Multisensory and Multifunctional

How the CLC can be used to support learners with dyslexia and other literacy difficulties

Dr Aimee Schofield

Background



- PhD in Classics and Ancient History, University of Manchester
- PCGE in Secondary Education, University of Buckingham
- Level 5 Certificate in Dyslexia; Literacy, Support and Intervention, British Dyslexia Association
  - Associate Teacher Status with the British Dyslexia Association
- Currently training at Level 7 to become a Dyslexia Assessor

15 years' experience in teaching at primary through to tertiary levels

My CLC Journey



Roadmap



- What is dyslexia?
- Why are dyslexia and literacy difficulties not necessarily the same thing?
- Why does this matter for teaching Latin?
- Why is the CLC uniquely suited to working with students with literacy difficulties?
- What else can we do (practically)?
- Questions

There may be (mild) audience participation!



What is dyslexia?

What is dyslexia?



The Delphi definition (2025):

- Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling
- In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments
- Across all languages, difficulties in reading fluency and spelling are key markers of dyslexia
- Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity
- The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences
- Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language
- The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed
- Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia
- Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder

What is dyslexia?



Key points for ancient languages teachers:

In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments

What is dyslexia?



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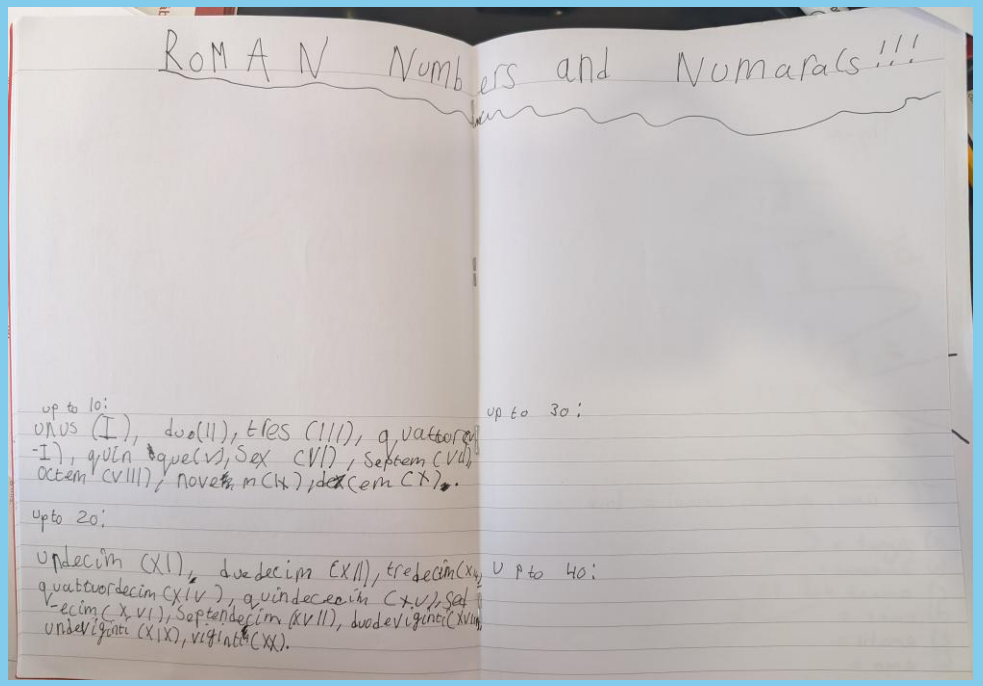
Key points for ancient languages teachers:

The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed or phonological memory)

Dyslexia and literacy difficulties



- Not necessarily the same thing
- Dyslexia and literacy difficulties are on a spectrum
- Literacy difficulties may not reach the threshold of dyslexia
- Literacy difficulties may have a cause other than dyslexia
  - EAL, another learning difficulty/disability, etc.



What does this mean for teaching Latin?

Why does this matter for teaching Latin?



- What key skills does language learning need?
- What cognitive skills are learners developing?
- What cognitive demands are we placing on learners?

Why does this matter for teaching Latin?



- What key skills does language learning need?
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- What cognitive demands are we placing on learners?

How do these affect teaching Latin?

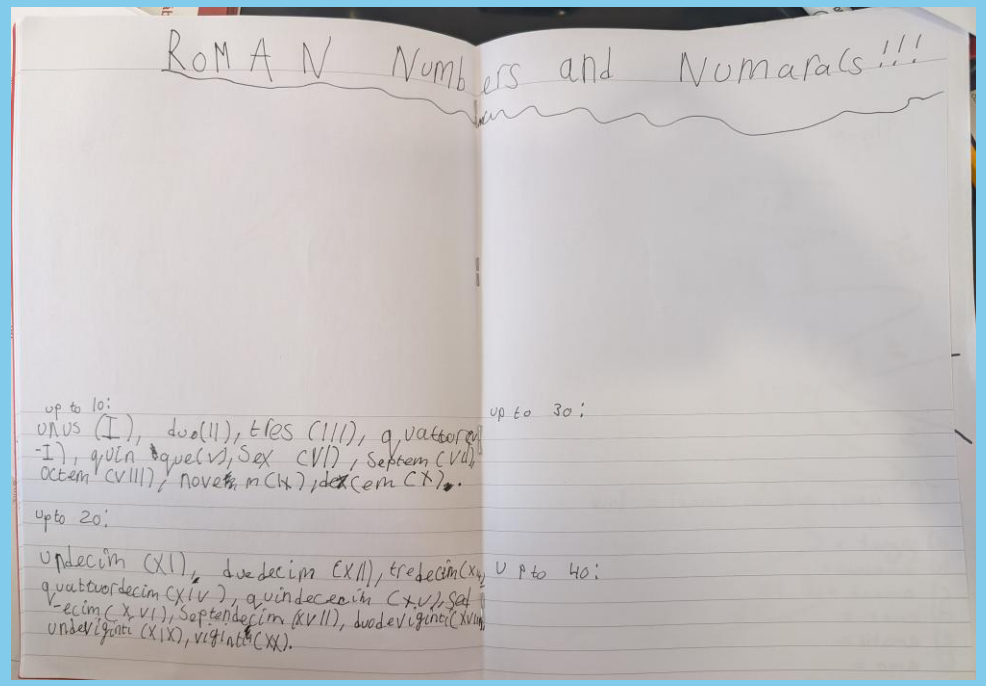


- Phonological awareness
  - Recognising sounds
- Phonological short term memory
  - Remembering sounds
- Phonological processing
  - Understanding and manipulating sounds

How do these affect teaching Latin?



- Phonological awareness
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Why is the CLC uniquely suited to working with students with literacy difficulties?

Key features of literacy inteventions:

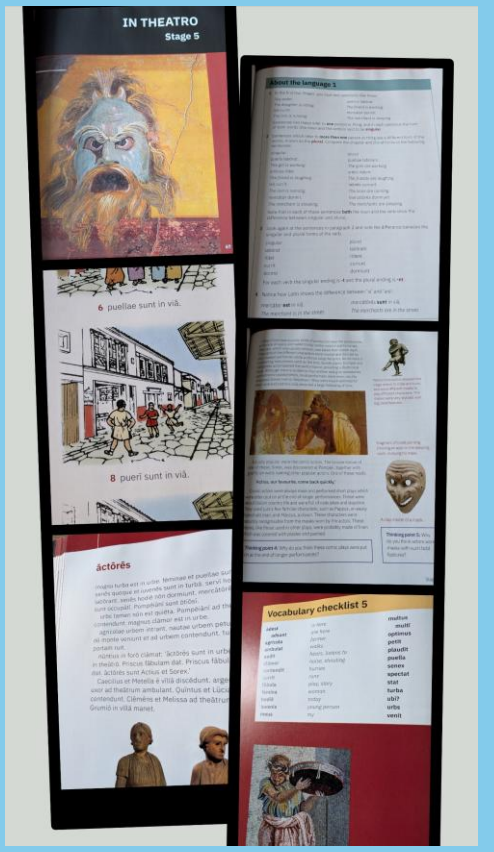


- Structured
- Multisensory
- Cumulative
- Phonics and morphology based
- Opportunities for overlearning

Kelly and Phillips (2022) *Teaching Literacy to Learners with Dyslexia*. Sage

Structured:

- Each stage follows a recognisable pattern
  - Introductory picture
  - Introductory story
    - (Usually picture story with short sentences)
  - Longer stories
  - About the Language
  - Practising the Language
  - Background
  - Vocabulary checklist



Multisensory:

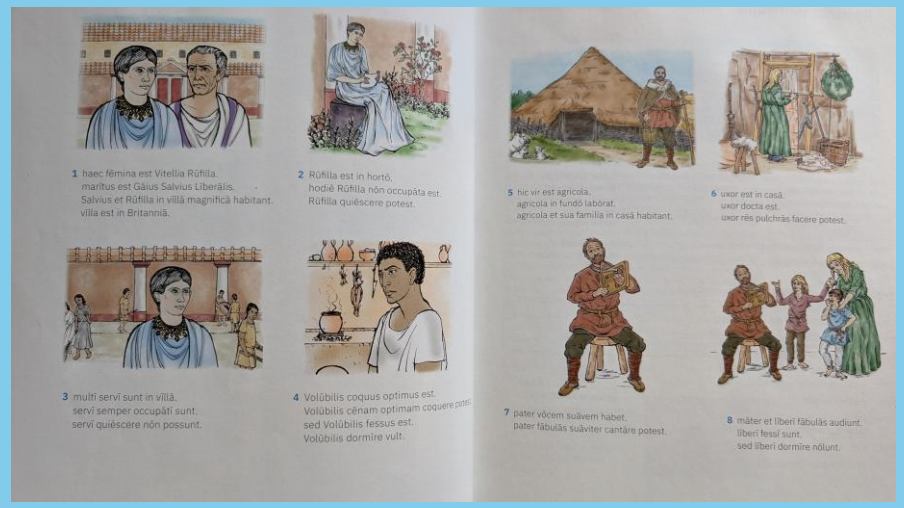
- Picture prompts at the start of each stage encourage discussion



Multisensory:

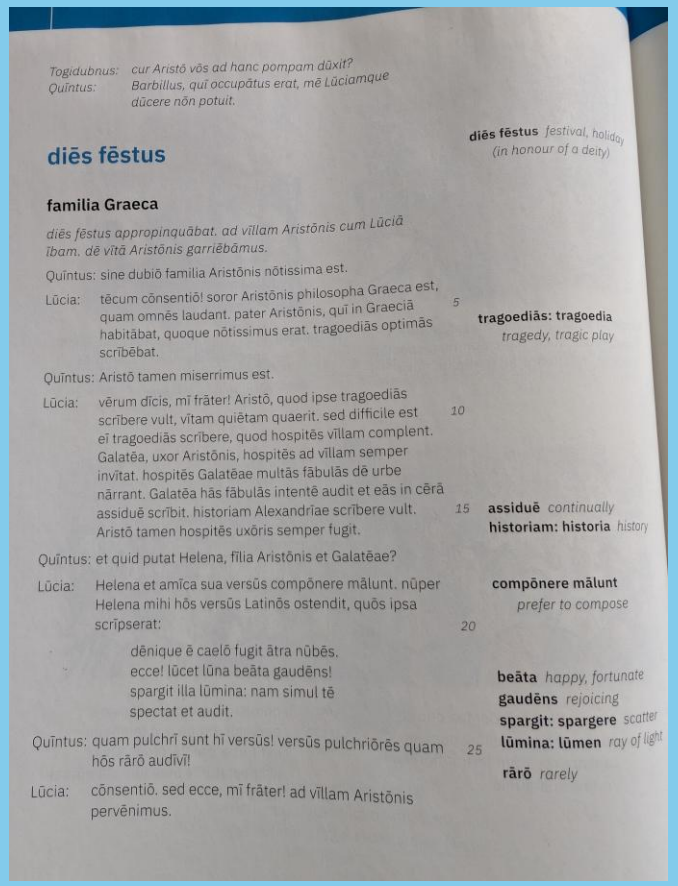
- Picture prompts at the start of each stage encourage discussion

- Picture stories encourage reading aloud



Multisensory:

- Picture prompts at the start of each stage encourage discussion
- Picture stories encourage reading aloud
- Plays encourage performance and movement



Togidubnus: *cur Aristō vōs ad hanc pompam dūxit?*
Quīntus: *Barbillus, quī occupātus erat, mē Lūciamque dūcere nōn potuit.*

diēs fēstus

diēs fēstus *festival, holiday (in honour of a deity)*

familia Graeca

diēs fēstus appropinquābat. ad vīllam Aristōnis cum Lūciā ībam. dē vītā Aristōnis garriēbāmus.

Quīntus: sine dubiō familia Aristōnis nōtissima est.

Lūcia: tēcum cōnsentiō! soror Aristōnis philosopha Graeca est, quam omnēs laudant. pater Aristōnis, quī in Graeciā habitābat, quoque nōtissimus erat. tragoediās optimās scrībēbat.

tragoediās: tragoedia *tragedy, tragic play*

Quīntus: Aristō tamen miserrimus est.

Lūcia: vērum dīcis, mī frāter! Aristō, quod ipse tragoediās scrībere vult, vītam quiētam quaerit. sed difficile est eī tragoediās scrībere, quod hospitēs vīllam complent. Galatēa, uxor Aristōnis, hospitēs ad vīllam semper invītat. hospitēs Galatēae multās fābulās dē urbe nārrant. Galatēa hās fābulās intentē audit et eās in cērā assiduē scrībit. historiam Alexandrīae scrībere vult. Aristō tamen hospitēs uxōris semper fugit.

assiduē *continually*
historiam: historia *history*

Quīntus: et quid putat Helena, fīlia Aristōnis et Galatēae?

Lūcia: Helena et amīca sua versūs compōnere mālunt. nūper Helena mihi hōs versūs Latinōs ostendit, quōs ipsa scrīpserat:

compōnere mālunt *prefer to compose*

dēnique ē caelō fugit ātra nūbēs.
ecce! lūcet lūna beāta gaudēns!
spargit illa lūmina: nam simul tē
spectat et audit.

beāta *happy, fortunate*
gaudēns *rejoicing*
spargit: spargere *scatter*
lūmina: lūmen *ray of light*

Quīntus: quam pulchrī sunt hī versūs! versūs pulchriōrēs quam hōs rārō audīvī!

rārō *rarely*

Lūcia: cōnsentiō. sed ecce, mī frāter! ad vīllam Aristōnis pervēnimus.

Cumulative:

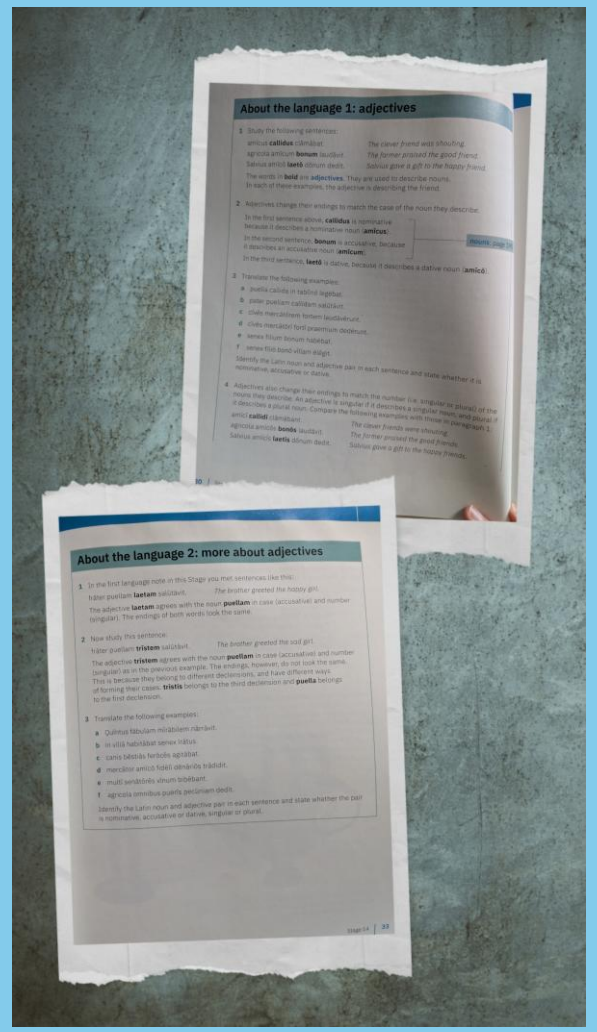
- Stages build grammatical and vocabulary knowledge systematically



Cumulative:

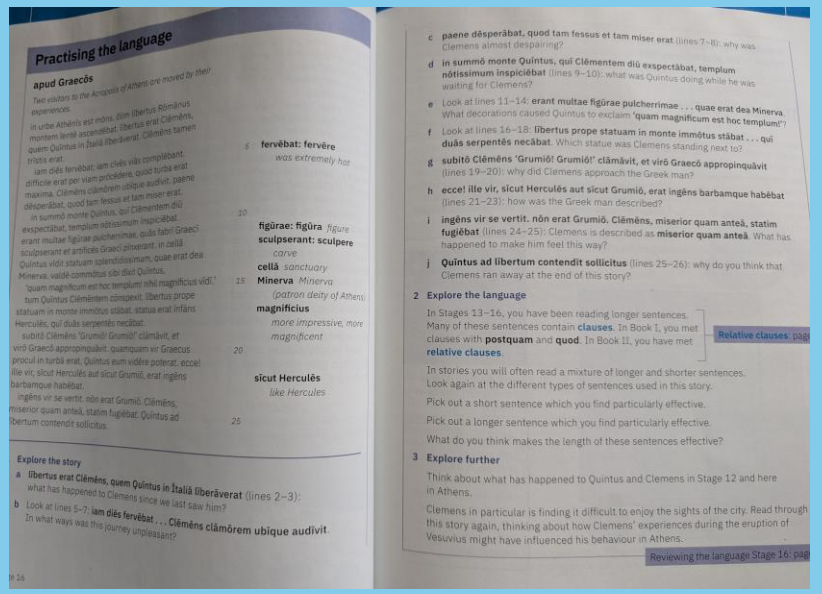
- Stages build grammatical and vocabulary knowledge systematically

- Language notes (AtL) build on prior learning
  - Clear references to where and when learners encountered it



Cumulative:

- Stages build grammatical and vocabulary knowledge systematically
- Language notes (AtL) build on prior learning
  - Clear references to where and when learners encountered it
- ‘Practising the Language’ allows learners to build greater depth



Practising the language

apud Graecōs

Two visitors to the Acropolis of Athens are moved by their experiences.

in urbe Athēnīs est mōns, ōlim lībertus Rōmānus montem lentē ascendēbat. lībertus erat Clēmēns, quem Quīntus in Ītaliā līberāverat. Clēmēns tamen tristis erat.

iam diēs fervēbat; iam cīvēs vīās complēbant. difficile erat per viam prōcēdere, quod turba erat maxima. Clēmēns clāmōrem ubīque audīvit. paene dēspērābat, quod tam fessus et tam miser erat.

in summō monte Quīntus, quī Clēmentem diū exspectābat, templum nōtissimum inspiciēbat. exspectābat; templum nōtissimum inspiciēbat. erant multae figūrae pulcherrimae, quās fabrī Graecī sculpserant et artificēs Graecī pinxerant, in cellā Quīntus vīdī statuam splendidissimam, quae erat dea Minerva, validē commōtus sibi dīxit Quīntus,

'quam magnificum est hoc templum! nihil magnificius vīdī.'

tum Quīntus Clēmentem cōnspexit. lībertus prope statuam in monte immōtus stābat. statua erat īnfāns Herculēs, quī duās serpentēs necābat.

subitō Clēmēns 'Grumiō! Grumiō!' clāmāvit, et virō Graecō appropinquāvit. quamquam vir Graecus procul in turbā erat, Quīntus eum vidēre poterat. eccel ille vir, sīcut Herculēs aut sīcut Grumiō, erat ingēns barbamque habēbat.

ingēns vir se vertit. nōn erat Grumiō. Clēmēns, miserior quam anteā, statim fugiēbat. Quīntus ad lībertum contendit sollicitus.

fervēbat: fervēre *was extremely hot*

figūrae: figūra *figure*
sculpserant: sculpere *carve*
cellā *sanctuary*
Minerva *Minerva (patron deity of Athens)*
magnificius *more impressive, more magnificent*
sīcut Herculēs *like Hercules*

Explore the story

a lībertus erat Clēmēns, quem Quīntus in Ītaliā līberāverat (lines 2–3): what has happened to Clemens since we last saw him?

b Look at lines 5–7: iam diēs fervēbat . . . Clēmēns clāmōrem ubīque audīvit. In what ways was this journey unpleasant?

c paene dēspērābat, quod tam fessus et tam miser erat (lines 7–8): why was Clemens almost despairing?

d in summō monte Quīntus, quī Clēmentem diū exspectābat, templum nōtissimum inspiciēbat (lines 9–10): what was Quintus doing while he was waiting for Clemens?

e Look at lines 11–14: erant multae figūrae pulcherrimae . . . quae erat dea Minerva. What decorations caused Quintus to exclaim 'quam magnificum est hoc templum!'?

f Look at lines 16–18: lībertus prope statuam in monte immōtus stābat . . . quī duās serpentēs necābat. Which statue was Clemens standing next to?

g subitō Clēmēns 'Grumiō! Grumiō!' clāmāvit, et virō Graecō appropinquāvit (lines 19–20): why did Clemens approach the Greek man?

h eccel ille vir, sīcut Herculēs aut sīcut Grumiō, erat ingēns barbamque habēbat (lines 21–23): how was the Greek man described?

i ingēns vir se vertit. nōn erat Grumiō. Clēmēns, miserior quam anteā, statim fugiēbat (lines 24–25): Clemens is described as miserior quam anteā. What has happened to make him feel this way?

j Quīntus ad lībertum contendit sollicitus (lines 25–26): why do you think that Clemens ran away at the end of this story?

2 Explore the language

In Stages 13–16, you have been reading longer sentences. Many of these sentences contain clauses. In Book I, you met clauses with postquam and quod. In Book II, you have met relative clauses.

Relative clauses: pag

In stories you will often read a mixture of longer and shorter sentences. Look again at the different types of sentences used in this story.

Pick out a short sentence which you find particularly effective.

Pick out a longer sentence which you find particularly effective.

What do you think makes the length of these sentences effective?

3 Explore further

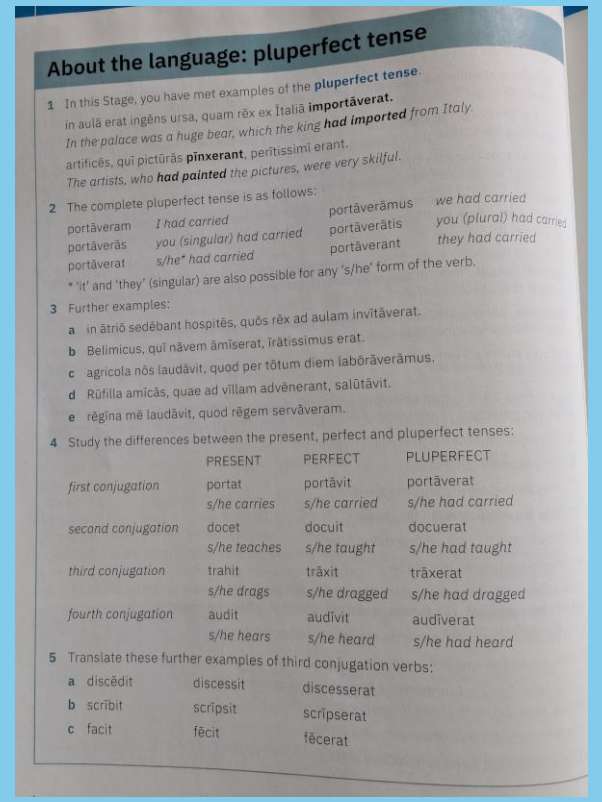
Think about what has happened to Quintus and Clemens in Stage 12 and here in Athens.

Clemens in particular is finding it difficult to enjoy the sights of the city. Read through this story again, thinking about how Clemens' experiences during the eruption of Vesuvius might have influenced his behaviour in Athens.

Reviewing the language Stage 16: pag

Phonics and morphology based:

- Many opportunities for reading aloud and speaking
  - Really important – don't view this as fluff!
- Morphology is a fundamental skill for Latin learning
- Emphasise key sounds to help learners pick up on semantics and inflection
  - e.g. ama**ba**nt, ama**v**it



About the language: pluperfect tense

1 In this Stage, you have met examples of the **pluperfect tense**.
in aulā erat ingēns ursa, quam rēx ex Ītaliā **importāverat.**
In the palace was a huge bear, which the king ***had imported*** *from Italy.*
artificēs, quī pictūrās **pīnxerant**, perītissimī erant.
The artists, who ***had painted*** *the pictures, were very skilful.*

2 The complete pluperfect tense is as follows:

portāveram	*I had carried*	portāverāmus	*we had carried*
portāverās	*you (singular) had carried*	portāverātis	*you (plural) had carried*
portāverat	*s/he* had carried*	portāverant	*they had carried*

* 'it' and 'they' (singular) are also possible for any 's/he' form of the verb.

3 Further examples:
a in ātriō sedēbant hospitēs, quōs rēx ad aulam invītāverat.
b Belimicus, quī nāvem āmīserat, īrātissimus erat.
c agricola nōs laudāvit, quod per tōtum diem labōrāverāmus.
d Rūfilla amīcās, quae ad villam advēnerant, salūtāvit.
e rēgīna mē laudāvit, quod rēgem servāveram.

4 Study the differences between the present, perfect and pluperfect tenses:

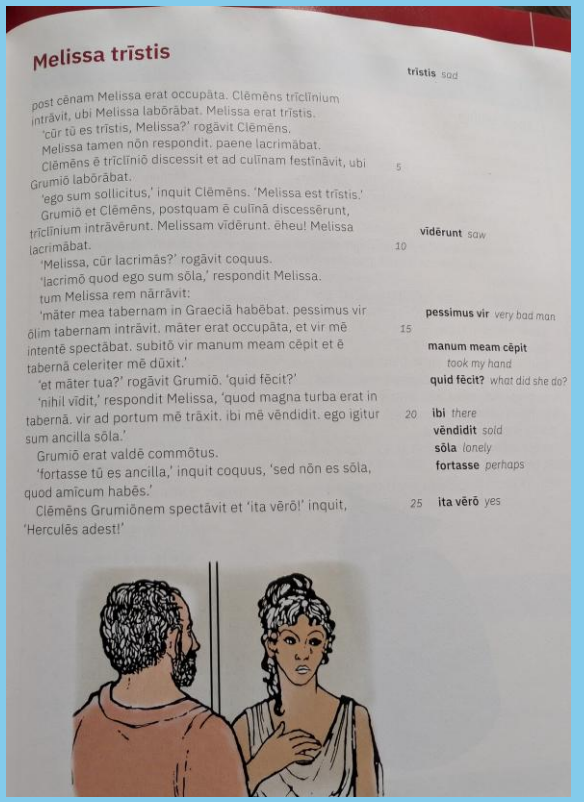
	PRESENT	PERFECT	PLUPERFECT
first conjugation	portat *s/he carries*	portāvit *s/he carried*	portāverat *s/he had carried*
second conjugation	docet *s/he teaches*	docuit *s/he taught*	docuerat *s/he had taught*
third conjugation	trahit *s/he drags*	trāxit *s/he dragged*	trāxerat *s/he had dragged*
fourth conjugation	audit *s/he hears*	audīvit *s/he heard*	audīverat *s/he had heard*

5 Translate these further examples of third conjugation verbs:

a discēdit	discessit	discesserat
b scrībit	scrīpsit	scrīpserat
c facit	fēcit	fēcerat

Opportunities for overlearning:

- Stories are a great resource for consolidation and overlearning:
  - Vocabulary hunts
  - Consolidating morphology
  - Identifying parts of speech
  - Practising syntax
  - Translation skills



Melissa trīstis

trīstis *sad*

post cēnam Melissa erat occupāta. Clēmēns trīclīnium intrāvit, ubi Melissa labōrābat. Melissa erat trīstis.
'cūr tū es trīstis, Melissa?' rogāvit Clēmēns.
Melissa tamen nōn respondit. paene lacrimābat.
Clēmēns ē trīclīniō discessit et ad culīnam festīnāvit, ubi Grumiō labōrābat.
'ego sum sollicitus,' inquit Clēmēns. 'Melissa est trīstis.'
Grumiō et Clēmēns, postquam ē culīnā discessērunt, trīclīnium intrāvērunt. Melissam vīdērunt. ēheu! Melissa lacrimābat.
'Melissa, cūr lacrimās?' rogāvit coquus.
'lacrimō quod ego sum sōla,' respondit Melissa.
tum Melissa rem nārrāvit:
'māter mea tabernam in Graeciā habēbat. pessimus vir ōlim tabernam intrāvit. māter erat occupāta, et vir mē intentē spectābat. subitō vir manum meam cēpit et ē tabernā celeriter mē dūxit.'
'et māter tua?' rogāvit Grumiō. 'quid fēcit?'
'nihil vīdit,' respondit Melissa, 'quod magna turba erat in tabernā. vir ad portum mē trāxit. ibi mē vēndidit. ego igitur sum ancilla sōla.'
Grumiō erat valdē commōtus.
'fortasse tū es ancilla,' inquit coquus, 'sed nōn es sōla, quod amīcum habēs.'
Clēmēns Grumiōnem spectāvit et 'ita vērō!' inquit, 'Herculēs adest!'

vīdērunt *saw*

pessimus vir *very bad man*

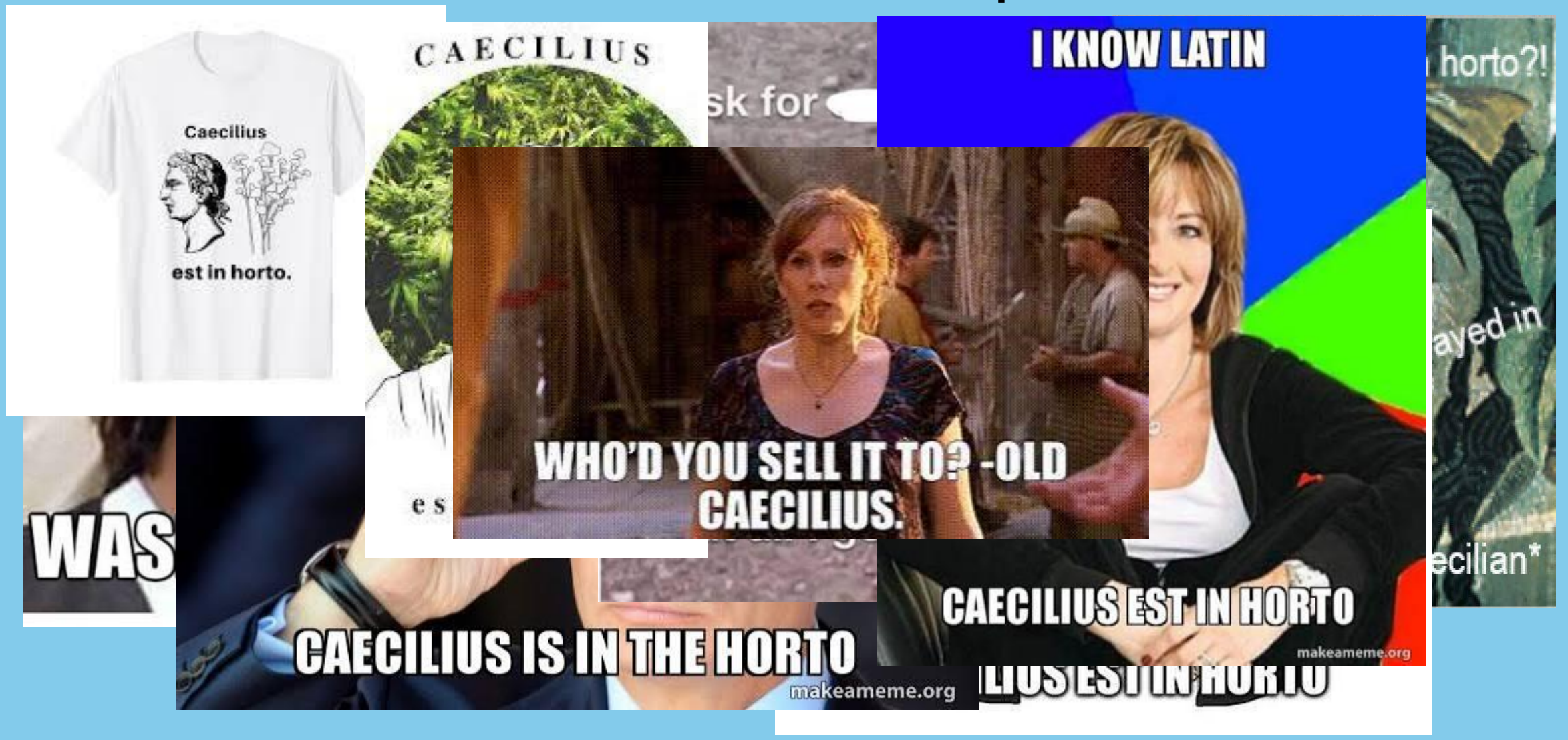
manum meam cēpit *took my hand*

quid fēcit? *what did she do?*

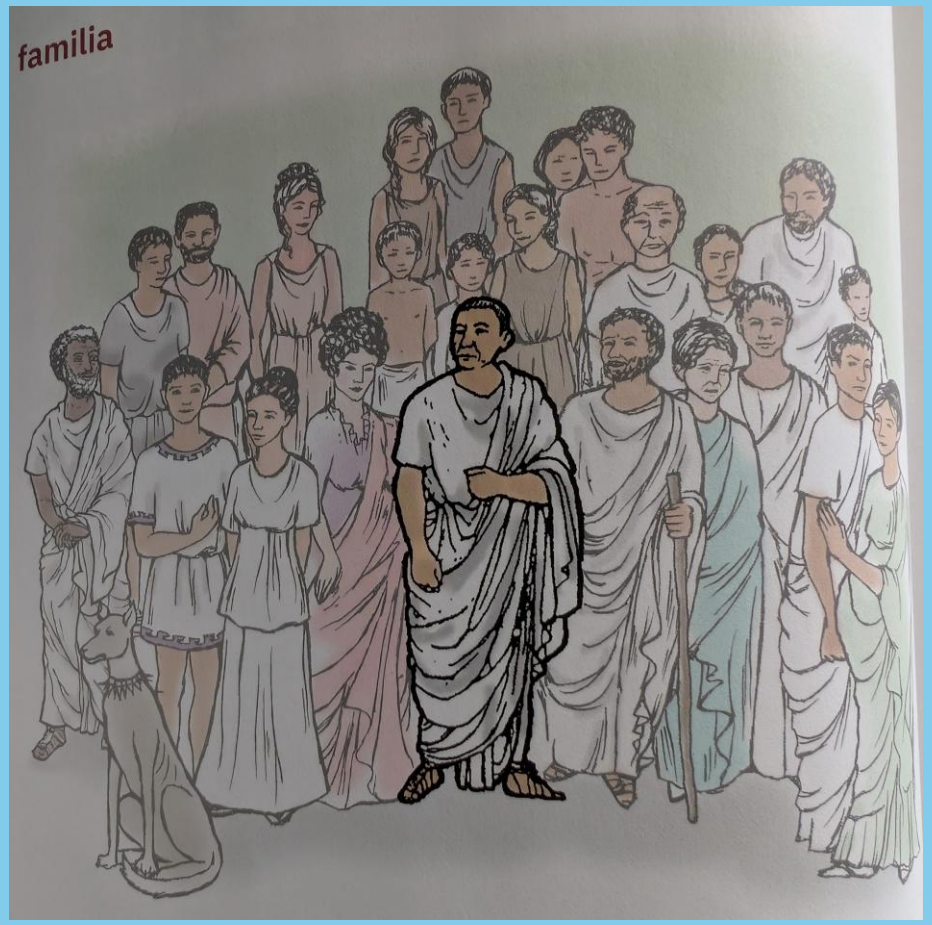
ibi *there*
vēndidit *sold*
sōla *lonely*
fortasse *perhaps*

ita vērō *yes*

What makes the CLC extra special?

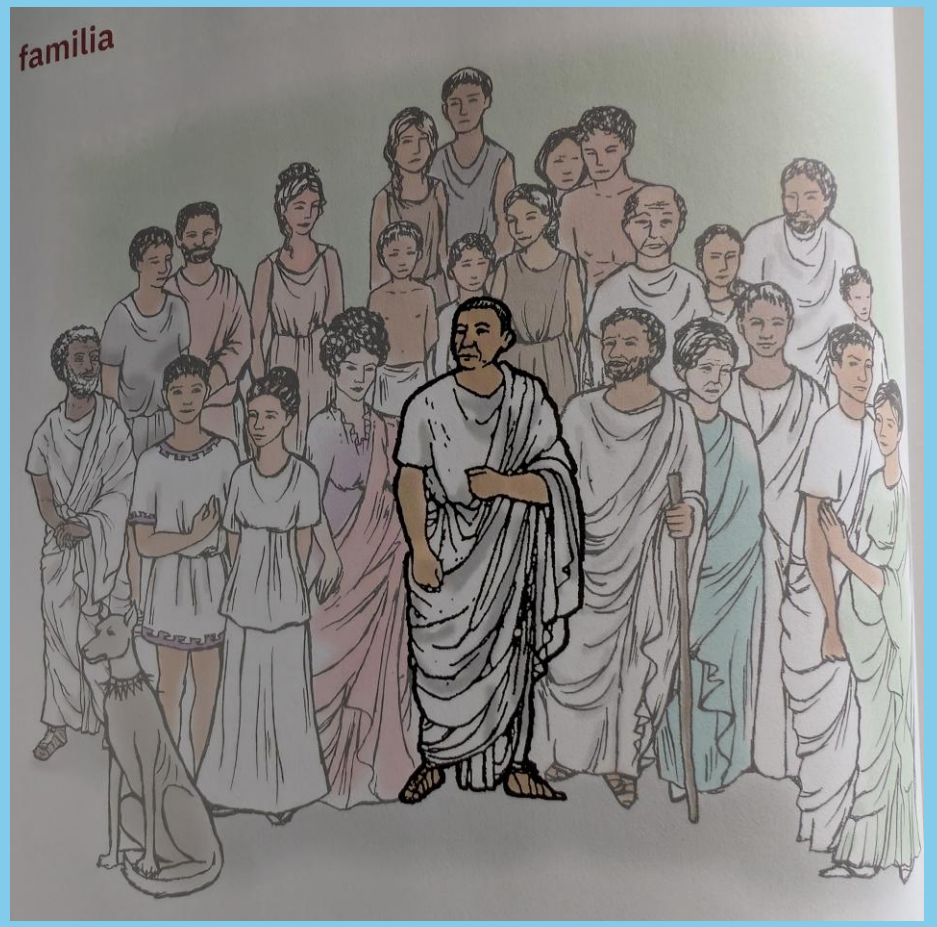


What makes the CLC extra special?



What makes the CLC extra special?

- Stories that engage learners in the classroom
- Stories which stay with people long after they read them the first time
- Immersive approach





What else can we do?

Scaffolding



- Remove over-reliance on working memory, while retaining challenge
  - e.g., supply personal dictionaries, dual code on slides, regular structure
- Chunk work and processes
- Maintain separation of stem and ending for longer
- Colour co-ordinate e.g. stems and endings, nouns and verbs

Scaffolding



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Scaffolding:



Scaffolding a sentence

Romani irati Graecos audaces gladiis interfecerunt.

nominative noun and adjective	verb	accusative noun and adjective	ablative

Scaffolding:



- I do, we do, you do

- What A Good One Looks Like (WAGOLL)

- What do you want them to learn?
  - Grammar – give them the vocabulary
  - Vocabulary – give them the grammar
  - Keep the learning objective tightly focused, then increase the challenge

What can we do?



- Multi-sensory learning
  - Spend lots of time early in the course on the phonics of the language
  - Speak in the language as much as possible
  - Build in opportunities for linked movement
  - Chanting
  - Look, say, cover, write, check – including the Latin word

What can we do?



How do you **teach** vocabulary?

How do your learners **learn** vocabulary?

What can we do?

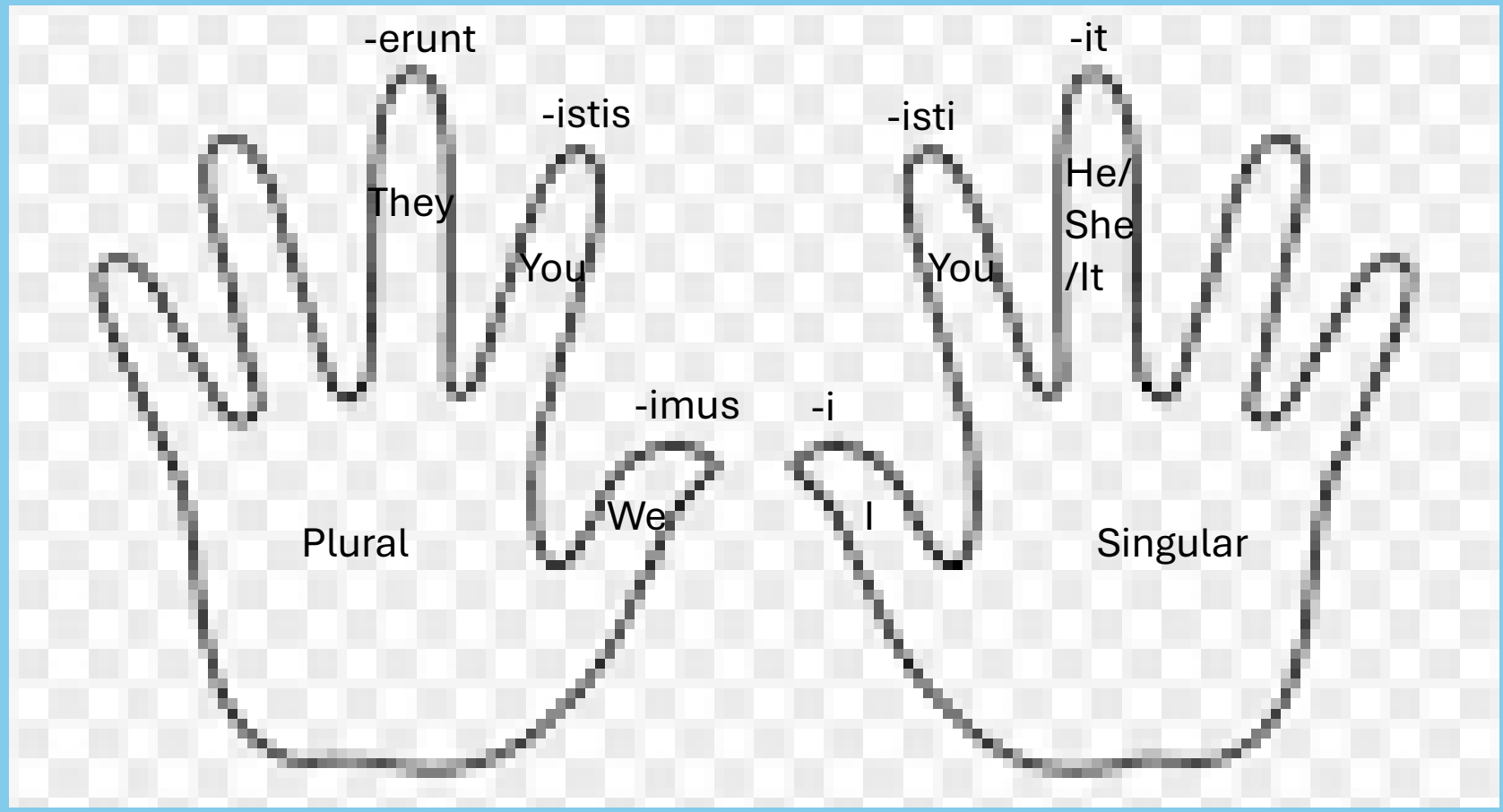


How do you **teach** vocabulary?

How do your learners **learn** vocabulary?

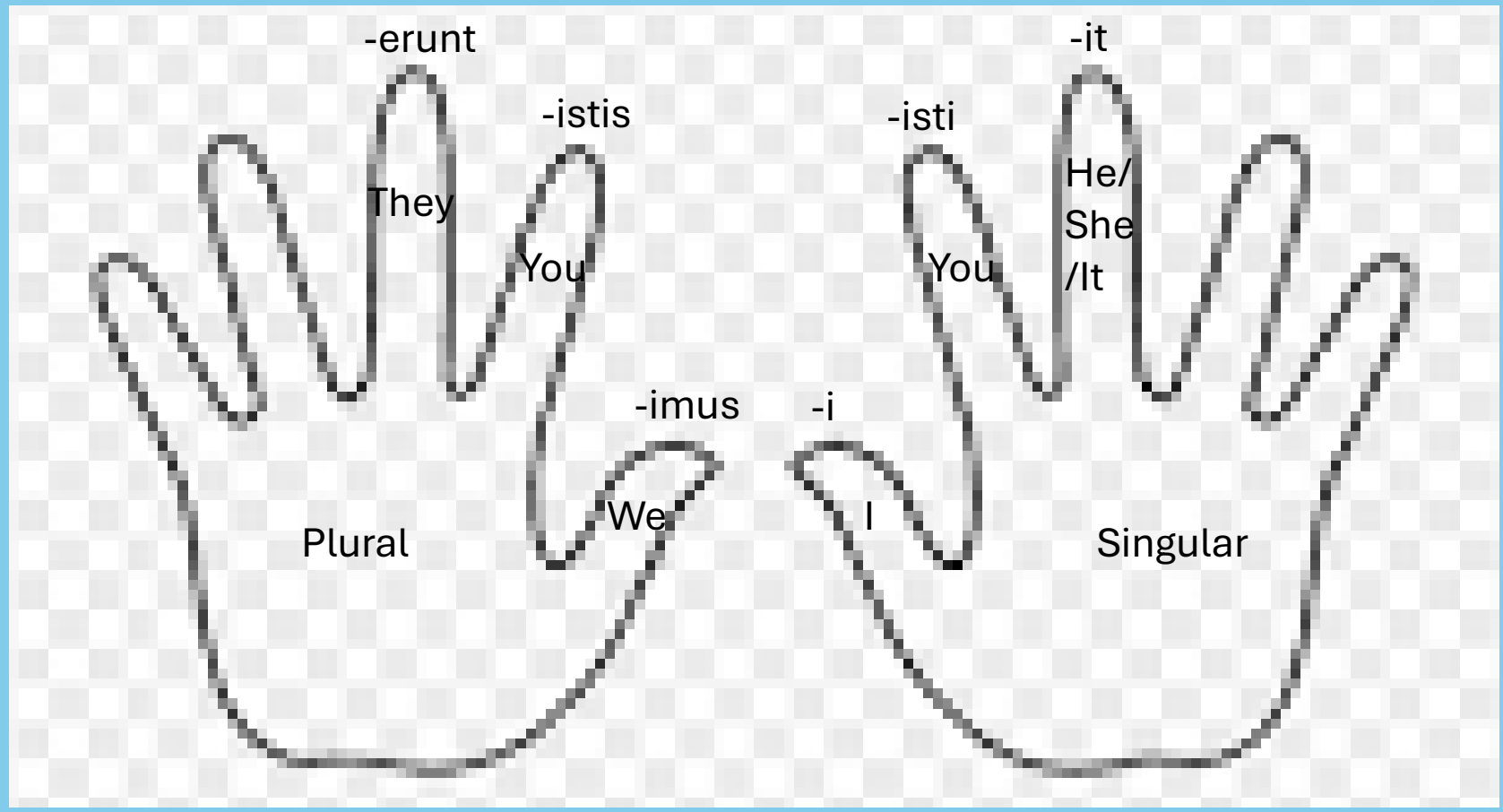
Multi-sensory learning:

The perfect tense endings:



Multi-sensory learning:

The perfect tense endings:



Conclusions



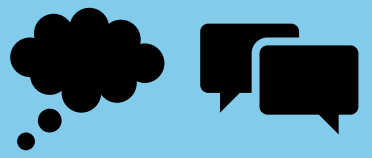
- Dyslexia and literacy difficulties are not related to intelligence
- An SEND first approach benefits all learners
- Lots of our traditional ways of teaching are beneficial to learners with literacy difficulties
  - We don’t need to reinvent the wheel
- The CLC has some great applications which can really benefit learners with literacy difficulties
- Supporting learners with literacy difficulties helps to maintain the attractiveness of our subject

References

Carroll, J. M., Holden, C., Kirby, P., Snowling, M. J., and Thompson, P. A. (2025). ‘Towards a Consensus for Dyslexia Practice: Findings of a Delphi Study on Assessment and Identification’, *Dyslexia* 31(1) [online]. Available at: https://onlinelibrary.wiley.com/doi/10.1002/dys.1800 (Accessed 15th October 2026)

Kelly, K. and Phillips, S. (2022) *Teaching Literacy to Learners with Dyslexia*. 3rd edition. Los Angeles, London, New Delhi, Singapore, Washington DC, and Melbourne: Sage

Any questions?



felix dies tibi sit!

