

Reading whole words

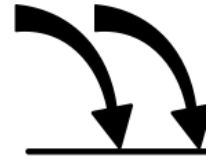


The Reading Framework (2023) states that nearly all pupils, including those with severe and complex needs, will need to learn the alphabetic code via structured synthetic phonics (SSP). Sometimes, it may be appropriate to give pupils practise at reading words as whole units to help them begin their reading journey.

<p>See and Say</p>	<p>Create/use flashcards with clear, rounded, consistent font.</p> <ul style="list-style-type: none"> • Keep number of new words small and repeat 1:1 flashcard work frequently • 'I do, we do, you, do' – I say the word, we say it together, you say it' • Adult models running finger along the word as it is spoken (developing sense of start, middle, end of words) 	
<p>Hear and Spell</p>	<p>Once a pupil knows an emerging number of words on sight:</p> <p>Step 1: Say the word Step 2: Pupil repeats the word Step 3: Present pupil with the letters that make up the word (they do not need to write). <i>Start by simply spacing apart the words, then muddle just 2 of the letters.</i> Step 4: Pupil spells the word by bring the letters into the correct order Step 5: Pupil runs finger along word. Pupil says the word.</p>	
<p>Repetition through game</p>	<ul style="list-style-type: none"> • Pairs – matching words or matching words to pictures • Boardgames – create own snakes & ladders, start to finish counter boards etc • Snap! • Play with key word dice • Charades (take turns acting out the word) • Word Action – lay word cards on floor and given 'action' commands; jump on /said/, hop on /the/, hide /went/ behind your back. 	
<p>Match, Select, Name*</p>	<p>Match: child matches words together You say "this says dad, can you find the flashcard that says dad?" Child matches their card to your card.</p> <p>Select: child selects words on request You say" find the card that says dad" Child selects the appropriate card.</p> <p>Name: child names the words You point to a word Child says the word</p> <p>* A strategy often recommended for pupils with Down Syndrome using highly motivating words, based on their visual strengths and particular learning profile.</p>	

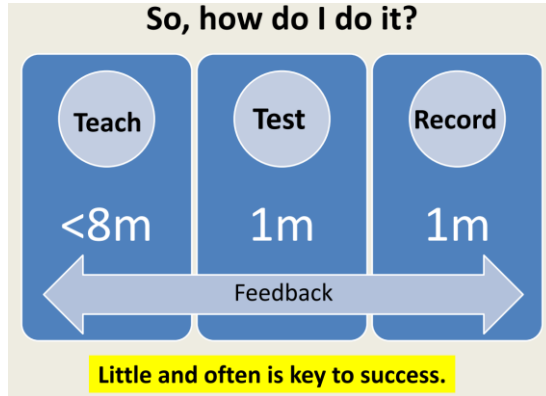
https://dsfamilynetwork.org/wp-content/uploads/2013/03/unit_5_primary.pdf

Developing automaticity (ensuring retention in long-term memory)



Precision Teaching

A **practice method** to help a pupil achieve fluency with a particular skill. Great for learning sets of whole words.



Further information sources:

https://doverstls.co.uk/wp-content/uploads/2023/02/basic_precision_teaching_guide_2014.pdf

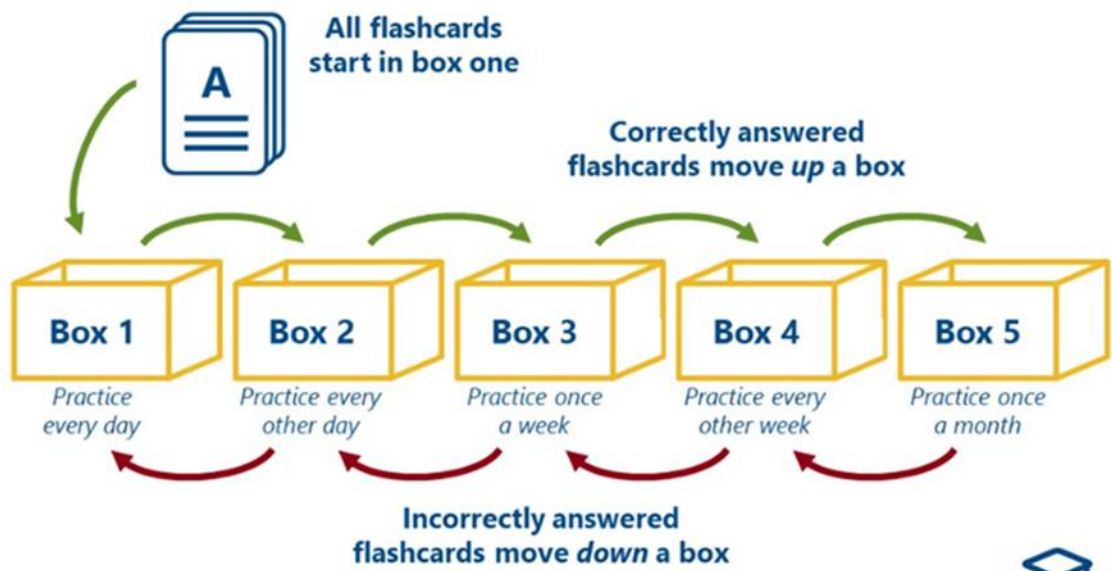
<https://sites.google.com/site/eptoolbox/precision-teaching?authuser=0>

See separate STLS guidance

Spaced Repetition

This is based on the 'Leitner' system and can be applied to whole word learning.

1. A set of wordcards (flashcards) are placed in Box or envelope 1.
2. Move the cards 'up' if a pupil knows and can read the word without much thinking. This means they will practise it less frequently.
3. Move the cards 'down' if a word is not known automatically, as this needs to be practised more.
4. Use games (see first sheet) to practise and overlearn those least well known (Box 1)
5. Bring in new words when Box 1 is empty.



*These 'practise' approaches will also be effective when a pupil is beginning to learn letter-sound correspondences.