

BY YOLANDA SORYL

READING DISCOVERY CLUB

AN EARLY LITERACY SUPPORT PROGRAMME FOR BEGINNING READERS AND WRITERS

EFFECTIVE, HIGH-INTEREST, INTENSIVE AND FUN



ACKNOWLEDGEMENTS

Many thanks to the teachers, teacher aides and students in Tower Hamlets, London who trialed *Early Literacy Support*, the forerunner for *Reading Discovery Club*, in their schools in 2000 and 2001.

Thank you to my students Audrey, Chloe, Raj and Su who took part in the *Reading Discovery Club* at my school.

Special thanks also to them and their parents for allowing their lessons to be photographed and videoed.

Ngā mihi nui ki a koutou katoa.



READING DISCOVERY CLUB ONLINE

VISIT OUR WEBSITE for helpful information and videos of *Reading Discovery Club* lessons.



Scan QR code or visit yolandasoryl.com/rdc

VIDEO LESSONS

Watch Yolanda teach lessons on  SEARCH: 'Yolanda Soryl' and 'Reading Discovery Club'

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INTRODUCTION

What is Reading Discovery Club?

Reading Discovery Club is a 30-minute early literacy tier two programme for five to six-year-old children. The club aims to give a boost to children needing extra support with their literacy skills, helping them get underway with reading and writing. The programme operates five days a week and runs for a minimum of one term.

Who is it for?

Students who are in the early stages of learning to read and write. As this is a group programme, the students should be at a similar reading level.

How it works

The students read and write every day. The lessons are high interest to have the students focused, on task and with no time-wasting. The emphasis is on fun, talking and enjoying learning together.

What happens in a Reading Discovery Club lesson?

IN THE LESSONS THE CHILDREN WILL:

- revise previously taught work
- read a levelled reader
- write a story
- do phonics
- learn to read and spell a high-frequency word
- learn a nursery rhyme
- sing

WATCH LESSONS



WATCH A FULL READING DISCOVERY CLUB LESSON

Watch Yolanda take three five-year-old students through the full 30-minute *Reading Discovery Club* lesson. The lesson follows the format: lesson introduction – revise! – word of the day – guided reading – phonics – guided writing – lesson end.



WATCH A HALF READING DISCOVERY CLUB LESSON

Watch Yolanda take three five-year-old students through the first half of a *Reading Discovery Club* lesson. The lesson follows the format: lesson introduction – revise! – phonics – word of the day – guided reading.

TEACHING GUIDE

Lesson overview

- LESSON INTRODUCTION
- REVISE!
- WORD OF THE DAY
- GUIDED READING
- PHONICS
- GUIDED WRITING
- LESSON END

LESSON INTRODUCTION

Start with an action song to wake them up and get them in the groove! Teach one new song a week and sing other previously learnt songs. Use these songs at other points in the lesson to help maintain positive behaviour, as a transition between activities, and to help keep up a fun, active and engaged learning atmosphere. Plus, music helps all learning.



REVISE!

Ask the children to write the high-frequency word you taught them yesterday on their whiteboards. It should also be on your board, so they can sneak a peek if they need to. Once they have written it, they can write other previously taught words either at your instruction or ones they choose to write. Push for speed. As they write, praise and prompt their efforts. End this part of the lesson with each child reading their list of words to the group.



WATCH 'Lesson Start and Revise!' video

Scan QR code or visit:
yolandasoryl.com/rdc/lessons/#4



WORD OF THE DAY

Use the order of words in the *Early Words* programme. You can find this order in the Word Test on page 19.

Show the word they are learning today on a card. If you have *Early Words*, you can photocopy the word cards from the book. Otherwise, make your own. This is the word they will encounter in the guided reading book next.

Tell the children the word and ask each student to touch it and look at it while you check that their eyes are focused on the word and not looking elsewhere. The instruction is: "Touch it, see it, say it."

Put the word in a sentence and ask the students to come up with their own sentence using that word. It is okay to give them a sentence starter if this is hard for them.

Now put the word card on the word ladder and ask the children to read it and other previously taught words as you point up and down the ladder. Change the order of the word cards on the ladder so that it is not a memorised list.

Give the children their own copy of the word card and tell them to read it on repeat, then mix it up with their other cards, reading them all out loud to themselves as quickly as they can.



WATCH 'Word of the Day' video

Scan QR code or visit:
yolandasoryl.com/rdc/lessons/#6

GUIDED READING

Using the *Early Words Readers* series of books, start at the level the students are at and then work your way through the titles.

Read the book introduction and flick through the pages to see if the children know any content words and explain to them if not. Rehearse any tricky or unfamiliar sentence structures with the children.

Remind the students of strategies they can use to read the book: use their phonics, look to see if they know the word or part of it, reread, use the picture/context. Also, remind them that the first thing to do if they are stuck is to look at the word and attack it. Remember though that children at the very beginning stages of learning to read are unlikely to have the phonics knowledge to be able to decode a word. Instead, prompt to whichever cue (context/word recognition/grammar) that will help them to get the word. As soon as they know some letter sounds, prompt them to use this knowledge to get the first sound in a word. And of course, once they start blending and segmenting, prompt them to use those skills for words that can be decoded. Then, use the other cues to confirm what they have read is correct.

Depending on the ability of the children you can now either:

- read through the whole book together, then they read it to themselves OR
- read the first few pages together to get them underway with the book, then they read the rest of it to themselves OR
- they read it to themselves



When they are reading the book to themselves, move around the group hearing children read a page or two and prompting them to use their strategies and/or push fluency and expression.

It is okay to just tell them a word if it is too hard and/if they have just started the book and are not underway with reading it.

Once everyone has read all or most of the book, end the reading with a brief discussion about the story to check that they have understood it and to review any tricky words.

Early finishers? Bring out the browsing box with previously read books and rhymes for them to read by themselves while they are waiting for the others to finish.



WATCH 'Guided Reading' video

Scan QR code or visit:
yolandasoryl.com/drc/lessons/#7

STAGE 1

Do some phonological awareness activities from the *Developing Phonological Awareness* handbook and/or pages 18-19 of the *Primary Phonics* manual. Ensure they can do the sound breaking and rhyme activities.

STAGE 2

Using Yolanda's alphabet mnemonic stories (free download available at yolandasoryl.com/store-free-downloads/) or any other alphabet phonics scheme, tell the students the mnemonic for today's letter and teach the letter and phoneme.



GUIDED WRITING

Depending on the level of your students, either:

Give them a sentence starter (e.g., "I went to the...") and they decide how they want to finish it. E.g., one student might say "I went to the beach." Another might say "I went to my house." You want it to be their idea. The words in the story starter should be previously taught words.

OR

Each child tells the group a story they want to write. As there is not much time, it can only be one sentence so if need be, help children shorten very long stories to something they can achieve in the lesson in the time given. You can tell them they can write more about it tomorrow.

If your students find it hard to come up with a sentence, let them choose their favourite page from their guided reading book and ask them "What can you say about that?" N.B. Their sentence must be their words and not a direct copy from the book. Jot down each students' story on a scrap piece of paper

Give each student their own letter card to read, then tell them to mix this card up with their previously taught letter cards. The students must go through their letter card pack, read each letter card and make its phoneme. Remind them to use the mnemonic picture on the back of the card if they forgot the phoneme.

The teacher needs to listen carefully while the students are doing this and step in if errors are made.

STAGE 3

Play Croaker (see page 29 of the *Primary Phonics* manual) and teach students how to hear and write the final phoneme in a word.

A NOTE FROM YOLANDA ABOUT THE VIDEOED LESSONS

The video lessons were self-recorded so I could reflect on and improve my teaching. I am sharing them as I know it is helpful to see teaching in action, warts and all.

Feel free to improve and adapt to do whatever works best for you and your students.

—YOLANDA

for yourself so you remember it and can intervene if children later try to change their story. At this early stage of learning to write it is important that children stick to their plan.

Remind the students they can use their Phonics Word (PW) card or the word ladder on the board to help them spell those words and to use their phonics to help them get the sounds of other words. Also, depending on the level of the students, remind them to finger space, where to start, how to correctly hold their pencil, etc.

As the children start writing, move around the group helping children and having them read their writing to you. It is okay to point out and have them correct

STAGE 4

For the first few lessons, do the RIBS part of the Stage 4 phonics lesson (see page 31 of the *Primary Phonics* manual). Once the students can do that, use your Stage 4 word cards to do the Read and Write sections.



WATCH 'Phonics' video

Scan QR code or visit:
yolandasoryl.com/drc/lessons/#5

letter reversals, incorrect use of capitals, lack of finger spaces, etc. Prompt them to the PVV card to spell words and to help them find the letter to record sounds they can hear in a word. Encourage the students to keep rereading as they write.

Once their story is completed and while they are waiting for the others to finish, choose a letter from their story that you think they need to work on to improve formation and/or size and/or place on the line. Write that letter underneath their story and point out to the student how you want them to write it. They write a row of letters, focusing on their handwriting and presentation. When they have finished, they must then decide which letter is their best and give it a tick.

Choose one student to pick the reward stamp for the stories today. You stamp the stories and tick any words spelled correctly and any sounds correctly recorded.

Finish with either you or the students reading their stories to the group. Make a comment about any good writing behaviours and/or stories.



WATCH 'Guided Writing' video

Scan QR code or visit:
yolandasoryl.com/rdc/lessons/#8



LESSON END

With a pointer, read the poem or rhyme of the week to the students. Encourage them to join in if they know it.

Ask one student to come up and point while everyone reads it again. Encourage the students to keep their eyes on the pointer and to read with expression. Check all eyes are on the words.

Give the students their homework and praise them for their learning today.



WATCH 'Lesson End' video

Scan QR code or visit:
yolandasoryl.com/rdc/lessons/#9

HOMEWORK

SEND HOME:

- today's guided reading book
- the pack of word cards
- the pack of letter cards

FRIDAYS

On the last day of the week, focus on revising the learning for that week. Keep to the lesson plan and don't introduce new learning. During the reading time, the students can select a book from the browsing box to read by themselves while you go around the group listening to them read.

For homework, they can choose two books to take home for the weekend plus two rhyme cards from previously taught rhymes.

FAQS

Is Reading Discovery Club the same as Early Literacy Support?

Basically yes. Yolanda devised this programme in the U.K. where it ran for many years with Yolanda at the helm, leading training and supporting programme delivery. It was called *Early Literacy Support* and was run under the auspices of Reading Recovery.

Back in New Zealand, Yolanda was excited years later to take up an offer again for Reading Recovery teachers to run *Early Literacy Support* in their schools. Having run it before, she knew what to do and enthusiastically took up the challenge.

However, the New Zealand version of *Early Literacy Support* is intended to be team-taught with the New Entrant teacher. This was not possible in Yolanda's school and so because the programme could not be run as the MOE intended, and because a more child-friendly name was wanted, it was called *Reading Discovery Club* instead.

Reading Recovery teachers running *Early Literacy Support* are welcome to use Yolanda's *Reading Discovery Club* lesson plans, ideas and activities for their own programmes.

Can I use decodable readers for the guided reading part of the lesson?

Yes, you can use any reading book you like. Decodables provide excellent opportunities for children to use decoding skills. But to ensure variety, consider mixing them up with other reading materials too.

In the guided reading video, you didn't prompt much for phonics. Why did you prompt for other strategies to get the words instead?

Students at the very early levels of reading, such as the students in the video, haven't learnt enough phonics yet to be able to use it other than getting the first sound in a word. Hence the prompts to use context/word recognition/grammar in the video. These are still good strategies to prompt because good readers do need to use all the information. However, once the students have learned how to decode, then the first prompt should be to decode the word and then use the other cues to confirm.

My students are doing well except for one who is struggling. What should I do?

If the group is too advanced for your student, probably they should not be coming because this is the wrong level for them. Struggling every day is not fun. Perhaps take the student out of the club and have them come back next term with a new cohort at the same level when they are ready. But if you believe that the student is best to stay, have them sit beside you and give them more support with the activities.

We do Jolly Phonics in our school. Can we use that for the phonics component?

Yes, you can use any phonics scheme you like. Just ensure that you get cards with the letter on one side and a picture of the mnemonic on the other for quick revision.

Four books/words a week is too fast for my group and they are forgetting it the next day. Can I go more slowly?

Yes, do one book/word every second day and spend two days on the same book/word with a focus on fluency and expression for the second day. You might find that once the children are underway you can go faster, but only if they are coping well. Don't lose the pace of your lesson.

We don't have the Early Words Readers in our school. Can we use PMs or another scheme?

Yes, but you will need to work out an effective teaching sequence for your reading books so that children aren't reading books with too many words they don't know yet. The advantage with the *Early Words Readers* is that the sequence is already worked out for you.

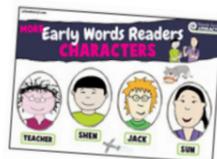
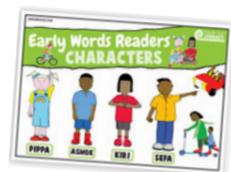
Why is the phonics section in the video so short? Shouldn't more time be spent on teaching phonics?

Children do need more time learning phonics than the few minutes allowed in the Reading Discovery Club. It is assumed that outside of the club, students will be participating in a daily dedicated phonics lesson in their classroom. Therefore, the time spent in the Reading Discovery lesson on phonics can be short. If this is not the case, you may wish to reconsider the lesson timings to spend more time explicitly teaching phonics.

RESOURCES FOR READING DISCOVERY CLUB



Teachers' choice of levelled guided and/or decodable readers. Yolanda uses her **EARLY WORDS READERS**. These readers also include free **character posters** which can be downloaded at: yolandasoryl.com/store-free-downloads



LETTER/MNEMONIC CARDS for your phonics scheme. Yolanda used her pocket mnemonic cards and pocket letter/mnemonic cards.



PHONICS/WORD (PW) CARD for students to use in writing. Yolanda used her own PW card. You can also make your own or use another brand.

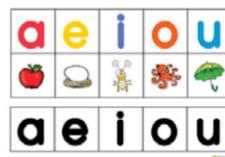


EXERCISE BOOKS FOR WRITING Yolanda chose lined books but unlined is also okay.

PHONICS KIT WITH PICTURE/WORD CARDS FOR STAGES 2-4

Either make your own with the DIY PDF or buy it made up. Yolanda used the mini sized Phonics Kit with her students.

WRITING TOOLS Pencils, erasers, whiteboards, pens and cleaning cloths.



BROWSING BOX for previously taught books and rhymes.

VOWEL STRIP (free to download at yolandasoryl.com/store-free-downloads)

PUNCTUATION CARD (free to download at same url as above)

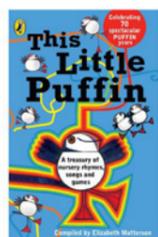


READING STICK (a pointy stick or ruler for pointing)

RHYME AND POEM CHARTS (available from twinkl.co.nz)

Any **BOOK OF RHYMES AND POEMS** to dip into and share a poem whenever there is a spare minute (Yolanda uses *This Little Puffin*).

REWARD STAMPS for the writing books.



WATCH Yolanda talk about some of the resources she used to run *Reading Discovery Club* in her school

Scan QR code or visit: yolandasoryl.com/rdc/lessons/

READING DISCOVERY CLUB WEEKLY LESSON PLAN

WEEK:	DATE	RĀHINA – MONDAY	RĀTU – TUESDAY	RĀAPA – WEDNESDAY	RĀPARE – THURSDAY	RĀMERE – FRIDAY (revision day)
lesson introduction – singing						
revise!						
word of the day – reading						
guided reading lesson						BROWSING BOX
phonics – hear/read/write						
guided writing						
lesson end – poem/rhyme						

READING DISCOVERY CLUB WEEKLY LESSON PLAN EXAMPLE

WEEK: 1		RĀHINA – MONDAY	RĀTU – TUESDAY	RĀAPA – WEDNESDAY	RĀPARE – THURSDAY	RĀMERE – FRIDAY (revision day)
DATE						
lesson introduction – singing		This week's new song: The Cherry Rhyme Previously taught songs:				
revise!	n/a	Mum	Mum	is	The	Mum, is, The, the
word of the day – reading	Mum	is	The	The	the	revise all on word ladder
guided reading lesson	Mum	Mum is Exercising	The Toy Shop	The Cat		BROWSING BOX
phonics – hear/read/write	Stage 1 Rhythm - clap patterns	Stage 1 Syllable sound breaks (clap)	Stage 1 Phoneme sound breaks (robot)	Stage 1 Rhyming strings		Revision of Stage 1
guided writing	where to start, finger spaces, left to right, full stop include the word of the day in the writing and revise previously taught words composition holding structure - introduce stampers and whose turn it is to select each day					
lesson end – poem/rhyme	Pat-a-cake (with hand actions) - introduce reading stick and have a different student point each day on the 2nd read					

READING DISCOVERY CLUB WEEKLY LESSON PLAN EXAMPLE

WEEK: 8		RĀHINA – MONDAY	RĀTU – TUESDAY	RĀAPA – WEDNESDAY	RĀPARE – THURSDAY	RĀMERE – FRIDAY (revision day)
DATE						
lesson introduction – singing		This week's new song: Shoo Fly Previously taught songs: Cherry Rhyme, Do your ears hang low? Open shut them, Waddely Archer, Tohora Nui, Horsey, horsey, Wind the bobbin up, Happiness is something if you give it away				
revise!	All words	on	up	and	down	
word of the day – reading	on	up	and	down	revision	
guided reading lesson	Tomato Sauce	Dad Can Climb	Toast Day	The Fun Park		BROWSING BOX
phonics – hear/read/write	Stage 3 Croaker: hear and write (shark/shard, doll/dot, pin/pit)	Stage 3 Croaker: hear and write (black/blat, top/tok, fish/fit)	Stage 2 revise u	Stage 2 revise a		Stage 2 all vowels revision
guided writing	where to start, finger spaces, left to right, full stop include the word of the day in the writing and revise previously taught words composition hearing and recording 2 dominant phonemes in a word using PW card holding structure sounding out letter formation letter size writing on the line					
lesson end – poem/rhyme	Little Bo Peep Previously taught rhymes: Pat-a-cake, Incy Wincy, Hickory Dickory, Pussy Cat Pussy Cat, I'm a little teapot, Baa baa black sheep, Two little dickie birds					

WORD TEST

Cover the test with a card with a window cut out so that the child sees only one word at a time or use the card to only show one line at a time. Ask the student to look at each word and tell you what it is or say 'I don't know' if they don't. Work across the page. Tick known words on the checklist and mark incorrect or unknown words with an 'x.' The highest possible score is 48.

Mum is the The Here here
 a A can I am Dad
 like to go Look at look
 my My likes looks little big
 This this went on up and
 down We we are in going
 said You you it It was
 they they Come come saw them

WORD TEST RECORDING SHEET CHECKLIST

NAME:

DATE	PRE	POST
1) Mum		
2) is		
3) the		
4) The		
5) Here		
6) here		
7) a		
8) A		
9) can		
10) I		
11) am		
12) Dad		
13) like		
14) to		
15) go		
16) Look		
17) at		
18) look		
19) my		
20) My		

DATE	PRE	POST
21) likes		
22) looks		
23) little		
24) big		
25) This		
26) this		
27) went		
28) on		
29) up		
30) and		
31) down		
32) We		
33) we		
34) are		
35) in		
36) going		
37) said		
38) You		
39) you		
40) it		

DATE	PRE	POST
41) It		
42) was		
43) They		
44) they		
45) Come		
46) come		
47) saw		
48) them		
TOTAL		

EXAMPLES OF WRITING VOCAB TESTS

PRE-ASSESSMENT FOR AUDREY
BEFORE

Audh
Audrey

SCORE: 0

PRE-ASSESSMENT FOR RAJ
BEFORE

NO FFO
on off -said he has these words on his truck

RAJ

SCORE: 1

POST-ASSESSMENT FOR AUDREY
AFTER

Audrey WE
go
the in
to to
heel on
MUM at
Dad I
can

SCORE: 16

POST-ASSESSMENT FOR RAJ
AFTER

Raj look
on looks
off my
I am we
zi is a
go like
to
mum.
dad.
op

SCORE: 14

TABLES SHOWING ENTRY AND EXIT DATA

STUDENT	AGE AT ENTRY	LETTER IDENTIFICATION TEST PRE	LETTER IDENTIFICATION TEST POST	WORD TEST PRE	WORD TEST POST
1	5.6	43	72	0	23
2	5.6	45	78	0	28
3	5.5	48	75	2	21
4	5.2	43	72	0	32

STUDENT	AGE AT ENTRY	WRITING VOCAB PRE	WRITING VOCAB POST	INSTRUCTIONAL READING LEVEL PRE	INSTRUCTIONAL READING LEVEL POST
1	5.6	2	10	w*	3-4
2	5.6	1	14	w*	4
3	5.5	4	10	w*	4
4	5.2	0	16	w*	3-4

w* = working towards level 1

LETTER TO PARENTS

The letter included here explains the *Reading Discovery Club* programme. You are welcome to copy it, or adapt it, to give to parents.

Kia ora

RE: READING DISCOVERY CLUB

We are delighted to offer your child a place in an exciting new programme called *Reading Discovery Club*.

Reading Discovery Club aims to give 5-year-olds a boost in literacy. It runs for 30 minutes a day, five days a week from 10-10.30am. In the lessons, we will cover reading, writing, a word to learn and phonics. We will also be learning songs and rhymes and having lots of fun!

Your child has been selected to be a part of this programme. I will be meeting with each child to assess their level ready to start next week. Please do tell me if there is anything that will help me better understand your child.

I will be giving homework everyday so that you can support your child at home. This will include hearing them read a story that we have covered in the club plus revising their word and letter cards. There will be instructions for you so that you know what to do but please come back to me if you have any questions.

I will be in touch again once I know more about the children and have made a start. I am looking forward to getting to know and working with your child this term.

Ngā mihi,

READING DISCOVERY CLUB HOMEWORK INSTRUCTIONS

Overview

INSTRUCTIONS

- Read your word cards.
- Read your letter cards.
- Practise learning & writing your spelling word.
- Read your reading book to someone.

PARENTS

Please teach your child to handle these resources carefully. Cards must not be bent, and there should be no writing or drawing on the books or cards. These resources are being sent home on trust that they will be looked after and returned to school so that they can be used by other students in the future. Thank you.

HOW TO USE THE WORD CARDS TO LEARN A HIGH-FREQUENCY WORD

The aim is to help your child learn and recall quickly a basic reading vocabulary of high-frequency words. These words, often commonly referred to as 'sight words' or 'heart words,' make up a high percentage of all reading. In fact, there are only 100 words that make up half of all reading! The faster a child learns their basic sight words, the more helpful it is for their reading.

Look in the homework bag for the word cards to see what the new word is to be learnt today. The other word cards in the bag have been previously taught.

Find the new word card in the pack and show it to your child. Ask them what the word is. If they don't know, just tell them. Your child must touch the word on the card and put their eyes on it as they say the word.

Show the word card repeatedly (move it from one place to another so your child has to track it) as they read it out loud.

Mix the word card with other word cards that have been previously learned so that the child sees the new word and can identify it when seen with other words.

The word may also be in the reading book. Point it out to your child if you come across it.

HOW TO USE THE LETTER CARDS TO REVISE THE LETTER SOUNDS

Ask your child to look at the letter, say the sound twice then flip the card to its back to see the corresponding picture and say it. E.g., "a, a, ants on the apple, b, b, bouncing ball."

Once your child knows the letter sound without needing to look at the picture, stop flipping to the picture and only use the letter side of the cards. Your child should then just look at the letter, say the sound, then move to the next letter.

If they do forget the sound, they can flip the card to use its picture as a reminder.

If you are not sure if your child is making the correct sound, watch this short video to check. N.B. the video is for the letter sounds with a New Zealand accent.



WATCH How to make letter sounds (NZ accent)

Scan or visit the Yolanda Soryl YouTube channel.

HOW TO SPELL A WORD USING THE 3.3.3. METHOD

This method includes visual memory, auditory memory and kinaesthetic memory and is a very effective way of getting a word into long term memory.

STEP 1

Look at the word you are learning to spell. It is the same word for the word card activity.

Spell it out loud three times. As you name (not sound) each letter, use your fingers to spell it out. Keep your eyes on each letter in the word as you say it. Say the word after you spell it each time. If correctly spelt three times, move onto the next step. If not, repeat this step.

STEP 2

Cover the word so that you can't look at it and spell it out loud three times again spelling it off on your fingers.

If correctly spelled three times, move to the next step; if not, repeat this step.

STEP 3

Spell the word out loud again at the same time as you write it down on a piece of paper. If you forget, use your fingers to help you remember how to spell the word. If this doesn't help, go back to Step 1. Cover the words so that you can't copy them. Use your memory.

Check after each time that you have written it that it looks the same as the model word. If correct, the process is completed. If not, repeat.

Your child will be asked to spell the word at *Reading Discovery Club* tomorrow.

TIP

When learning a spelling word that is not easily sounded out, don't copy the word. Do it from memory.

This multi-modal way to learn a spelling word, supported by research, is called the 3.3.3 method.

Adapted from *Train the Brain* (trainthebrain.co.nz).

READING

Before starting the book, ask your child what the book is about and what they remember from reading it at school. Talk with them about that. Then ask them to read the book to you aloud. Either you or they can read the title or title page. Remind them that they can ask you for help if they need it.

If they do get stuck on a word and need your help, you can:

- ask them to get their mouth ready for the first sound and check the picture to help them get the word.

- ask them to blend the sounds together to make the word, but first check that the word can be sounded out easily. E.g., 'dog' and 'cat' are easy to sound out; 'said' or 'there' are not. Just tell them these words.

- encourage them to re-read the sentence again. Using the sentence structure can help them get the word plus it confirms what they have read sounds right in terms of grammar.

If your child is challenged by more than one word in every ten, the book may be too hard. Either read the story to them or take turns reading each page or unknown word so reading does not feel like a struggle. Struggling does not help children learn to read.

After the reading, talk with your child about the story to make sure they understood it. Praise your child for their good reading and point out good reading behaviours. E.g., they kept their eyes or finger on the word, they used their sounds, they reread.

TIPS

At the beginning stage of learning to read, encourage your child to read with their finger, pointing at each word as they say it. Drop finger pointing once they can understand one-to-one matching and no longer need the support of a pointer.

Encourage them to re-read the books again and again to develop fluency and expression.

Have fun!

WHAT AN ACHIEVEMENT!

This certificate is awarded to

for successfully
completing
Reading Discovery Club

Ka rawe

Miharo

DATE

TEACHER



READING DISCOVERY CLUB is based on the successful *Early Literacy Support* programme Yolanda devised in the early 2000s when she was an early literacy advisor in London.

Then taught in over 60 schools, the programme aimed to get beginning readers underway in literacy with daily 30-minute literacy intensive group lessons. 20 years later, Yolanda was offered the opportunity to run the same programme at her school in New Zealand. She jumped at the chance, renaming the programme *Reading Discovery Club* to make it more child-friendly.

Ideal for students who are not yet on track with reading and writing and who would benefit from the boost of a small group intensive programme where basic literacy skills and knowledge are taught and reinforced.



Yolanda Soryl is an experienced teacher and literacy consultant who specialises in teaching children at the early stages of learning to read. She developed the highly successful and popular Phonics Training, *Early Words* and BUZZ programmes which have been taught to thousands of students in New Zealand, the United Kingdom and the Pacific.

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