

A resource for schools to support children who have or may have Special Educational Needs

Chapter: The beginning reading programme: the importance of a balanced approach

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The ability to read fluently and with comprehension opens a gateway to learning like no other. Reading can stimulate the imagination, transport the reader to an imagined future or back in time through history. We can read about the sciences, the world we live in or any other topic of interest, but for too many children the gateway to this reading universe is long, tedious and precarious, with little or no enjoyment on offer. Why some children have difficulties learning to read when other children learn easily, is a recurrent question. This chapter explains why, and what you can do about it.

Why some children have difficulties learning to read when other children learn easily.

Underlying cognitive processes in the brain, that we are not aware that we are using, and that are not linked to IQ, enable children to learn to read and spell. If these underlying processes are working well then learning to read appears easy. Learning sound-to-letter links and recognising printed words on the page, without having to sound out the individual phonemes in the words and blend these phonemes together, seems straight forward.

Indeed, there are children in the severe learning difficulty range, with exceptionally low IQs of less than 50, who are hyperlexic, and can read fluently because these underlying processes are working perfectly for them but they do not have the ability to understand what they are reading. Hyperlexia is advanced sight word reading skills in individuals with exceptionally low IQs in the absence of the ability to comprehend what is read (Siegel, 1994).

For children who are within the normal range of ability, that is, an IQ score in the 70- 130 range, the presentation of reading difficulties will vary depending on whether some, or all of these underlying processes in the brain are underperforming, and the extent to which these underlying processes are affected. Each of these underlying processes can be underperforming to a mild, moderate or severe extent which accounts for the range in difficulties presented by different children. These underlying processes are working memory, phonological and orthographic processing and processing speed.

Processes that do not require conscious thought but are important for sight word recognition and reading fluency

1. Working Memory

Working memory involves holding information in mind while you do something with it, for example, reading a sentence and holding the words in the sentence in your memory, as you read to the end of the sentence. It is this working memory process that enables the meaning of the sentence to be understood. Research on working memory has found that in any class of thirty 6-7 year olds, children with average working memory capacity can hold two items in

memory, however, three children will have the working memory capacity of a 4 year old and three children will have the working memory capacity of a 10 year old. These differences in working memory capacity have a greater impact on learning than IQ (Alloway and Alloway, 2015). It is clear then why children with working memory difficulties have to reread a sentence several times to get the meaning. It is not because they are unable to understand, it is because they are unable to hold the words at the beginning of the sentence in mind as they read the rest of the sentence, the meaning is therefore lost to them. Poor working memory does not just impact children's ability to comprehend what they read. It impacts other underlying processes such as phonological processing.

2. Phonological Processing

Phonological processing involves being able to hear and manipulate the sounds in spoken words. Teaching, especially in the early years, should aim to develop phonological awareness of sounds in spoken words at all levels. These levels of sound are phoneme level, rhyme level and syllable level. Whole word level is also important because words in the speech stream run together and the articulation of words (how we pronounce them) can be affected by the preceding word. It is for this reason that when young children begin to write, they do not leave spaces between words and can attempt to spell words differently throughout a piece of writing. The ability to hear and manipulate the smallest sounds in words, phonemes, has been a particular focus of intervention over the last two decades. This approach is problematic if the other levels of sound are omitted from teaching (onset and rime and syllable).

Phonics then is the word that describes teaching to establish sound-letter links. Unfortunately teaching to establish sound-letter links has been very narrow in some schools with a primary focus on one method of phonics teaching rather than using both synthetic and analytic methods together, and in parallel with other components of the reading process that are necessary to develop sight word recognition and comprehension.

- What is synthetic phonics?

Synthetic phonics uses an approach that teaches phoneme (sound) to grapheme (letter) correspondences and teaches children to synthesise (blend) these small sounds together to make the word. A synthetic phonics approach teaches young children to segment spoken words into phonemes (the smallest sounds in words) and map these onto graphemes (letters), usually starting with SATPIN because these six letters can be used to spell more words than any other group of six letters. Initially, children segment a spoken word into phonemes and the teacher, or a child, chooses the correct wooden or magnetic letters for each of the sounds in the word, then makes the word with these letters, and reads that word aloud. If, when reading text, a child comes to a word he or she cannot read the child sounds out each letter in the word, from left to right, and blends the sounds together to make the word. Synthetic phonics thus develops alphabetic knowledge but does not aid the development of

orthographic knowledge, that is the spelling of words and the recognition of spelling patterns or whole words on sight. Children who do not have orthographic processing difficulties develop orthographic knowledge implicitly from their reading experience and not through the use of synthetic phonics. If these children, however, had no exposure to printed words they would be unable to determine the spelling. You have to know what a word looks like to be able to spell it. In our complex English orthography there are multiple mappings from sound to spelling and spelling to sound. Knowing what a word looks like requires orthographic knowledge and spelling words correctly, is evidence of orthographic knowledge.

- What is analytic phonics?

In an analytic approach to phonics children analyse the sounds in written words. They develop alphabetic knowledge combined with developing orthographic knowledge. They learn the single initial consonant sounds, then initial consonant blends and clusters alongside the teaching of basic sight word recognition. With the acquisition of some sight words, ‘anchors’ are formed, which help to establish these initial consonant sounds in memory and make retrieval easier. These ‘anchor words’ aid recognition and retrieval of these sound-letter links when they occur in other words. Links to orthographic units begin to form as children learn to recognise initial consonant blends and clusters as in, the initial consonant blend **st** in **stand**, and the initial consonant cluster **str** as in **strand**,

Children at 4-5 years of age learn to recognise common initial consonant blends and clusters on sight without having to identify each phoneme in turn and blend them together, for example (bl, fl, cl, pl, gl sl,) (pr, tr, cr, fr, br, dr) (sp, st, sc, sm, sn, sw, tw) (str, scr, spr, spl). These blends and clusters are taught to support early sight word recognition methods.

Children then learn to build their knowledge of orthographic units by learning onset and rime patterns such as, man, can, fan, tan, ran, pan/ best, west, test, rest, nest, pest. Onset and rime patterns are made up of words with the same end sound and spelling, hence the term ‘rime’ not ‘rhyme’.

Synthetic and analytic phonics develop different sets of knowledge. Synthetic phonics develops alphabetic knowledge but prevents the development of orthographic knowledge for children who can’t acquire orthographic knowledge from implicit learning when reading. This limitation impacts automatic sight-word recognition and reading fluency. If children are to develop effective word attack skills it is critical that they develop orthographic knowledge as well as alphabetic knowledge. Analytic phonics methods aid the development of orthographic knowledge. A child who is very dependent on sounding out each phoneme in a word to recognise the word and has poor reading fluency has orthographic processing difficulties and/or working memory difficulties.

It is a cause for concern that synthetic phonics teaches children to establish phoneme-grapheme links in advance of reading and understanding words; it is also a concern that

synthetic phonics carries with it the expectation that when presented with a word written down, the child will have the phonemic knowledge and sound-letter links to identify each sound in turn sequentially, through the word, and be able to blend the sounds together and say the word. This approach immediately sets children who have any of the following three processing difficulties, or any combination of them, on a path to failure with the likelihood that anxiety in their attempts to learn these decontextualized small sounds will set in at this very early stage and inhibit progress still further.

- Working memory difficulties

Working memory difficulties make the blending of more than two phonemes beyond the capacity of 5-7 year old children who have working memory difficulties. Blending at phoneme level (as in a synthetic phonics approach) is an inappropriate strategy for this group of children, for example the word 'strand' has 6 phonemes, 's' 't' 'r' 'a' 'n' 'd'. It would be impossible for a child with working memory difficulties to blend all the phonemes in 'strand' and say the word; reading this word would therefore, be impossible for the child. However, these difficulties are overcome by using an analytic phonics strategy. The child looks at the word and identifies the onset 'str' as a unit (a common consonant cluster) and the rime 'and'. The child has to blend only the onset (the initial consonant(s)) and the rime (the vowel followed by the final consonants); the blending of two orthographic units is within the child's working memory capacity. Phonics teaching at this coarse grain, onset and rime, level facilitates the development of orthographic knowledge because children learn to recognise orthographic patterns, that is clusters of letters representing clusters of phonemes recognised on sight; they do not have to blend all the phonemes in the pattern before recognising it. Children with working memory difficulties should not be asked to blend every phoneme in a word if the word has more than two phonemes.

- Difficulties hearing phonemes and / or retaining phonemes in memory

Some children have phonological processing difficulties at the level of the phoneme. They cannot hear the smallest sounds in words (phonemes): in particular, differences between consonant phonemes that sound very similar, such as f and v, m and n, p and b, d and t but also the vowel phonemes are notoriously difficult. Difficulties are exacerbated further due to different regional pronunciations. Any child with limited memory capacity (which can range from mild to severe) will be unable to hold some or all of the phonemes in memory because of the decontextualized nature of this activity: they will have nothing in memory to anchor this learning to. Expecting children with limited memory capacity to remember the multiple mappings for phonemes, especially in the early years, is too challenging for this group; repeated attempts, more of the same, will be unsuccessful.

3. Orthographic processing difficulties.

French, German, Italian, Spanish and English are examples of alphabetic languages. As these languages all use the same letters it is not the individual letters that distinguish one orthography from another; it is how the letters are combined to make orthographic units, that is clusters of letters that represent clusters of phonemes that are recognised on sight without the need to identify the phonemes and blend them together. As previously discussed teaching phoneme-to-grapheme links develops alphabetic knowledge but fails to develop orthographic knowledge. The assumption that it does arises because of the failure to recognise the role of implicit learning from reading experience. Children with no orthographic processing difficulties develop orthographic knowledge from implicit learning with growing reading experience. They detect patterns and sequences in print without being explicitly taught these relationships; they go on to store this new learning in memory along with links to understanding of the meaning of these associated words and with an understanding of correct pronunciation.

The deep nature of English orthography is characterised by a complex orthographic spelling system where one phoneme can be represented by different graphemes. Consider the vowel phoneme in toe, though, grow, note, float or the vowel phoneme as in flew, blue, shoe, room, through. Conversely a grapheme can represent more than one phoneme. Consider different sounds made by the letter (grapheme) 'a' as in want, can, late, draw,

There is a case (LF) in the literature (Stothard, Snowling and Hulme, 1996) of a child who learned to read and spell at a normal rate despite having a severe phonological deficit and being unable to acquire links between phonemes and graphemes. Although the authors state that this case is likely to be very rare, we don't know how rare this is, because the entire population has not been tested to identify other individuals in the group. Teaching children to learn to read using a synthetic phonics approach has been mandatory in England since 2006 and the methods are now well established, yet Norwich et al (2018) reports that 20% of children in England enter Key Stage 2 as delayed or non-start readers. Using a synthetic phonics approach as the primary or sole method for teaching beginning reading can result in failure by pedagogy for children who have working memory and/or orthographic processing difficulties.

4. Processing speed

Processing speed is the operating speed of these underlying processes. If these underlying processes are operating at slower speeds than is required to make connections, then connections in the brain may fail or be weak.

It should be clear then that learning to read is complex: what works for one child may not work for another, so to avoid setting some children on a road to failure a range of approaches should be used to ensure that teaching and learning is balanced and accessible to all children.

Teaching methods over the last 30-40 years have been influenced by models of reading development, primarily Smith (1971) and Goodman's (1967) whole language approach which involves a 'psycholinguistic guessing game' to tackle unknown words, Frith's (1985) three stage model, which commences with the recognition of the outline shape of a word (a logographic stage) moving to development of sound-letter links (the alphabetic stage) and finally recognition of orthographic patterns (the orthographic stage). Gough and Tunmer's (1986) Simple View of Reading, a two dimensional model involving decoding and comprehension, was adopted by Rose (2006). Within this model decoding is the only strategy promoted to develop sight word reading and the teaching of decoding has been limited to synthetic phonics.

None of these models of reading development provide any explicit guidance on how to teach reading within any one class given the diversity of learning profiles that are likely to be present. At best they lead to a one size fits all approach, rather than a multidimensional approach that caters for the pre-school learning experiences and the different cognitive processing strengths which individual children bring to school.

Simultaneous interconnected processing and memory capacity model (McMurray and Thompson, 2016)

According to this model, the beginning reading programme should aim to develop the full range of cognitive processes on which depends the development of all three linguistic knowledge sources required for reading. This development should be included and from the very beginning, within the memory capacity of the child to ensure that phonic, orthographic and morphemic knowledge develop at compatible levels; these processes need to interconnect with one another to aid efficient memory storage and retrieval. Teachers should aid the development of these knowledge sources side by side so that proficiency in their use increases with experience. The beginning reading programme should ensure the development of the following:

- (1) Morphemic knowledge: vocabulary understanding and development (word meanings) progressing to word building and the use of affixes
- (2) Orthographic knowledge: sight word recognition methods using a range of activities such as 'Match, Select, Say' to recognise words without decoding. These activities should include how words are ordered in a sentence to make sense (syntactic awareness) and to convey meaning. Showing words to children in what was previously known as a 'Look and Say' approach is not, for many children, an effective strategy for learning sight words. It can be used to test recognition once other activities have been completed as discussed in the next section.
- (3) Phonic knowledge: that is sound letter links to include both alphabetic knowledge (phoneme to grapheme correspondence = fine grain phonics) and orthographic knowledge (onset & rime and syllable = coarse grain phonics)

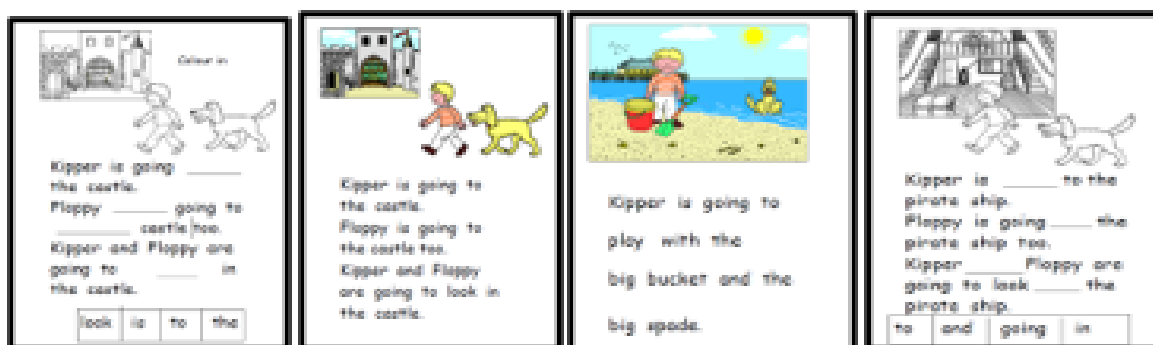
A balanced reading programme should be in place for all children from the very beginning. To prevent the development of reading difficulties the four key principles listed below should be a focus of teaching for all children, no matter what reading scheme is being used. Teachers should avoid using phonics in advance of other reading skills as phonics used in this way subdivides words into abstract components which carry no meaning. Reading is about conveying meaning and that must be central to the beginning reading programme.

Key Principles

1. Automatic sight word recognition activities which include activities to develop comprehension, syntactic awareness and phoneme to grapheme awareness of initial consonant sounds anchored to the reading words in the first instance
2. Reading of text with fluency and comprehension
3. Developing and extending vocabulary at an oral level to develop expressive vocabulary usage in relation to the reading scenario and to enable children to demonstrate their higher-level understanding
4. Composing text either by choosing individual word cards and putting them in the correct order to compose a sentence or, with increasing skills, writing them down

I taught classes of 26 Year 1 children for seven years and it was then that I developed the key principles outlined here for use with all of the children in my class. The types of activities that I used then were in common use, these teacher-made materials enabled me to differentiate to meet a wide range of diverse needs within a Year 1 mainstream class.

I would encourage teachers to develop their own materials for the reading schemes they are using. For example, I have used the four principles listed above with the Oxford Reading Tree (ORT) developing books with ORT clipart for use with children whose memory capacity is not as limited as the children who require the Harberton Reading Programme (HRP). For this ORT group there was a starting vocabulary of 10 words.



This next section discusses the Harberton Reading Programme (HRP) developed for children experiencing significant difficulties learning to read. There are 33 books which build up a total sight vocabulary of 43 words. It is not a programme for protracted use and should only be used with children who require extensive repetition and overlearning. The HRP starts with only 5 words applying the key principles and activities noted above.

A balanced reading programme for children experiencing significant difficulties learning to read.

The HRP (McMurray, 2002), was developed for children with moderate learning difficulties and severe literacy difficulties (IQ 51-69) and children within the normal range of ability (IQ of 70 and over), who struggle to learn. McMurray and Thompson's (2016) model of reading development highlights the importance of considering memory capacity and the negative effects of memory overload. Learning should be structured within the memory capacity of the child, for children who struggle. The HRP is designed for children who require a very small step-by-step approach and considerable overlearning. The reading vocabulary moves very slowly to take account of limited memory capacity and to allow sufficient overlearning to ensure progress. It is also very important to understand that reading comprehension and reading fluency are essential skills from the very beginning.

Children who have moderate learning difficulties (IQs 51-69) will require four separate sessions over 4 days to complete the activities associated with the key principles. This is because they have general learning difficulties in all areas. Consequently their reasoning ability, language development and motor skills are all significantly behind children in the normal range of ability. An important part of the teaching for this group is developing the thinking skills necessary to complete the activities.

Children with IQs in the normal range can engage with all of the activities associated with the key principles in a forty-five minute lesson once they have been taught what each task involves.

For example, a Year 2 child receiving individual support in a mainstream school was able to engage with all of the activities associated with the key principles in a forty-five minute lesson each week. Participation in the HRP enabled this child to retain words for fluent reading, and also enabled him to write simple sentences independently using the taught sight vocabulary, with a high level of success in spelling the words needed. This child had an average IQ (103) but had received speech therapy before attending school and as a consequence of his speech and language difficulties needed much more than the synthetic phonics approach that had been used in Year 1. He was unable to learn using a sound-based approach and had retained no phoneme (sound)- grapheme (letter) links and was unable to read entering Year 2.

He completed the HRP programme within two terms in Year 2. He was able to progress through the HRP very quickly because his memory difficulties were mild and learning was no

longer impacted by his significant phonological difficulties; other skills were being developed supporting his weak phonological processing. He could now retain and apply eight initial consonant sounds which were anchored to the sight vocabulary he had been taught. Phonics could never be this child's primary word attack skill due to his severe phonological difficulties, but he had learned to use a rudimentary phonics strategy in combination with sight word recognition, comprehension and syntactic awareness.

The HRP is a programme designed to establish the foundations necessary for reading development. The rate that a child moves through the programme will depend on the extent of their memory difficulties and the amount of overlearning required to make progress. One mainstream child might complete the full programme in a term, another child will require a full school year to complete the programme before moving on to commercially produced reading material. It is important that over the period of time that children are using the HRP that they should be read to and enjoy hearing stories for language development and enrichment.

Christ the Redeemer Primary School introduced the HRP in Year 2 in 2014, for 17 children who were not making progress (total in year group = 99). These children were taught in groups. Some children had completed the programme by the end of Year 2, others continued on into Year 3 and a small minority continued into Year 4. These Year 4 children all finished at different points in the year, moving onto the Oxford Reading Tree (ORT) as they were ready. This is a mainstream primary school with 42% of children on free school meals. In the video below (link 1) the SENCO discusses their experience and the research and tracking undertaken to monitor and quantify progress. In the link 2 video there is a snapshot of HRP activities.

1. <https://vimeo.com/455962790>

2. <https://vimeo.com/455962947>

In this video (link 3) the support teacher in a mainstream school discusses the use of the HRP in the first term of Year 3 with a boy who was a non-reader. The teacher describes how the HRP enabled the boy to move on to a mainstream reading programme in January of the second term.

3. <https://vimeo.com/457276945>

In this video (link 4) Violet and Philip discuss the use of the HRP in Harberton School for children with moderate learning difficulties (MLD).

4. <https://vimeo.com/456598340>

How are the key principles applied to the HRP and how are they broken down to enable children with the greatest difficulty to learn?

There are 33 HRP reading books each with a workbook for use in class and a homework workbook.

Initially the text in the reading books up to Level 3 follows a 'traffic light' system to let the children know where to begin and end a sentence and also to draw the child's eye to the start of each word. Children requiring this programme may have difficulty identifying the start of a word. This traffic light system helps them to overcome this difficulty. It also prompts them to apply the sounds they are learning.

Green - Indicates the beginning of the sentence and the use of a capital letter.

Orange – Attracts the child's eye to the start of the word and is used as a prompt to apply developing phonic knowledge. Children can also use the picture cue to deduce the word. If the sound has not been taught it is not highlighted.

Red – Indicates the end of the sentence and reminds the children to pause.

There is a workbook for each reading book which is completed in school with the support of the teacher when necessary. There is a slightly easier homework workbook for children to do at home following the completion of the related one in school. This parallel approach enables the child to build his/her self-esteem and confidence, demonstrating to his/her parent(s) that he/she can work independently.

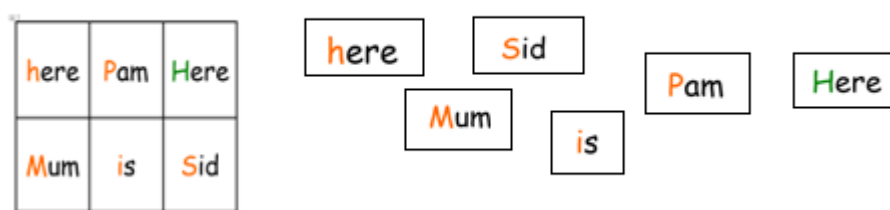
Before the child gets his/her first HRP reading book, and in preparation for each subsequent reading book, he/she should engage in these activities as part of the lesson. Each of them contribute to the learning and retention of an automatic sight word vocabulary. The fundamental difference with this programme is that the first reading book is not the starting point.

WORD GAME

The target words should be taught using the 'Match, Select, Say' games and flash cards in advance of the book that they appear in for the first time. Here, here, is, Mum, Pam, Sid are the 5 words that appear in Book 1, Level 1.

Match, Select, Say (boards and individual word cards) (adapted from Bird and Buckley, 1994)

Each child in the group has a board with six or more target words. The words are in different positions on each of the boards. These boards are rotated on a daily basis so that children do not become familiar with the position of the words. Each child has six small word cards for matching to the words on the boards.



MATCH: The teacher holds up a large flashcard and tells the children what it says and asks them to find the same word on their individual word cards and match it to the same word on their board. The teacher should encourage the children to look at the beginning and end of the word and other visual features to help in the search by drawing attention to these visual features on her large flashcard.

Throughout this matching stage the teacher repeats the word so that while the child is matching he/she is being reminded of the name of the target word linking visual matching to auditory recognition. The children can also say the name of the word that they are looking for as they search and match.

SELECT: When all the words have been placed on the board then teacher asks the children to find a specified word on their board and hold it up. The children look for the word on their boards and hold the specified word up saying its name. The fun level can be increased by asking them to find it quickly and giving a point to the child who finds it first.

SAY: This part of the game is only played when the children are confident in the match and select stages of the game. The teacher asks the children to raise their hand if they can say the name of a specified word on the flash card the teacher is holding up.

The teacher can test if there is automatic sight word recognition by using 'Look and Say,' but only when the teacher is confident that this is secure for each child.

Before the first reading book children should also be made familiar with the characters by using the character cards.



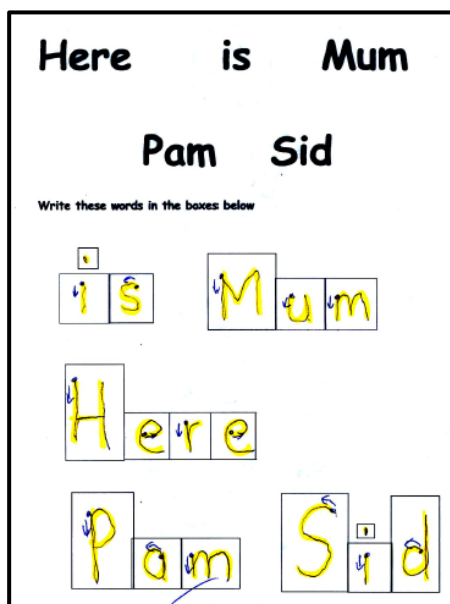
The activities for book 1 level 1 should be introduced and completed before the child receives his/her first reading book. Remember, the child should be able to read book 1 and the other five books in level 1 with understanding and fluency. The child will read all six books in level 1 with a secure sight vocabulary of 5 words, discussing the pictures using wider spoken vocabulary than is in the book. Level 1 books 4-6 include activity words which can be worked out using the picture together with recognition of the initial consonant sound. The initial consonant sounds are taught through phonics activity sheets. The first four initial sounds are introduced alongside level 1 in the following order- s, m, h, p.

The next 'Match Select Say' game (seen below) should be played in advance of level 2, introducing the two new sight words in level 2. There are 6 books in level 2.

Second 'Match, Select, Say' game introducing two new words to be recognised in advance of them appearing in the level 2 reading books.

Sid	here	in	Here
Mum	Pam	the	is

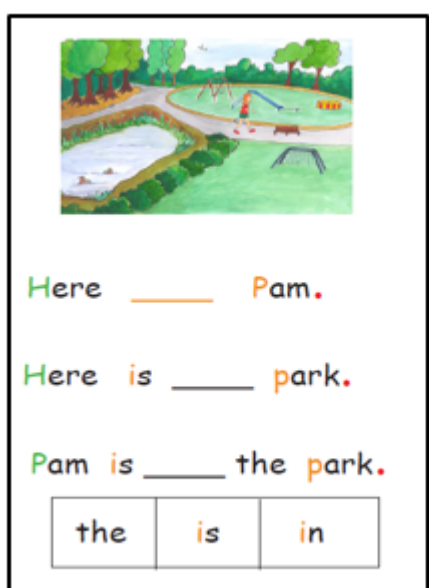
Kinaesthetic learning: letter formation is very important because motor memory can be a powerful memory aid which can help retrieval of words from long term memory. It is important that correct letter formation is established in Year 1 as embedded motor memories of incorrect letter formation can be extremely difficult to change and ultimately can prevent joined writing. Joined writing is important for children with motor co-ordination difficulties.



COMPREHENSION ACTIVITIES

Here are some examples of comprehension activities from Level 1.

1. The child cuts out the words and sticks them in the correct sentence.



2. The child cuts out each sentence and sticks the correct sentence beside each picture or the child can write the sentence if he or she has the writing skills and memory capacity to do this.

  Here is Sid. Mum is swimming. Here is Mum. Sid is painting.	  Here is Mum. Mum is swimming. Here is Sid. Sid is painting. Well done
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Here are some comprehension activities from level 7. When writing answers to questions children are taught always to write the answer in a full sentence, even from level 1. They can do this by re-ordering the words in the sentence. Children who do not have the physical or motor writing skills can do this by cutting and sticking the answer. The teacher can give the child the words they need cut up ready for putting in the correct order and sticking on.

Look	Write
	1. Are Ben and Sid going to the shop? _____ _____
	2. Are they going swimming? _____ _____
	3. Are they going in the bus or the car? _____

Activities from level 6 'Ben' and level 8 'The Farm'

Missing words

Here is _____. Ben is _____
to Sid's house. Sid is at _____.
He is in the _____ with his
mum _____ dad.

house Ben home going and

The class are going on a school trip.
They are going to the farm.
Sid is going to the farm with his
friend Ben. Ben is in his class.
They with going. his

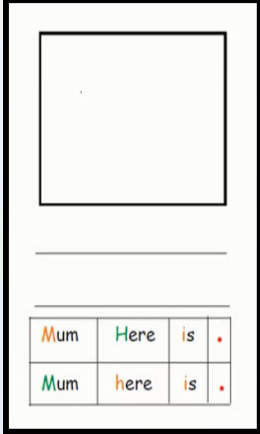
friend her am teacher said his

f	m	i	t	a	n	d	a	n	d	a	n	d		
n	o	t	a	n	d	a	n	d	a	n	d	a	n	d
h	e	r	e	w	e	n	t	a	n	d	a	n	d	
t	o	w	a	r	d	a	n	d	a	n	d	a	n	d
t	h	e	r	e	w	e	n	t	a	n	d	a	n	d

a b c d e f g h i j k l m n o
p q r s t u v w x y z

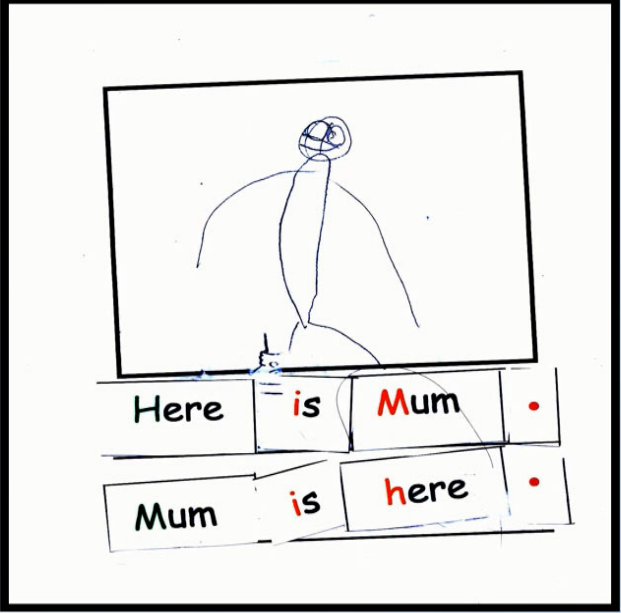
Syntactic awareness Level 1. This activity is completed before getting the level 1, book 1 reading book.

Sentence construction



Mum Here is .

Mum here is .

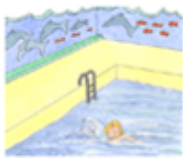


Here is Mum .

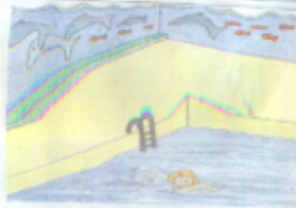
Mum is here .

Jumbled sentences

Level 1 Book 3



is	Here	Mum	.
swimming	Mum	is	.



mum is here Mum is swimming

Well done

Swimming

Syntactic awareness level 7

Put these words in the correct order to make a sentence

1 is Ben to going house. Sid's

2. and Sid Ben going are the bus. to get

3. going are They the to pool. swimming

Children write answers to these questions using full sentences



1 Is Pam in the cafe?

2. Is Mum here?

3. Is Sid going to get a drink?

4. Is Ben going home?

Level 8 'The Farm'

Look 

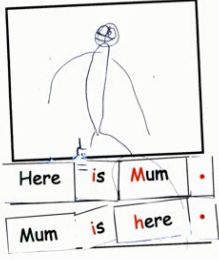
Write

1. Is Pam here?
Yes Pam is here ✓

2. Is the teacher with her class?
Yes The teacher is with her class ✓

3. Are they going home?
No they are not going home.
friend said where went
friend ✓ where ✓
went ✓ said ✓

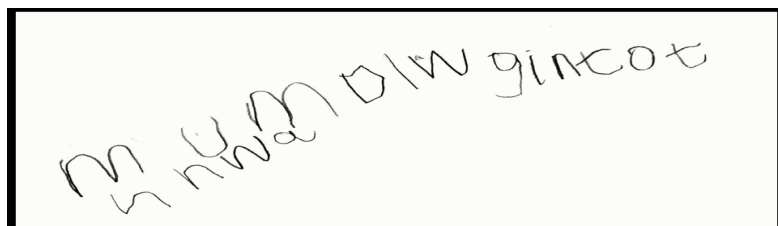
abcdefghijklmnopqrstuvwxyz
wxyz ✓

			
1. Visual Match, Select, Say	2. Meaning Cloze Procedure	3. Syntactic Jumbled sentences	4. Sounds Discrimination activity

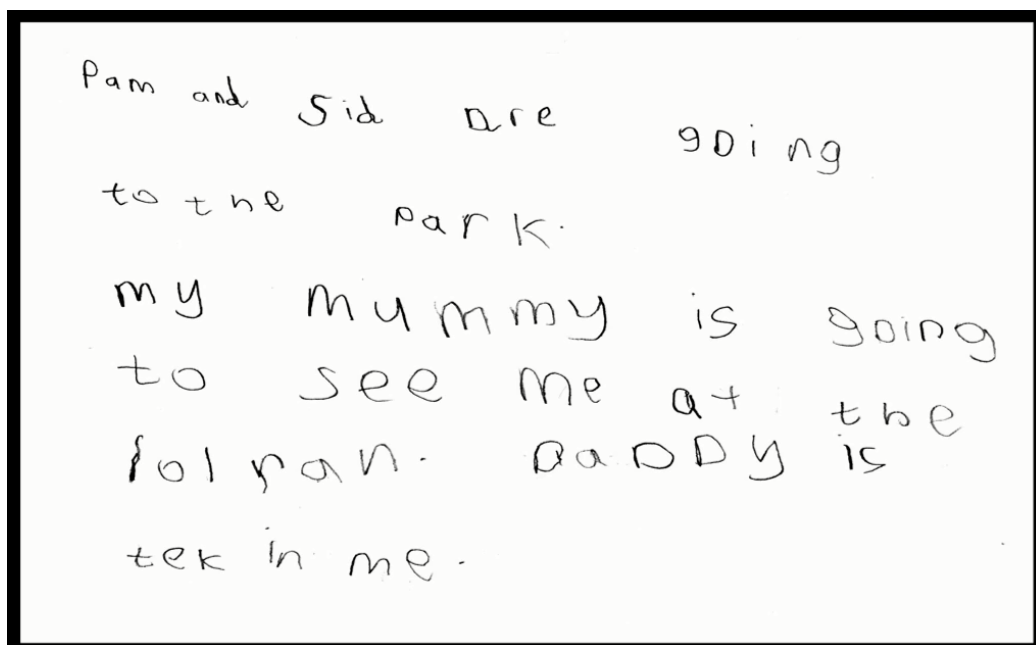
The activities described above are designed to develop a secure, automatic sight vocabulary. These contextual links are essential to this process and aid the formulation of semantic (meaning) and syntactic (grammatical) 'anchors' in memory which enable the retrieval of an automatic sight word vocabulary.

Each workbook ends with an independent writing activity. You will find that as early as level one there is evidence of orthographic knowledge in the children's attempts to spell the words independently. Here are some samples of independent writing.

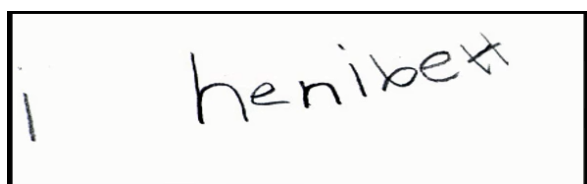
The first sample of writing from Child A was written in October Year 4 before Child A commenced the HRP. This child's ability score was in the lower end of the normal range (low 70s). Even though the IQ is in the below average range, it is important to remember that word recognition difficulties are not linked to IQ. This child should be able to learn to read.



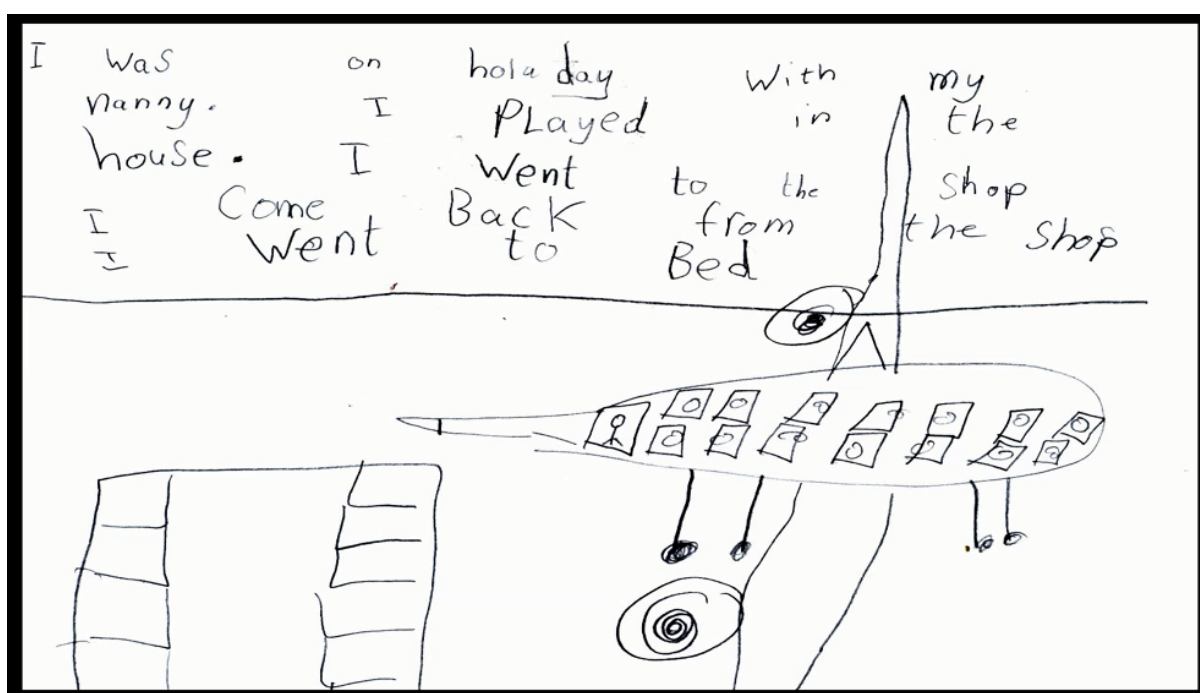
The sample of writing below was written by Child A at the end of year 4. This writing was completed independently, with no help. Child A was able to spell most of the words correctly and could understand that written words have spaces between them, unlike speaking where the words run together. All of the words he can spell have been learned through the HRP and reinforced when reading. He has read these words many times in the HRP books. The two words he could not spell have not been taught and he has spelled them how he says them.



The sample of writing below was written Child B in October of Year 3. This attempt at story writing shows the extent of the Child B's difficulties and how little Child B had learnt up to this point.



The sample of writing below was written by Child B in May of Year 3, seven months later. This sample was written independently; the only spelling error is 'holaday' for holiday. This child started using the HRP in October together with the CSP Spelling and Language Programme.



RECAP

The total target sight vocabulary in the HRP is 43 words which are built up over 10 levels and 33 reading books. This is a programme designed to lay the foundations for successful reading and to prevent failure. The target vocabulary is used to develop all the sub-skills in reading. This vocabulary is taught in advance of being introduced to the reading book, using a range of activities which build up to reading and constructing sentences with the target vocabulary, so that when reading each book for the first time, success is ensured. The reading book is not the teaching tool but the celebration of success and the child should be able to read the reading books independently and with fluency. Vocabulary that is not taught is introduced in the reading books to allow application of reading strategies in tackling unknown words.

There is a wider range of activities in the workbooks for use in class than those shown here. The length of time it takes a child to work through the programme will depend on his/her

learning profile. Interaction between teacher and child when working through the workbook in class, is an essential part of the programme. The teacher should support children in a group or on an individual basis as they work through these activities, supporting the children in tackling new activities as they appear. The homework activity books are slightly easier than the class workbook and are designed to reinforce what was done in class earlier in the day and the child should be able to complete these workbooks independently.

The aim is to make the children as independent as possible on each task. In school it can be helpful to make a short note at the bottom of each activity to indicate how much help each child has received, e.g.

- No help needed
- A little help needed
- A lot of help needed

This helps to chart progress as the child moves through the tasks and becomes more and more independent. The programme is designed to develop all of the underlying processes that enable reading development, within the memory capacity of the child, by:

- engaging visual (orthographic) memory through the 'Match, Select, Say' word game and the spelling of target words;
- developing syntactic awareness of usage of target words to form sentences;
- developing comprehension of usage of target words in context;
- developing understanding and ability to use punctuation effectively;
- linking teaching of sounds to reading words (using an analytic approach);
- incorporating what has already been taught and providing overlearning to ensure retention;
- introducing words that are not targeted allowing a top down approach to learning as well as a bottom up approach.

By drawing on the knowledge developing around these target words, the child develops strategies which can be used to tackle unknown words. The dangers of advancing one reading sub-skill, such as a phoneme-grapheme phonics strategy, or using a whole-language focus which engages the use of psycholinguistic guessing at words, should be clear. All of the sub-skills essential for effective reading development must be developed in balance and in tandem, so that the underlying cognitive processes that we are unaware that we are using, can connect and interact with increasing efficiency, enabling children to read with fluency and understanding.

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