What is the Orton-Gillingham Approach?

The Orton-Gillingham approach to reading instruction was developed in the 1930s to address individuals with language disabilities, particularly dyslexia. The Gillingham Manual expounded the virtues of specific techniques that were thought to be effective for students with specific learning disabilities.

Although the effectiveness of these techniques does not have the support of extensive peer-reviewed research, the principles from the Orton-Gillingham method have been adapted into several research-supported reading curricula including Read Well.

The key factors of the Orton-Gillingham approach are that it is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.
Read Well is language-based.

The primary instructional focus of Read Well is to complete a phonics sequence, having students master the alphabetic principal, enabling them to move from decoding basic words to reading multisyllabic words and understanding complex sentence structures.

In addition to phonics, Read Well emphasizes vocabulary development, comprehension strategies, and fluency proficiency.
Read Well is multisensory.

*Read Well* uses auditory, visual, and kinesthetic elements. The use of multiple input channels enhances memory storage and retrieval by providing multiple triggers for memory.

Teachers employ a variety of strategies and routines from songs and dances to chants and kinesthetic activities for sounding out words and decoding.
Read Well Aligns with the Orton-Gillingham Approach

Read Well is structured, sequential, and cumulative.

- Students complete a basic phonics sequence, beginning with high-frequency letter/sound associations, blending pattern words, and understanding simple multisyllabic words.

- Students then move to mastering low-frequency letter/sound associations, affixes, morphographs, and open syllables, and read a wide range of multisyllabic words.

- Students exhibit mastery of skills as they progress to more difficult text selections.
Read Well is cognitive.

Students learn about the intricacies of the English Language and study the many generalizations and rules that govern its structure. Through engaging activities and developmentally-appropriate terminology, students are introduced to such concepts as:

- Blending
- Multisyllabic Words
- Compound Words
- Bossy E
- Phonemic Replacement
- Affixes
- Grammar and Spelling Patterns
Read Well is flexible.

- Students place into small groups suited to their individual skill level
- Mastery-based instruction is diagnostic and prescriptive in nature
- Comprehension and Skill work ensures that students recognize and understand concepts as they apply them
- Jell Well reviews and differentiation tools aid remediation
In addition to Orton-Gillingham techniques, Read Well incorporates:

- **Vocabulary building** through a multitude of instructional methods
- **Comprehension** through guided, interactive reading instruction
- **Content-area literacy** through thematic content emphasizing content-area vocabulary and knowledge of the world
- **Understanding of text structure** by integrating reading and writing

Read Well is not only designed to ensure that students with language disabilities can read words, but also to ensure that all students can read with understanding—including those with processing disabilities, low IQs, or other factors that place them at-risk.