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VōWAC[®]

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VōWac: A Multisensory, Structured, Decoding/Word Attack Program

Orton-Gillingham is the research-based methodology behind the content and principles of VōWac skills and spelling. Every lesson at every level addresses the auditory, visual, and kinesthetic learning modality children use to help them understand decoding concepts. There are several components within an Orton-Gillingham (OG) approach. All of them need to be used to help insure mastery of the English language.



Orton-Gillingham has proven to be one of the most effective strategies in teaching reading skills to children with learning difficulties. OG is just as effective, if not more, when used with all children in a classroom.

Phonology and phonological awareness is the initial level of VōWac instruction beginning at the pre-K level and formalized in kindergarten. Phonology, very simply is the study of sounds and how they work within their environment. A phoneme, the smallest unit of sound, can be recognized as being distinct from other sounds in the language. Understanding of the internal linguistic structure of words is phonological awareness. The key point of phonological awareness is phonemic awareness; the ability to segment words into their component sounds.

Sound-symbol association is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters which represent those sounds. Sound-symbol association must be taught, as well as mastered, in two directions:

visual to auditory and auditory to visual. Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds. Again, this instruction begins and is more finely tuned as children progress through kindergarten.



Syllable instruction begins at Level I and includes the teaching of the six basic types of syllables in the English Language: open, closed, vowel-consonant-e, vowel teams (diphthongs), r-controlled, and consonant-le. Syllable division rules are taught directly in relation to the word structure. A syllable is easily defined as a unit of oral or written language with one vowel sound.

Morphemes are included with syllable instruction. Defined as morphology, it teaches children to combine syllables to create words. A morpheme is the smallest unit of meaning in the language. VōWac curriculum includes the study of base words, roots, and affixes.

Syntax, used throughout the VōWac program, is the set of rules that control the sequence and function of words in a sentence in order to convey meaning. Included in this are grammar, sentence variation and the mechanics of language. Mechanics of the language is how and why words are spelled and pronounced in a certain way.

Semantics concerns itself with the meaning of the language. From the very beginning curriculum must include instruction in the comprehension of written language.

How VoWac lessons are taught

Teaching is done using all learning pathways in the brain (**visual, auditory, kinesthetic-tactile**) simultaneously in order to enhance memory and learning. Thus the term, **multisensory**.

VōWac follows the Orton-Gillingham belief that multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence is **cumulative**, beginning with the easiest and most basic elements and progress methodically to more difficult material. Each step must

Multisensory (continued inside)

The Need to Succeed - Start with Preschool NEW Pre-K Materials Now Available!

When children enter kindergarten ready to succeed, the benefits spread rapidly to the K-12 education system, the economy, and public safety. Ultimately, high-quality preschool is an investment that pays significant social and economic dividends in both the long and short run.

VōWac Pre-K materials can be used in any new or existing program. It is especially well suited if your

Need to Succeed (continued back page)