

The 10 Steps to Teach Reading from Phonemic Awareness to Fluency in Reading

In order for students to read quickly and fluently, they must go through these three steps first:

1. Recognizing individual sounds to create words or phonemic awareness.

Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound and phonemes.

2. Understanding the relationship between letters and spoken sounds or phonics.

Children need to be taught the sounds of individual letters and group of letters and later be able to decode new words

3. Developing fluency in reading

Children need to be taught to read the text quickly and accurately decoding words with understanding and acquiring strategies to understand, remember and communicate what is read.

The Ten Consecutive Practical Steps of Teaching Reading

Step 1: Beginning & Ending Sounds

Be sure to emphasize ending sounds as well as the more obvious beginning sounds. Listening for ending sounds is sometimes overlooked, yet it is very important.

Step 2: Sound Blends

Sound blends such as st, fl, dr, sh, etc are an area of emphasis as are digraphs such as ch, ck, ph. These letters together form distinct sounds or phonemes.

Step 3: Sight Words

We learn some sight words incidentally or in the course of everyday life.

Certain words are just recognized by their appearance and children can recognize and appear to "read" signs and advertisements, such as Brand Names such as NIKE, Pepsi, etc.

Step 4: Word Recognition

Word Recognition is word identification. Develop children's ability to use sound-symbol relationships. This is an important skill that is worth the time spent to master.

Step 5: Word Families

Word families: bat, cat, pat, sat, etc. are important and vowels will require special attention as it is those distinctions of short i and short e as is in pit and pet that can be frustrating throughout the reading and English acquisition process.

Step 6: Developing Sight Word Identification

Here are some tips to promote children's identification of sight words:

- Word games such as matching, "Concentration" and Bingo.
- Word search games
- Flashcards
- Selection of emerging reader books with plenty of sight words.
- Picture dictionaries.
- Rhymes and entertaining poetry.

Step 7: Words with Multiple Meanings

English language is confusing with its many words and terms with multiple meanings. Be sure to work with your students on discerning these variations in meaning as well as going over homonyms, words that sound the same, but have different spellings and meanings.

Step 8: Word Parts

It is important to teach word parts: prefixes, root words, suffixes, and derivations of words. When students know even the basics, the skill enables them to come close to knowing what, at first, is an unfamiliar word.

For example, when even an elementary school student knows the psych- means mind and somato- means body, then they stand a chance of understanding what psychosomatic means, even in their later educational years.

Step 9: Reading Comprehension

Reading comprehension is essential to the enjoyment of reading for pleasure and for understanding informational text. Several important skills contribute to higher levels of reading comprehension such as:

- Using context clues.
- Ability to retell, summarize, or paraphrase what is read.
- Making inferences or drawing conclusions when certain information is not explicit.
- Sequencing events.
- Comparing and contrasting.

Step 10: Authentic Reading

Put reading in a context of real life. Having reading texts from different subjects join forces on learning objectives is a powerful strategy to encourage students to read.

The students who read authentic reading texts and do reading tasks from everyday life can demonstrate the value of continued mastery of the language.

Criteria of Selecting Reading Texts

- The text should appeal to the students' interests and experiences to some extent.
- It should be appropriate to the level of students.
- The text and questions should cater for individual differences and all thinking levels.
- Typing should be clear and organized.

Reading Techniques

Skimming = Reading quickly to identify the main ideas of a text.

Scanning = Moving your eyes quickly down the page seeking specific words or phrases.

Steps to Teach Reading Comprehension:

1. Pre-reading stage

Brainstorming – spider maps – titles – prediction and guessing.

2. Reading for gist (Skimming)

Students read silently to answer a question that aims for the general theme of the text.

3. Detailed second reading (Scanning)

- Students read again to remember details.
- Allow pupils to read questions to realize for what purpose they are reading.

4. Post-reading stage

- Students evaluate the text.
- Discuss the text with relation to students' experiences.

Thanks For Reading