**09a - Reading practice – Putting it into practice**

TRANSCRIPT

Narrator: Decodable texts are an important component of systematic synthetic phonics instruction as they allow students the opportunity to practice and apply the phonic knowledge and skills they have been taught.

There are five steps when reading decodable texts that you will see in today's lesson. The student has been taught the sound to letter links, or the phonic code knowledge, to be able to decode or read the words in the book.

The lesson starts with the student practicing the words from the text that contain phonic code knowledge that has been taught. The teacher then goes on to teach any high frequency words in the text. The student then reads the text and the teacher provides appropriate scaffolding as needed. Instructional feedback is provided throughout the lesson if there are any errors.

Adult: Today, we're going to read a story. Now, we've done lots of reading together. So, today you're going to read the story to me. But first we're going to read some of the words that we find in this story. So remember, we read from left to right and we say the sounds, blend them together and read the word. Let's go.

Child: /sh/ /e/ /l/ shell.

Adult: Well done.

Child: /s/ /w/ /i/ m/ swim.

Child: /s/ /t/ /r/ /o/ /ng/ strong.

Child: /s/ /a/ /n/ /d/ sand.

Adult: Super reading.

Child: I just sounded out.

Adult: You did, you said the sounds and you blended together to read the word. So, now we're going to read another word that we'll find in our book. You might know most of the sounds in this word, but there is one that might be a little bit tricky. In this word, these letters represent the sound /ie/, but they're split apart. Watch me read it. /l/ /ie/ /k/ /s/ likes. Your turn.

Child: /l/ /ie/ /k/ /s/ likes.

Adult: Well done We're going to read the story. Can you read it to me, please?

Child: Shells on the sand. Look at the sun and sand. Jen likes to swim. The sun is strong. She needs a hat. This is the shell. Let's go back and try that. Is that the shell?

Adult: Let's go back and try that one.

Child: Is that a shell? The shell is on the sand. It is a gold shell.

Adult: Good reading.

Narrator: The following lesson shows a slightly older student reading a decodable text. The student has been taught the phonic code knowledge needed to decode or read the words in the book. The same five steps we demonstrated in the previous example are still relevant. The lesson starts with the student practicing the words from the text containing phonic code knowledge that has been taught.

The teacher then goes on to teach high frequency words in the text if needed. The student then reads the text and the teacher provides appropriate scaffolding as needed. Instructional feedback is provided throughout the lesson if there are any errors.

Adult: Okay, we are going to read a book together. But before we do that, let's have a practice of reading some of the words that we're going to find. And remember, when we read words, we say the sounds and then blend them together to read the word. Would you like to hold them and have a try? Let's go.

Child: /m/ /ee/ /t/ meet.

Child: /s/ /ee/ /t/ seat.

Child: /ch/ /ee/ /s/ cheese.

Child: /p/ /l/ /ay/ play.

Child: /r/ /ai/ /n/.

Adult: Can you blend? Let's try that one, and when we do it, can you remember to blend it together to read the word?

Child: /r/ /ai/ /n/ rain.

Adult: Well done. That was good reading. I like how you said each of the sounds and you read the word. Now, we going to read another word and we're going to do this one together because there's a sound we haven't learned yet. Let's have a look at this word. These letters represent the sound /er/ /h/ /er/ her. Your turn.

Child: /h/ /er/ her.

Adult: Well done. Let's read the book together.

Child: Meet my cat. Her name is Kitty. She is fluffy.

Adult: She looks friendly, doesn't she?

Child: Mm hmm. Kitty likes to sleep on her side in the sun. She loves to take a seat and eat. Kitty likes eating cat food and lots of cheese.

Adult: Yum.

Child: Kitty is keen to play with me on green grass.

Adult: I think we might have missed a word. Let's try going from here.

Child: Me on the green cross.

Narrator: The purpose of decodable texts is to practice and apply phonic code knowledge and phonemic awareness skills to decode or read words in connected text. Providing feedback is an important step in this process. Remember, when learning to read that The main reading strategy we use is to look at the word, say the sounds, blend them together and read the words.