

THE ORTON-GILLINGHAM APPROACH AS TAUGHT BY SLD READ

The Orton-Gillingham approach has proven successful with students who have struggled with reading and spelling in traditional classroom settings despite normal intelligence, hearing and vision. It was developed in the 1930's on the basis of research performed by Dr. Samuel Orton, a neurologist, and Anna Gillingham, a psychologist and reading teacher. Early remediation is most effective; however, these strategies can be adapted for successful use with older students. It teaches structured phonics and knowledge of spelling rules and generalizations in a multisensory way. A student's opportunity for success is increased because lessons build on previously taught concepts and are presented in a systematic, sequential fashion. The result is the development of life-long language skills and the wonderful feeling of success in the world of written language.

Our *Phonics Fundamentals*© curriculum is nationally accredited by IMSLEC (International Multisensory Structured Language Education Council). Accreditation of an MSLE training course assures that the teachers or therapists trained in that program have received adequate course instruction and practicum in the skills required to produce positive, measurable results in literacy for the dyslexic population. The mission of IMSLEC is to accredit quality training courses for the professional preparation of multisensory structured language education specialists.

Our Phonics Fundamentals© Orton-Gillingham based curriculum:

1. is **MULTISENSORY**.
 - a. Students learn best when information is presented using all four modalities/pathways for learning. (See it, hear it, feel it!)
 - i. **Visual:** letter tiles, color coding, key word pictures
 - ii. **Auditory:** whisper phone
 - iii. **Kinesthetic:** rainbow writing, skywriting, penciling, finger spelling, arm spelling
 - iv. **Tactile:** sand paper, wikki-stix, screen tracing, carpet writing, gel bag
2. Includes **PHONOLOGICAL AWARENESS**. Phonological awareness is the ability to manipulate syllables and translate speech sounds into the distinct phonemes, or sounds, that make up that word. For example, the word *cup/cake* is made up of two syllables. The word *red* is made up of three distinct phonemes: /r/ /ĕ/ /d/, while the word *ought* has two phonemes: /ô/ /t/, despite the five letters used to spell the word. The ability to hear, isolate and manipulate these sounds is highly correlated to reading and spelling success.

Phonological awareness examples:

“Say cowboy. Now say cowboy but don't say cow.” (Answer: boy)

“Say bake. Now say bake, but don't say {the sound} /b/.” (Answer: ache)

“ Say splash. Now say splash, but don't say {the sound}/p/.” (Answer: slash)

3. Teaches **STRUCTURED PHONICS**
 - a. Students master the relationship between letters, sounds and the ability to blend those sounds into words for reading. At the same time, they learn how to separate the words and syllables back into individual sounds for spelling.
 - i. Reading Exercises:
 1. Visual (reading) Drill deck cards: students develop the ability to automatically translate the visual symbol of individual letters and letter combinations into sounds (ex: dge = /j/).

2. Blending: students learn to blend individual sounds into syllables (ex: /f/ /ă/ /n/) and syllables into words (/făn/ /tăs/ /tıc/ = fantastic).
- ii. Spelling Exercises:
 1. Auditory (spelling) Drill Deck cards: students learn to quickly translate a sound into its possible spellings (ex: /j/ = j, dge, g).
 2. Segmenting drill: Students separate words into syllables (fantastic = făn/tăs/tıc) and syllables into their component sounds (fan = /f/ /ă/ /n/).
- b. Word attack skills are greatly improved by learning the characteristics of **the six syllable patterns of the English language:**
 - i. **Closed syllable (CVC):** the vowel says its sound, like in măp
 - ii. **Silent e syllable (VCe):** the vowel says its name while the final e is silent, like in cake
 - iii. **Open Syllable (CV):** the vowel says its name, like in go, so/lo.
 - iv. **Vowel team (VV):** two vowels together to make a new sound, like in boat, oil
 - v. **R-controlled (Vr):** the vowel is controlled by the r, like in her, bird
 - vi. **Consonant le (Cle):** no true vowel sound in this syllable, like in table, purple

4. It is A STRUCTURED SYSTEM PROGRESSING FROM SIMPLE TO COMPLEX.

- a. **sit**
- b. **spit**
- c. **split**
- d. **splint**
- e. **splint/ing**

5. Teaches SPELLING RULES/SYLLABLE DIVISION RULES AND GENERALIZATIONS. Students increase self-confidence in dealing with the English language when they learn that 85% of the language is predictable by the syllable patterns, spelling rules and generalizations.

- a. **Spelling Rules Examples:**
 - i. flsz rule: In a one syllable word with one vowel ending in f, l, s, z, double the final f, l, s, z (Jeff will pass Buzz).
 - ii. -ck, -tch, -dge rules: back, catch, bridge
 - iii. 1-1-1 doubling rule: run + ing = running
 - iv. Silent e rule: bake + ing = baking
 - v. Y rule: cry + ed = cried
- b. **Syllable division examples:**
 - i. Divide a compound word: pig/pen
 - ii. VC/CV: split between the 2 consonant (nap/kin)
 - iii. Prefixes/suffixes can be cut off right away (con/test, sad/ness)
- c. **Generalization examples (Advanced Language Skills):**
 - i. Word Origins: knowing the Greek spelling of /f/ is ph and /i/ is y like in physician
 - ii. Morphemes: knowing the spelling and meaning of common Latin roots (-tion (like in occupation) and -cian (like in electrician) mean a noun or occupation)
 - iii. Parts of speech: knowing the adjective spelling of /ũ/ as in preposterous.