

Review - reading decodable books

Children should read each book 3 times:

First: In the core phonics lesson with the teacher.

Second: Independently or in a small group later that same day.

Third: At home with a parent/fluent reader in the afternoon or evening.

If you wish to use the physical versions of the readers and do not have enough copies for all children to read then repeat reading the same book over multiple days.

When reading with a child:

If a child is stuck on a word say: 'The sound is __,' or, 'The sounds are __ __ __.'

If the reader still struggles, provide the word and carry on.

Always use pure sounds (e.g. 'p' - 'a' - 't' not 'puh' - 'a' - 'tuh').



Review - small group practice reading sessions

1. Ideally, sessions consist of one trained practitioner and six children using the same matched decodable book. Initial reading sessions with any book will focus on decoding skills.
2. Before reading the book, use mnemonic cards with the children to run through the focus sounds in the book.
3. Read through the lists of words on the inside cover that use the new focus sound(s) and tricky words. Use flash cards for reinforcement.
4. Ask each child in turn to read a page from the book. The first time you read each new book, the focus should be decoding. Children apply their phonic knowledge and develop their fluency.

5. If you have time for an extra session with the same group the focus should be on prosody/fluency, increasing the pace of reading, looking for meaning, stress and intonation. Children should be confident in automatically applying the decoding skills, and reading with greater accuracy and fluency.
6. Finally, use the comprehension questions. These focus on prediction, deduction and inference skills. Go back to certain pages and ask how the characters were feeling. With all comprehension questions, encourage the children to give evidence. e.g. Instead of “Ben was happy,” say, “I know they were happy because...”