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| **C:\Users\k.faulds\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SIVBR86A\1200px-Apple-book.svg[1].png** | **DYSLEXIA TESTS UK** |

**PAIRED ASSOCIATE METHOD FOR TEACHING SIGHT WORDS**

Dyslexic children need very many more presentations in order to retain a word in their sight vocabulary. For children who struggle to decode and blend letters and sounds, and to acquire a sight vocabulary, the reading programme should gradually incorporate high frequency words, using a Paired Associate strategy, as follows:

1. Make some flashcards for three (if this is too many, reduce to two – if too easy, increase to five) unfamiliar high frequency irregular words. Use words from the 100 first words list, which are more likely to be encountered in any reading scheme, then the next 200, and so on.

2. Show and say each word, asking the child to repeat it, running through the words ten times but varying the order of presentation.

3. Ask the child to read each word, placing known and unknown words in separate piles.

4. Repeat (2) and (3) for unknown words. Make a note of known and unknown words, and number of repetitions provided, to end the session.

5. Repeat (2) to (4) with the same set of words on second and subsequent sessions, until all words can be read on first presentation.

6. Note the total number of repetitions required for words to be remembered. This will provide an informal baseline of the number of repetitions needed to learn new words.

7. Repeat (1) to (5) with new sets of words, increasing or decreasing the number of repetitions according to the baseline. Revise words on a regular basis to keep skills sharp.