

YoungSoftRead

Part 2

Ready to Read

using a unique method of symbol deciphering

Developer and Writer: Daniella De Winter

Editor: Merav Atia

All Rights Reserved ©

This book or any portion thereof may not be copied, reproduced, recorded, translated, and/or stored in an informational database or distributed in any manner whatsoever or by any means: electronic, optical, or mechanical (including photocopying, recording, Web and/or e-mail), without the written permission of the author except for the use of brief quotations in a book review and certain other noncommercial uses permitted by copyright law.

office@softenglish.io

www.softenglish.io

June 2019

Note from the author:

Language development, especially in a second language, is dependent, mostly, 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 language 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 to learn to read. As a result, I decide to compile the insights I gained and the method I developed into my own curriculum.

I am confident when I say that the **SoftRead** method will work for you too!

Everyone can learn to read! There has not been one person that has not succeeded! The only difference throughout the use of the **SoftRead** method was time: some people learned in five lessons and some in ten lessons or more.

In 2013, I decided to publish all of the knowledge that I had gained over the years in a creative, accessible way to enable anyone to learn and succeed: all you need is a facilitator to accompany the process even with no prior teaching experience.

And now a new version, YoungSoftRead, optimized for young children, from the ages of 4 - 7.

In this version, there is less text and more activities tailored to the needs of young children.

YoungSoftRead promises that the student will absorb the reading technique offered and that the completion of all 4 practice books will enable them to read all sounds and letters, even in words that are new or not real (pseudo-words).

In **AdvancedSoftRead**, we will complete the decoding format learned in this book and improve it to that of an academic decoding level.

Good luck!

Daniella De Winter



About the **SoftRead** method and book:

YoungSoftRead introduces all letters in the English alphabet and their corresponding sounds.

This method immediately combines new letters with different, previously learned sounds.

YoungSoftRead also teaches the principle of combining sounds through the use of pictures without any previous recognition of the letters. Through the use of pictures, the child learns the technique of decoding: pictures express and represent sounds, which the child must then connect together to begin forming words.

YoungSoftRead also practices writing and reading regardless of vocabulary knowledge and/or previous visual introduction. For non-native speakers, new vocabulary is learned as more sounds are acquired. For native English speakers, the mastery of correct spelling with basic vocabulary is emphasized.

In the next book, as we grow in our understanding, we will learn the patterns that appear in long, complex words.

Advantages of the method:

This method successfully provides the technique of reading to those who find reading difficult and/or who have reading difficulties such as dyslexia. It is also able to successfully prevent dyslexic failures before they occur.

YoungSoftRead Method:

It is based on the **logic and rules of reading** (it is more logical and less photographic).

It displays a combination of letter sounds and **pictures** representing the letter displayed.

Instant combination of letters/sounds into **syllables and words**.

Combination of sounds is used to read words **without any meaning or significance**.

Inability to recognize words **prevents** global or **photographic reading**. **Instilling vocabulary** acquisition and **mastering of spelling** is dependent on reading patterns.

User-friendly and **simple explanations**.

Accompanied by colorful illustrations.

There is a very **large range** of tasks (circling, coloring, sorting, copying, comparing, and filling in the blanks).

This method is suitable for independent learning as well.

Table of Contents:

Introduction

review of the letters	8
Stop Letters Lesson.....	9
Letters – Practice.....	11

Lesson 1

The Letter d	12
The Letter t	22
Lesson Summary Assignment - Cut and Paste Symbols	31

Lesson 2

The Letter p	32
The Letter m	41
The Letter n	47
lesson summary assignment - cut and paste symbols	60

final assignments:

Cut and Paste Symbols	61
symbol collection	62
letters for phonetic dictations	66

Here are some real words:



lid



fig



dog



leg



bed



gold



kid



belt

Write the missing letters:



b_l_t



b_d



l_g



d_g



f_g



k_d



g_d



l_d

t

Sounds like the opening sound of the words



television



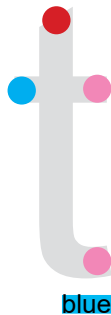
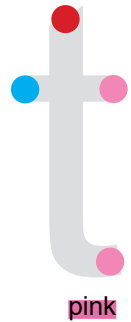
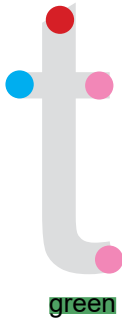
telephone



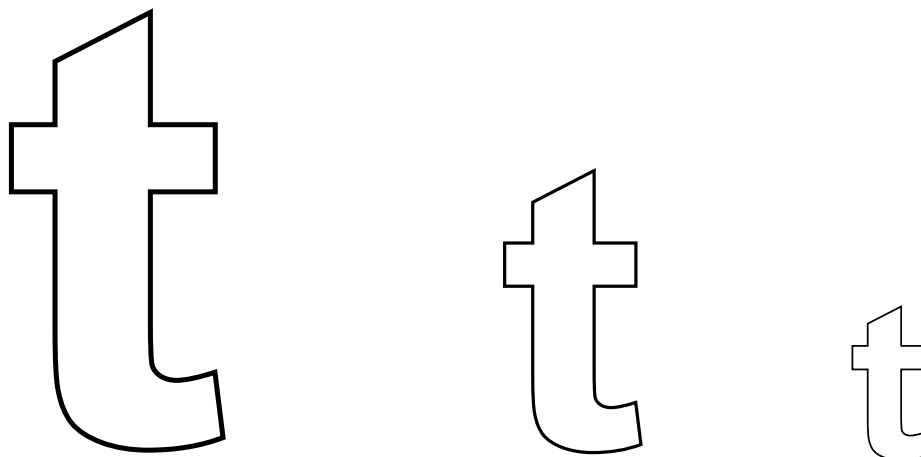
tractor

Use your highlighter to color the letters:

Start from the red dot and on to the blue.

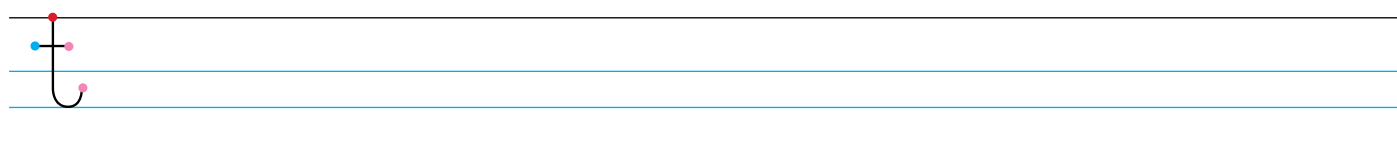
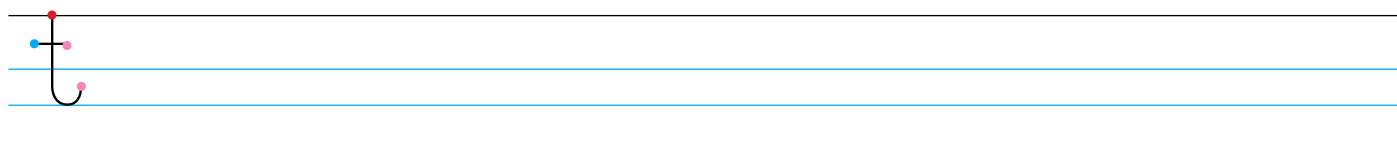
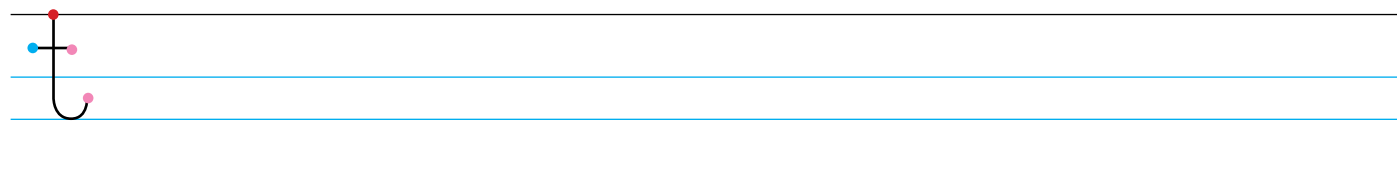
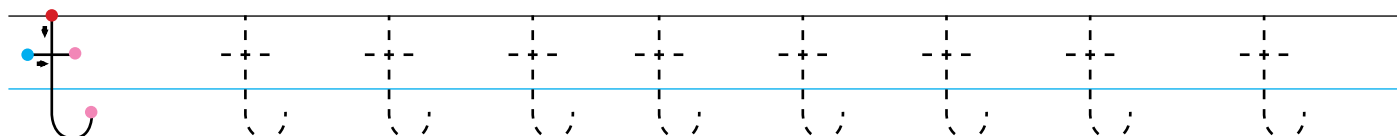
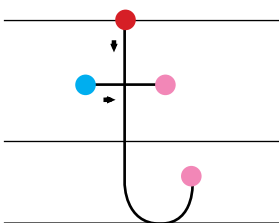


Color the letters:



Teaching Moment: How to write a t?

We start at the red dot, then go down, and curve at the end of the "t". Then we lift the pencil and draw a short line starting at the light blue dot. The ending point are the pink dots.



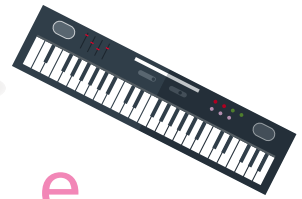
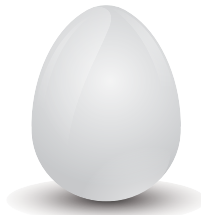
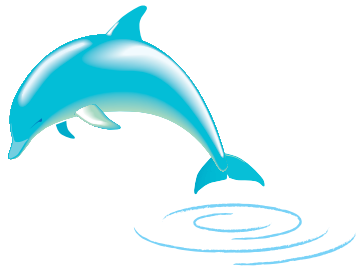
Highlight the t like in



in orange.

it	bit	left	lift	tif	okit
tilt	teg	delil	gift	got	tofi
tel	let	delt	lot	litl	lefkit
fit	litel	bet	tebilof	telefot	flik
tlil	tedi	tofi	belt	liflet	kid
big	beg	til	glik	left	leket
fig	fog	leg	ded	kik	kelit
elit	old	kofi	dif	fold	dol

Draw a line between the letter and the correct picture.



l

e

d



f



t

d



4



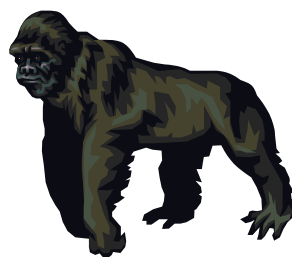
t

f



e

o



e



d



t

k

l

g

Write the matching letter **e, d, o, b, g, k, l, i, f** or **t** under each picture.

