

## Reading – Extra help – Remedial teaching.

Reading is the base for each subject taught at school. Using Jolly Phonics almost every child can read when he or she starts in P2. For some children it takes more time and they need more help. It is important to check the level of each child regular, so you can make a plan how to help this child.

In class the teacher can help these children while others do their work. Some hours there are two teachers in class and this teacher can help the weak learners. When necessary also other teachers can be asked to help.

In this document you can read how the extra teachers can help.

### **P1**

#### Assessments

- After teaching 3 letter groups: Assessment 1.1.; 1.2; 1.3.
- After teaching 7 letter groups: Assessment 1.4.; 1.5.;1.6.
- After teaching book 2 (part 2 Jolly Phonics): Assessment 2.1.; 2.2.;2.3.
- After teaching book 3 (part 3 Jolly Phonics): Assessment 3.1

See for the sounds and words the assessment on the last page of 'Fun with Phonics, section planning'. Use for the assessment flashcards with sounds and words. You can find them in the box named assessment in the office of the Nursery school. Check if it is complete and when necessary make new ones. From Jolly Phonics there is a box with flashcards with the sounds + alternative spelling; regular word blending cards (words for each letter group); alternative word blending cards and cards with the tricky words

#### Remedial teaching

When children didn't pick up what has been taught they need revision: the sounds, blending, recognising sounds in words, writing or the tricky words.

You can revise individual or in small groups.

Teach in different ways, use a variety of activities: songs, games, etc.

Children who have problems with reading need a lot of practice!

#### **Materials**

##### *Flashcards with:*

- Sounds
- Regular Word Blending Cards: On the back of the cards you can see for which lettergroup(s) they can be used. Under each sound there is dot that can help the children to read the words.
- Alternative Word Blending Cards

### *Phonics Word Book*

This book provides words that are suitable for blending practice, including words made using the Jolly Phonics letter groups; consonant blends; alternative spelling and tricky words.

### *Jolly Phonics Read and See: Picture – word.*

#### *Jolly Phonics Readers.*

The books are divided in four levels:

- Red: The words are spelled regularly and can be sounded out with the 42 letter sounds. There are a few tricky words. These are shown at the end of each book.
- Yellow: Most words are spelled regularly. In addition to the 42 sounds <y> for /ee/ sound at the end of a word is used (like funny) and few words with a silent sound (like <b> in lamb).
- Green: The stories are longer and more tricky words are introduced. In addition: 'hop-over <e>.
- Blue: In addition all the alternative vowel spellings are used.

In all books the tricky words that are used are shown at the end of the each book.

### *Reading cards*

A box with cards with sentences and short stories.

### *Games*

In the office of the Nursery there are several games you can play with the children to revise sounds and words. There are games for the different letter groups. (Register what you want to use, ask Hildah)

### *Fun with Phonics*

In this book you find:

- Information about reading and how to make and play games
- 'Fun with letter sounds': ideas for games with a small or bigger group.

## **P2**

In P2 we start with Jolly Grammar. But a good base, knowing how to read, is a must. Next to lessons of the Grammar book, children need to practice the reading, every day. They need the skills taught with the Jolly Phonics. Otherwise children will become behind more and more.

### **Before continuing in P2 check if all the children can read.**

Let them read some pages of a book: level 4 – blue of the Jolly Phonics Readers or a card with a short story. When children struggle check they know all the sounds and they can blend and segment. See assessments P1. When many children have the same problem revise it with all class. E.g. often many children don't remember sound ue (glue, blue), because these sound is only used in a few words. Also some other double sounds they might have been forgotten.

When a child doesn't know several sounds or cannot blend and segment it needs help. Go back to the level the child reached and revise what came after that.

Go back to the idea's mentioned by P1.

## **After P2.**

Also after P2 we use the Jolly Grammar.

Learning to read doesn't end when the children can read all the sounds and alternative spelling. They need to practice, every day.

They learn:

- to read faster and with more fluency
- to decode new words faster
- to read longer and more complex sentences
- new vocabulary
- to use strategies to solve problems in text
- to read different types of text
- to understand more and more difficult text (comprehension)

## **Different strategies to improve reading.**

Also see the 'idea's to improve reading, spelling, and writing skills' in 'Fun with Grammar', pg. 3

### **'Ruler'**

Give the child a piece of paper. The child puts the paper under the line he is reading. What he is not reading yet, is covered.

### **Ralfi: Repeated – Assisted – Level – Feedback - Interaction**

Individual or in small groups. Each child and the teacher needs the same story or book. In the library there are books, more of the same. The text must be interesting for the children, above their reading level.

1. The teacher reads loud the story and asks questions about it. Then he reads it again in normal speed– the children follow the text
- 2, 3 and 4: The teacher reads the story and then the child(ren) read(s)loud together. When a child doubts say the right word, so they remember the wrong word.
5. The child reads loud alone. Give them some more time when they don't know the word, but not too long.

Give positive feedback!

### **Reading cards with word rows**

For children who have a problem with a specific (double)sound use a card with words with this specific sound. When there is no card with this problem make one. You can use the words of the Wordbook of Jolly Phonics or the Word bank in 'Fun with Phonics' or 'Fun with Grammar'.

### **Race reading**

Give the children a story. Let them read (for themselves) for 1 minute. How far did they come? Then try again. Did they read further the second time.

Repeat the next days with the same story.

You can also use word rows.

## Games

Play games. There are many games in the office of the Nursery school. Also see the ideas in 'Fun with Phonics' and 'Fun with Grammar'.

### Practicing reading together cards

The children are reading in pairs. They pick one of the 6 different cards and follow the instructions.

Use for the stories books or reading cards.

<p><i>Practicing reading together – card 1</i></p> <ol style="list-style-type: none"> <li>1. Read for yourself – 2 times.</li> <li>2. Read for your partner.</li> <li>3. When you make a mistake, then read it again.</li> <li>4. Write the first letter of one of the words. Your partner searches that word. Your partner reads the word. Do this 5 times. Then your partner does it 5 times.</li> </ol>	<p><i>Practicing reading together – card 2</i></p> <ol style="list-style-type: none"> <li>1. Read for yourself – 2 times.</li> <li>2. Read for your partner.</li> <li>3. When you make a mistake, then read the row again.</li> <li>4. Pick a word. Don't say it. Tell about the word. Your partner has to guess the word is. Do this 5 times. Then your partner does it 5 times.</li> </ol>	<p><i>Practicing reading together – card 3</i> Word rows.</p> <ol style="list-style-type: none"> <li>1. Read for yourself – 2 times.</li> <li>2. Read for your partner.</li> <li>3. When you make a mistake, then read the row again.</li> <li>4. Pick a word and read it. Your partner reads, as fast as possible, all the words starting with the word you picked.</li> </ol>
<p><i>Practicing reading together – card 4</i></p> <ol style="list-style-type: none"> <li>1. Read for yourself – 2 times.</li> <li>2. Read for your partner.</li> <li>3. When you make a mistake, then read the row again.</li> <li>4. Write a sentence with a word of the row. Your partner searches this word and writes it.</li> </ol>	<p><i>Practicing reading together – card 5</i></p> <ol style="list-style-type: none"> <li>1. Read for yourself – 2 times.</li> <li>2. Read for your partner.</li> <li>3. When you make a mistake, then read the row again.</li> <li>4. Read the words again as fast as possible. Write the words you spelled or read wrong. Practice these. Let your partner help you.  Then switch and you help your partner.</li> </ol>	<p><i>Practicing reading together – card 6</i></p> <ol style="list-style-type: none"> <li>1. Read for yourself – 2 times.</li> <li>2. Read for your partner.</li> </ol> <p>When you make a mistake, then read the row again.</p> <ol style="list-style-type: none"> <li>4. Name the meaning of one of the words. Your partner tries to find the word as fast as possible. Do this 5 times.  Then your partner can do it 5 times.</li> </ol>