



## Dyslexia has nothing to do with intelligence!

<https://www.youtube.com/watch?v=3XQcdVp9s1s>



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## How to help your child read regular words.

1. Say the letter sounds correctly
2. Help your child think about sounds in words
3. Explain that some words are 'regular', and some follow a rule that helps us to read them.
4. Know what sound each letter makes



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## How to say the sounds

- Letter sound= p
- Letter name = pee
- We are using sounds



- Clip your sound ~~su~~/~~a~~/~~tu~~-s-a-t
- Your child can look at their mouth in the mirror and feel the sensation of the letter

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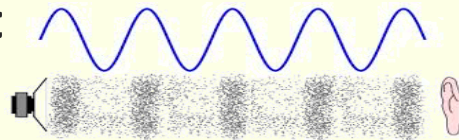
## Help your child think about sounds in words

### Phonological Awareness

- Play I spy .....
- Make up funny alliterative sentences:

Molly likes mice, mints, moles and magnets

- Find me 3 things that begin with 'p'
- Play 'What's in the box?'



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# What does the sound look like



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## Playing Games



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## Phonics

- Phonics teaching trains the reader to make the translation from written letters to spoken words, **matching letters to sounds**.
- In English there are 26 letters for at least 44 phonemes (sounds).
- Some sounds are represented by more than one letter  
e.g. /oh/ = th **ough**, rainbow, over, hoe.
- Start with single letters and then move on to 2 or more letters making one sound



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## The first type of word....

m-a-t  
● ● ●

s-ou-n-d  
● ● ● ●

l-igh-t  
● ● ●

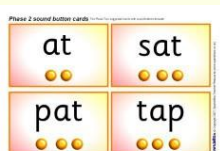
= phonics  
Regular words



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## Helping with Phonics

- Sound buttons



Single sounds: j a m  
● ● ●  
Digraphs : c h i p  
— ● ● ●  
Trigraphs : h a i r  
● — ● ●  
Split digraph: s n a k e  
● ● ● — ●

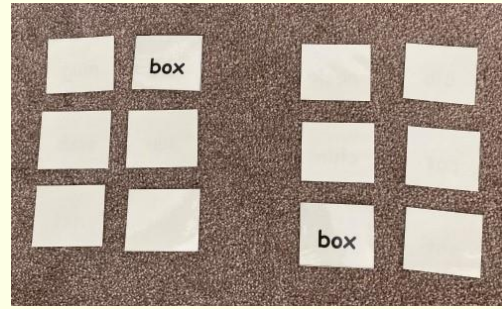
- Read words containing the same sound /ay/ day, bay, say, lay
- Magnetic letters
- Games



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# Helping with Phonics



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## First 100 High Frequency Words

*in frequency order reading down the columns*

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

## Next 200 High Frequency Words

*in frequency order reading down the columns (water to laughed then let's to grow)*

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

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## How do we teach these hf words?

- Work out which ones they know and don't know.
- Work on one word at a time.
- Maximum of four at any one time.



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## Strategies for learning high frequency words:

1. On the first few occasions read the word to your child before asking them to read it.
2. Talk about the look of the word, its shape, length and the exact sequence of letters.
3. The word could be written on a card and your child reads it.
4. If they succeed the card goes in an envelope/box, if they don't know the word they can be told it and the card is put to the back of the pile to give another opportunity for it to be read correctly.



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## Make the high frequency word more memorable:

- Add an image that links the word to its meaning



- Draw attention to the shape of the word

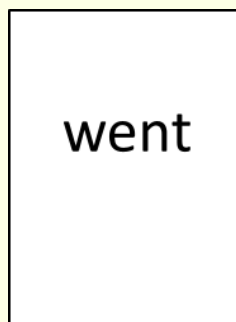
where

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## High frequency word cue card:

Front Back

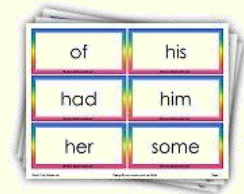


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## Make reading high frequency words fun – play games

- Pairs game
- Snap game
- Bingo game
- Timed challenges using precision teaching sheets
- Tracking game
- Colourful visuals



here there hair here

there tree hurt here

NB - Use internet to download free game templates

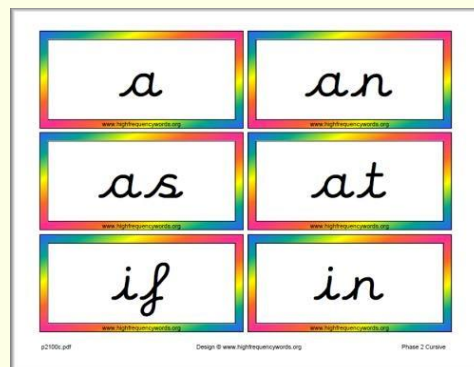
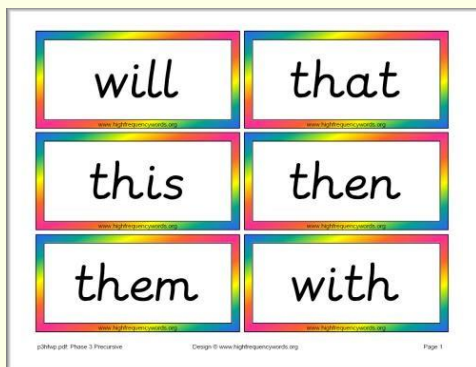
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## Useful websites



- <http://www.highfrequencywords.org/>



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# More.....



- [https://worksheetgenius.com/english\\_worksheets.php](https://worksheetgenius.com/english_worksheets.php)

Name \_\_\_\_\_  
Date \_\_\_\_\_

**Precision teaching**

they	said	where	their	who
there	said	their	who	there
where	they	who	their	there
said	where	they		

How long does it take you to read all of the words?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

call	there	who	call	there	said
where	here	they	why	they	where
who	they	their	come	why	who
there	call	where	they	call	there
there	where	why	why	because	they
call	when	they	call	who	where

Circle and read left to right

where	call	why	who	there
they	said	their	come	because
here	when			

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# And...



- <https://www.twinkl.co.uk/>

**Snakes and Ladders**  
High Frequency Words

**We need:**

- One Snakes and Ladders board
- A die
- A counter per player

**How to play:**

1. Players take it in turns to roll the die.
2. The player with the highest number goes first, the person with the second highest goes second and so on.
3. The player moves the counter the number of spaces shown on the die.
4. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
5. If a player lands on the bottom of a ladder, the player's counter slides up to the square at the top of the ladder.
6. The first player to reach the Snake in the bottom right corner wins.

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## About paired reading



- Use this for a pre-school child who shows signs of wanting and being ready to learn.
- Use it to help a child who has started school but lacks confidence or some of the skills necessary for independent reading.
- Use it for older children whose reading is not fluent.
- Use the right books for your child's level.
- It aims to build confidence and NOT to focus on mistakes.
- It's best to do it about 10 minutes a day.

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## There are three stages to paired reading:

### Stage 1 – Reading together:

- Child chooses book (remember 5 error rule)
- Read aloud together, with adult or child pointing to the words, and child reading fractionally behind the adult or simultaneously if they can.
- If the child makes a mistake, adult says the correct word, child repeats the word, and reading together continues.
- Periodically child is given praise for reading skills e.g. “good”

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## Stage 2 – Independent reading:

- Arrange a sign (such as a tap).
- When adult and child are reading together, and child wants to read alone, they give the sign and the adult stops reading and the child continues reading alone.
- If child makes a mistake, adult says the correct word, child repeats the word, adult gives praise “good”, and then adult and child continue reading together until child gives the sign again that they would like to read alone..

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## Stage 3 – Discuss what you have read:

- At various intervals, adult asks child questions about what they have been reading
- Ask simple, literal questions  
e.g. “How did Bob travel to London?”
- But also try asking more tricky inferential questions  
e.g. “How do you think Bob feels about being in London?”
- And try predictive questions  
e.g. “How do you think Bob will travel home?”

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## Audio books

You child may enjoy listening to audio books. This will improve their verbal vocabulary, word knowledge, and can support their development within the curriculum.



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## And Finally ...



- If there's no time for anything else....



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