

## Phase 2 Section 3 Teacher Notes

The study units are designed to be printed on A4 paper and worked on individually by each student following group discussion. Before embarking on this Phase of the Reading Road, it is essential that students have demonstrated their knowledge of the sound/symbol correspondence for 's', 'a', 'p', 't', 'm', 'd', 'i' and 'n'.

This section introduces the sight word 'and'. It is a sight word because the student has not yet encountered consonant combinations and it is not sensible to introduce the process at this time with a single word.

Flash cards for all the sight words are provided in the Teaching Aids section accessible through the Main Menu.

Guidelines for use of the study units are as described for the previous section.

### Reflections on Word Recognition

According to research at Cambridge University, it doesn't matter what order the letters in a word are, the only important thing is that the first and last letters be in the right places. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole. (*Reproduced with permission from The Humour Factory*).

When we hear words we do not listen to the constituent sounds and put them together in our heads. We hear the word as one entity and recognise it. Similarly, successful readers do not apply phonics decoding, they know the word by its shape, in particular the upper parts of the letters.

That is why we find it easy to read this phrase

and much more difficult to read this one.

To recognise words and remember them students require practice, usually more than that gained by simply being told the words as they encounter them will provide. Teachers can increase the amount of practice provided in a number of ways:

The first time the student asks for the word, which should be the first time it appears on the page, simply tell the student what the word is, without clues. Remember to praise the student for asking.

The second time it appears, point back to the first word and ask whether the student remembers the word. If not, say the word. Remember to praise the student for asking.

Repeat this process down the page.

When the student has finished the study unit, take them back to each time the word appears and ask them to repeat it.

Use the flash cards provided for further practice and assessment.