

EARLY WORDS training handout



The first 12 words that make up 1/4 of all reading:

a he that it the to
and I in of is was

... and another 20 which make up 1/3 of all reading:

all be have on they
are but him one we
as for his said with
at had not so you

... and another 68, that's 100 that altogether make up one half of all reading:

about came from like must or see up where
an can get little my our some want which
back come go look new other them well will
been could has made no out their went your
before did here make now over then were
big do if me off put there what
by down into more old right this who
call first just much only she two when

Please note that this list is not an order for teaching.

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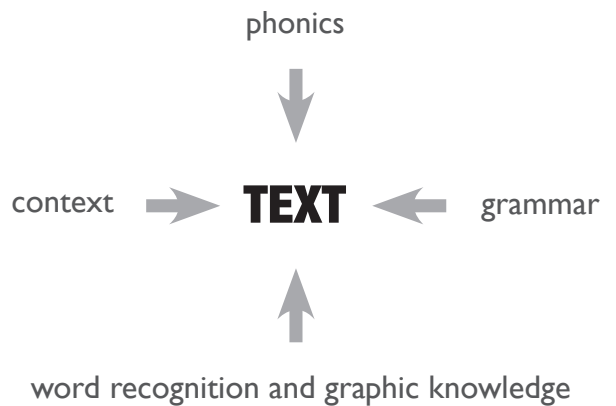
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PRE-SKILLS FOR LEARNING HIGH FREQUENCY WORDS

Understanding the principle
of 'same same'

- basic colour/shape matching activities
- Snap
- Smart Tray with Early Accelerator cards
- name recognition

SEARCHLIGHT MODEL



FEATURES OF THE EARLY WORDS PROGRAMME

- one to one programme
- systematic
- explicit
- short (5 minute lesson)
- daily
- teaches words at word and sentence level
- children progress at their own pace
- assessment informs teaching

THE TWO KEY EARLY WORDS SKILLS:

ACCURACY

FLUENCY

Praise for one, prompt for the other. For example “You did a great job of reading all the words correctly, but you need to go faster next time.” (Praising for accuracy, prompting for fluency) OR “ I loved that speedy reading, but I want you to look more carefully next time.” (Praising for fluency, prompting for accuracy)

STEP 1 – PROBE (1 MINUTE)

1) Point to the word at the top of the current probe and ask the child to tell you the word. If the child doesn't know, just tell them the word.

2) Look at the score sheet and see what the child did yesterday:

a) How many errors did they make?

b) How many seconds did they take to read the probe?

Tell the child yesterday's score and challenge them to go faster or more carefully today.

3) Say “On your marks, get set, go!”

4) The child reads as you time them and count their errors.

- if they make a mistake and fix it, do not count it as an error.

- if they stop and can't get the word, count silently “Invercargill one, Invercargill two, Invercargill three,” to give them a chance to remember it. But if they still don't know it, then tell them the word.

- if you have to tell them the word, count it as an error.

5) Immediately write on the score sheet how many errors they made and how many seconds they took to read the probe.

6) Tell the child their score.

7) Praise.

EARLY WORDS PROBE SCORE SHEET

Name of child: Programme start date:

WORD	SCORE	ERRORS	SCORE	ERRORS	SCORE	ERRORS	SCORE	ERRORS	SCORE	ERRORS

THE EARLY WORDS LESSON - 6 STEPS

Homework returned?

- | | |
|----------------------|--------------|
| 1) Probe | 4) Worksheet |
| 2) Teaching decision | 5) Probe |
| 3) Word cards | 6) Revision |

STEP 2 – TEACHING DECISION (5 SECONDS)

**Do the same word again or
move to the next one?**

Stay with the same word if:

- the word was unknown
- the reading was not fast enough
- more than two errors

STEP 3 – WORD CARDS (1 MINUTE)

**Point at today's word card
and say the word**

- child points at word and reads it
- mix with other known cards
- play a game
- write the word on the child's hand

ACCEPTABLE READING SPEEDS

**How many seconds should it take to
read the probe to move on?**

30 seconds

GAMES

- Word ladder
- 10 second speed race
- Slap!
- Chase the chopstick
- Match

STEP 4 – WORKSHEETS (2 MINUTES)

READING

Read the word at the top of the page.

Read a sentence.

Find today's word and circle it.

Reread the sentence

- keep the word prominent
- praise good writing behaviour

STEP 4 – WORKSHEETS (2 MINUTES)

WRITING

Read the word at the top of the page.

Read a sentence, say 'something' at the blank.

Ask the child what word should go there and
ask them to write it in.

Reread the sentence



- keep the word prominent
- praise good writing behaviour

STEP 5 – PROBE (1 MINUTE)

- end the lesson
- record the result

am

I ___ eating  the ice cream. 

I ___ painting  the house. 

I ___ cooking  the pizza. 

I ___ writing  a book. 

I ___ climbing  a ladder. 

I

I can A I Here

I is here the I

The a I I Mum

I can the I I

a can here is I

STEP 6 - REVISION

- write the word on their hand
- give the words to take home to practice
- worksheet book for reading later
- rereading probe
- playing snap with word cards
- reading HFW chart and personalised vocab card
- playing 'Word Shark' with a personalised list
- *Early Words App*

WHO CAN IMPLEMENT PROGRAMME?

- class teacher
- teacher aide
- parent helper
- student teacher
- community volunteer
- principal
- non teaching senior teacher
- Year 6 volunteers

INFORMING PARENTS

- letter/meeting
- at start and end of programme

WHICH WORD TO START WITH?

Selection criteria: must be able to read their own name

New Entrants: start on probe 1 (mum)

older children: test until you find the probe where the child does not have accuracy and/or fluency and start the programme at the probe before

WE'D LOVE YOUR FEEDBACK!

Go to yolandasoryl.com/feedback to let us know how you found the course.

ANECDOTAL EVIDENCE FROM EARLY WORDS TEACHERS

Children with the programme are more likely to:

- look at words
- self monitor
- want their reading to be accurate
- have improved concentration
- feel successful
- establish homework routines

And ...

- if the children need intervention later, they are more likely to enter intervention programmes at a higher level and discontinue at a higher level
- it is very helpful for language acquisition for ESOL pupils
- the highly patterned sentences are beneficial for children with language processing problems or poor grammar
- children and teachers really enjoy the lessons

DECIDE ON THE CHILDREN WHO MAY BENEFIT FROM THE PROGRAMME

- New Entrants
- older lower progress readers

WHEN CAN CHILDREN STOP THE PROGRAMME

Who should complete the full programme:

- those with learning difficulties, fluency problems or those with very low confidence. They may also need *Early Words 2*

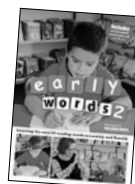
Children who can stop before finishing:

- average or above average ability New Entrant learners for whom *Early Words* has been a boost

OTHER EARLY WORDS RESOURCES

Early Words 2

Learning the next 63 reading words accurately and fluently



Early Words Readers

The perfect guided reading books to supplement your *Early Words* programme

