



## WORKSHEET 5

### Better Reading

**Aims and objectives:** Improving reading technique and comprehension of the children with reading difficulties.

#### Activity 1

**Fast naming of the Letters**

**/ Individual Activity /**

**Age Group:** 7-8 years old

#### Rules:

1. Put the letter cards on the table in front of the student one by one and ask him to name the letter he sees. Start with Upper case letters (print font), then go to the lower case letters (print font) and steadily introduce different fonts. Increase the speed.
2. Place many letter cards (different fonts) on the table, point out letters in random and ask the student to name them as fast as possible.
3. Pronounce different sounds (in random) and ask the student to point out the respective letter. In order to increase the difficulty you may ask the student to point out all the letters (of different fonts) that match the sound.
4. Keep doing the exercise until the skill is automatised.

**Materials required:** Card with all letters – there should be several card for each letter. Cards should be with both Upper case and Lower case letters; also different fonts can be used – print fonts and handwriting ones.

## **Activity 2**

**Blending and Decoding**

**/ Individual Activity /**

**Age Group: 7-8 years old**

### **Rules:**

1. Use the letter cards from the previous exercise. Put two of them (so they form a combination that can be pronounced, ex. “m” and “a”) at the distance from each other. Ask the child to name each letter separately.
2. Move the two cards closer to each other and ask the child to name them faster.
3. Keep moving the cards closer and closer; each time the child should name them faster; until both card are “together” and the two sounds should be pronounced together (“ma”). If necessary at the beginning make a demonstration.
4. Use different letter combinations: consonant-vowel (“ka”); vowel-consonant (“ar”); and later 3-letters combinations, starting with consonant-vowel-consonant (“mas”); vowel-consonant-vowel (“apo”), and at the end – consonant-consonant-vowel (“ste”).
5. Keep doing the exercise until the child is able to easily blend the combinations;
6. Then go to decoding longer combinations and pseudo-words.

**Materials required:** letter cards.

## **Activity 3**

**Spell-Reading**

**/ Individual Activity /**

**Age Group: 7-8 years old**

### **Rules:**

The teacher gives to the student a short text (the text should be easy enough, all the words in it should be familiar).

The instruction is:

1. I will reveal the words letter by letter.
2. You should name each letter you see.
3. When it comes to the last letter you will have to pronounce the whole word.

NB The time for this exercise should not exceed 10 minutes!

**Materials required:** A text.

#### **Activity 4**

**Trace-Reading**

**/ Individual Activity /**

**Age Group: 7-8 years old**

#### **Rules:**

The teacher gives to the student a short text (the text should be easy enough, all the words in it should be familiar).

The instruction is:

1. I will reveal the words slowly.
2. You should follow the letters without naming them aloud, use only your eyes.
3. When I reveal the whole letter, you will have to pronounce it.

NB The time for this exercise should not exceed 10 minutes!

**Materials required:** A text.

For the last two activities you can use a card like on the sample.