Reception curriculum and above

Two-minute Reading Activities

(Set timer for two minutes. Session ends as soon as the buzzer goes.)

Introduction

Reading

- **starts with graphemes
(letters/letter groups that represent sounds)**
- **graphemes trigger speech sounds
(eg, p e ay th)**
- **same number of sounds and graphemes in a word   (glad faith)**
- **speech sounds blend into a spoken word**
- **the more we read the word, the sooner the word enters our orthographic store of words**

Activities

Reception curriculum and above

Speed sounds chart

- Use the Speed Sounds Chart (pdf or ppt)
- Student reads the graphemes <u>already taught</u>
- Adult points to the graphemes with a pointer, in and out of order, as the student pronounces the sounds clearly
- When the student can read the graphemes without error, continue speed sound practice getting faster and faster

Robot reading

- Say the syllables; say the whole word
- On a whiteboard or paper, write six multi-syllable words that include sounds that the student knows, and insert a slash between the syllables. The words below include the sounds: s,a,t,i,p,n,c,k,ck,e,
- Model the task: My turn (adult), your turn (student)
  - My turn: one word at a time, the adult says the syllables in a robotic voice and then the word
  - Your turn: student copies
  - On completion of the words, the student repeats the process saying the syllables and then the word for all the words
  - Check student knows what each word means

Robot Reading – say the syllables; say the word	
pas/ta > pasta	pack/et > packet
as/sis/tant > assistant	at/tack > attack
at/tic > attic	in/sect > insect

Sound talk

- Using regularly spelt words eg, from Sue Lloyd's word bank at http://www.speld-sa.org.au/images/Phonics/s%20l%20word%20bank.pdf
- Model the task: My turn (adult), your turn (student)
  - My turn: one word at a time, the adult points to the sounds as they read them in Sound Talk and then say the word eg, s-t-i-ck   >   stick
  - Your turn: student copies
- These words can later be used for speed word charts

Sound Talk			
pest	tap	pin	is
pit	snap	in	man
red	dip	hip	pet

Jump In
- Choose a text at the student's independent reading level (no more than 1 error per 10 words)
- Set timer for two minutes
- Adult reads slowly to student
- Student follows word-by-word with their finger
- Adult stops on some words so the student can 'jump in'
- Adult summarises what has happened at the end of each page or at the end of 90 seconds

Read Speed words
- Copy and paste words (eg from Sue Lloyd's Word Bank at http://www.speld-sa.org.au/images/Phonics/s%20l%20word%20bank.pdf)into a speed words chart with font, font size and background colour to suit the student.
- Student practises reading the speed words as quickly as possible
- Adult points to each word moving across the rows and down the columns, then in and out of order
- Continue for two minutes.
- Goal to be able to read the words effortlessly. This may take several practice sessions.
- If hesitation or an error:
  – Adult counts silently to two
  – Then helps the student
- Student starts the row or column again
- The example below includes words from the Jolly Phonics Word Book ($7 from SPELD SA)

Speed Words			
pest	tap	pin	is
pit	snap	in	man
red	dip	hip	pet
mat	ran	his	rip

Time trials
- How many words can the student create, read and write in 1 minute using a limited number of letters?
- Cut Post-It notes into strips
- Adult writes one lower case letter on each strip (double up on letters where helpful) eg s,s, a,t,t, p,i,n,n
- Practice: Student makes a word, reads the word aloud and writes it on a mini-whiteboard or paper.
- Set timer for 1 minute. Student creates, reads and lists as many words as they can. Count correctly spelt words on the list. Record score.
- Student tries to increase the number of words, using the same letters, next time or use a new set of letters and start the process again

Reading duo
- Student chooses a text they want to read that is at their independent reading level (no more than one error per ten words)
- Adult and student sit side by side and both read out loud together, with the adult pointing at the words as they are read. If the student has difficulty with a word, the adult reads on, maybe slowing down a little, pointing at the words as before, until the student joins in again.
- Adult uses lots of expression as this aids comprehension. Encourage the student to do the same.
- As student becomes more fluent, adult says each word slightly after the student. Adult takes over the lead if a problem occurs.

My turn, your turn (a form of assisted reading)
- My turn (adult), your turn (student)
- Choose a phonic-based text with a maximum of 6 words per page. (eg Dandelion Launchers; SPELD SA Phonic Books, Little learners Love Literacy)
- My turn: one word at a time, the adult points to the sounds in each word as they read them in Sound Talk and then say the word eg, D-a-n > **Dan** i-s > **is a** b-a-d **bad** c-a-t > **cat**.
- Your turn: student copies one word at a time, or more if they are successful
- My turn: adult points to each word and reads the sentence

- Your turn: student points to each word and reads the sentence

Real or Rubbish
- Write a mix of real words and made-up words, that include a pre-determined set of letter sounds (graphemes), on cards
- Place cards in a pile, face down
- Ask student to pick up the top card, turn it over and sound out and blend the sounds to read the word
- Ask student whether the word is a real word (real) or a made-up word (rubbish)
- If the word is a real word, ask the student to tell you its meaning (s). If it is a word the student does not know, or the word has several meanings, use this opportunity to extend the student's vocabulary. Eg, words like 'tap' and 'jam' have several meanings.

Milo's Making Words Flip Book ($X from SPELD SA) is a fun way to create random words for students who know the first 42 sounds

Find it or Fathom it Comprehension
- Cover the picture and ask the student to read a page of text at their independent level (no more than one error per ten words). Keep the text short.
- Adult asks student a question relating to the text. This might be a 'find it' or 'fathom it' question.
  Text: **Dan is a bad cat.**
  'Find it' question: Tell me something about Dan the cat. What kind of animal is Dan? What is the cat's name?
  'Fathom it' questions: Tell me why you think Dan is a bad cat. Tell me a bad thing Dan might do.

Learning to read tricky words
- Tricky words have tricky graphemes - sounds that are spelt in an unusual way, eg s<u>ai</u>d
- Ask the student which grapheme(s) are regular? Which graphemes are tricky?
  Eg said: <s> and <d> are regular; <ai> is tricky. Highlight the tricky bit: s==ai==d
- Study 2 tricky words at a time.
- Practise using the words learnt by playing the Matching Game, Snap, Dominoes and Bingo (Rules are explained in the 2-minute Fun Activities)

Tricky word fluency
- Student practises reading the tricky words learnt to date as fast as possible
- Type words (from any sight word list) into a tricky words chart with font, font size and background colour to suit student.
- Adult points to each word moving across the rows and down the columns, then in and out of order
- Goal to be able to read the words automatically. This may take several practice sessions.
- If hesitation or an error:
  - Adult counts silently to two
  - Then helps the student
- Student starts the row or column again
- The example below includes words from the Jolly Phonics Handbook for reception students
- Add new words as they are taught

Tricky Words				
I	the	he	she	was
to	be	do	are	all
me	you	come	some	your

'Talk about' time
- Student chooses a book they would like the adult to read to them
- Adult reads for 1 minute
- At the end of the minute, the adult summarises the text read
- The student then summarises the text read in their own words
- Next time, adult reads and student summarises first

Question sentences

- The goal is to practise blending, remember tricky words, work out the sentence, and think about the meaning by providing the answer to the question.
- A list of question sentences can be found at http://www.speld-sa.org.au/images/Phonics/m%20-%20special%20needs%20-%201st%20question%20sentences.pdf
- Group 1 sentences include regular words made from the first 42 letter sounds and tricky words 1-10.
- Group 2 sentences include regular words made from the first 42 letter sounds, tricky words 1-20 and more multi-syllable words.
- Print the sheets on to light coloured A4 paper
- Cut out each sentence separately
- Mix the sentences (face down) on a table or sit on the floor. The student picks up a sentence, works it out, and reads it and answers the question. If it is correctly read the student keeps the sentence and chooses another sentence.
- Stop 5 seconds before the buzzer goes to allow time to count the student's sentences