

Neuhaus Education Center  
**Margaret H. Ley**  
**Adult Literacy Program**

**Multisensory Reading  
and Spelling Program**

The *Multisensory Reading and Spelling* Program delivers a balanced approach to reading, teaching both decoding and comprehension skills. The curricula used in the classes are based on the Orton-Gillingham philosophy and principles and on current phonological awareness research.

The core curriculum is *Multisensory Reading and Spelling* which was designed for:

- Adults who seek to further improve their reading and spelling skills
- Adults 18 years and older

*Multisensory Reading and Spelling* lessons are designed to teach:

- Phonemic Awareness
- Six types of syllables
- Syllable division patterns
- Reliable spelling patterns
- Rules for adding affixes
- Word origins
- Strategies for learning frequently misspelled words

**Grammar  
and Written Composition**

The principles, punctuation, and grammar of the English language are taught using multisensory strategies in the course entitled *Grammar and Written Composition*. This course, offered on a periodic basis to students who have completed the *Multisensory Reading and Spelling Program*. Instruction includes practice in sentence, paragraph, and essay composition.

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**Program  
Descriptors**

*Individualized*

Instruction and materials are matched to student's needs. Classes are small (4-8 adults) and taught by a Neuhaus trained instructor.

*Multisensory*

Instruction uses an approach that simultaneously includes more than one mode of presentation of information-visual, auditory, and kinesthetic.

*Intensive Phonics*

Instruction combines both analytic and synthetic phonics. Analytic phonics teaches the structure of written language as a tool for word analysis and recognition. Synthetic phonics emphasizes sounds and letter correspondences for translating letters into sounds.

*Linguistic*

Instruction presents the scientific study of language including history, structure and function.

*Systematic, Sequential, and  
Cumulative*

Instructional curricula are arranged in a step-by-step order that addresses the cumulative nature of reading and spelling and acknowledges prerequisite skills.

*Process Oriented*

Instructional strategies lead students toward independence, reflecting a strong emphasis on learning procedures rather than memorizing products.

*Adequate Practice*

Instruction is balanced with ample opportunities to practice. Adequate practice in reading and spelling develops automaticity and fluency, which support comprehension and make reading and writing enjoyable.