

Hamilton Institute Roadmap for Helping Struggling Readers

If you observe this in your child



Then they might be struggling with



You can take these steps to help

Difficulty hearing, changing, and identifying individual sounds in words

Ask your child to:

- Say the word “car” without the /c/ sound
- Say a word and ask for the beginning, middle, or end sound
- Identify a group of words with the same beginning sound
- Segment a word into its individual sounds /c/ /a/ /t/ and then blend those sounds together to read the word
- Recognize and generate rhyming words.



Phonemic Awareness



Find a tutor who has a structured, multi-sensory approach, preferably an Orton-Gillingham tutor

Talk with a pediatrician about a full neuropsychological evaluation

Request in writing that your school test your child specifically in the area of phonemic awareness

Having trouble understanding the meaning of words both in verbal conversation and in what is read



Vocabulary



Read aloud often (nightly) and talk about the books together

- These books should be above the level of books the child is able to read independently
- Choose chapter books about topics of interest and books that have complex characters and plots
- Pick books that their peers are reading so they can engage in conversations with their classmates

Have the child listen to books on Learning Ally, Bookshare, and Audible

Watch educational videos, visit museums, zoos, and parks, and discuss together during and after

Struggling to read words in a list by sight

Difficulty identifying letters of the alphabet

Guesses words based on the first letter

Is consistently inconsistent in identifying words and letters



**Single Letter/
Word Reading**



Find a tutor who has a structured, multi-sensory approach, preferably an Orton-Gillingham tutor

Use multi-sensory strategies to learn sight word lists

- For example: write the words in sand, shaving cream, or on a textured surface

Lots of repetition and circling back to previously mastered words will be beneficial

Having difficulty reading sentences and paragraphs smoothly and with proper tone and pace

Note: this can also lead to challenges with comprehension and understanding what they just read



Fluency



Read aloud to your child often and with expression

Use Learning Ally or Audible (both use a human voice), and have your child follow along with their own book, tracking the words with their finger

Use Read Naturally, a fluency support program used by many tutors and LD schools

Read poetry- poems are short and allow for repeated readings and often whimsical and of high interest

For younger children pick books with rhyming and patterning

Having difficulty staying seated, requiring lots of breaks for movement

Interjecting often with off-topic conversation

Needing reminders on directions or to bring back to focus

Note: some inattentive children may not present as active or fidgety



**Attention/
Focus**



Talk with a pediatrician about a neuropsychological evaluation

See attached resource list of classroom accommodations