Does your child struggle with reading acquisition or reading efficiency?

It is unfortunate that any child should struggle with reading: an activity so crucial to academic and professional success. While the extent of reading difficulties can range from mild to moderate to severe to profound, even a mild reading disability can prevent a student from reaching his or her potential. Listed below are a number of "red flags" that could indicate problems with reading acquisition or reading efficiency. The purpose of this list is NOT to diagnose causes of reading struggles or deficiencies; rather it is to heighten parental awareness of symptoms.

EARLY CHILDHOOD
♦ Delayed speech
♦ Trouble learning simple songs or nursery rhymes
♦ Trouble recognizing rhyming words
♦ Mispronouncing words (aminal for animal; bisketti for spaghetti)
♦ Difficulty learning names of letters or sounds the letters make
♦ Directional confusion (left vs. right)
♦ Late to establish dominant hand
♦ Multiple ear infections
♦ Early stuttering
♦ Difficulty mastering tying of shoes
♦ Immature speech – trouble articulating some sounds ("wed" for "red" and "gween" for "green")

While no child will exhibit all of these symptoms, multiple symptoms may indicate a need for reading intervention.

Reading Intervention:
Reading Difficulty Solutions’ intervention program SpellRead uses scientifically proven methods to address these symptoms and make reading an effortless process.
Call us today to learn how SpellRead can transform your child into a confident, successful reader.

2ND GRADE+
♦ Slow to acquire reading skills
♦ Recognizes a word on one page but does not recognize the same word on the next page
♦ Inaccurate reading of single, isolated words in the absence of pictures or context to provide clues
♦ Slow choppy oral reading
♦ Visible fatigue after reading for short periods of time
♦ Letter reversals due to left-right confusion (i.e. b and d)
♦ Poor reading comprehension (due to labored reading)
♦ Omits or misreads small function words such as “a” for ”the”
♦ Omits or changes suffixes such as “slow” for “slowly”
♦ Lacks strategy for sounding out unfamiliar words
♦ Fear of reading out loud
♦ Difficulty completing reading or writing assignments independently
♦ Difficulty completing homework in a reasonable amount of time
♦ Difficulty completing tests on time
♦ Poor spelling
♦ Avoidance of reading
♦ Poor academic progress or failure
♦ Low self-esteem or behavior problems associated with any of the above
♦ Family history of reading problems