

1:1 Reading Guide using Decodable Readers – Extended Code (Year 1 onwards)

This guide supports ‘Dandelion’ readers:



The ‘Sounds-Write’ books do not include the different spellings for the sounds, high frequency words or vocabulary as they are designed to be more challenging. You can still follow this guide from the [blue](#) bullet point when using these books.

Reading Session

- Ask your child to read the title of the book.
- Tell your child what the focus sound is on the front cover (in the top right corner) and if the book includes more than one spelling of the sound explain, ‘in this book there are different spellings of the sound /ae/’.
- Look at the high frequency words and explain that these are some of the words from the text.
- Ask your child to read them. If they make an error, correct them by reading the word correctly ‘this is asked...’ etc. Repeat for each word.
- Discuss the vocabulary and meanings. Ask your child to read the word and if they know what it means. If they don’t, define the word using the definition in the book.
- Read the words on the ‘Reading Practice’ list but be selective. If there are lots, choose a couple for each spelling. Encourage your child to ‘say the sounds to read the word’.
- Invite your child to begin reading the book as you usually would. Ensure that they track each word with their finger as they read, from left to right.
- Ask your child to, ‘say the sounds and read the words’. Encourage your child to point and swipe as they read.
- Ask them questions to ensure that they understand what they have read – there are example questions at the end of the story. Do not use the pictures as a prompt.

Error Correction

If they make an error, either misreading or not recognising:

- a high frequency word (e.g. are) point and say, ‘this is are...’
- a sound (j in Raj) point and say, ‘this is j, say j here and read that word again’.

Additional Activities

There are games in the back of the books though they do require photocopying. For additional practice, read these words to develop fluency.

Other Top Tips: How to help when your child moves on from decodables?

- Continue to follow the guide from the [blue](#) bullet point, as you would when reading a decodable.
- Ensure that they still ‘say the sounds, to read the word’ when they meet an unfamiliar word.
- Make error corrections in the same way.
- Encourage them to use expression when reading, especially when characters are speaking.
- Talk about what your child is reading, asking questions to check that they understand what they have read. What has happened so far? Remember to avoid using the pictures.
- Ask them to explain the meaning of words.
- You could also ask them to predict what might happen next.
- Discuss how characters might be feeling.
- Talk about your child’s reading choices; have they enjoyed the book? Why or why not? Would they recommend it?



