Advanced 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 a goal, but most importantly, it is a helpful tool for achieving fluency in a language. The inability to read will immeasurably delay this fluency and other learning achievements. Since 1975, I have been developing new methods to teach the English language. It has been a constant process of learning and growth, as I developed and refined my methods. This enriching experience has given me deep insight into the methods and techniques that were most effective for helping students learn to read. As a result, I decided to compile the insights I gained and the method I developed into my own curriculum.

Starting in 1990, I focused on teaching business people and adults and after 1995 I focused also on teaching children, people with learning difficulties, reading difficulties, and dyslexic readers of all ages. In 1996, I developed a method for learning to read and write, and by the year 2000, I released a software program 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 and some in ten lessons. In 2013, I decided to publish all of the knowledge that I gained over the years, in a creative, accessible way that enables anyone to learn and to succeed: all you need is a facilitator to accompany the process even with no prior teaching experience.

You will be amazed by how quickly it works,

Good luck!

Daniella De Winter

AdvancedSoftRead is suitable for those who have already learned to decode, know all the sounds of the letters and can connect them to syllables and words.

It has about 121 colorful illustrated pages with a variety of exercises and an illustrated summary.

AdvancedSoftRead introduces most of the reading /spelling patterns of English, including silent letters and changes in pronunciation caused by other letters.This method is based on the logic and rules of reading (it is more logical and less photographical). The book introduces and explains the patterns sometimes through stories, and then helps students practice them through varied activities like circling, highlighting, completing, copying, and reading. In addition, the friendly and simple explanations are accompanied by colorful illustrations.

AdvancedSoftRead enriches and completes the school curriculum and ensures successful high-level reading. It ensures that even non-readers and poor reader due to dyslexia will improve their reading proficiency.

The book is also suitable for independent learning.

Background:

Hebrew and Arabic readers encounter more problems with learning English reading than readers of other Romance languages because of the different alphabetic system, reversed reading/writing direction and the "Unvoweled" Hebrew reading system.

Based on my teaching experience with students with reading difficulties of all ages, I have developed a unique method to facilitate the reading learning process and to improve its effectiveness.

This out-of-the-box, unique and innovative approach is extremely successful with adults and children who struggle and with children who begin learning to read at an early age.

This book ...

1. Practices recognition of reading patterns.

2. Exercises decoding and spelling without relying on previous familiarity or previous visual familiarity with the word.

3. Teaches the influence of certain letters on others.

4. Enriches the vocabulary along with the learned patterns.

5. Practices short stories with the learned patterns integrated into them.

Advantages

The method successfully teaches the technique of decoding even to struggling readers and to readers with dyslexia.

1. It is **based on logic and rules of decoding** - the method is less visual and photographic and more <u>logical</u>.

2. It includes decoding of nonsense words which avoids guessing the **meaning without proper decoding**

3. Vocabulary is introduced and acquired only after the pattern has been introduced.

4. **Simple** and friendly **explanations**.

5. Uses illustrated explanations , demonstrations and stories.

6. It includes **a great variety** of learning assignments such as: circling, coloing, sorting, copying, comparing and completing.

7. It is **suitable for individual learning**.

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Letters/Sounds Chart

a	animals	apple
b	banana	blue
c	cat	coffee
c	cinderella	bicycle
d	dog	dollar
e	egg	elephant
f	flamingo	four
g	guitar	green
g	gym	giraffe
h	helicopter	hat
i	igloo	iguana
j	jeep	jeans
k	koala	kangaroo
l	lemon	llama
m	melon	mouse
n	new york	nine

o	organ	orange
p	puzzle	panda
q	quiet	queen
r	radio	robot
s	sweater	sandwich
t	telephone	tractor
u	umbrella	under
v	vest	volcano
w	window	wow
x	fox	six
y	yoyo	yellow
y	baby	lady
z	zebra	zero
sh	sheriff	shampoo
ch	cheetah	chips
th	mother	father
th	mouth	three

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b**a**b**y**	**ye**s	italy	family	jelly	lazy
dandy	**ye**ll	yester	lady	funny	candy
york	many	holy	ferry	gypsy	lyn
junky	inky	yam	yond	yestern	yenning
yet	yogurt	literary	lyndy	lanzy	misty

But we still haven't finished with **y**!

Now we have the third sound of y, the sound which is similar to the sound heard in the name of the letter i

and we find it mainly in two situations:

1. in **short 3 letter** words, like cry, try, and fly.

2. and in words that finish with the combination of the letters **fy** like in verify ,intensify and magnify.

y

stop letter   regular letter

sounds like i   sounds like the name of i:

b**a**b**y**
l**a**d**y**
l**a**z**y**
f**a**mil**y**

cr**y**   veri**fy**
tr**y**   magni**fy**
fl**y**   intensi**fy**

y**e**s
y**o**yo
y**e**llow
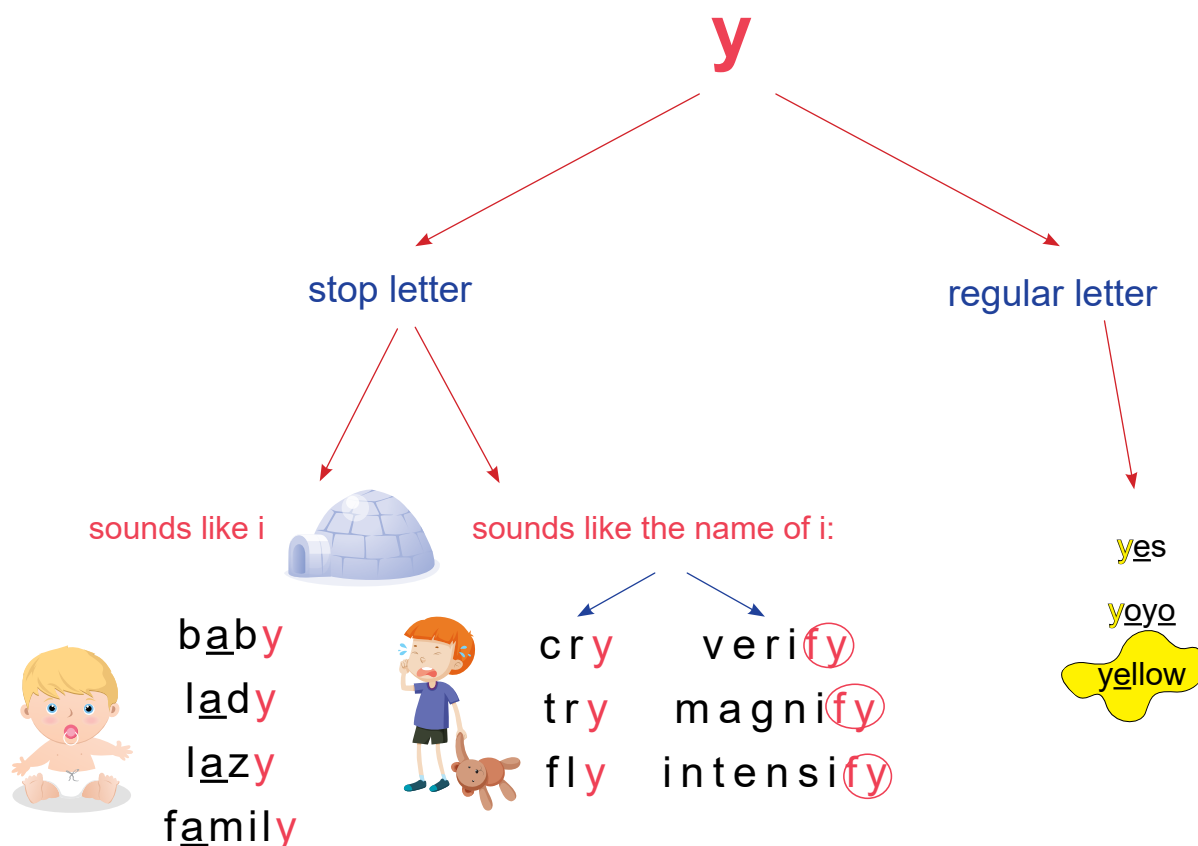
Reminder: with **e**, **i**, and **y**, we hear the first sound of the name of the letters.

Now we will practice all of this together, and we will read the following words, but before that:

1. Highlight all the **i, e, y**'s, in yellow

2. Highlight all the **c**'s that stand before the yellow **i, e, y**'s in green.

3. Circle all the green **c**'s with the yellow **i, e, y**'s: ci, ce, cy

4. Highlight all the **g**'s that stand before the yellow **i, e, y**'s in blue.

5. Circle all the blue **g**'s with the yellow **i, e, y**: gi, ge, gy

or   or

Ironclad Rule! An e at the end of the word is not heard,

but it still influences the sounds of the letters before it.

cr**i**p	cat	c**e**l	gen	c**y**clon**e**	bridging
cl**i**p	cinder	gym	gram	cycle	princess
con	fringe	mer**ge**	gypsy	cron	bigen
fence	lance	cyber	glance	celebrity	goten
bridge	principal	tecim	logic	gentle	fanatic
gelem	hence	bandage	cimtop	balance	lacil

And now we can read all of the words. If you are struggling a little bit, separate the words!

First read all the words that you highlighted with green, and then all of the words that you

highlighted with blue. And in the end when you feel more confident read all the words together.

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One more review exercise …

1. Circle the following combinations sh ,ch ,th ,ci ,ce ,cy ,gi ,ge ,gy.

2. Highlight according to the example.

3. Now you are ready to read.

shot	shut	wish	shift	check	chicken
thick	thrill	that	thorn	batch	cinderella
cinema	civil	central	flash	splash	chest
certain	this	center	chair	cycle	then
chin	city	civilian	geology	short	chance

thunder	bath	zbang	shock	shelve	sherif
shiver	thus	shop	shortage	shorten	shrink
cell	shuffle	sick	there	sink	swing
sing	shore	switch	fish	ship	fresh
pitch	attic	thinner	critic	shut	kitchen

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	clerk	cancer	pick	crisp	brick

How does it work?

The a

Instead of a like in 🍎 ,we hear the **name of the letter a,** like in the word:

🍰 **cake**

The e

Instead of e like in 🧑 we hear the **name of the letter e** like in the word:

📍 **here**

The i

Instead of i like in 🦎 we hear the **name of the letter i** like in the words:

🙂 **smile** and 👍 **like**

The o

Instead of o like in 🎹 we hear the **name of the letter o** like in the words:

CLOSE **close** and 👃 **nose**
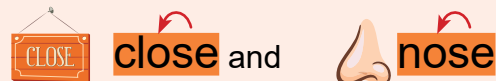
The u

Instead of u like in ☂️ we hear the **name of the letter u** like in the words:

You Tube **you tube**   💻 **computer** and 🐯 **cute**

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Exercise: Circle all the (ture) and highlight them in orange. If an **a** or a **u** is before (ture) mark it with an arrow to show the influence of the "bodyguard" like in the word fu(ture).

feature	furniture	nature	temperature	pasture
departure	creature	future	culture	posture
puncture	picture	literature	manufacture	acupuncture
torture	venture	adventure	manufacturing	candidature
capture	lecture	agriculture	fixture	contexture
signature	infrastructure	contracture	facture	gesture

Complete the words with the pattern (ture).

pic_____   na_____   fu_____   manufac_____   tempera_____

cul_____   ven_____   lec_____   litera_____   adven_____

furni(ture)
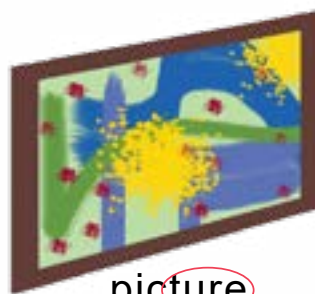
pic(ture)

Something extra- for those who are not English speakers-This is an opportunity to learn the new words, so look them up in a dictionary in your mother tongue.

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Exercise:

Copy from the previous page 7 words with (ture), 5 words with (sion) and a mixture of 20 words with (tion) (ssion) or (shion), and put them into the correct columns in the table below.

(tion) (shion) (ssion)	(sion)	(ture)

Lesson 11: The Combinations (ight) (igh) (ign) and (ind)
(eight) (eigh) (eign)

Now we've reached something new...

This is a picture of the "night". In the word "night" we have a new pattern (ight)

night is heard as nite

night

So where did the "gh" go? Many times we see the combination (gh), but we don't hear the it at all!!

(A long time ago in the language that existed before English (gh) was heard, and is still heard for example in Dutch.)

.also in 💡 we hear the sound (ight)=ite

> The combination (ight) makes the sound ite.

Exercise: (Circle) all the (ight) in the following words and highlight them in yellow.

fight	night	light	bright	slight
alight	mighty	brighter	insight	might

Riddle: 🙂

What do (night) and **8** have in common? The answer is (ight)...

eight

If this is night, in order to write 8 all we have to do is add **e** to the pattern (ight) and

we get 8 = eight.

The **e** changes the sound of (ight) to eight (like ate).

There aren't a lot of words with the pattern (eight) except the words related to 8.

2 examples that are not related to 8 are: freight and weight.

summary assignment - complete with words, which have these patterns

e

a

u

i

y

pause letter   regular letter

sounds like i   sounds like the name of i

y
y
y
y

cr**y**   veri◯

magni◯

ntensi◯

yellow

c

we hear the opening sound of name ot the letter

☐ + |

g

we hear the opening sound of name ot the letter

☐ + |

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