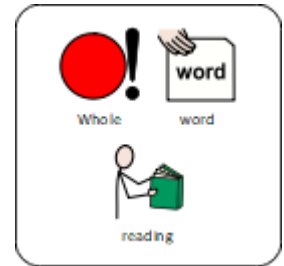


Whole word reading



Whole-word approach:

- match familiar, high-interest, high-meaning words e.g. Tesco, McDonalds, Argos, name, name of classmates, topic words etc. *NB vary fonts, colours, sizes to ensure word-matching is consolidated*
- say words as they are matched
- select words on demand (*guide hand to ensure success initially*)
- name words (*play games using words*)
- understand words (*know that written words and pictures/symbols/spoken words have same meaning*)
- consolidate through use of games and IT apps e.g. Special Words

When a child has a bank of words they can read, these can then be grouped to identify common segmented sounds e.g. ing, on, ed. This teaches children words are made a blocks of sounds and anytime they see these segmented sounds they know how to pronounce them.

From here, as confidence increases further backward chaining into Phonemes, the sounds individual letters make can occur. This then gives the pupil a range of skills to learn and read new or tricky words.