

Interventions and Programmes

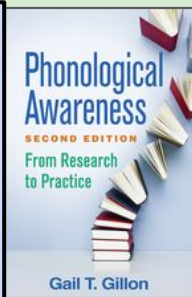
Dyslexia - SPELD Foundation

Information on teaching children with dyslexia : teaching reading, spelling and written expression



Text : *Phonological Awareness From Research to Practice - Gail T Gillon*

Onset- Rime Awareness
Phonemic Awareness
Phoneme Identity
Phoneme Segmentation and Blending
Phoneme Manipulation
Phoneme Substitution



iCept



About dyslexia

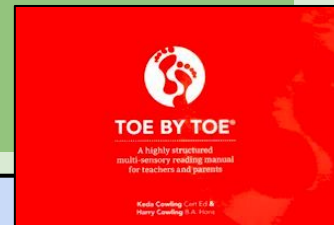
Suggestions for teaching
Phonological Awareness, Reading Words, Writing and Spelling



Toe to Toe Programme

A highly structured multi-sensory one-to-one reading manual which can be used by either teachers, learning support staff or parents to establish reading skills. Once the sound of a phoneme has been taught using the 'polynons' (nonsense words), these rules can then be applied to any multi-syllabic word and students find a whole new world of reading opening before their eyes.

Toe by Toe helps any child or adult who has difficulty in **decoding** text. That is, reading unfamiliar words confidently and accurately. It also helps improve reading fluency. That is, reading without pausing or hesitating when confronted by an unfamiliar word.



MultiLit

Making up lost time in literacy. Developed by Macquarie University Special Education Centre

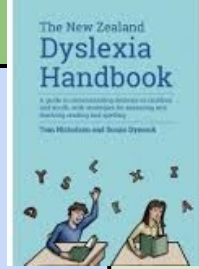


Interventions and Programmes

[The New Zealand Dyslexia Handbook](#)

Part 4 : Tackling Dyslexia -

- Ch 7 Teaching children with dyslexia to read
- Ch 8 Teaching pupils with dyslexia to spell and write
- Ch 9 The Importance of fluency and how to teach it effectively



[Nessy.com](#)

Nessy programs are designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently, including:

- Mainstream
- EAL
- Homeschool
- Students with dyslexia

Nessy has a fun, multisensory approach to learning, we use games, videos and worksheets to help build confidence and teach valuable reading, writing and spelling skills.

Nessy also has a complete suite of [apps](#) to help teach letters, phonics, first words, syllable division and more.

Vocabulary instruction is best when it involves having students draw a symbolic or realistic representation of the word. It requires them to make meaning from a word in a way that memorization of a definition does not. One can't fake a picture. The first step in generating an illustration involves grasping the meaning or the context of the word. **It doesn't require artistic skill, but it does require thinking deeply.** Creating the image also stores the word's meaning in a different part of the brain, generating a visual association. Having students make pictorial flashcards can be a helpful strategy. Making a little drawing next to the word and its definition is another good practice". The ready-made words provide educationalist and students help with putting learning on track faster and also provides a really useful model of the concept, i.e., what type of illustrations support visual association.

[Snapwords](#)

[Eyewords](#)

Interventions and Programmes : STEPS and Dyslexia

Ros Lugg is the managing director of The Learning Staircase, literacy resource providers. Ros is a specialist teacher and assessor with extensive experience in New Zealand and the UK. Ros created the computer based programme Steps to Literacy, aka 'Steps'.

Steps is an effective, easy-to-use, computer-based literacy development programme suitable for all levels, from early readers to adults – as well as English language learners.

Steps is designed to be used in a variety of contexts. It is used as a whole-class resource to support class-based literacy teaching, ESOL teaching and language development. However, it is also **effective in a remedial setting with learners who have processing difficulties such as dyslexia**. Learners in this category typically have a variety of processing weaknesses which may prevent them from developing literacy skills such as phonological awareness, visual perception, sequencing, memory and motor development.

[Click here](#) for the link to the *Steps and Dyslexia* webpage.

[Click here](#) for the link to the *StepsWeb* webpage.



Live Help
Operator Online



Steps Web is the new online programme: It has the same Courses and Wordlist features as Steps, but can be used on any device, including iPad, Chromebook, Android tablet or, of course, PC/Mac. Features include:

- Ability to create your own wordlists and set homework
- Analyse errors and provide diagnostic information
- Visual speed recognition test – identifies learners with difficulties
- Placement test for the right starting point on Courses – then fixed progression.

Technology Support

Digital Storytelling Apps

[Pic Collage](#)

[My Story](#)

[Scribble Press](#)



Voice Recordings - Apps

[Puppet Pals](#)

[Quick Voice](#)

[Story Robe](#)

[Voice Typing](#) using Google

Docs



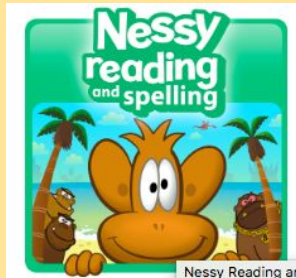
[Nessy.com apps](#)



Hairy Phonics 1

After learning letter sounds you need to master consonant digraphs. Learn 9 phonemes : sh, ch, th, ck, ff, ll, ss, zz, ng.
Ages 4-6 years.

[Nessy.com programs](#)



[Microsoft signed global pledge to help people with dyslexia](#)

[Dictation](#)

[Immersive Reader](#)

[OneNote](#)



[Dance Mat Typing](#)



Technology Support

[Click on this link](#) to access the *Agility with Sound* website which includes the WordChain link for purchasing the 4 WordChain apps.

Betsy Sewell:

Wordchain 1 is very good for students working at the most basic level who have persistent decoding issues and need frequent repetitions to give the connection between sound and letter combinations. It provides a structured approach to learning that means they get a sense of progress and tackle one decoding task at a time. The children I have worked with have found Wordchain engaging and motivating as they move through the levels; this includes older students.

Wordchain 1 & 2 iPad bundle – save 25%!



WordChain 1 NZ
Education



WordChain 2 NZ
Education

Wordchain 3 & 4 iPad bundle – save 25%!



WordChain 3 NZ
Education



WordChain 4 NZ
Education

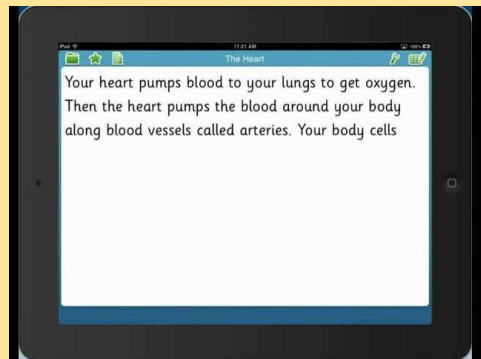
Technology Support

IPAD apps -

- Book Creator
- Clicker Sentences
- Clicker Doc
- Clicker Books

Learning Ally

This app provides access to the Learning Ally library of human-read audiobooks offering the largest selection of books students want and need to read, including bestsellers, literature, and textbooks. Now students have interactive learning tools geared to help them succeed including: highlighted text synced with the audio narration, speed control, bookmarking, highlighting, and note taking.



Other Technology Support Links to articles and websites

Link	Justification
https://www.teachthought.com/literacy/50-popular-ipad-apps-for-struggling-readers-writers/	50 possible apps for struggling readers and writers
Link to Assistive Tech options	Offers a guide to AT tools for reading
Link to How Assistive Technology Helped My Son with Dyslexia	<p>When Kathy's son was young, he struggled with reading. He spent so much energy and effort just trying to read what was in front of him that he didn't have the strength left to actually learn anything from his readings. Enter assistive technology for dyslexia.</p> <p>Now, Kathy calls assistive technology for reading, "a game changer." From audio to text to speech, hear about how her son's performance in school improved after using AT, and why tools like audiobooks and text to speech can help a child with dyslexia work towards his strengths and not be limited by his weaknesses.</p>
Link to Assistive Technology Tools for Reading Link to Assistive Technology Tools for Writing	The information is provided to guide parents and educators in selecting products to meet children's specific needs.
Link to Dyslexia Help site	Provides app options to support learning.
Link to Inclusive Technologies website - Spectronics	Offers inclusive technology options to support learning.