
Contents

Preface	v
Chapter 1	1
<hr/>	
Introduction	
Historical context and definition	1
Features of dyslexia	3
Dyslexia as a syndrome	8
Causes of dyslexia	10
Assessment and teaching	13
Addendum: Dyslexia and the 1981 Education Act	22
Chapter 2	25
<hr/>	
Making a Start	
Setting up a dyslexia unit	25
Principles of teaching	43
General classroom procedures	57
Chapter 3	70
<hr/>	
From Spoken to Written Language	
Introduction	70
Linguistic knowledge required by child and teacher	71
Written language structure	77
Teaching techniques	81
Chapter 4	90
<hr/>	
Reading	
Introduction	90
Use of word lists	92

Syllable analysis	96
Developing reading skills	98
Listening to dyslexics read	101
Written language structure and meaning	104
Choosing a book	105
Useful reading schemes	106
Chapter 5	116
<hr/>	
Spelling	
Introduction	116
Teaching techniques for spelling	116
Spelling rules	125
Using dictionaries	130
Chapter 6	136
<hr/>	
Writing	
Handwriting	136
Essay writing	145
Grammar	152
Chapter 7	155
<hr/>	
The Older Student	
Choice of course	155
Study skills	156
Examinations	162
Chapter 8	168
<hr/>	
Computers and the Dyslexic	
Choosing a computer	168
Curriculum	169
Using a computer with dyslexics	169
Case history in use	172
English	176
Word processing curriculum	181
Appendices	185
<hr/>	
I Phonic work sheets	187

II	Common words for a basic sight vocabulary	200
III	Suggested key word list for irregular words	201
IV	Key word list for school subjects	202
V	Word lists	203
VI	Spelling rules	216
VII	Vowel digraphs/diphthongs	217
VIII	Ways of spelling	218
IX	The impossible word list	221
X	Statementing	222
XI	Using the Aston Portfolio for prescriptive teaching based on error analysis	224
XII	Some examples of minimal pair words (southern British pronunciation)	225
XIII	Word processing examples	226
XIV	Reading game	229
	References	230
	Index	233