

READING & SPELLING SKILLS

HELP FOR DYSLEXIA



The Neurodivergent Way

BOOST PACKETS

BY AMY BODKIN CONSULTING

READING & SPELLING SKILLS

HELP FOR DYSLEXIA



BOOST PACKET

AMY BODKIN CONSULTING

BY AMY BODKIN AND LYNNE MOORE

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HELP FOR DYSLEXIA

– THE NEURODIVERGENT WAY –

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Introduction

Reading and Spelling Skills Curriculum: Help for Dyslexia

WE WROTE THIS FOR YOU

Everyone will come to this manual from a different place. But no matter what your journey has been, you have probably experienced frustration in your attempt to open the world up to your child through the written word.

This is exactly why Lynne Moore and I partnered together to create this manual for you.

In fact, Lynne has also created a coordinating [Building Reading and Spelling Skills Course](#) that you can take to guide you through using this manual.

You see, I am Dyslexic, so I know just how frustrating it can feel to be blocked from something so human as reading a story.

In fact, I missed many classics growing up simply because audiobooks were not readily available when I was a child like they are today. I have read so many more books now as an adult thanks to access to [Librivox](#), [Audible](#), and [Learning Ally](#)!

But, Dyslexia is also responsible for some of my greatest strengths, such as my artistic talents and memory for a story! You see, no one gets a strength without also getting a weakness. So we have to be grateful for our weaknesses because they are what give us our strengths!

You can read more about our credentials and our individual journeys in the “About the Authors” section at the end of this manual.

OUR APPROACH

Our approach is based in large part on Charlotte Mason’s philosophy. She believed that short lessons were most effective, and neuroscience has since proved that to be true! So we encourage you to keep all sessions with your student to just 15 minutes!

We also, like Charlotte Mason, give consideration to neurological processing. When it comes to reading and spelling, our brains go through several different processes. First, we have to be able to see correctly, so you might get your student an eye exam to check for any possible concerns!

Second, the visual input is processed and sent to the brain. Sometimes you will hear children talk about seeing letters wiggle on the page or their eyes hurting while reading. When we hear those things, a Developmental Optometrist can help us evaluate if vision therapy is needed.

Next, students also have to be able to remember what they have seen. Charlotte

Mason talked about this when she wrote about the importance of copywork. She said that the student needed to visualize the entire word before writing it down without looking at the word multiple times.

This is an especially important skill to develop for English-speaking students because our language is so irregular. But what do we do if our child doesn't seem to understand how to do that? That is what this manual (and the course) is all about!

HOW IT WORKS

If you were building a house, you would never build a wall or a roof before building a solid foundation. It's the same with learning to visualize letters and words in your mind's eye.

It is important to start at the beginning of this program instead of skipping ahead, regardless of the starting level of the student. Building strong "mental muscle memory" is important before moving on to the next step.

Even teenagers will start at the beginning. Teenagers may be reluctant to start at the beginning of the program, but you can stress to them that they are not alone. There are plenty of other teenagers who are also starting at the beginning, not just them.

It will also help if you focus on the activities and games that are geared more toward older learners. Those items will be clearly marked: ★ For Older Students.

You can also give them more choice in the types of letter games they play. Older students appreciate it when they have more input.

Each Boost section in this guide contains three types of Building Blocks:

1. Foundation - these suggested activities help lay the foundation
2. Framing - these suggested activities build and advance the skills introduced in this section
3. Reinforcement - these suggested activities help the student build fluency once they have mastered items in the Framing Block

There are options within each Building Block and you don't need to play every game we suggest. Just make sure you play at least one game from each Building Block.

BUT WHAT ABOUT ORTON-GILLINGHAM?

One of the questions I often get is "What about specialized Dyslexia programs like Orton-Gillingham? And that is the beauty of this manual and course: You can use both this and a Dyslexia program of your choice at the same time!

That said, I personally always recommend addressing vision, visual processing, and working memory first as it can sometimes allow you to use a less intense Dyslexia

program once other frustrations are removed.

Whatever approach you choose to use with your family, we hope that this manual will help your students exercise their visualization “muscles” to make reading and spelling more accessible!

Amy Bodkin, [Amy Bodkin Consulting](#)

Lynne Moore, [Tutoring with Lynne Moore](#)

LETTERS

BOOST PLAN



Introduction

Letters Boost Plan

In the Letters Boost Plan, you will begin introducing letters. There are seven Boost Activities for letter recognition:

1. Letter Teaching
2. Letter Matching
3. Letter Sounds
4. Letter Tracing
5. Letter Memory
6. Letter Visualization
7. Letter Verbalization

Within the activities, teach only a handful of letters at a time. You can follow the letter order used by whatever program you are currently using. Alternatively, you can teach them in this order:

- m, s, f, c, and t
- a, e, i, o, and u
- p, b, h, n, and l
- d, g, r, k, and j
- v, w, z, and y
- x, q

You may choose to use uppercase or lowercase letters. There are good arguments for both. Do not move on to the next part until you have worked through all of the letters within that part.

Letter Teaching

Boost #1

BUILDING BLOCK 1 – THE FOUNDATION: SPOTLIGHT LETTERS

Start by pointing out letters in books and on cereal boxes, signs, buildings, etc. Start with one letter at a time.

Have your student look for the letter in newspapers, magazines, or flyers. They can also cut out the letters and make a collage.

★ For Older Students: Have them try to find as many letters as they can on license plates and signs while they are riding in a car or out of the house.

Then enjoy one or more of the games suggested below:

Letter Sewing

Using Cardstock or cardboard, create letters with holes punched in them. Cut 2 feet of yarn and wrap scotch tape around the ends to create a “needle.” Have your student weave the yarn through the punched holes for each letter. The letters can be reused many times—just unweave the yarn when your student is done.

★ For Older Students: Have them embroider the letter on fabric, carve it into a piece of soap or wood, or even create an abstract art piece around the letter!

Letter Yoga Pose

Using the whole body, players will create the shape of the letter as a yoga pose. At least two players are needed here. That way your student is able to not only feel the shape of the letter using their own body, but they can also see it as well when the other person is doing the yoga pose with them.

You can find an example of yoga poses for different letters in [this video](#).

Letter Tic Tac Toe

Each person picks a letter (or is assigned one). They will use this letter to play Tic Tac Toe instead of the normal X or O.

Bubble Wrap Letter

Write a different letter over the bubble part of the bubble wrap or Pop-It toy. They get to pop the bubble as they say the letter. You can also purchase a premade option like [this one](#).

– NOT AVAILABLE FOR PREVIEW –

WORDS

BOOST PLAN



Introduction

Words Boost Plan

INTRODUCTION TO THE WORDS BOOST PLAN

In this section, you will begin introducing words. There are seven Boost Activities for word building:

1. Word Teaching
2. Word Matching
3. Word Sounds
4. Recreating (Spelling) Words
5. Word Memory
6. Word Tracing
7. Word Visualization

Begin by introducing one word per day, with a maximum of four words per week using the included Starter Word List included on the next page.

Don't stress, however, if this speed is too fast. Simply slow down and introduce new words at a pace in which your child can learn them, even if it's only one word every couple of weeks.

Complete all of the Word Teaching Games before teaching a new word. You can do all the Word Teaching Games within the 15-minute lesson (although you don't have to).

Once they have learned four words, you can move on to Word Matching Games.

At this point, you can alternate between the Word Matching Games and Word Teaching Games during the week.

Do this until you've reached the end of the Starter Word List.

Once you have finished going through the Word Teaching Games and Word Matching Games for ALL of the words on the Starter Word List, you will begin teaching more challenging words of your choice.

When adding new words, be sure to always start with the Word Teaching Games before moving on to the Word Matching Games.

Once you have completed the Word Teaching Games and Word Matching Games, you can also alternate which games you play from day to day using the new words as well as some or all of the previously taught words.

The best way to do this is by creating a Loop Schedule. For example:

- Monday: Word Teaching Games
- Tuesday: Word Matching Games
- Wednesday: Word Sound Games with the new words and previously taught words
- Thursday: Recreating Words Games
- Friday: Word Memory Games (you could also bring in Word Tracing Games and Word Visualization Games at this point if you'd like)

Then begin again. See the example Loop Schedule below.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|
| <i>Word Teaching Games</i> | <i>Word Matching Games</i> | <i>Word Sound Games</i> | <i>Recreating Words Games</i> | <i>Word Memory Games</i> |
| Currently: Playing <i>Word of the Day</i> with all | Currently: Playing <i>Word Dominoes</i> with day, for, see | Currently: <i>Mini Phonics Lesson</i> with had <i>Playing Rhyme Time</i> with had, not | Currently: Playing <i>Building Words</i> out of Bananagrams Tiles with yes, are, one | Currently: Playing <i>Reading Sentences</i> with it, at, in, on, is, as, if, to, by, my, so, an, or, up, he, we, be, of, go, do, no Playing <i>Creating Words</i> out of Playdough using Beeswax Modeling Clay with I, a |

Starter Word List

Words Boost Plan

- | | | |
|-------|-------|---------|
| • I | • are | • why |
| • a | • not | • how |
| • it | • had | • what |
| • at | • one | • when |
| • in | • day | • that |
| • on | • for | • your |
| • is | • see | • this |
| • as | • all | • with |
| • if | • and | • have |
| • to | • she | • they |
| • by | • you | • their |
| • my | • the | • said |
| • so | • his | • each |
| • an | • way | • will |
| • or | • can | • them |
| • up | • but | • more |
| • he | • was | • look |
| • we | • two | • like |
| • be | • use | • some |
| • of | • him | • make |
| • go | • has | • then |
| • do | • her | • been |
| • no | • eye | |
| • yes | • who | |

Word Teaching

Boost #1

BUILDING BLOCK 1 – THE FOUNDATION: WORD OF THE DAY

Working your way through the Starter Word List, have a word of the day (or word of the week).

Point it out in signs, books, etc. You can take a walk around an area with lots of signs so you can point out the words on the walk. Or you can google pictures of signs using the word so you can show them the pictures during the lesson.

You can also use a book they want to read. Open the book and point out places in the book where the word appears. Talk about the different letters and the order they come in for that particular word.

You can also have your child look for the word in newspapers, magazines, or flyers. They can even cut out the words and make a collage.

BUILDING BLOCK 2 – THE FRAMING: TURNING WORDS INTO PICTURES

Create a word card for each word they are learning to read/spell. Then have them turn the word into a picture that illustrates the meaning of the word or something that helps them remember the word.

For instance, for the word “eye,” you can make the “e’s” into eyeballs and the “y” into a nose.

Or the word “a,” could be turned into something that makes them think of the letter a like an apple for instance.

Let your student come up with the pictures on their own but you can suggest ideas if they are having trouble. There is a program called [Snap Words](#) that has flashcards for sight words that do this already if you’d like to go that route.

BUILDING BLOCK 3 – REINFORCEMENT: WORD CONVERSATIONS

You can use either an index card that has the word you are working on written on it, or you can use a store-bought flashcard set that includes the word.

Look at the card together with your child and, together, describe what the word looks like. For example, if it’s the word “to,” talk about how there is a tall straight letter in the front that has a line going through the middle, and then there is a small circle after it.

Once you’ve done this with a couple of words, then you can increase the challenge of

this game.

Using only the words you have previously described together, have your child pick a card and then describe to you what the word looks like and you try to guess what word they are looking at.

– NOT AVAILABLE FOR PREVIEW –

ABOUT THE AUTHORS



ABOUT THE AUTHORS

Hi! I'm AMY BODKIN, owner of AMY BODKIN CONSULTING.

I uniquely understand your special needs family. I've been where you are. In fact, I'm still "there!" I'm an Autistic adult with autistic kids.

I also have multiple degrees in Psychology and have been consulting privately with Special Needs families for more than 15 years.

I bring my experience as a School Psychologist and parent of two Autistic kids to the homeschool community in hopes of helping more families find joy in their educational journey.

My credentials include the following:

- Educational Specialist Degree (Ed.S.) in Educational Psychology with an emphasis in Neuropsychology
- Master's in Educational Psychology
- Bachelor of Science degree in Psychology
- Minor in Mathematics
- Former School Psychologist
- Autistic adult with Dyslexia, ADHD, and Auditory Processing Disorder
- Homeschooling mom to two Autistic kiddos

Professionally, personally, and as a parent, I have a significant amount of experience with Autism and all the many processing and learning disabilities that can go with Autism. All of these different angles of experience give me a very unique perspective and insight into homeschooling students with varying needs.

It's really all about advocating for children, whether it's through my podcast, "Special Needs Kids Are People Too!," speaking events, in our online membership community, or through one-on-one consultations.

I make it my business to see each child as an individual and not as a diagnosis... and to bring that message and philosophy to others.

You can find me at AmyBodkin.com. I hope you will join me!



ABOUT THE AUTHORS

Hi, I'm Lynne Moore and I am an online tutor for children who struggle with dyslexia and reading comprehension.

I help children increase their receptive language skills and reading comprehension by helping them learn how to “see” what they are reading.

I have a Bachelor's degree in Elementary Education with a concentration in Spanish. I currently teach online and work with students who have been diagnosed with dyslexia and/or hyperlexia. Between that, working in the classroom, and teaching my own kids, I have experience working with various processing and learning disabilities.

I am also a homeschooling mom of both a teenager and a preteen. We are a (retired) military family, so I've been lucky enough to have lived in many different places and experienced many different cultures.

I enjoy creating new ways to teach students so I can make learning fun. My goal is to make learning a positive experience for all involved!

You can find me at [Tutoring with Lynne Moore](#).



OTHER RESOURCES FROM THE AUTHORS

AMY BODKIN

For a complete list of resources, or for more info about homeschooling with special needs,
please visit Amy at the ABC website at:

AMYBODKIN.COM

[SPECIAL NEEDS MEMBERSHIP](#)

Find encouragement and support in the Special Needs Membership...
it's like a virtual group hug!

[AMY'S BOOK](#)

Special Needs Kids Are People Too: Seeing the Possibilities Through a Neurodiverse Lens
by Amy Bodkin, EdS

[ALLY, BOOST, CONNECT](#)

Subscribe to Amy's podcast, Special Needs Kids are People Too!
Get a boost with educational resources.
Connect with other special needs families through the
Special Needs Membership and Consultations.

LYNNE MOORE

For a complete list of resources, or for more info about tutoring with Lynne,
please her Facebook Page at:

[TUTORING WITH LYNNE MOORE](#)

[BUILDING NARRATION SKILLS](#)

[ONE PICTURE AT A TIME](#)

Online course with Lynne Moore for building narration and reading comprehension skills.

Boost Curriculum

Improving Skills One Boost at a Time!

Developed by Amy Bodkin, Special Needs Consultant, and
Lynne Moore, specialist in Dyslexia and reading comprehension

Need Help with Homeschooling?

Our Boost Curriculum Guides show you how to help your student.
Whether it's reading, spelling, or comprehension, we'll give you fun
activities to help your student learn the skills they need.

Amy Bodkin, EdS

- Special Needs Consultant & Author
- Owner of Amy Bodkin Consulting at AmyBodkin.com
- Autistic adult with Dyslexia, ADHD, and Auditory Processing Disorder
- Educational Specialist Degree (Ed.S.) in Educational Psychology with an emphasis in Neuropsychology
- Master's in Educational Psychology
- Bachelor of Science degree in Psychology
- Former School Psychologist



Lynne Moore

- Owner of Tutoring with Lynne Moore
- Dyslexia Tutor and Reading Comprehension Specialist
- Bachelor's degree in Elementary Education



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