

What is Orton Gillingham?

Diagnostic and Prescriptive

OG is **diagnostic and prescriptive**. Each lesson is planned for a particular student or small group of students. It is not “packaged” curriculum in which “one size fits all.” The teacher is flexible, understanding the learner’s needs and using appropriate teaching strategies. Students are assessed three times each year.

Direct and Explicit

OG is **direct and explicit**. The sequence of skills ensures the student’s success. Decoding strategies and spelling patterns are directly taught and practiced to mastery.

Language Based

OG is **language based**. Teachers are trained in the phonological (sound structure), morphological (form of words), and orthographical (writing convention) structure of the English language. Students learn the structure of words and how understanding the structure helps not only with decoding, but also with vocabulary and comprehension as well.

Multi-sensory

OG is **multisensory**, in that auditory, visual, and tactile-kinesthetic elements are used together for optimal learning.

Taught Simultaneously

Spelling is **taught simultaneously** with reading. It is critical that reading and spelling go hand-in-hand. Orton-Gillingham skills are constantly reviewed, and new material is systemically introduced.

Structured, Sequential, and Cumulative

OG is **structured, sequential, and cumulative**. Students begin by reading and writing letters and sounds in isolation then letters and sounds are blended into syllables and words. Students learn new material while reviewing previous concepts until their skills are automatic. Vocabulary, sentence structure, writing and composition, and reading comprehension all are taught in a **structure, sequential, and cumulative** manner.

Metacognitive

OG employs metacognitive strategies. Students learn the history of the English language and study the rules and generalizations that govern its structure. They benefit from knowing how the English language works and why certain words are phonetic while others have irregularities.

Instructors teach *metacognitive strategies*, so reading and writing are not reliant on memory or guessing.

Students experience a high degree of success and confidence with each lesson. Self-esteem develops from success, and learning becomes a positive experience for students.