GROWING THROUGH DYSLEXIA
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Activities to Support Continued Learning in a Linguistic Phonics Framework

Reading

Have your child read aloud to you daily for 20 minutes.

When reading books with your student, have them read a few sentences to a paragraph at a time. Once they read the section out loud, you take a turn to read it while they follow along. Then, they read it back to you again to practice fluent reading. This is best done with sections of text they struggle through, so that they can have an opportunity to read fluently. Re-reading can be done multiple times in the same passage to support recognition and automaticity of high frequency words and support student prosody and intonation. Re-reading passages has also been shown to have a positive impact on both fluency and comprehension. (Samuels, 1997; Winn et al., 2006)

Reading Resources for Below-Grade-Level Readers

For students reading below grade level, it's important to use materials that support skill development while honoring their age, interests, and confidence.

High Noon Books (High Noon Books):
Offers *Hi-Lo* (high-interest, low-readability) books that feature controlled vocabulary and sentence structure, making them accessible while still engaging for older students.

Phonic Books (phonicbooks.com):
Provides decodable, age-appropriate books and workbooks designed for older struggling readers, following a **linguistic phonics** approach to support reading development through structured patterns.

Audiobook + Text Highlighting Tools

These tools are helpful additions to traditional reading instruction. They allow students to listen to books while following along with the text, supporting fluency, word recognition, and comprehension. *Note: These do not replace direct reading practice but serve as valuable supplemental tools.*

Bookshare – Free for qualified students with reading disabilities; features text-to-speech and some human-narrated titles with text highlighting.

Learning Ally – Subscription-based access to a large library of human-narrated books, including academic content and novels.

Epic! – A digital library for ages 5–12; many titles include read-aloud and text-highlighting features. Free through school access or available by subscription.

Samuels, S. J. (1997). The Method of Repeated Readings. *The Reading Teacher*, *50*(5), 376–381. http://www.jstor.org/stable/20201787
Winn, B.D., Skinner, C.H., Oliver, R., Hale, A.D. and Ziegler, M. (2006), The Effects of Listening While Reading and Repeated Reading on the Reading Fluency of Adult Learners. Journal of Adolescent & Adult Literacy, 50: 196-205. https://doi.org/10.1598/JAAL.50.3.4

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Spelling/Writing

Say Each Sound As You Write

> "Remember that if you are uncertain about the sounds in a word you must always listen to yourself and others speak it. If you sit studying the way words are spelled you may unwittingly end up trying to alter your speech to conform to the various spellings. This is NOT how writing works! Writing is about encoding the speech sounds of every single individual's speech, not about making their speech conform to what is written." (Microsoft Word - English spellings Lexicon 10th Dec - minor edits.docx (sounds-write.co.uk)

Have your child write or journal daily for 5-10 minutes.

Reading and spelling go hand in hand in linguistics phonics. Your student should continue to say the individual sound as they write the spellings. This helps students to retain sound patterns and authentically discover the spelling of the sounds in the words. This process can be used when correcting spelling in writing or when practicing spelling words for school. Saying each sound as you write can be done by giving the student the correct spelling of the word and asking them to write the word as they say the sounds. If your student struggles with the sounds, have them first say the whole word out loud and then count individual sounds. A sound spelling chart can be found here: Phonic high-frequency word chart – Phonic Books US

Spelling Resources for Below-Grade-Level Spellers

For families seeking more structured practice at home, the following tools and programs offer targeted support:

Phonemic Manipulation: *Switch It* by **Reading Simplified** is a free, interactive game that helps students build skills in sound manipulation—an essential foundation for reading and spelling.

Writing: The **Institute for Excellence in Writing (IEW)** and **ThinkSRSD** provide comprehensive, research-based writing curricula that break down writing into manageable steps and support strong foundational writing habits.

Spelling: Sequential Spelling and **Spelling Power** offer word lists and routines that organize instruction around sound patterns, supporting consistent, phonics-based spelling practice.

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Home Practice Word Study Routine for Sequential Spelling

This word study routine is designed to support your child's spelling, reading, and writing skills through daily, structured practice. It follows a four-day rotation and builds on foundational patterns in English spelling.

4-Day Rotation Schedule

Day 1: Focus on *base words* (root words with no endings).
Day 2: Add *plural endings* (e.g., -s, -es) to the base words.
Day 3: Practice *past tense endings* with "-ed."
Day 4: Introduce *suffixes* like "-tion" or "-ing."
Day 5: Begin a new set of words and repeat the 4-day cycle.

List Length

Elementary students: 5 words per rotation
Secondary students: 7 words per rotation

Tips for Effective Spelling Practice at Home with Sequential Spelling

To get the most out of this routine, we recommend the following:

1. **Preview the Word List Together:**
   At the beginning of each 4-day rotation, sit down with your child and look over the new list. Talk about the words together and point out any patterns.

2. **Say Each Sound While Writing:**
   Encourage your child to say each sound out loud as they write the word. This helps strengthen the sound-to-symbol connection and reinforces accurate spelling. Remember, one sound can be spelled with 1, 2, 3, or 4 letters!

3. **Use EBLI Sound Lines for Challenging Words:**
   If your child struggles with a word—or if you anticipate difficulty—walk through the EBLI *multisyllable spelling* process. This breaks the word into manageable parts and supports deeper understanding.

4. **Immediate Error Correction:**
   Correct mistakes right away as they happen, rather than waiting until the end of the list. Prompt feedback helps prevent the reinforcement of incorrect patterns.

5. **End with Dictation Practice:**
   On Day 4 of each rotation, create 2–4 short dictation sentences using words from that week's list. This encourages spelling application in context and reinforces learning.

6. **Practice Consistently:**
   Aim to complete a word list nearly every day to build consistent habits and accelerate progress.