

A.B Case Study May 2014–January 2015

This case study describes in detail the first 26 lessons for a not quite 6 year old, three quarters of the way through Y1, using a systematic programme: ***The Sound Reading System***. **SRS** focuses on the written code (the English alphabet code) and takes the learner through clearly defined steps to learn to decode starting from the simplest elements of the code and moving in logical steps to the more complex. The learner exercises the skills of segmenting each sound and blending them back together again to make a word. The skill of sound processing is also actively taught, for as we read so we process the different sounds represented by the spellings. SRS represents the basic building blocks of reading. The learner reads continuous text, however simple from lesson 1 onwards.

The Dandelion Readers, www.phonicbooks.co.uk were used from the first lesson to support the learning and to practise all that had been taught. Many more books were introduced, as appropriate. The learner was never asked to read what had not been taught. Every week AB read many books to practise his reading, but also for pleasure!

A.B (boy)

D o b: 1.8.2008

A.B's parents asked me to assess their son as they were concerned at his lack of progress at school with reading and writing and that he was very evidently struggling.

Parents' comments: "Our son was an early talker and loved books from a young age. During the first year at school teachers started to ask us if we thought that he might have learning difficulties as he was not making any progress in learning phonic sounds and writing letters. As he was the youngest in his year (an August birthday, so just 4 when he entered Reception) we expected him to take a bit longer to learn to read but the teachers were increasingly concerned with his performance. In Year 1 the school had him assessed twice for Special Educational Needs (SEN) and each time no underlying problem was identified. In Year 1 it became apparent that our son was not making any progress in school with reading and writing and he was beginning to become frustrated with this and started to lose confidence. So in May we contacted Fiona".

SRS Lessons started mid May 2014, AB will be 6 in August; he is in Year 1; started school in Reception in September 2012; one of the youngest in the year group (just 4).

Primary School Annual Report 2013-2014

AB has difficulty engaging with and completing tasks in the classroom

AB has a tendency to distract himself; tipping his chair etc. Lack of focus

Attainment:

Speaking and listening: 1b

Reading 1c

Writing P8

I was interested by the schools' comments-1) for reading: 'To help with reading it is important to read with your child. You can do this by listening to your child read or reading them your favourite story' and 2) for writing: 'To help with writing you can create a writing diary or ask your child to make labels for toys or pictures'.

Am I being naive, if your child cannot read or write how can he carry out these activities? AB is a child who has been exposed to the pleasure of language and of books, pictures and stories since birth. FN

AB's Primary School also had him assessed on 15th July 2014: **Speech and Language Therapy Initial Report** due to concerns about his ability to engage with the tasks in the classroom.

Results:

Concepts and following Directions: 37 (scores of 16 and above are considered within the average range) *Does this mean that AB is far above average? F.N*

Expressive Language skills:

Providing information: 6.06-6.11 years

Use of grammar: 8.0-8.05 years

AB was not yet age 6.0 when this report was carried out so these scores are high-particularly 'use of grammar'. FN

Expressive Vocabulary: Comment: he has an excellent vocabulary and achieved a score significantly above the average range: Percentile score 95

The Speech and Language therapist states that, 'AB's understanding and use of language are well within the average range...' 'Further input from this service are not felt to be necessary and AB will be discharged'.

All the above scores are above average; none of these scores indicate any weakness. When carrying out my own assessment (May 5th 2014) I found AB to be fully attentive and not to display any difficulties with the 'skills' necessary to be able to learn to read and write easily. F.N

May 5th 2014 First Session

SRS Initial Tests:

Ability to blend 3 and 4 sound words: 14/16

Ability to segment 3 and 4 sound words: 53/58

Knowledge of 'basic' code List A (letter to sound alphabet correspondence: a, b, c, d, etc) 25/25

These scores are very satisfactory and show no obvious problems; later many confusions were found between the letters b, d, p, g and a, g, and m,w and u, n *when writing*. For example a and g were written back to front.

Knowledge of 'advanced' code List B (digraphs: e.g sh, ch, th, ng, ck etc.) 0/25-see below

NFER Individual Reading Analysis, Form X, reading whole text:

The house was dark.

The man went in.

The man did not come out.

AB *did* have a lot of problems with the reading of this text and I did not ask him to read any further text. He did not use the simple 'sound + sound + sound = word' strategy to decode any of the words except 'm-a-n' and he knew the word 'was'. When we ran the 'code knowledge' test I realised that AB did not know any of the more advanced code: e.g 'oo', 'ee' or even 'sh'. This would explain why he could not read 'h-ou-se' or 'd-ar-k' or 'ou-t'. I could not ask the comprehension questions.

AB did not score a Reading Age.

As AB is nearing the end of Year 1 it is important to put this information into place for him as next year the Year 2 curriculum will be more demanding. AB will also lose confidence.

SRS is an incremental programme that teaches the English alphabet code in careful steps, from simple to complex. The programme is 'fail-safe', it never asks the learner to carry out any activity that has not been taught. In this way a child never reads anything s/he has not been taught, or writes anything s/he has not been taught. This creates a safe learning environment that promotes trust and confidence.

During our first session we built his name with individual letters that he stuck down in order to make ('build') the word; we also built family names:

A-b-d-ul, B-e-th, F-a-r-i-d and Th-o-m-a-s...This was to show him that each letter or letters represent the sounds in these familiar names.

SRS Step 1 (letters: a o t p m n) We built some simple words with the letter tiles on the white board: m-a-n t-a-p t-o-p etc. We then used the letters to 'sound process'; this meant that AB worked with the six letters moving them around to make new words. Then I asked him to write the words 'out of his head' (spelling):

m-a-n, p-a-n, p-o-p, p-a-t; he had no difficulty and we photocopied the results for his file.

He read the first SRS 'story':

Pat a pan.

Pat a man.

Pat an ant.

Pop!

I showed AB how to say each letter sound as he 'built' the word and to say the whole word as he finished it; he also said each sound as he wrote the letters. "Whisper to your pencil."

I noticed that AB was not sure how to hold his pencil/ whiteboard pen and that he did not automatically 'decode' from left to right. He did some spelling: 'Let's get the words out of your head'

AB was very focused throughout.

Support

I asked AB's parents to do some more word building and sound processing for Step 1 giving them the puzzles and also for **Step 2 (letters: i, c and d)** and to use the support worksheets that allow him to repeat what he had done during the lesson. Words: pin, cat, cot, dad etc.

The suggestion was that AB spent 20 minutes on this work three times during the intervening week so that he spent another hour consolidating the lesson content= 2 hours per week, which would necessarily be outside school time. A tall order for a not- quite- six year- old.

Lesson 1: 13th May

AB was very cheerful during this session. We read the Step 2 story. We moved into **Step 3 (letters: g and b)** I noticed that he forms both the letters 'a' and 'g' back to front. We are now working with the letters 'p' 'b' 'd' and 'g'. *AB is insecure with all of them when writing. SRS teaches these **together*** letters early on so that the child is able to differentiate the shapes within the context of words, thus diminishing the possibility of mixing them. By building and writing words, saying the sounds, the difference between the letters is noticed.

We built Step 3 words and used the Sound Processing puzzles (bad, pig, dog). We built **Step 4 words (letters: u,s)** sun, bus, cup, pup etc.

AB is now working with **13 letters**. The most important exercise for fluency is sound processing as he moves the letters around to make words. AB sometimes loses concentration and is happy to deviate from the task! However by the end of the lesson he is moving faster: creating a 'reading reflex'/ automaticity. The important 'word building' exercise teaches AB to make the sound to letter correspondence and to segment and blend the words: sound + sound +sound = word.

Support: He takes the worksheets away for Steps 3-4. Later I notice much more confident handwriting. Also word building tiles to practise with as well as the sound processing tiles.

I ask his parents to hear him read the four little Really Reading stories that accompany Steps 1-4: 1) for decoding 2) for fluency and 3) for dictation. Dictating the stories (or a sentence or two) proves to AB that he can write what he can read. He also needs to notice the punctuation: Capital letters and full stops. I also give him the first units of the Dandelion Readers Launchers (phonic books) they do not exactly match the order of sounds of SRS but they follow the McGuinness criteria. Note the introduction of the Capital I (sound /i-e/ and 'is' (the letter 's' making an 'z' sound).

Lesson 2: 20th May

Check out homework and spell words with letters b, d, p and g. These are still muddled by AB. **Step 5 (letter e)** the sound /e/ is often muddled by children with the sound /i/ so it is taught on its own. Use word building: bed, pen, ten, net etc and sound processing- he is getting faster; he enjoys it. BUT he has started to say /a-e/ for /a/and /ee/ for /e/-Where has this come from? School?

Can't rush him...we read Step 5 stories and the next set of Dandelion readers. He is enthusiastic. He sounds out each letter to make the word.

Spelling on the white board: he is also having difficulties differentiating the letters 'n' and 'u'. He needs to build words so that the shape of the letter becomes relevant in a real word: eg 'nut'. He has been taught the letters as an alphabet string which have not had any meaning for him.

Step 6 introduces letters h and w- word building and sound processing: hen to hat to hum to met to wet to mum etc. Notice that 'm' and 'w' are also very similar and unbelievably AB muddles these too. He has difficulty seeing the difference between 'm' and 'w'. So we *write* words: mum, wet, met, web, mat etc...

He is now working with 16 letters.

Support: Worksheets for steps 5 and 6; sound processing-he takes letter tiles to practise with..

Emphasis on bag to bed to beg to dig to dad to pig to peg...

Also nut to net to ten to hen to hum to bun to him (notice that the letters 'n' 'u' and 'h' are very similar- particularly for a young child).IF he writes pnp for pup, put the relevant letter 'u' next to the 'n' so that he can copy the correct shape.

Ask his parents to be vigilant about the mix up going on between b/d/p/g and n/u /h and m/w.

These all need sorting- its basic groundwork.

Lesson 3: 27th May 14

Step 7: introduces the letter 'k'; the letter 'c' was introduced at step 2. In this way the SRS Key 3 is introduced: a sound can have more than one spelling- other letters: **'j' and 'r'**

AB is very focused; an excellent lesson-concentrating. He is getting faster at sound processing-which now include 4 sound words. He read Step 7 story, Red Rat, with gusto-happy with himself!

Spell sort the two /k/ spellings- cat and kit. His hand writing is getting more and more confident.

Support: Step 7 worksheets and stories and Dandelion books (units 5 and 6) to read as well as Spelling and dictation. AB needs to understand all the time, that what he can read he can write!

Lesson 4: 3rd June 14

Steps 8 and 9 : letters 'f' 'l' 'v' 'y' and 'z' (21 letters) fat, leg, vet, zip, yes....**Step 8a** consolidates capital letters. AB has been learning that Capital letters start sentences and are used for names: this w/sheet just confirms names: Pam, Dan, Tom, Jim etc.

Double letters: noticing them at the end of words- SRS KEY 2: a sound can be represented by two letters...word build-p-u-ff, m-e-ss, f-l-u-ff, b-u-zz etc

Sound processing with puzzles and start introducing 'nonsense words' as phonic test is coming up! SRS doesn't like too much nonsense when working with little children as the idea is that they read words that make sense!

Fluency is improving; letter formation: much better; AB is keen, good concentration and happy!

Support: worksheets and stories and Dandelion- the double letters are in Unit 7 eg Rex yells.... Still working on p/g/b/d/ and u/n mix ups. Spelling and dictation

Lesson 5: 9th June 14

Step 10: the letter 's' has 2 sounds (SRS Key 4) cats/s/and dogs/z/ -Sound sort exercise

Also **two part words** (compound) working with 6 -7 letters: word building: gran/dad, cob/web, lap/top as a preparation for syllables...

Working with 4 sound words (CVCC) too: word building and processing: hand, pond, jump, camp, bend as well as : (SP) and, hand, sand, damp, lamp etc

AB still mixing /u/n and 'p' stands in for b/d etc...make a word list: pond, spot, plum, lump etc. to read quickly

A note about 4 sound words: In the SRS programme sounds are never taught together as a 'consonant cluster'; this would undo the logic of sound + sound + sound + sound =word. Many children have been taught these clusters and when they see an 's' they add 't' as in 'st' or an 'f' they add 'l as in 'fl'. There are 76 units of 'consonant clusters' which add that many more units in to learn- so not just an unnecessary waste of time, but also a 'strategy' that creates bad habits.

'On set and rime': SRS does not teach words in 'automatic' rhyming families, eg: and sand hand band but as words may come up in books: frog, pond, hump, flag, sent, lamp...When the children learn to listen for a sound in the word processing there is *often more than one change*: pod, pond, drop, rot, grab, frog, fog....on purpose- as the learner remains alert as s/he would when reading.

Support: worksheets and stories and Dandelion-units 8-10 take on 4 sound words: The Gift etc. Spelling and dictation; AB obviously works hard between lessons and has full parental support.

Lesson 6: 17th June

Step 10a: this letter has more than one sound 'a' cat/fast: Sound sort. 'Tricky pronunciation'

Step 12a 4 sound words; CCVC: grab, plan, flag etc; AB's handwriting is noticeably larger and stronger: clear and confident! He reads The Trip and Best Camp well. Also Dandelion books: still units 8-10. Unit 10 introduces /nk/ before we do. Also build 5 sound words (stand, slept, spend) and some more compound words: pic/nic, jam/pot in preparation for simple syllabled words.

Support: AB follows the format and is secure that he knows what to do. He also knows he is making progress and that each week he can read more. The lessons introduce sounds logically and the reading material only asks him to read what he has been taught. **We have finished SRS Foundation.**

Foundation covers 24 alphabet letters representing 23 sounds. AB understands that

1) Sounds are represented by one letter; 2) sounds may be represented by two letters; 3) a sound can have more than one spelling and that 4) a spelling can have more than one sound. He understands the 4 main characteristics of *how* the English code works- at the simplest level: he is ready to move into the complexity of the code.

It has taken a little longer than anticipated- AB could not be hurried and we had to cover each step thoroughly and work at eliminating muddles. AB reads by sounding out and blending to make the word. He only reads words he is very secure with as a 'whole' word. This is *fine*; he will drop this self-supporting strategy when he is ready. In six weeks he has come a long way.

Lesson 7: 24th June

Move into SRS1-the 'advanced code' digraphs: most spellings are represented by more than one letter.

Key 2: a sound is represented by 2 letters: eg sh –i-p.

Start with Sound Processing puzzle 12; then use Sound Snip words to build **/sh/ words**: sh-i-p, shop, wish, fish etc.

AB writes each word after he has built it, saying the sounds. Very good firm, clear writing. We start all the w/sheets: Spelling on the sound lines: reading and writing sentences using sound lines: In a shop is a big ship.

Reading sentences and 'spell spotting': high lighting the 'sh' spelling and collecting them into a further list. Spelling the words on the white board. AB is exposed 3 times to /sh/ words before we do the spelling.

We also start **/th/**: building and writing words.

A very good lesson; progress, good reading.

Support: Worksheets; Dandelion book to read Hush and The Red Brush (J.H). AB's mum makes up sentences for AB to write: The hen has cash in the shell....

Parents' comments: "Our son had been working really hard on the SRS follow –up worksheets and practice reading and it was wonderful to see his progress. We found it easy to support him as everything was easy to follow. It was great to have books that he felt confident enough to read and now his teachers started to notice his improvements."

Lesson 8: 1st July

Check out /sh/; Finish **/th/** and start the worksheets: same format. We look at 'high frequency words': th-r-ee, th-ey, th-ere, th-eir (by word building them the sound components become obvious)

We also cover **/ng/** b-a-ng, s-i-ng, s-p-r-a-ng...word building and writing and start the w/sheets and read the sentences and start the stories: Dandelion and JH.

Support: W/sheets for /th/ and /ng/ and Stories for /th/ and /ng/.

Lesson 9: 8th July

AB has read some of the stories but wants to keep the /sh/ stories.

Sound /ch/ has two spellings (introducing Key 3: a sound has more than one spelling) ;

ch-a-t and f-e-tch; Start the worksheets. AB enthusiastic: lovely blending when he is reading!

He takes w/sheets back as well as stories with/th/ and/ch/ (JH Moths and The Chimp.)He is enjoying reading these simple stories.

Lesson 10: 17th July

Finish **/ng/ with the suffix:** r-u-nn-i-ng; notice that i-ng is two sounds. Build two syllable words...Lots of sentences to read and write- notice the doubling **hopping**; also story: The strong king...

Sound /nk/ very useful for spelling: i-nk , th-i-nk

Support : a lot of writing on the w/sheets. AB's writing is adapting to the smaller font. Well formed. Dandelion books to read and JH The Skunk.

Lesson 11: 24th July

Sound /k/: 3 spellings for /k/: cat, kit, and also ch as in school...We also Sound sort: **chat/Chris**
We use the Sound snip cards-chopping some of the words into individual sound spellings s-o-ck for AB to appreciate the individual sounds but for the most part he is now quick to read the words as he sticks them in and writes them.
Start the worksheets

AB is now on holiday: the homework has piled up-this is not a good idea!

Lesson 12: 2nd August

Review /k/ and do some of the homework that hasn't been completed.
Build two part words: Pat/rick, match/box, ruck/sack etc W/sheets...
And sound /ks/ x and /kw/ qu (box, quick) these are easy... Read King Max: this story checks: /ng/ , /nk/ /kw/ and /ks/...

Lots of books to read Dandelion and JH; very good lesson.

Lesson 13: 6th August

Very good fluent reading today
Sound /o/: hot, was and *because*...important lesson as it sorts; was, wash, what etc...and the **sound /w/** to include spellings: w-i-n and wh-e-n....also high frequency: wh-i-ch, wh-ere, wh-a-t, we make puzzles for o-ne and o-n-ce...so he understands them

Support: worksheets and reading books. **Emphasis is on reading as much as possible.** AB is beginning to read sign posts and shop names etc...

Lesson 14: 27th August (20 day gap)

AB is confident and decoding really well.
Sound /ee/ multiple spellings: m-e t-r-ee t-ea-m f-u-nn-y k-ey
Include: *p-eo-p-le* (and ie: field and e-e: eve)

I notice that he is still muddling p/d/b...

Support: w/sheets...

Reading The greedy fox, Sall y the sheep, Dandelion /ee/ and Eels (JH)

Lesson 15: 2nd September (before school starts)

Two part words: happ/y, sad/ly

Adding the **suffix 'er'** fatt/er long/er etc.

Finish w/sheets for /ee/ as well as above...

Gave AB all (12) the **Magic Belt Stories** (these revise all that we did before and are written in chapters- a good adventure and obviously 'older' than the Dandelion readers.) He is thrilled. Proof that he is really reading!

Parents' comments: "Our son's reading has really started to take off, he amazed himself too and said proudly 'I can read now'! He returned to school feeling much more confident about his abilities. He is enjoying reading the phonic books and picking out words and reading them from other books that he would pick up. The transformation in his confidence was fantastic to see. He is experimenting with writing his own stories".

Lesson 16: 10th September

Sound /e/ spellings: b-e-d, h-ea-d

(and tricky high frequency: a-n-y, a-g-ai-n and f-r-ie-n-d);

Also the spelling ea has two sounds: Sound sort team/ head.

AB's handwriting is neat and mature.

This lesson after school so he is tired; less concentration.

Gave AB lots of easy books to read quickly for confidence boosting; to use as well for dictation, noticing punctuation....as well as Black-headed Gull etc. for sound /e/.

Julia Donaldson (Songbirds) to revise with –he still has Magic Belt...

Lesson 17: 17th September

Sound /a-e/ spellings: d-ay, m-a-k-e, r-ai-n, b-a-b-y

(I include words like f a ce, ch a se, c a ge ,so that the new /s/ spellings come up as well as the /j/ in cage)

Important that AB knows the 'ey' spelling for th-ey (high frequency) and 'eigh' for eigh-t- and the three words that have the 'ea' spelling: **great** , break, steak...

We began the lesson by sound sorting the **spelling 'ea'** leaf/bread and added /a-e/ g-r-ea-t...

We start the worksheets and the story: Fat grey snails.

Gave him Dandelion readers and 'Spaceman Ray'.

Lesson 18 24th September

Sound /ul/ending : t-a-b-le and l-a-b-el (there are more which we didn't do : hospital and pupil...

children often write 'el' at the end of words ...AB particularly happy and confident. He is making great progress.

He returns all the **Magic Belt** stories (12 books) leant on the 10th September –he has read them all- He told me he had read some of them in bed to himself....

AB's school has tested him on the **random high frequency list: 44 words**-all of which he could read. These have all been taught under the appropriate sound in the SRS programme: eg /a-e/: day, away, play- /o/: on, was - /i-e/: my, I, like.

I wonder if schools realise what they are asking of children when they teach /o/ as in pot or dog and then give them: to, on, go, no and include look, come *without* any explanation of why the letter 'o' has changed sounds? Another example: the 'a' letter in these words: and was said day all- it has changed sound 5 times- and the children have actually only been taught /a/ as in cat! Another letter that is a mystery to children is the letter 'y' taught as the /y/ in yes but it changes in: my, they, play and –again- the random 'learning' of words without understanding creates for many children a confusion that ends in bewilderment and a refusal to take 'reading' seriously.

The human brain cannot cope with random information!

Lesson 19 1st October 2014

Sound /o-e/ spellings: b-oa-t, g-r-ow, t-oe, h-o-m-e, p-o-s-t

A really great lesson; AB is reading fluently; his hand writing is clear and is becoming well formed. We start the w/sheets and Three boys In a boat and for reading: all the Dandelion /o-e/ stories ...A canal boat and Sid the greedy goat...

To revise the ea spelling: Dandelion: Bread and Jam moves between the sounds /ee/ and /e/ for bread/team.

Lesson 20 15th October

Sound /ow/ spellings: shout, cow

We cover the spell sorting as usual and a sound sort as well: snow/cow

He takes Dandelion: Miss Flower's Project and Mr Brown to read for /ow/ as well as The Tower of London.

We review some of the books AB has read; his confidence and pleasure while reading is truly rewarding!

TEST AB on the 18th October

Please see test in full

Re- ran the simple *Sound Reading System* Tests and AB got full marks!

Ability to **blend** 3 and 4 sound words: 16/16

Ability to **segment** 3 and 4 sound words: 58/58

Knowledge of 'basic' code (letter to sound alphabet correspondence) 25/25

Knowledge of 'advanced' code: AB scored 16/25= with a total of 41/50

Sound Processing: I also tested his ability to mentally process sounds, e.g. “What is cat without the /k/?” “-at”. AB did very well and answered 6 correctly. He had two tries at ‘pest’ to ‘pet’ and ‘frog’ to ‘fog’. I would not usually ask a child under the age of 7 to do this but after the SRS lessons many can!

NFER Individual Reading Analysis passages 1-3 he has scored a Reading Age of **6:10**

Parallel Spelling test: Test A, Year 2; I just tested him on the first 14 words; he got 11/14 = **Spelling Age of 7.0**

So we are on the right track; AB needs to cover more sounds and their spellings.

Lesson 21 21st October

Covered the ‘schwa’: when a sound becomes ‘squashed’ by speech: button/buttun, kitten/kittun, packet/packit

And the **suffix ‘ed’** noticing doubling and the different sounds the same spelling makes:

Contented /e/ /d/, moved /d/, stepped/t/

Follow up reading: Dandelion ‘ed’ and the Mean Robot ‘ea’ has 3 sounds: team/head/ great. Once children understand this they can take it on board without a problem as it happens all the time ‘try the other sound’.

Lesson 22 27th October

Sound /i-e/ spellings: fly, pie, kite, child, night, eye

Also notice endings: f-i-ve /v/m-i-ce /s/, w l se /z/

Also –ire as in f-ire

Difficult to know what to leave out as AB is a sponge!

Another very good lesson as AB is so confident; but he is behind on his written work from the last lesson-better to have longer spaces between lessons. He tells me he is doing his own writing. This is excellent.

Lots of /i-e/ stories to read Dandelion etc but time to move into ‘real books’ and leave the phonic readers behind... or just use them for focussed exposure to the spellings.

AB’s mother emails: “AB is really loving the reading and we are excited that he is going to start on ‘proper’ books this weekend”.

Lesson 23 8th November

Sound /s/part 1 spellings: s-i-p, g-l-a-ss, h-ou-se, v-oi-ce

And we start Mouse Tales by Arnold Lobel. Red letter day. AB is launched on real reading! First lesson on May 5th when we started *at the beginning*. Six and a half months –and how hard he has worked...

Lesson 24 29th November

Sound /s/part 2 spellings: c (e) centre c (i) city c (y) cycle wh-i-st-le, a-n-sw-er, sc-ie-n-ce

He was very quick to read: circus, cement, cycle, fancy etc...brilliant. He tells me, "There is nothing I cannot do!" This has been achieved with huge parental support as well as AB's considerable effort. AB has read all of Mouse Tales (and more of his own/school books) and takes away Mouse Soup.... I learn the school have tested his reading and it has come out **at 7.04**. Wonderful.

Lesson 25 11th December

Sound /oo/ as in look spellings: l-oo-k, p-u-t, c-oul-d

And

Sound /oo/ as in moon spellings: m-oo-n, b-l-ue, J-u-n-e, d-o, g-r-ew

Special: t-wo, y-ou, sh-oe and th-r-ough

Also 'sound sort' oo spelling : look/moon

Because of the Christmas holidays AB takes home lots of books to read:
Dandelion /oo/ as in moon and /oo/ as in look-several books for each sound
Frog and Toad Together, Frog and Toad All Year (Arnold Lobel)

Lesson 26 15th January 2015

Sound /u/ spellings: m-u-g, l-o-ve, m-o-n-th, t-ou-ch,

Special: d-oe-s, o-ne, o-n-ce

AB's hand writing is specially strong and clear; the worksheets are very neat indeed. The care he takes is evident.

Books: Days With Frog and Toad, Johnny Lion-fluent reading; sounds out when he needs to.

TEST 17th January 2015

NFER Individual Reading Analysis, Form Y passages 1-5

He has scored a Reading Age of **7:7** and a Comprehension Age of **8.9**

Parallel Spelling test: Test A, Year 2; a different set of words; I tested him on the first 20 words; he got 12/20 –this actually gives a Spelling Age of **7.01**-very little difference from October. AB can spell 1-1 correspondence.

Note –His mother emails to say she is very moved when she read the Case Study.

AB has come a long way. We decide to continue with one lesson a month.

Reading Material

Dandelion Books

'JH'- these are sound stories written by a Primary Head for his school (using SRS)

Some Julia Donaldson Songbirds Phonics OUP

Some 'Phonic Stories' Oxford Literacy Web OUP (often there is too much in these stories that has not been taught...)

Real Books: Arnold Lobel, I Can Read series Harper Trophy, Dorling Kindersley Readers ,stage 1.

