

1:1 Reading Guide using Decodable Readers – Initial Code (Reception)

We use ‘Dandelion’ and ‘Sounds-Write’ decodable readers.

The **sounds** that children need in order to read the books and the **high frequency words** (words your child may need help with) are included within the books:



Dandelion: Inside the front cover



Sounds-Write: On the back of the book.

Reading Session

- Ask your child to read the title of the book.
- Tell your child that you are going to check that they know the sounds in order to read the book.
- Point at each sound. Your child should be able to read all of the sounds. If they make an error, correct them by pointing at the sound and saying it correctly, ‘this is ...’
- Look at the high frequency words and explain that these are some of the words from the text that they may need help with.
- Find the high frequency words within the text and ask the child to read them. If they can’t, then read the words for them saying, ‘this is and...’ etc. Repeat for each 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. Do not use the pictures as a prompt.

Error Correction

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

- a high frequency word (e.g. the) point and say, ‘this is the...’
- a sound (p in map) point and say, ‘this is p, say p 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: What do these words mean?

In your child’s decodable reader, there will be words which are described using the letters C and V. The ‘V’ stands for vowels (a, e, i, o and u) and the ‘C’ stands for consonant (which are all other letters other than vowels). Below are the different ways the words are structured with an example of each below:

CV

man

VCC

ant

CVCC

best

CCVC

crab

CCVCC

stink

CCVC

scrap

High frequency words: These are common words which we say, read and write a lot. Your child may not be able to read these words. Encourage them to ‘say the sounds to read the word’ but if they can’t, just tell them what the word says.

Segmenting and Blending: When the children ‘say the sounds to read the word’ they are using both of these skills.

Segmenting: breaking the word into the individual sounds e.g. /m/ /a/ /n/

Blending: pushing the sounds together to build words e.g. /m/ /a/ /n/ = man

Vocabulary: This is just another term for ‘words’. These are the words that the children will need to understand the meaning of before reading the book.