

The Dyslexic Reader

Often poor at decoding, but..... may have poor or good comprehension.

Often, have short and long-term memory problems as a result of an inability to organise and file material efficiently.

Comprehension difficulties faced by Dyslexics

Decoding – read slowly so lose the meaning

Forget what they have read – memory

Need to read every word and then re-read sentences until they understand

Unable to make connections between ideas – fact retrieval

Lack breadth of reading experience

Grammar complexities

Don't understand some of the vocabulary –weak receptive language skills

Sequencing and ordering

Low motivation, lack of self-esteem, confidence and frustration

- ❖ Good readers have 4 x more vocabulary than those who don't read (parents and teachers need to read to their children and encourage the use of auditory books)

Types of Comprehension

- Literal
- Analytical
- Inferential

All dependent on the understanding of vocabulary!

Higher order thinking skills of prediction and deduction are also essential

Memory affects comprehension

- Poor short term memory
- Sequencing problems
- Inability to connect information to retain it
- Cannot use context to help them

Reading Technique

Skimming

Scanning

Accuracy

Skimming

Look quickly to get main idea/ check relevance

Look at: Title

Start and End

Any pictures /diagrams

Headings / sub-headings

Captions

Bold Type

Scanning

A search for one specific bit of information - What will the key information look like?

- Look for key words and read around them
- What length is the word?
- Will it have: a capital letter, a number, a letter string (long or short word)

Accurate reading

In order to understand and remember, you need to read every word

- Read it once
- Start again, slow down, track under the line, read every word
- Highlight key words

Interactive reading

For retention and revision you need to **do something** as you read the text

- Draw a mind map
- Write notes
- Stick in 'post its'
- Highlight own copy of book or a photocopy of text

Useful Acronym: RAP

Read the information

Ask "What is it all about?"

Put it into your own words

DARTS - Directed Activity Related to Text *(This needs to be specifically taught)*

- Use colour – highlight key words or key points
- Underline topic sentences
- Prioritise ideas
- Write in margins
- Sort information
- Use Labels, Post its
- Box headings and sub-headings
- Summarise
- Clarify –ask questions
- Present in a different form e.g. chart, diagram, mind map, poster

When revising you have to **DO something** with the text in order to remember it.

Exam Questions

- ✓ Look for Content of question
- ✓ Look for any limiting words (e.g. 'Answer only two ...' or ...'either / or')
- ✓ Look for the process – what to do (e.g. compare, contrast, illustrate, discuss)

If there is too much information in the question then the student will not actually know what to do e.g. "Answer all the questions in section A and either one in section B or one in section C. Write in black ink."

Focus on the 5 R's of reading

1. Revisiting – builds up confidence
2. Reviewing –what bits were hard/ easy
3. Rehearsing – preparing, vocabulary
4. Reading silently for meaning
5. Responding and reflecting – needs lots of time for this.