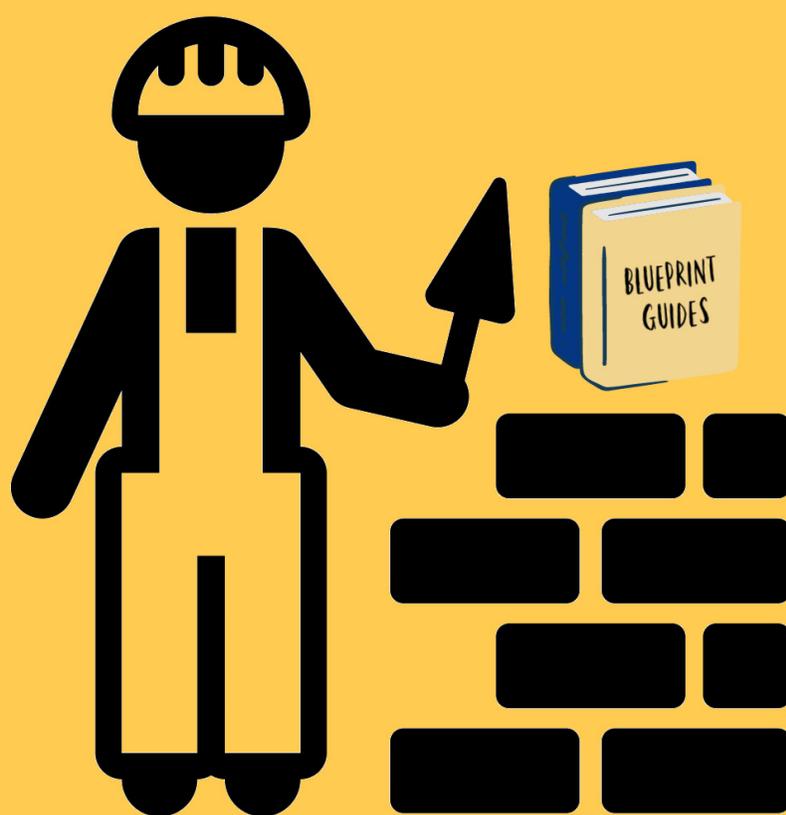


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Reading & Spelling Skills

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# BLUEPRINT



*Building Reading & Spelling Skills  
One Block at a Time*

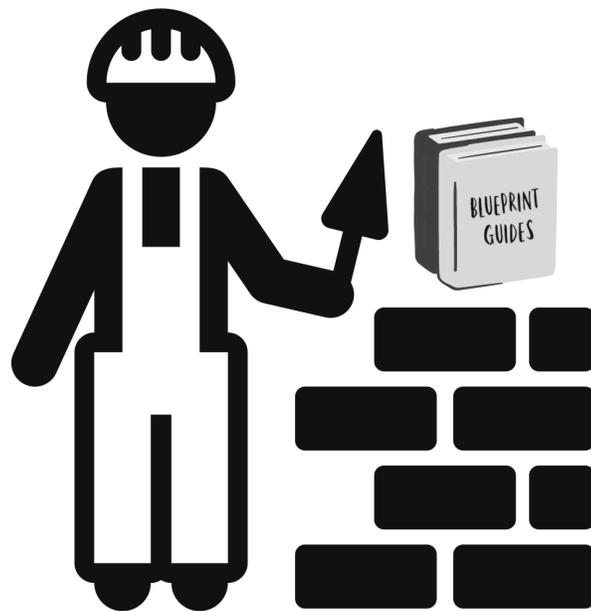
Developed by  
Amy Bodkin, Special Needs Consultant  
and Lynne Moore, Dyslexia Tutor

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Reading & Spelling Skills

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# BLUEPRINT



*Building Reading & Spelling Skills  
One Block at a Time*

BY AMY BODKIN AND LYNNE MOORE

PUBLISHED BY A CHARLOTTE MASON PLENARY  
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# Introduction

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## Building Reading and Spelling Skills Blueprint

### 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 Blueprint 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](#)

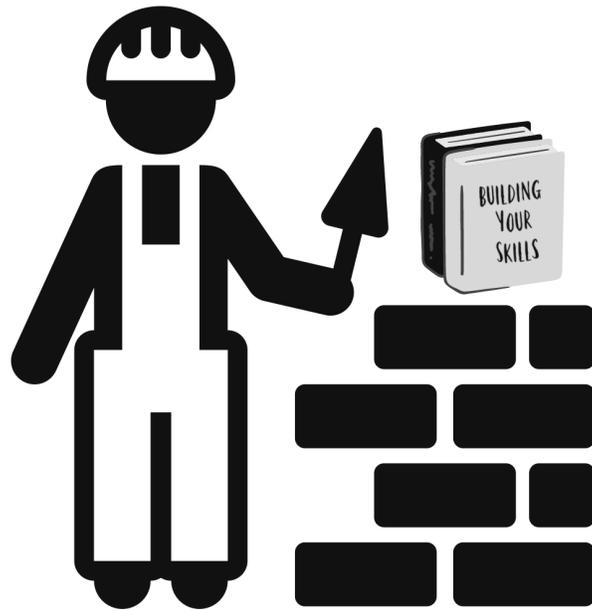
Lynne Moore, [Tutoring with Lynne Moore](#)

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Reading & Spelling Skills

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# BLUEPRINT



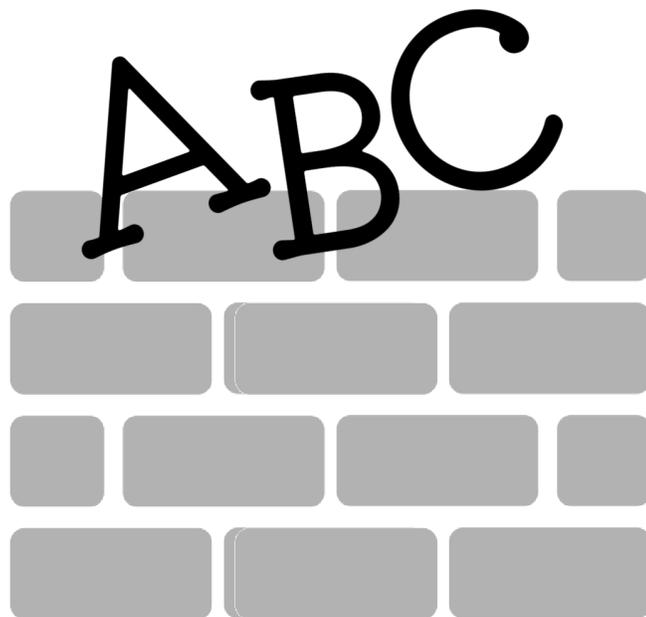
*One Building Block at a Time*

# LETTERS

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Construction Plan

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# Introduction

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## Letters Construction Plan

In the Letter Construction Plan, you will begin introducing letters. There are seven Blueprint 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

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## Blueprint #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](#).

## Letter Party

Have a party celebrating a specific letter and have food items that start with that letter.

For example, for an “A” party, you can serve apples, almonds, avocados, animal crackers, and apple juice.

You can also have stuffed animal “guests” that start with the letter A such as a stuffed alligator, anteater, ape, armadillo, or antelope.

Make sure to include many items with the letter “a” such as alphabet soup or the letter “a” cookies or napkins with the letter “a” on them.

## BUILDING BLOCK 2 – THE FRAMING: TACTILE LETTERS

Have your student create their own tactile letters on cardstock or cardboard. Have them decorate their letters in a way that will help them not only visualize the letter but also help them to associate the sound with the letter.

Here is a list of possible ways to decorate the letters. These are just examples.

- a - apple prints, animal crackers
- b - buttons, beans, beads
- c - crayons, cotton balls (clouds)
- d - dots (stickers or dot markers)
- e - envelopes, eggshells
- f - felt, feathers, fur, foam
- g - glitter glue, goldfish
- h - handprints, heart stickers, hair
- i - ink, insects (plastic, stamps, stickers, etc)
- j - jewels, jelly beans
- k - keys (home improvement stores often have old keys), kiss paper with lipstick
- l - lifesaver, licorice, leaves, leather, lace
- m - macaroni, map, marker
- n - newspaper, numbers, nuts (like nuts and bolts)
- o - orange peels, ostrich feathers
- p - paint, pretzels, puzzle pieces, Pom poms
- q - quilt, quarters, q-tips
- s - sandpaper, sweater, seashells, seeds, stamps
- t - toothpicks, tissue paper, tin, tinsel, tape
- u - umbrella (the kinds you put in drinks), arrow stickers pointing up

- v - vanilla wafers, violet flowers, veggie straws
- w - wallpaper, watercolors, wool, washers
- x - x-ray strips, x-men stickers, x-wing stickers
- y - yarn, yogurt dots
- z - zippers, dried zucchini, ziti pasta

★ For Older Students: Have them make a cake or cookies decorated with the letter as well as things that start with the letter. The selling point is that they get to eat what they decorate!

### **BUILDING BLOCK 3 – REINFORCEMENT: MYSTERY LETTERS**

For younger or more tactile students, cut either a piece of paper or foam to fit in a sandwich bag. Write letters on both sides of the paper/foam that are well spread out from each other and put it in the sandwich bag.

Put either slime or sand on either side of the paper/foam and seal the bag well.

Let your student have fun discovering where and what letters are hidden in the bag by pushing the slime/sand around with their fingers through the bag.

★ For Older Students: Write letters inside a picture in a way that they can be challenging to find. Just choose a favorite picture, print it out, and hand-write different letters inside the picture (can even be famous works of art).

For an extra challenge, give your student a magnifying glass so they can find super small hidden letters (the letters do not have to be large or easy to find)!

## SAMPLE PAGES

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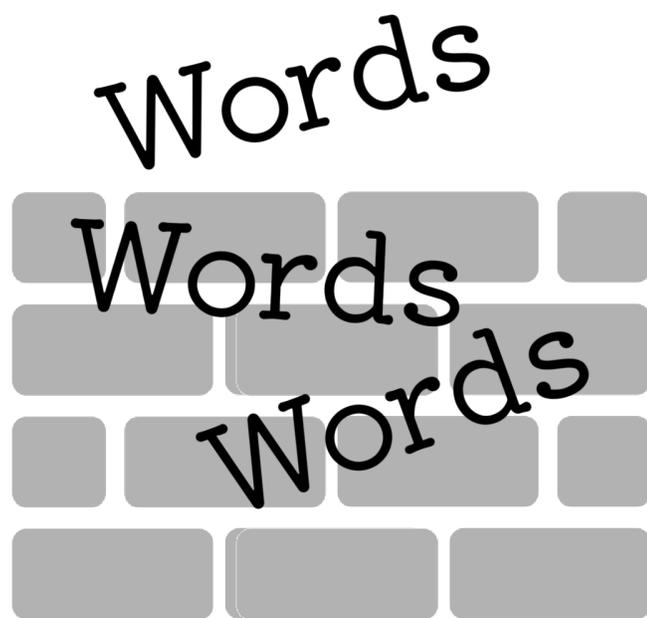
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# WORDS

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Construction Plan

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# Introduction

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## Word Construction Plan

### INTRODUCTION TO THE WORD CONSTRUCTION PLAN

In this section, you will begin introducing words. There are seven Blueprint 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.

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

## SAMPLE PAGES

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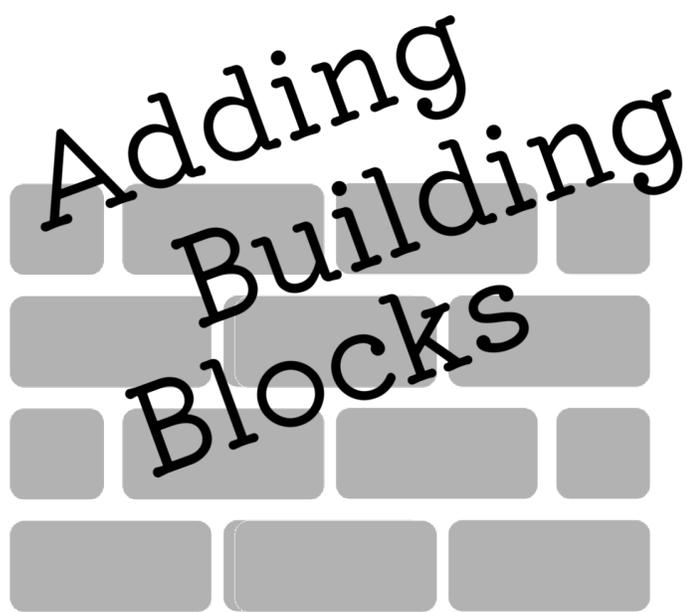
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# BUILDING

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Levels

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# Building Levels

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## Adding Building Blocks

### MAINTAINING SKILLS

Once your child is reading, there are some things that should be continued on a regular basis to maintain your child's ability to visualize words in their mind.

Copywork and Dictation using Charlotte Mason's instructions are sufficient. You can find those instructions in: Charlotte Mason's [Home Education Series Volume 1](#):

- Copywork: pages 233-240
- Dictation: page 240-243

We recommend that you continue playing any of the games in this manual that particularly appealed to your student.

As your child begins working on reading and spelling larger words, we recommend using [Vocabulary from Classical Roots Series](#) or the [Word Roots Series](#) to assist your child in learning to break down larger words into more manageable chunks for visualization.

For those students that need further help with memorizing math facts, grammar, etc. We recommend the following activities and resources:

### FOR MATH

The goal of this section is to help your student visualize numbers and math facts.

You can start by purchasing a deck of number cards or make your own using index cards.

You can actually go through the earlier Letter Games using numbers.

Once your child can visualize the individual numbers well, expand to larger numbers using the Word Games.

Finally, you can apply the Word Games to Math Facts.

### FOR GRAMMAR

#### Introducing the Parts of Speech

If your child is unfamiliar with the Parts of Speech, we recommend the book [Grammarland](#) by ML Nesbitt.

## Building Sentences with the Parts of Speech

Get five cups (can be plastic, mugs, or even glasses) and label them each

- NOUN
- VERB
- ADJECTIVE
- PREPOSITION
- DEFINITE/INDEFINITE ARTICLE

Get a bunch of craft sticks and label them with various words that fall under the above categories.

Organize them in each cup. Have your child build their own sentences by drawing words out of the cups, reading the word, and lining them all up in an order that makes sense.

## Further Grammar Instruction

For further support with Grammar Instruction, we recommend checking out [KISS Grammar](#).

We also recommend making use of a program like [Grammarly](#) to give your student the experience of having a parent standing over their shoulder to correct mistakes immediately, without the annoyance of a parent standing over their shoulder constantly correcting them!

## FINAL THOUGHTS AND GETTING MORE HELP IF NEEDED

Finally, we hope you have found this manual and the accompanying [Building Reading and Spelling Skills course](#) helpful.

We hope that it has inspired you to take a playful approach to exercising the processing “muscles” we use every day to do so many different things from reading to spelling to math facts!

If you decide you need someone to work with your student, Lynne works with students online from all over the world. You can find her at [Tutoring with Lynne Moore](#).

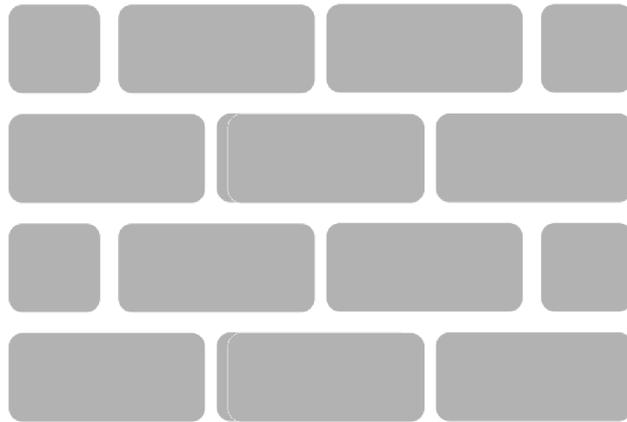
And if you need further support beyond what we could provide in this course and manual, feel free to reach out to me, Amy Bodkin, at [AmyBodkin.com](#).

# ABOUT

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The Authors

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## ABOUT THE AUTHORS

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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](http://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

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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](http://AMYBODKIN.COM)

### THE SPECIAL NEEDS MEMBERSHIP

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

### 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.

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.

# Blueprint Guides

*Improving skills one building block at a time*

developed by Amy Bodkin, Special Needs Consultant  
and Lynne Moore, Dyslexia Tutor

## Need Help with Homeschooling?

The Blueprint 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 build their skills.

### Amy Bodkin, EdS

- Special Needs Consultant for Homeschooling Families
- 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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