

Dyslexia Can Be Treated

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Abstract: This article reviews dyslexic primary school children who have got reading and writing disabilities from early years of school. Therefore, this project concerns related researches which were done about early diagnosis and their possible treatments and precautions might be taken in the acquisition of word-identification (decoding) skills in children who are at risk of dyslexia. In light of those data, a class of primary children was monitored from 1st grade to 3rd grade. Some of them were identified as at risk for reading disabilities based on teacher's observation and assessment of the test results. Those children were taught literacy systematically according to the correct letter sounds. Children's phonological processing skills were considered while teaching and observing the grapheme, phoneme joining stage (very early stage of the literacy gaining). As this deficiency is a process and may continue into the adulthood; teachers, educational facilities and parents should be conscious of it and take vital measures. 3rd grade poor readers' literacy progress was observed by assigning to read irregular word list, some paragraphs in their levels and phonics progression words which were prepared by the teacher. All procedures were recorded and revised again to make sure whether results were correct.

Keywords: Dyslexia, Pseudo-Words, Phoneme, Grapheme, Articulation, Decoding, Literacy, Phonics, Non-Word

1. Introduction

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling (Rose 2009.) Dyslexia is a disorder of the language-processing systems in the brain. It is a specific learning disability in reading, writing and spelling (Temple 2003.) People think that it is a result of stupidity problem. However, it is not associated with mental deficiency and can be cured by raising awareness. According to the research conducted by the Department of Psychology, Stanford University "the children with dyslexia improved significantly in reading ability, as measured by tests of real word reading (Word Identification), pseudo-word decoding (a measure of phonological awareness) (Word Attack), and passage comprehension The improvements on these three tests raised the dyslexic group's scores into the normal range. Children with dyslexia also improved in oral language ability and rapid naming. The extent of improvement was significant as measured by paired t tests for each test" (Temple et al., 2003, p.2862). Although dyslexia is not associated with intelligence, as people brains can grow rapidly and become more powerful in time when they can read and write, teaching literacy to dyslexic people signifies that they will have brilliant and producing brains, as well. It is proved by the researcher's quote "research about dyslexia provides insight into the possible causes of dyslexia. For instance, dyslexics use a different part of the brain when they read than non-dyslexics do, and they use

more of it” (Wood 2011, p.10). Otherwise, their mental development will stay on the same level and will not show any progress. As they are phonological processing deficit, it is a big deal for them to automatically link phonemes and graphemes when they're trying to decode and then this may cause them to have a confusion of their reading development.

Dyslexia is not sub normality as people think. Actually, it is often hereditary and it's usually relevant with difficulties in concentration, short-term memory and organization. Temple et al. (2003) argues that “developmental dyslexia is a disorder that is defined as a difficulty in reading in people who have the intelligence, motivation, and education necessary for successful reading” (p. 2860). Since a dyslexic child is very difficult for both parents and educators, it may cause to encounter misconceptions about dyslexia because “dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be lifelong in its effects. It is characterized by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual’s other cognitive abilities” (Riddick 2012, p.5). Actually, normal children brains have good word recognition and good decoding. However, it is difficult for struggling students who have got reading and writing deficiency to decode the words. As a result, they may make auditory mistakes by mixing short vowels or due to articulation trouble they may confuse similar looking letters like b- d. Also, because of lacking decoding they may omit or add some letters into the words. Snowling (2008) states that “we measured knowledge of letter names and sounds at 3;09 and at 6 years, and at 6 years we made a more formal assessment of alphabetic competence using a test of non-word reading (of simple consonant – vowel – consonant, CVC items). Predictably, the at-risk impaired group who went on have literacy problems at 8 years performed significantly less well than controls on tests of letter knowledge at both time points. The at-risk unimpaired group did better but, in line with the view that they shared the risk of reading problems, they had poorer letter knowledge than controls, significantly poorer at 3;09 years. More striking were the data from the non-word reading task. On this test, the at-risk unimpaired group scored as poorly as the at-risk impaired group” (p.149). All of the reasons which mentioned above cause them to have trouble throughout their academic life.

Another important factor is that people who are not aware of the meaning of dyslexia assume that it is caused by poor schooling or by poor home background. Also, they claim that poor sight and hearing or deficit of fine motor skills is the reason of dyslexia. As their diagnose is not correct about those children, they may fail the treatment process and it also may be harmful to the students contrary to their aims. Shaywitz (2003) argues that “dyslexia is more than a score on a reading test. In fact, dyslexia is more than just a reading difficulty; it is a way of thinking and of being. Differences in brain organization not only give rise to slow reading, they also generate a different way of thinking. Intact higher level abilities offer an explanation of why reading comprehension is often appreciably above single word reading accuracy and fluency in dyslexia. Often strong vocabularies and strong conceptual skills enable a dyslexic to figure out a word or the gist of a paragraph even when that person cannot decipher the specific word on the page” (p.13). They need a special aid in reading and writing from the very beginning of their school years. “It tends to be resistant to conventional teaching methods, but its effects can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling” (Riddick 2012, p.5). Therefore, governments should take constructive and permanent actions in order to tackle this matter. Because poor motivation for teaching

providing by the ministry of Education, may lead to poorer motivation of learning by the slow learners. As a result, it will drag the generations into a dilemma of literacy as in each classroom there are three or four students over thirty students who have got dyslexia. Thus, destiny of countries, in terms of literacy, will end up with huge amount of them. Rose (2009) stresses that “The Children’s Plan3 made it clear that the Government wants every child to succeed, and it hardly needs to be said that the ability to read well is key to success in education and an essential ‘life skill’. Moreover, reading and writing are closely related, and both are dependent on the development of children’s speaking and listening capabilities” (p.1).

Although, most of the teachers who are the architect of the brain shaping of new generations, are not aware of the real source of this difficulty of reading and writing, indeed. Rose (2009) states that “It is important to develop high quality interventions for children with literacy and dyslexic difficulties and to implement them thoroughly. This will require well trained, knowledgeable teachers and support staff. It is therefore recommended that the Department for Children, Schools and Families (DCSF) should omission short courses for teachers on selecting and teaching literacy intervention programmes” (p.1). Dedicated educators think that they have done every step that is needed in teaching their students’ literacy but they cannot detect any development from them. However, the reality is, vice versa, the lack of knowledge about this deficit delays the process of treatment, even worse, foreclose it. As the researcher Cramer quoted “it is the lack of teacher training that is the biggest barrier to literacy” (p.2). Actually, worldwide experts have a great range of knowledge about this issue. Moreover, they are able to make some tests like eye tracking, dotting and rapid naming tests to examine and diagnose this deficit children. Consequently, under the guidance of all those researches both parents and instructors who suffer from this problem can be oriented consciously. “Dyslexics tend to be top-down rather than bottom-up thinkers; that is, they learn from getting the big picture or the overall idea or meaning first, and then fill in the specific details. People who are dyslexic learn best through meaning, by understanding the overall concept or main idea rather than through rote memorization of isolated facts” (Shaywitz 2003, p.13) Hereby, it may prepare and offer safer learning environment for those particular students and pave the way for perfect education.

There are some methods and signs that help teachers to be able to understand if their students have got literacy difficulty or not. “Early on, in preschool or kindergarten, a child - who has difficulty learning the names of the letters and then the sounds associated with each letter or letter group, and doesn’t seem to be able to learn how to sound out words - should be considered at-risk and assessed for a possible reading problem. At this early stage, often a speech and language pathologist is extremely helpful in assessing the spoken language skills that represent the foundation for learning to read. As a child matures and seems to be struggling with reading and exhibiting the difficulties in spoken and/or written language noted above, that child should receive a full evaluation for the possibility of dyslexia” (Shaywitz 2003, p.14). For instance, dyslexia mostly may become a huge trouble with visually-based issues. As in my class children whose first language consist of Arabic letters which are written from right to left suffer from their English literacy learning in their second language learning process. For example, if the language has got irregular words in it, as phoneme and the grapheme differently sound, look and work it will become a very big reading problem and lead to reading deficit, as well. Therefore, according to my experimentation instructors should use the irregular words tables mostly to raise children’s awareness to those graphemes to take into the long term memory. Another indicator is they

cannot point anyone, cannot show awareness of order and passage of time like the seasons of the year and days of the week. Also, they cannot read maps and do not know the directions, right-left, also direction of letters. In addition, those students cannot repeat the rhythm in a song or in a poem and cannot use their pencils properly due to lacking fine motor skills. Correspondingly, Tracey Wood (2011) gives a small list in her book *Overcoming Dyslexia for Dummies; titled by Being Alert to Symptoms of Dyslexia at Any Age* “writing is barely legible (letters are badly formed and the wrong size). Confused about directionality, such as left/right, up/down, and front/back. Doesn’t follow through with multiple-step chores. Is below grade in reading and/or writing and spelling (as confirmed by her teacher, school tests, or tests done by an educational consultant or psychologist). Adds or leaves out small words when reading (which can totally change the meaning of the text). Has trouble retelling a story. Complains of words moving or running off the paper. Complains of dizziness, headache, or stomachache while reading. Receives grades that don’t match her intelligence” (pp. 33-34). As a result, as teachers we need to observe them and to take notes systematically which will be helpful and save time until an expert examines them.

In order to cure dyslexia, first of all, it is essential to take early precautions such as; help them to store the correct sound patterns of words and correct decoding. Children should be taught phonics (phoneme) while making sounds by feeling the letters. Researches indicate that phonological awareness and decoding have an important role to play in helping those who are in the process of acquiring literacy or have difficulties with it, and those who assist them along the way (中村美代子, 2015.) In addition, touching letters and putting them into alphabetical order may help children with decoding process. Also, it is possible to use the method of dividing the syllables into pieces for long words and then reading them syllable by syllable. Shaywitz (2003) argue that “children be taught reading by evidence-based, proven methods. Such evidence-based approaches have been found to be highly effective for improving reading in children who are dyslexic. Interventions focused at word decoding and single word identification levels have had the most consistent evidence and have been shown to be the most effective, particularly in prevention and early childhood studies” (p.17). In addition, the methods that class teachers imply have vital importance such as; small children may write the graphemes (letters) in the air, on their pairs’ backs and even in the sand boxes according to their way round. Further, using cursive writing in colored line papers in order to differentiate the lines according to their colors will show the children clear path to continue. Also, it is important that they should write the graphemes without lifting their hands. Helping children understand complex instructions, chunking – one instruction at a time, re-ordering, cut down the amount you say, slow down, give visual support, use gesture, thinking/concept maps, demonstrating, quick sketches, avoid idioms, sarcasm, double meanings, simplify the grammar, pausing after you have asked a question commenting on what they are doing, and pausing, rather than asking questions, and dialogues support their thinking and learning (Rose, 2009).

Irregular Words List

(30 children who studied in 3rd grade were given this list to be written. Their reading was recorded and assessed.)

anything, soul, tie heart, paid, roll, bear, know, knife, taught, have, write, listen, ready, money, iron, funny, heard, because, biscuit, said, laugh, rough, doubt, believe, human, warm, talk, height

Irregular Words Reading Results

N. A: She finished reading all irregular words in a row in 32.50 seconds. She just mispronounced the word; soul by omitting the second vowel. During the reading process her automatization was perfect. She read fluently in a high speed and accuracy. Her direct path access is working quite well because she could read smoothly. It indicates that she could pass the three stages of the model acquisition of reading development. If we semtinize in detail the irregular words that she read like height which there is no corresponding with graphemes and phonemes. However, she could read them because of the logographic stage. Also, she was aware of the phonemes since she is very good at reading regular words already. She can match the phonemes and graphemes accurately. She, also, grasps the understanding of the alphabetical principle and phonological awareness. She has got a decoding ability and can use the decoding route properly. Besides, she can have a direct access to the orthographic representation. That is why; she could pronounce the words quickly and accurately.

C.R: He finished reading all irregular words in a row in 2 minutes and 8 sec. He couldn't read fluently and fast. He all the time took his time to revise the words and repeated the sounds whispering and tried to make a word. I think it was the "double task" process for him. However, he couldn't tolerate the corresponding to the graphemes and the phonemes of the words to make correct words. Also, there were a lot of spelling mistakes. In addition, he was inclined to use the lexical stored knowledge in some particular words as he (is in 3rd grade now. Almost all his friends learned reading and writing till the beginning of the 2nd semester of the 1st grade. But he just started to read and now can read regular words slowly by making their sounds and compound the graphemes and phonemes in short words). Actually, he has exposed both kinds of words, regular and irregular during his schooling process. It may originate from gap orthographic representation in visual area and phonological representation in the auditory area. When he reads he has constantly regularization; he said instead of paid, peyyeed and instead of iron, he said eran etc. When it comes to model of acquisition of reading development stages it is a bit complex with him. He has got logographic stage because he tries to read irregular words according to some logos by valuing their silent letters. He is stepping slowly in the alphabetic stage and makes, writes and reads simple words by using accommodation of the graphemes and phonemes. He still suffers in the orthographic stage. Also, he needs more time for lexicalization process to turn it into a skill. Because he has got also short memory problems and he needs to acquire the direct path abilities rather than phonological decoding abilities to be able to have correct word recognition. May be later, he can develop and gain the phonological decoding abilities. When he read he just read correctly two short words; of and roll. Mostly, he read two vowels like o sound. Also, he used a lot of additions, omissions and inversion in his reading process. Most of the times he omitted ends of the long words and sometimes added different phonemes into particular words. In addition, he mixed b and d sounds. His sequencing abilities need more emphasize to be able to be gained permanently.

Phonics Progression Chart Sample: (It was given to children stage by stage as they learn literacy. All were applied during the 3rd grade as a test.)

VOWELS: A E I O U Y

AT: cat hat mat rat bat fat sat pat

ET: set met pet get wet

OT: lot got pot hot not

OP: sob cop pop stop top lop mop hop

AN: fan pan man van can ran tan

EN: den men hen pen

AP: cap tap lap gap map sap nap

AM: jam pam ram ham dam fam

AG: rag sag bag wag gag hag tag nag

AD: Bad dad fad had mad pad sad

ED: bed red

ID: did hid lid kid

IG: fig big jig wig dig

UG: bug hug mug

IT: bit fit hit lit pit sit wit

IN: din fin pin bin tin din sin win

IM: Jim dim Tim him

IP: dip lip rip dip nip pip zip

E: me she he be we

X: max tax fax: fix mix six

R: rub rob rat rip

W: wet web wag wig wax

AR ER OR UR IR ARE FAR STAR CAR JAR BAR CARD ARM FARM HARM SHARK SCARF
MARK

ER: HER FARMER SINGER SISTER BROTHER MOTHER FATHER

IR: STIR SKIRT SHIRT BIRD

UR: TURN BURN CHURCH CURL NURSE TURTLE

OR: CORD OR FOR FORK CORN HORN TORCH NORTH STORK THORN SPORT SHORT
BORN HORSE

AMP: LAMP CAMP

AR: START CHART TART HARD BARN PARK

SS: HISS GRASS MISS KISS CROSS BOSS FUSS LOSS CLASS GLASS PASS

FF: BLUFF PUFF STUFF OFF CLIFF SNIFF STIFF TIFF

ES: DRESS ADDRESS

SH: SHIP SHEEP SHORTS SHOES SHOP SHUT SHADE SHED BRUSH DISH FISH FINISH

SHR: SHRINK SHRED SHRUB

CH: CHIP EACH PEACH CHAT CHEESE CHAIR CHOCOLATE CHAP CHIN MUCH SUCH RICH
CHESS CHAIN LUNCH BENCH TEACH ATTACH BUTCHER

TCH: WITCH MATCH PITCH WATCH CATCH KITCHEN

DR: DRUM DRAG DRAB DROP DRIP DRESS DRILL DRIVE

CR CRAB CROP CRUSH CRASH CRAM CRAG CRACK CRUST CRISP CREST CRAYON CRY
CRIB

PR: PRAM PRIM PROD PREP PROP PREY PRAY PRINT PRESS PRIZE PRICE PRINCESS

PH: PHONE GRAPH PHARMACY PHONICS PHOTO PHRASE PHYSICS PHILIPS ORPHAN
PHASE

TR: TRAP TRIP TRAM TROT TREK TRIM TRUNK TRUCK TRAIN TRASH TREE

GR: GRIN GRID GRIM GRIT GRAB GRASS GRANDMA GRAPES

BR: BRUSH BRAT BRAG BROOM BREAD BRIDE

SL: SLUG SLIDE SLAP SLAB SLIM SLIP SLED SLEEVE SLEEP

PL: PLUM PLUS PLUG PLOT PLAY PLAN PLANT PLANE PLATE

FL: FLAG FLIP FLAT FLOP FLAN FLUTE FLY

CL: CLAP CLIP CLOWN CLOCK

GL: GLAD GLUM GLUE GLASS GLOVE GLEN GLASSES

BL: BLOW BLACK BLOOD BLOCKS BLANK BLUE BLOUSE

ST: STEM STOP STEP STAR STAMP STICK STAND STOVE STONE NEST TOAST VEST
STELLA STAND STAN

SC: SCALE SCARF SCORE SCOLD SCOOTER

SK: SKIP SKIN SKID SKIM DESK TUSK RISK SKUNK SKIRT SKATE DESK MASK DISK

SW: SWING SWIM SWAM SWEET SWEEP SWAN

SQU: SQUARE SQUID

SL: SLIM SLEEP SLAM

SN: SNAIL SNAKE SNAP SNOW SNACK SNIFF SNEEZE

SP: SPOT SPIN SPOON SPARK SPADE SPACE SPIDER WASP GRASP CLASP GASP

SM: SMOKE SMASH SMART SMALL SMILE SMELL

SCR: SCREAM SCRAP SCRUB SCREEN

SPR: SPROUT SPRINT SPRAY SPRUCE

STR: STRAP STREET STRIPE STREAM

TH: THE THAT THOSE THESE THAN THEN THIS THEM THERE

TH: MITH WITH THINK THING BIRTH THUMB HEALTH BREATH NOTHING FOURTH
TOOTH TEETH

THIRTEEN THIN THICK

THR: THREE THROAT THREAD THROUGH

TW: TWINS TWO TWELVE

TION: ACTION FICTION STATION EMOTION RATION NATION AUCTION ATTENTION
PRODUCTION QUESTION

CK: CHICK BACK BLACK PECK SICK LICK LUCK SUCK NECK LOCK TACK CLOCK ROCK
FROCK BRICK TRUCK SOCK DUCK BLOCK

NK: DRINK BLINK SINK STINK THINK WINK BUNK BANK DRUNK JUNK TRUNK SUNK
SKUNK SANK SINK RANK

NG: KING RING SING SWING SONG LONG GONG HANG HUNG WING RUNG RANG SUNG
SANG

ND: BOND BLOND POND FOND FUND WIND KIND BAND BIND LAND FIND GRIND

NT: ANT TENT PAINT CENT BENT SENT LENT TENT WENT SPENT RENT VENT PANT
PRINT HUNT RENT PLANT

AND: BAND BRAND GRAND STAND HAND SAND LAND

END: BEND FEND LEND MEND SEND SPEND

WH: WHAT WHEN WHERE WHY WHITE WHEEL WHALE WHICH WANT WANTED WENT
WERE DWARF WORK WINDOW WATCH WHIP

MP: IMP LIMP ROMP POMP DUMP HUMP JUMP LUMP PUMP TRUMP STUMPDAMP

AMP: CAMP LAMP DAMP RAMP STAMP CRAMP CLAMP TRAMP

FR: FRAME FROG FROM FRET FRY FROST

ALL: CALL MALL BALL TALL WALL FALL SMALL HALL STALL

ELL: BELL WELL FELL SHELL SELL TELL YELL SMELL SPELL SWELL

ILL: BILL FILL FRILL HILL SPILL STILL WILL MILL TILL GRILL

OLL: DOLL ROLL

OLD: OLD COLD SOLD HOLD MOLD BOLD

ULL: BULL DULL HULL GULL PULL FULL

UE: BLUE GLUE SUE

UI: SUIT FRUIT JUICE

LD: CHILD SHIELD FIELD

LT: BELT QUILT ADULT

LE: CABLE TABLE ENABLE UNABLE HANDLE ANGLE FABLE CRADLE TWINKLE SINGLE

EE: GREEN QUEEN SEED PEEL HEEL DEEP FEET SEED DEER BEET WEED NEED WEEK
SPEED SWEEP SLEEP GREEN TREE SHEEP SWEET FLEET WHEEL MEET CHEER JEEP FEET
BEE TREE

THREE FREE

AW: SAW DRAW CLAW STRAW PAW YAWN

O: no so go O: Do to

OO: GOOD LOOK BOOK FOOD HOOK COOK COOL MOON BOOT WOOL WOOD HOOD
NOON STOOL SPOON ROOT BROOM SHOOT ROOM FOOT TOOK BROOK STOOD

OW: SNOW ELBOW COW CLOWN FLOWER OWN CLOWN GROW KNOW THROW FLOWER
BOWL ROW DOWN TOWN OWL BROWN NOW HOW SHOW SLOW

OY: BOY JOY TOY OYSTER

OI: COIN, OIL, SOIL

OU: HOUSE MOUSE TROUSER ROUND OUT SHOUT CLOUD COLOUR ABOUT ACCOUNT
ALoud COUNT SOUTH COUNTRY PROUD NOUN HOUR

WOULD SHOULD COULD

COLOUR BEHAVIOUR

AU: AUGUST AUTUM PAUL

Y: JELLY HAPPY BABY COUNTRY DAISY NASTY LAZY PRETTY ANY MANY CANDY
EVERY PUPPY

Y: FLY SHY MY WHY DRY SKY CRY FRY FLY SLY BY

Y: YES YET YAWN YOYO YAP

IGHT: NIGHT LIGHT

COMPARE THE C - K - S SOUNDS:

CUP CAT CAR COMB CLIMB CITCHEN CUCUMBER CAKE COFFEE CUTE CUT CASE COOK

KITE KICK STICK

FACE SPACE RACE CINEMA DANCE CIRCLE

SEVEN SIX SACK SAD SAFE SAG

When 2 vowels come together the first one does the talking second one keeps silent.

EA: PEA TEA TEAM LEAP LEAK MEAT SEA SEAT CREAM DREAM MEAN

AI: TAIL NAIL PAIL SAIL WAIT RAIN TRAIN BRAIN MAIN MAIL

AY: PAY SAY HAY DAY TRAY WAY MONDAY PRAY PLAY TODAY

OA: BOAT GOAT COAT SOAP

EY: SMILEY KEY HONEY MONKEY

IE: PIE DIE TIE

We can see some letters but they just keep silent K - W - B - L

SILENT K: KNOW KNIT KNEE KNEEL KNIFE KNIGHT KNOB KNOCK KNOT

SILENT W: WRAP WRITE WRIST WRENCH

SILENT B: LAMB THUMB CRUMB CLIMB DUMB COMB

SILENT L: CHALK WALK TALK YOLK

SILENT E

A-E: CASE RACE FACE MAKE CAKE SHAKE BAKE SNAKE

I-E: BITE KITE SITE FINE HIDE DINE PINE SMILE SHINE MINE LINE RIDE SIDE

O-E: BONE ROPE ROBE NOSE STONE HOPE MOPE LOPE WORE LORE SORE CORE MORE
TONE NOTE

U-E: CUTE MULE CUBE TUBE TUNE PURE MUTE DUNE HUGE FLUTE LUKE PRUNE

U: SHUT MUM PLUM SUN CUT MUD MUT TUB RUB SCRUB JUST

COMPARE THE SOUNDS: HAT HATE FAT FATE MAT MATE RAT RATE SAM SAME CAN
CANE PAN PANE CAP CAPE MAN MANE TAP TAPE NAP NAPE PIP PIPE PIN PINE FIN FINE
DIN DINE BIT BITE SPIN SPINE WIN WINE LIN LINE RID RIDE KIT KITE SIT SITE LID SLIDE
MOP MOPE POP POPE ROB ROBE ROD RODE HOP HOPE COP COPE COD CODE NOT NOTE
CUB CUBE TUB TUBE MUT MUTE CUT CUTE MET METE

PLURAL NOUN ENDINGS (S) AND (Z): AFTER { P,K,T} SOUNDS LIKE (S) DUCKS BATS
JEEPS

AFTER MOST OTHER SOUNDS LIKE (Z) FROGS TREES DOLLS VANS PIES DRUMS

HARD C: CAT CONE CUB

SOFT C: ICE CIRCUS CYMBALS

HARD G: GAME GOAT GUITAR

SOFT G: CAGE GIRAFFE GYMNASTICS

COMPARE THE SOUNDS

AND ANT WIND WINK TEN TENT LOCK LONG SING SINK PIN PINK INK WINK
RING WING SANK SAND SPELL SMELL SWING SWIM TOP STOP SAND
STAND SKID SQUID SMACK SNACK MALL SMALL SNIFF STIFF DECK DESK
BLOCK CLOCK CLASS GLASS LAP CLAP FLED SLED BLEND PLANT BLACK
BLOCK FLAT SLAT FLIP SLIP LAG FLAG CRAB GRAB DRUM TRUMPET
DRESS PRESS DRIP TRIP BRICK PRINT DRUG TRUCK GLASS GRASS CLAM
CRAM FLAG FROG CRACK CAKE TAIL TRAIL CAP CAPE HAT HAY PAY

PAINT PAL PAIL MAN MANE TAP TAPE NAIL SNAIL BED BEAD ME MEAT
SET SEAT RED READ MET MEAT FIT FEET JET JEEP MEN MEAN HEN HE
KIT KITE SKIP SKY PIN PINE HIT HI SIT SITE CLIFF CLIMB BIT BITE PIE
PIPE CRIB CRY COT COAT NOT NOTE MOP MOPE ROW ROAD HOLE BOWL
SOP SOAP ROPE ROBE BAT BOAT BONE STONE CUT CUTE CUB CUBE LUCK
LUKE SUE SUIT JUNE JUICE BLUE GLUE WET PLATE FLAT FLUTE
PRUNE PRESS FLUTE FRUIT CORE CAR FARM FIRM CONE CORN FUR FOR
FORK FAR STIR STAR PORK PARK BIRD BOARD FARMER FORMER FOOD FAWN
BOATS BOOTS SAW SUE BOOKS BOOTS COOK COOL FOOT FEET HOOK
HAWK PAY PAW PAUL POOL CHIP SHIP CHEAP SHEEP WHITE KITE THIS
THAT CHAIR SHARE WHALE TAIL GRAPH GRASS THIN THICK PHONE
SHONE BUS BUSH DISH SHE SIP SHIP YOU YOUR VERY EVERY FROG
LOG

SAT THE CHANT AND REPEAT:

THE ANT CAN WINK AND HIS HAT IS PINK.

THE SKUNK ON THE SWING HAS A SMALL PINK RING.

THE CLAM ON THE BLOCK HAS A FLAG AND A CLOCK.

GRANDMA'S DRESS IS BLACK HER GLASSES HAVE A CRACK.

IN THE HAY BY THE LAKE WE WILL EAT A LOT OF CAKE.

DON'T PUT YOUR FEET ON THAT PRETTY GREEN SEAT.

SEE THE KITE AND THE FLY IN THE BRIGHT BLUE SKY.

WEAR A ROBE OR A COAT WHEN YOU ROW YOUR BOAT.

SUE PLAYS THE FLUTE IN HER NEW BLUE SUIT.

THE GIRL ON THE FARM HAS A BIRD ON HER ARM.

THE COOK WITH THE SAW HAS A BOOT IN HIS PAW.

THE BOY FOUND A MOUSE AND A COIN IN THE HOUSE.

THE WHALE AND THE SHEEP HAVE A PHONE IN THEIR JEEP.

THE GIRAFFE IN THE COAT RIDES A BIKE WITH A GOAT.

Rhyme Time

We drink from a cup we eat with a spoon.

We draw with a crayon. We play all afternoon.

Let's play together , me and you. I've got a kite ,and a skipping rope too.

I've got a cube, and a doll from space. Look it's got a purple face.

We are in the car, after playing in the park.

I've got an orange scarf, I've got a toy shark.

I'm in a mall, a mall, mall, mall. Some people are tall, some are small, small, small. I'm going to buy a ball, ball, ball.

I don't know which to buy, I like them all, all, all.

Look at the dog. It's drinking with a straw. It's holding the straw, with its two front paws.

Look at the horse, it's holding a fork. It's eating corn, with the farmer's fork.

Roy is a boy, a boy, boy, boy. Playing with a toy, a toy, toy, toy.

He can see a coin, a coin, coin, coin.

The clown's got flowers, red and blue.

He's wearing brown trousers, but only one shoe.

He's sitting in his house, he looks behind a wall.

He's scared of a mouse, but it's only small.

A child and an adult are standing in a field.

The adults got a quilt. The child's got a shield.

The quilt is red, the shield is grey. The adult sits down,

but the child wants to play.

It's Monday today, and I can play. Outside there's rain, but I'm in with my trains. I open my case, and the train have a race.

In my dream, I am a queen, a queen, queen, queen.

I eat green jelly, with ice cream, cream, and cream.

I'm very happy, in my dream, dream, and dream.

In the dry, night sky there's a light so white. It makes me smile as it shines all night.

We put up the tent at the big camp. We hear the wind. We light the lamp.

We sit by the pond. We look at the plants.

We're happy together, just me and my aunt.

I put on my coat and go out in the snow.

There is snow on my nose and on my elbow.

It's Tuesday night, and I'm not at school. I've got glue and tubes, and paint that's blue.

I make a toy flute, I look up at the moon. It's a hot June night, and I play a tune.

It's a very cold day . I've got a coat with a hood.

I've got my wool scarf, and I'm feeling good.

I'm sitting on some wood. I'm looking at my book.

The book's very good. tells me how to cook.

A bird and a bat, live in grandma's hat. Have ever seen a thing like that?

When Bob sat on a bumblebee, it made him mad as mad can be.

I saw an ant in the apple tree. I saw the ant and the ant saw me.

When I'm good, my dad is glad. But when I'm bad, he's oh so mad.

Daisy danced till she was dizzy. And now we call her dizzy daisy.

When Eric the elephant danced on an egg, he fell over and broke a leg.

Wouldn't it be funny if a big fat fish jumped out of the sea and onto your dish?

How would you feel if you were a seal out there in the ocean blue.

Fish have fins and bats have wings. I wish I had such useful things.

Hippo, hippo What do you want for tea? hippo, hippo I hope it will not be me.

"Can you hop to the top?" "Yes, but I have to stop at the little red shop to buy a soda pop."

There is an insect in my drink and it's giving me a wink.

Jilly said, I do like jelly, I think jelly is quite jolly."

Jim is slim and so is Tim. But Tim is not as slim as Jim.

The keeper gave the key to the kangaroo, and it let all the animals out of the zoo.

Take a look at the recipe book. It will teach you how to cook.

Lulu just loved to lick a lollipop. She licked so many she went bang! Pop! The monkeys are eating mangoes from my tree. I hope that those monkeys will leave some for me.

Mum say it's dumb to suck my thumb.

Nine hundred and ninety-nine nightingales all in a line.

Riding on an ostrich is not much fun. He'll throw you right off before you have begun!

My pet is red. His name is Zed. At night he keeps me warm in bed.

Hickory, dickory, dock, the mouse runs up the clock. The clock strikes eight breakfast on the plate. hickory, dock.

Hickory, dickory, dock, the mouse sits on the clock. The clock strikes one, lunch for everyone. Hickory, dickory, dock.

Hickory, dickory, dock, the mouse runs down the clock. The clock strikes seven, dinner in the oven. Hickory, dickory, dock.

Victor has a violin and Victor makes an awful din.

Purple grape, pink peach. We can have one off each.

When you put out the plug, the water goes glug.

It's raining on the rooftops and everything I see, but I have my raincoat on, It cannot get me.

When Mr. Red fell out off bed, he got a bump upon his head.

We rub and we scrub all the washing in the tub.

The thief stole a page from the recipe book, and the chef is chasing him all over the roof.

If you tickle me, I will tickle you till your face goes red and blue.

When you find an empty tin, just put it in the rubbish bin.

Come under my umbrella, there's room for two. My umbrella is big enough for me and you.

A hippopotamus got on our bus and left no room for the rest of us.

Mike likes bikes. The king likes songs and sports.

*The result of the phonics progression chart sample for C.R. can be found in the chart below:

Writing ability	none	some	All of them	Remarks
omitted letters, syllables, words error			+	no progress at all
Inverts letters, syllables			+	no progress at all
Makes visual confusions: p/b/d/q, m/n/u, t/f			+	Mostly, b and d
Makes auditory confusions: p/b, t/d, k/g, f/v, ch/j, s/z			+	p/b and ch/j
Joins words together		+		Sometimes writes meaningless words.
Shows difficulties in decoding -ation, -ition, kn-, gn-, -ought, -ight, consonant doubling (hoping/hopping), 'magic e' (hop/hope)		+		in progress (graphemes of the particular phonemes) Sometimes omits them or express with other phonemes.
Leaves out punctuation			+	Never uses apart from full stop.
Changes parts of words		+		Now in progress. But transforms words, makes up word endings
Leaves out words and lines			+	no progress at all

READING ABILITY				
Cannot follow the reading of another child or adult			+	no progress at all
Repeats a word without realizing it		+		better at three letter words
Does not observe punctuation			+	no progress at all
Makes visual confusions: p/b/d/q, a/e, m/n/u, t/f, o/c		+		mostly confuses
Makes auditory confusions: p/b, t/d, k/g, f/v, ch/j, s/z	+			in progress
Cannot read complex sounds: ai, au, ei, ea, ie, ia, io, oa, ou, oi, ua, ui			+	All of them give (o) sound to him.
Cannot use the 'magic e' (can/cane, hop/hope)		+		But it depends on the word.
Cannot retain rules such as: -ation, -ition, kn-, gn-, -ight, -ought, -ious, -qu-, consonant doubling (hoping/hopping)			+	Most of the times omit them.
Reads regular words slowly		+		He can read now and like when he can read.
Reads pseudowords slowly	+			He reads both pseudowords and irregular words slowly.
omits letters and sounds			+	Leaves out letters and sounds
Inverts letters			+	mostly inverts

It is also important looking this problem from a different aspect. these children can easily sense the difference between them and the other children who do not have the reading -writing problems. Furthermore, other children may, even unconsciously, make them feel unsuccessful. Moreover, language problems such as phonological mistakes, switching the sounds places in a word, omitting or adding letters etc. may cause them to be easily got discouraged and have low self-esteem. Thus, they will lose interest in activities and it will end up with aggressiveness. So, children should be diagnosed in early ages and be treated by not making them feel that they are a bit different and in need of help. All people learn to read with a similar brain system when they are young and therefore teaching of reading must be taught carefully and effectively at a young age when their circuit is maximally plastic. In adults learning can be seen in late stages, but it comes with a much reduced efficiency (Dehaene et al., 1999.) That is why; instructors who dedicated their time for those students should take early measures and provide positive feedback and praise during their lessons.

2. Recommendations

People brains work differently. Especially reading and writing is a determinant which develops brain working power. Despite it is not a mental lacking, dyslexia, deficit of reading and writing effects human brains' power enhancing gradually. However, diagnosing those people and assisting them with gaining reading and writing skills will provide them develop their brain and literacy as well. Children should be taught how to make correct letter sounds rather than spelling when they try to join the letters. It will help them decode the words easily as they read. Children cannot decode words till the middle of the 2 grade in some cases; however instructors should be careful at the beginning of the 3. grade.

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