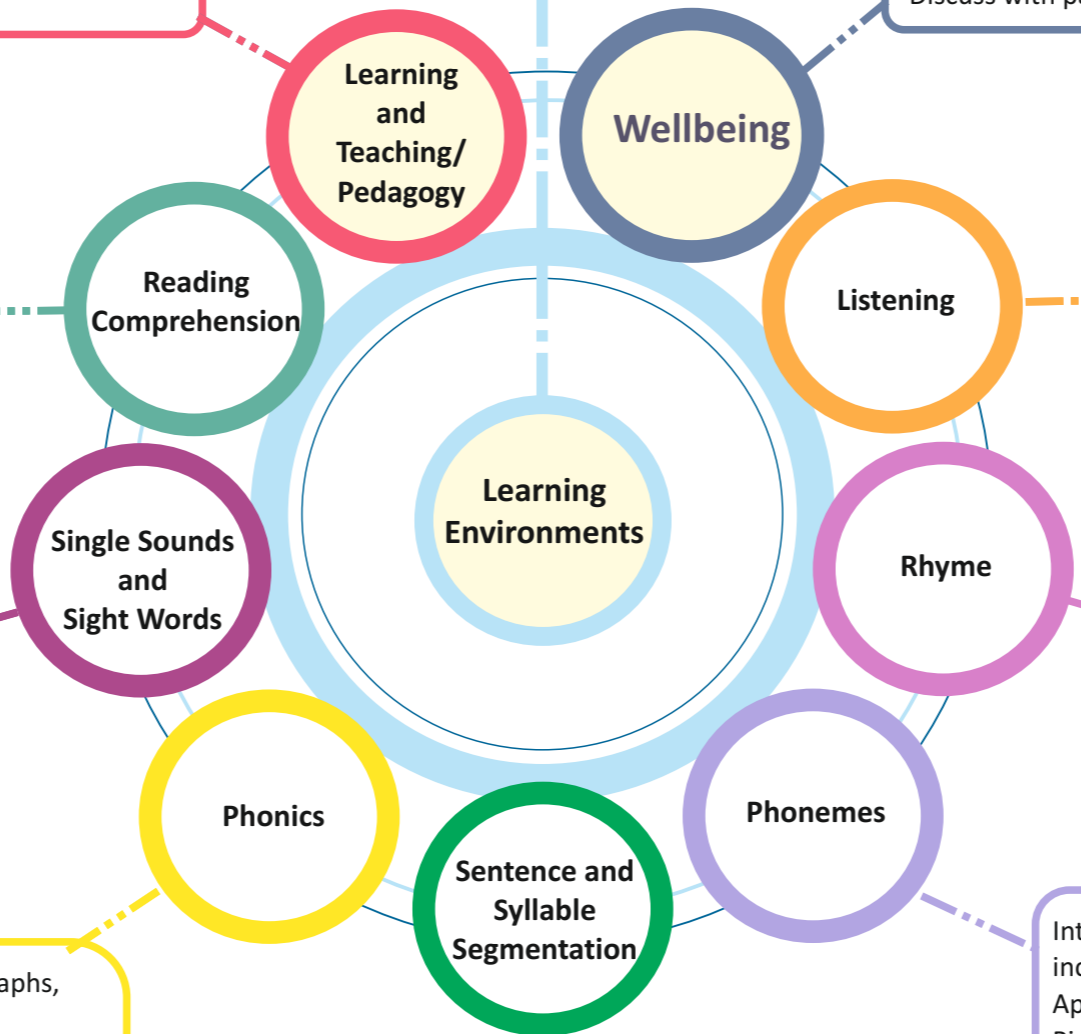
Structured phonic programmes-CVC words, consonant blends, simple digraphs, vowel digraphs, complex digraphs, multi-syllabic words, nonwords.  
Building and breaking down words.  
Introduce lots of multisensory learning incorporating concrete supports  
Elkonin sound) approach boxes and Segmentation/blending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

GDSS 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

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



**Strategies/Resources/Links**  
Full lists online

Name -

Class

Date

School

