

SoftRead

Improve your reading - Improve your spelling

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Note from the author:

Language development, especially in a second language, is dependent, for the most part, on the ability to read. Reading is the goal, but more importantly is a helpful tool in achieving fluency in a language. The inability to read will immeasurably delay this fluency and other learning achievements.

Starting in 1995, I focused on teaching children with learning disabilities, reading disabilities and dyslexic readers of all ages. In 1996, I developed a learning method for reading and writing. By the year 2000, I released the software based on this method: [SoftRead](#). Everyone can learn to read! There was not one person that did not succeed! The only difference throughout the use of the [SoftRead](#) method was time. Some people learned in five lessons while others needed ten lessons or more.

In 2013, I decided to publish all of the knowledge that I have gained over the years in a creative, accessible way that enabled anyone to learn and succeed. All that is needed is a facilitator to accompany the younger children, no previous experience necessary. Older students can use the book on their own. The book contains 156 colorful and illustrated pages that explain and teach all the basic writing secrets.



The method promises that even students with reading difficulties, including reading disabilities, will learn easily in this process. In [SoftRead: Part 2](#), we will understand reading patterns to achieve academic level reading.

Good luck,
Daniella De Winter

The SoftRead method:

1. Introduces all the letters in the English alphabet and their sounds. This method immediately combines new letters with different, previously-learned sounds.
2. Teaches how to write all the letters.
3. Practices writing and reading regardless of vocabulary comprehension or previous visual introduction.
4. Helps vocabulary acquisition for non-native speakers as more sounds are introduced. For native speakers, correct spelling of basic vocabulary is mastered.

In the next book, we will learn the patterns that appears in long, complex words.

Advantages of the method:

This method successfully teaches reading technique to students with dyslexia and others.

1. Based on the logic and rules of reading – logical versus photographic learning.
2. Displays a combination of letter sounds and pictures representing the letters displayed.
3. Instant combination of letters/sounds into syllables and words.
4. Combination of sounds is used to read words without any meaning or significance.
5. Inability to recognize the words prevents global, or photographic, reading.
6. User friendly and simple explanations.
7. Accompanied by colorful illustrations.
8. There is a large range of tasks (circling, coloring, copying, comparing, and filling in the blanks).
9. Suitable for independent learning.

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Lesson 1: b, o, f, i

Important note:

Adults who are teaching the student should not read the letter by its name, but instead look at the picture presented and say the first sound of the picture.

Let's start with the letter **b**

The sound **b** is like the first sound we hear in the word... **banana**.

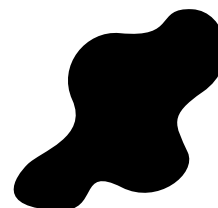


If you know the colors in English, you would know that **b** makes the first sound in the word blue and black.

b



b



Note: the capital letter of **b** is **B**.

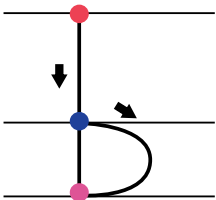
How to write **b**

Reset!

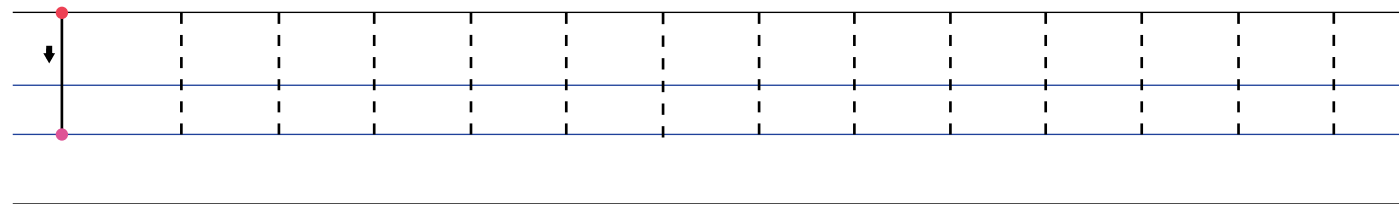
Before we learn how to write, it is worth mentioning two important facts.

1. In an English notebook, we have three lines: a center line, a line on top and a line underneath.
The ones on top and underneath are wider, making the center line more narrow.
2. The letters in English are written from top to bottom.

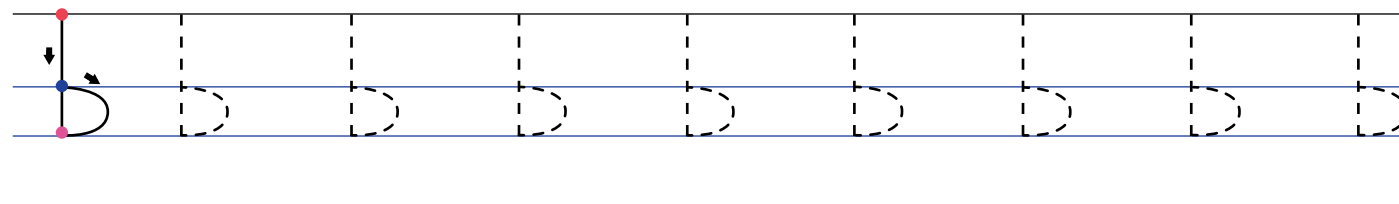
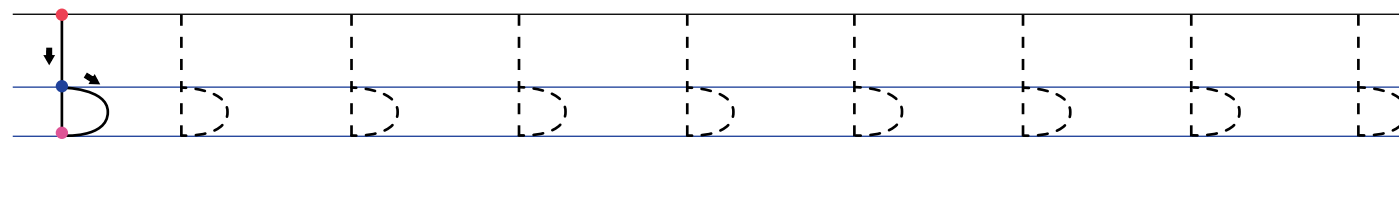
So how do we write **b**?



We will start at the red dot and go straight down.



In the second row, we will write the whole letter b: We will make a line and return to the blue dot in the middle, then, without picking up our pencils, make a "belly." Our ending will be on the pink dot.

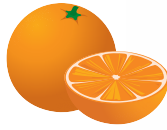


How do you want to remember the sound **O**?

Like in



or



or



?

I want to remember the sound **O** by choosing the picture:

How do you want to remember the sound **f**?

Like in



or



or



?

I want to remember the sound **f** by choosing the picture:

How do you want to remember the sound **i**?

Like in



or



?

I want to remember the sound **i** by choosing the picture:

Let's combine l with other letters we have already learned.

But wait...do not start reading! Before we read, we need to mark.

1. Highlight the stop letters in the words below in pink: **i** and **o**.
2. Circle the stop letters with the letter in front of it (left side).

Remember: if there is no letter before the stop letter, we read it and stop/pause. Even if it is by itself, we still read it and say it.

Again, we read from left to right and not from top to bottom.

Let's read:

li	lo	ol	oli	il	blobo
ili	lili	bil	fil	flil	lobi
flol	flok	bill	bibilol	blof	olili
ilili	lilibo	ifolil	oflo	iflo	ilfo

Now choose six words and copy them on the lines below.

Let's practice reading and writing using the letters we have learned until now.

Like always, first highlight the stop letters e, i, and o in pink and then circle the stop letter with the letter in front of it (left side).

feb

fel

lef

blef

fileb

beg

leg

bel

obel

eel

elob

keb

kefi

belfi

fegolil

elobel

Now let's practice writing. Copy six words on the lines below.

Review:

We have learned b, o, f, l, k, g, e, i.

Match a sticker (found in the back of the book) to the sound of the letter:

b as in

g as in

k as in

o as in

i as in

l as in

f as in

e as in

Assignment:

Write 10 words or names using the letters we have learned until now. You may use the same letter a few times in the same word. It is recommended to try to make words using 2 or 4 stop letters.

Listen and Write:

The teacher, parent, or facilitator will say some words from the previous pages and the students will write the words out as best as they can from what they hear. This is a listening-based writing exercise 😊.



Here are some real words:



lid



fig



dog



kid



leg



bed



gold

Exercise:

Fill in the missing letters.

g_ld

d_g

b_d

l_d

k_d

l_g

f_g

Exercise:

Draw a line between the identical words in column 1 and column 2. Find the extra word.

1.

ted

got

tilt

left

tofi

old

belt

let

did

beg

fold

kid

leg

fog

2.

kid

beg

ted

leg

belt

tilt

tofi

old

fog

fold

did

let

got

fed

left

What is the extra word? _____



or



1. First, highlight **i, e, y** in **yellow**

2. Highlight the **g**'s in **blue**, but only those which have a yellow letter to the right of them: **i, e, y**

3. All the **blue g**'s will be read as -

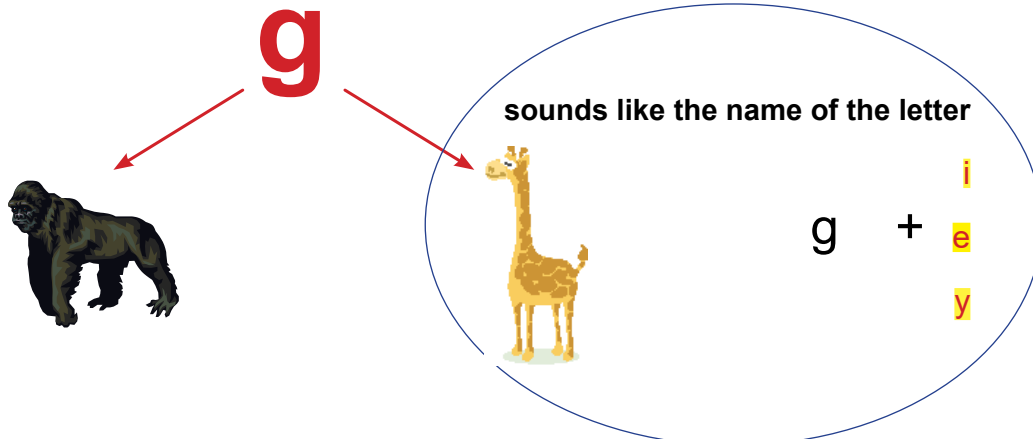


4. Highlight all the rest of **g**'s in **orange**. They will be read as -



Let's read all the words:

g o	a g re e me y t	bi g	g e n	grand	bridging
badg e	apolog y	g y m	g r am	epilog	ger m
agr i n	fr i nge	merg e	g y psy	agrim y ony	big e n
algolog y	for y	got e n	br i dge	bandag e	gent e le



Review Assignment:

Write ten words or names using all of the letters we have learned up until now (do not use capital letters).

Now for some new words:



dance



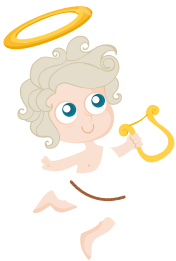
pencil



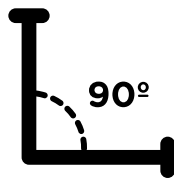
pony



cut



angel



angle



happy



candy

One more exercise...

1. Circle the following combinations: sh, ch, th, ci, ce, cy, gi, ge, gy
2. Highlight according to the examples.
3. Now you are ready to read.

shot	shut	wish	shift	check	chicken	thin
thick	thrill	thriller	thorn	batch	city	sun
cinema	civil	central	flash	splash	chest	rich
certain	this	center	chair	cycle	then	chin
cinderella	civilian	geology	short	chance	change	rich
certificate	thus	that	thing	ditch	thumb	tick
thunder	ceremony	bath	zbang	shock	shelve	sherif
shiver	short	shop	shortage	shorten	shrink	cell
shuffle	sick	there	sink	swing	sing	shore
switch	fish	ship	fresh	pitch	facility	attic
thinner	challenge	shut	kitchen	chess	fisherman	kick
shelf	shrunk	refresh	thicker	chill	chiller	lick
angel	intelligent	cluster	grasp	cereal	giraffe	clock
cent	crack	class	circus	the	clam	chief
angle	cross	center	clever	cinderella	cancer	pick
emergency	brick	stick	stuck	risk	press	cyber
record	crazy	grass	gang	glasses	crisp	carrot
clam	cash	got	carry	classic	catch	bridge
civilian	chance	central	digit	concert	clerk	cult
cement	cinder	gum	current	budget	cattish	clutch
citizen	critic	critical	geologic	chimney	sympathetic	
conference	channel	general	manager	cynical	accordance	

Exercise: Write the correct word under the picture.



