

# Key elements of intervention

Adapted from ROSE 2009<sup>1</sup>

## Table 3

Key elements of early intervention (adapted from Vaughn and Roberts<sup>2</sup>)

<b>Phonemic awareness instruction</b>	Teaching students to manipulate the sounds of words (phonemes) to improve reading (blending) and spelling (segmentation) skills.
<b>Phonics instruction</b>	Teaching students how to sound out printed words using knowledge of graphemes, to decode multisyllabic words, and to generalise learned rules of language to new words.
<b>Spelling and writing instruction</b>	Encouraging students to write letters, sound patterns (graphemes), words and sentences to support and reinforce segmentation strategies and the acquisition of phonics rules.
<b>Fluency instruction</b>	Providing students with practice in reading words accurately to gain sufficient speed to ensure that comprehension is not impaired because of undue focus on word reading.
<b>Vocabulary instruction</b>	Teaching students to recognise the meaning of words they are reading and to build an appreciation and understanding of new words.
<b>Comprehension instruction</b>	Teaching students to monitor their understanding while reading, linking what they read to previous learning and asking questions about what they read.

**Taken from: Identifying and teaching children and young people with dyslexia and literacy difficulties: Sir Jim Rose 2009**

<sup>1</sup> Identifying and Teaching Children and Young people with Dyslexia and Literacy Difficulties: Report from Sir Jim Rose 2009

<sup>2</sup> Vaughn and Roberts (2007).