

# What is Orton-Gillingham?

(From: the Academy of Orton-Gillingham)



**Phonetic** – Our language is phonetically structured by sound-symbol relationships. These relationships must be taught explicitly because students cannot memorize every word pattern visually.



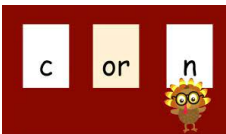
**Multisensory** – Instruction must be multisensory combining all three pathways of learning. 60-70% of students with dyslexia/SLD in reading have both visual and auditory processing problems. The kinesthetic pathway **MUST** be used to get more reliable messages to the brain!



**Structured** – Material must be organized and taught in a way that fits our language. Break it into small bits and have the child become secure with small bits of information.



**Sequential** – Begin with teaching simple, short reliable information. Teach the concepts that occur most frequently. Go from simple to complex.



**Synthetic/Analytic** – The sounds of the letters can be blended into words in decoding. The words can be divided into sounds they are made of for spelling and writing.



**Repetitive** – The goal is mastery of the material, so it will reach the automatic level of knowledge. All learners need different amounts of repetition to build the pathways of association.



**Cumulative** – The new knowledge must be related to previously learned concepts. Teach a concept, teach it well, then fit it into the puzzle or the whole picture of the child.



**Cognitive** – The child has to understand the “whys” of the language.



**Diagnostic/Prescriptive** – The approach is based on a medical model of error analysis in the moment and error handling/correction dependent upon the individual child.