**09 – PIL - Reading practice – Introduction**

TRANSCRIPT

When students can automatically read single words and aren't spending their time sounding out, then blending sounds back together to read words, they may be able to read decodable texts.

Decodable texts are books that are designed so that they only contain phonic code knowledge that the student has already learnt.

They may also contain some high frequency words that are taught at the same time. Decodable texts are important for beginning and struggling readers because they give students a chance to practice and apply the phonic code knowledge and phonemic awareness skills they have learnt. It is this practice that builds reading automaticity, fluency and confidence.

It is important that the decodable text that the student is reading matches the phonic code knowledge that has been taught. We don't want students to struggle to read because they don't know the phonic code knowledge in the book. Decodable text are used for a variety of reasons, but most importantly to practice the phonic code taught to students.

Decodable texts support students to practice reading words that contain the taught phonic code, to practice gaining meaning from the text that they're reading because they can read the words in the book, to practice reading longer sentences in texts, and to support them to practice reading books on their own.

Scaffolding and supporting students as they learn to read is crucial. When we use decodable texts, we practice reading the words that have sound to letter links that have been taught.

We teach and practice high frequency words in the text. We have the student read the text. We scaffold and support, and provide instructional feedback about errors.

In the past, a number of different strategies have been used to teach students to read words. The strategy we use now is to look at the word, read it from left to right, say the sounds, blend the sounds together, and read the word.

There are a number of reading strategies that we no longer use as the research indicates that they are not the most inclusive or effective way to teach students to read.

We do look at the word, say the sounds, blend them together and read the word. We do this many times.

Providing scaffolding and support to students as they learn to read is crucial. Scaffolds allow educators to build students' language and literacy development and encourage participation and engagement of all children. It is important to match the scaffolds used to the amount of support the student needs to participate as independently as possible in the learning.