

Struggling Readers Presentation View 2025

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Slide 1 Struggling Readers: Causes, Strategies, and Resources

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View Conference 2025

Slide 2 Struggling Readers

- Challenges from the start
- Reading
 1. VI needs
 2. What to do

Part 1: Challenges from the Start

Slide 4 Reading Readiness Issues

Several factors contribute to reading difficulties, including:

1. Exposure to Print
2. Experience
3. Accessible Print
4. Motivation

Slide 5 Strategies to Counteract Challenges

Slide 6 Exposure to Print

Understanding that print carries meaning, handling books, and listening to stories to develop comprehension.

- **Encouraging Print Exposure:** Reading books, sharing stories, and engaging in discussions about them.

Slide 7 Experience

Having life experiences that support concept and language development.

Slide 8 Accessible Print

They may need to be ordered, may not be available and can be expensive.

- Need to use all of the suppliers that are available to us:
 - Clear vision
 - Access2books
 - RNIB
 - Custom Eyes
 - Living Paintings
 - Book Trust – packs
 - Libraries

Slide 9: Motivation

- Bold bright pictures or tactile books
- Interactive books
- Rhythm and rhyme or repetitive phrases
- Humour
- Books on a particular interest
- Personalised books

Slide 10 Part 2: Components of Reading

Slide 11: The Three Components of Reading

Accuracy: Recognizing letters, decoding words, and identifying words and phrases.

Fluency: Speed of reading.

Comprehension: Understanding meaning at word, sentence, paragraph, and text levels.

Slide 12:

A diagram with 'Reading' at the centre.

Lines lead out to Accuracy, Fluency and Comprehension

Line lead to accuracy from phonological awareness and phonics and from word recognition

Lines lead to fluency from visual and tactile perception and from scanning and tracking

Lines lead to comprehension from vocabulary and from experience and concepts

The word 'Automaticity' is at the bottom of the slide and 'Motivation' is at the top.

Slide 13: i. Accuracy

A Diagram shows lines leading to accuracy from phonological awareness and phonics and from word recognition

Slide 14 a. Phonics

Phonological awareness, understanding letter-sound correspondence, blending, and segmenting words.

Slide 15 b. Word Recognition

Developing visual memory, visual perception (especially visual discrimination and practice to identify words efficiently.

Slide 16: c. Word Recognition work

- HFW activities and books I can..’ I Like...’
- Drill with flash cards (print users only)
- Braille mechanics

Slide 17 d. Dyslexia Support - A Difficulty with Reading and Spelling

Addressing difficulties in information processing, a phonological deficit, working memory, and organization with structured activities.

Mainstream dyslexia programmes such as Nessy, Toe by Toe and Beat Dyslexia can be adapted for use with children with VI. They mainly work on accuracy i.e. letter recognition, phonics and word recognition. They are highly structured programmes and include strategies for committing the taught skills to memory.

Slide 18 ii. Fluency – Print Reading (Slides 18-28)

A diagram shows lines leading from fluency to visual perception and to scanning and tracking

Slide 19 a. Visual Perception Activities

An infographic shows the following information:

- **Visual Discrimination** – Differentiating between similar-looking objects, letters, or patterns.
- **Visual Memory** – Retaining and recalling visual information.
- **Visual Closure** – The ability to recognize an object when only part of it is visible.
- **Visual Form Constancy** – The ability to recognize that an object remains the same despite changes in size, orientation, or environment.
- **Visual Sequential Memory** - The ability to recall and reproduce a sequence of visual stimuli, such as letters, numbers, or patterns, in the correct order.
- **Figure-Ground Perception** – The ability to differentiate objects from their surrounding background.
- **Visual Spatial Relations** – Understanding the position of objects relative to oneself and other objects.

Free ideas and Worksheets:

[OT Association of California Visual Perception Handouts](#)

[Free visual perception activities from Therapy Source](#)

[Free Visual Perception Activities from Tuk Tuk Design](#)

Assessments:

Visio – visual perception Kit

Barraga Visual Efficiency Programme APH

A mainstream non-VI test: Test of Visual Perceptual Skills

Slide 20 b. Visual Tracking

There are three types of eye movements:

- **fixation** (the ability to hold eyes steady on a target)
- **saccades** (the ability of eyes to make accurate jumps as we change targets)
- **Pursuits** (the ability of eyes to follow moving targets)

Links to Eye Movements Information:

[Central Vision Opticians Visual Tracking](#)

[Reading Rockets - Eye Movements and Reading](#)

Slide 21 c. Visual Tracking Support

Tools like reading rulers and typoscopes, increasing line spacing and apps such as EasyReader or Immersive Reader can assist.

Slide 22 d. Developing Visual Tracking Skills

- [The OT Toolbox - Visual Tracking Tips and Tricks](#)
- Visual Perceptual Memory AEHVP - in shared folder
- [Tracking exercises video](#)
- [Ebenezer School Eye Movement Training App](#)

- Captain Lazy Eye App (for chn with amblyopia)
- Twinkl Resources
- [Apps to help visual processing](#)

Slide 23 e. Visual Scanning

- Find the Duck books
- Busy Pictures
- Find the ...
- Find the differences
- I Spy
- Scanning text

Slide 24 – iii. Fluency – Braille Readers

A diagram shows lines leading from fluency to tactile perception and to scanning and tracking

Slide 25 a. Tactile Perception/Skills – Resources

- Fantastic Fingers, Feeling Ready to Read
- RNIB Bookshare
- Mangold
- Visio Tactual Profile +
- Feel Free

Email links for Resources:

A2EGeneral@birmingham.gov.uk for Fantastic Fingers

tactielprofiel@visio.org for the Tactual Profile

Slide 26: b. Tactile Tracking – Symbols and Letters

Three images of Braille show:

“Rabbits in the Grass” – Double space lines of lower ‘c’ with a set of two full cells on each line

Lines of Braille for introducing letters: e.g. 'a' shows two double spaced lines of double spaced full cells and four 'a's among them. Similar for 'g' with lines of 'a' and three 'g's.

Braille letter cards for embossing, including a Braille frame for each card and six cards on an A4 page. The cards contain two middle 'c's as a tracking lines spaced from and either side of the target letter. i.e. ⠠⠠⠠⠠⠠⠠ a ⠠⠠⠠⠠⠠⠠

Slide 27: c. Tactile Tracking – Words

There are two images of pages of braille on the slide.

The first image is called 'Find the bats' shows the word 'bat' at the top of the page and four lines of double spaced three letter words such as 'cat', 'bag' and 'box' and on each line one 'bat'.

The second image is called “Find the pins (e/i) confusion”. At the top of the page are the words ‘Find the pins’ the lines of braille contain a mixture of the words ‘pin’ and ‘pen’.

Other ideas include:

Short simple texts

Texts at one or two reading levels below the current one

Re-reading texts

Tracking a text while an adult reads and 'jumping in' with a word when the adult pauses (a RWI technique).

Slide 28 d. Tactile Scanning

The slide shows two ideas for scanning activities:

1. Find the button that's in the wrong place – an image shows buttons attached to two Velcro strips on a piece of card. The top row of buttons are all triangles except one square and the bottom row are all squares except one triangle.
2. Go to the second paragraph on page 11 and find out what Barbara was doing. An image shows page 11 from a braille book.

Slide 29 iii. Comprehension

A diagram shows lines leading from accuracy and fluency to comprehension

Additional line lead from vocabulary and to experience and concepts to comprehension

Slide 30 a. Vocabulary

Access to motivating audio

Pre-teach vocabulary

Pre-teach context

Additional Notes:

Listening Activities:

- BBC school radio – listening skills
- Audio books – stratus at home and iPad – later VRS or iPhone
- Fun Kids Radio
- Podcasts
- Good quality conversations – introducing higher level vocabulary

Pre-teach vocabulary

- Use objects, audio and pictures

Pre-teach the context:

E.g. if the child will read a fictional book about fish find out about fish and the sea with them or ask member of school staff to do this. Have they felt the shape of a fish? Have they felt a fish (e.g. a sardine? – can parents or a member of staff arrange this. Explore different sizes of fish e.g. a tuna vs anchovy. Explore the movement of a fish in water.

Slide 31 b. Experience & Concepts

Providing context and background knowledge to aid understanding.

- Continue to support concept development
- Plan ahead to support comprehension of concepts
- Engage with parents
- Extra-curricular activities

Slide 32 v. Motivation

Selecting engaging and appropriately challenging texts.

- Work at the right level
- Love your resources

- Build in a sense of achievement
- Recognise strengths and interests

Slide 33 vi. Assessment

Accuracy

Fluency

Comprehension

Reading assessments such as the Neale analysis of Reading Ability (NARA) and the York Assessment of Reading Comprehension (YARC).

Slide 34 vi. Key Points

1. Identify specific areas of weakness in struggling readers.
2. Target each area with tailored interventions.
3. Progress gradually, ensuring each level of difficulty is mastered.
4. Keep learning engaging and rewarding.

Additional Information:

- [Perkins CVI and Reading Information](#)
- [BSCS Shared Folder](#) (This will be available until 28th March 2025)