Table of Contents:

Soft En6liys
methods, books & games

Note from the author:

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

Starting in 1990, I focused on teaching business people and adults and after 1995 I focused also on teaching children, people with learning difficulties, reading difficulties, and dyslexic readers of all ages. In 1996, I developed a method for learning to read and write, and by the year 2000, I released a software program based on this method: SoftRead. Everyone can learn to read! There was not one person that did not succeed! The only difference throughout the use of the SoftRead method was time: Some people learned in five lessons and some in ten lessons. In 2013, I decided to publish all of the knowledge that I gained over the years, in a creative, accessible way that enables anyone to learn and to succeed: all you need is a facilitator to accompany the process even with no prior teaching experience.

You will be amazed by how quickly it works,

Good luck!

Daniella De Winter

AdvancedSoftRead is suitable for those who have already learned to decode, know all the sounds of the letters and can connect them to syllables and words.

It has about 121 colorful illustrated pages with a variety of exercises and an illustrated summary.

AdvancedSoftRead introduces most of the reading /spelling patterns of English, including silent letters and changes in pronunciation caused by other letters.This method is based on the logic and rules of reading (it is more logical and less photographical). The book introduces and explains the patterns sometimes through stories, and then helps students practice them through varied activities like circling, highlighting, completing, copying, and reading. In addition, the friendly and simple explanations are accompanied by colorful illustrations.

AdvancedSoftRead enriches and completes the school curriculum and ensures successful high-level reading. It ensures that even non-readers and poor reader due to dyslexia will improve their reading proficiency.

The book is also suitable for independent learning.

Background:

Hebrew and Arabic readers encounter more problems with learning English reading than readers of other Romance languages because of the different alphabetic system, reversed reading/writing direction and the "Unvoweled" Hebrew reading system.

Based on my teaching experience with students with reading difficulties of all ages, I have developed a unique method to facilitate the reading learning process and to improve its effectiveness.

This out-of-the-box, unique and innovative approach is extremely successful with adults and children who struggle and with children who begin learning to read at an early age.

This book ...

1. Practices recognition of reading patterns.
2. Exercises decoding and spelling without relying on previous familiarity or previous visual familiarity with the word.
3. Teaches the influence of certain letters on others.
4. Enriches the vocabulary along with the learned patterns.
5. Practices short stories with the learned patterns integrated into them.
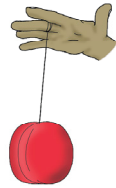
Advantages

The method successfully teaches the technique of decoding even to struggling readers and to readers with dyslexia.

1. It is **based on logic and rules of decoding** - the method is less visual and photographic and more <u>logical</u>.
2. It includes decoding of nonsense words which avoids guessing the **meaning without proper decoding**
3. Vocabulary is introduced and acquired only after the pattern has been introduced.
4. **Simple** and friendly **explanations**.
5. Uses illustrated explanations , demonstrations and stories.
6. It includes **a great variety** of learning assignments such as: circling, coloing, sorting, copying, comparing and completing.
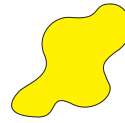7. It is **suitable for individual learning**.

Part 2:

Now we will learn the second role/function of the **"y"** and its sound which is now as the opening sound of the words: or also the color
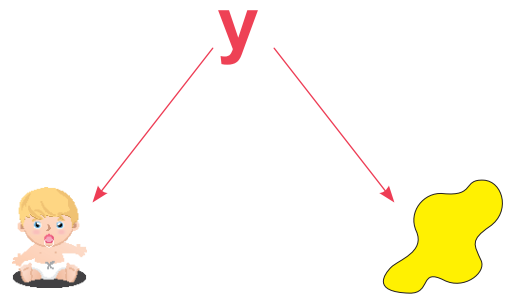
yellow

yoyo

Remember! **y** has 2 roles and 2 sounds:

once as a **stop letter** as in

and once as a **regular letter** as in

y

Mark and Read

How will we know which sound the **"y"** makes? How will we know how to read the **"y"**?

This is the way: it's a little bit complicated, but be we can know how!

(if you can read these words easily you can skip the marking).

1. Highlight all the stop letters - a, e, i, o, u in pink.
2. Look for all the **y**'s. If there is a **y** **before** a **stop letter**(to the left to a stop letter) highlight it in yellow.
3. Circle the yellow **y** and the pink **stop letter** together. This is the sign/hint that this **y** is read like the **y** in   .
4. If there is a **y** **after** a **regular** letter, then this **y** is a **stop letter** that joins with the letter before it and we read this **y** like the letter **i**. Highlight these y's in pink too.
5. Circle each of them with the letter that comes before it.

Remember that:

g and c have two sounds, and the letters that determine which sound we hear and produce are:

i
e
y

These are the only letters that make us hear the names of the letters c and g,

g

sounds as in the name of the letter

g + i e y

c

sounds as in the name of the letter

c + i e y

Soft En6liys
methods, books & games
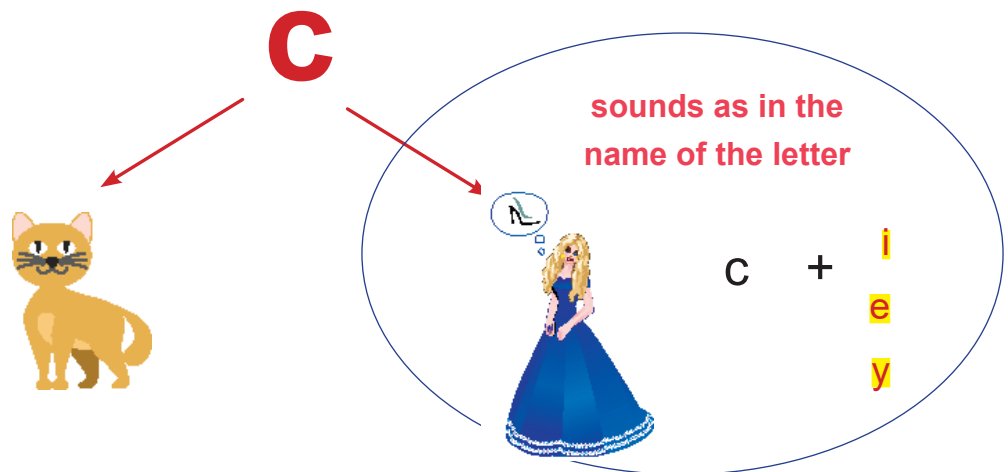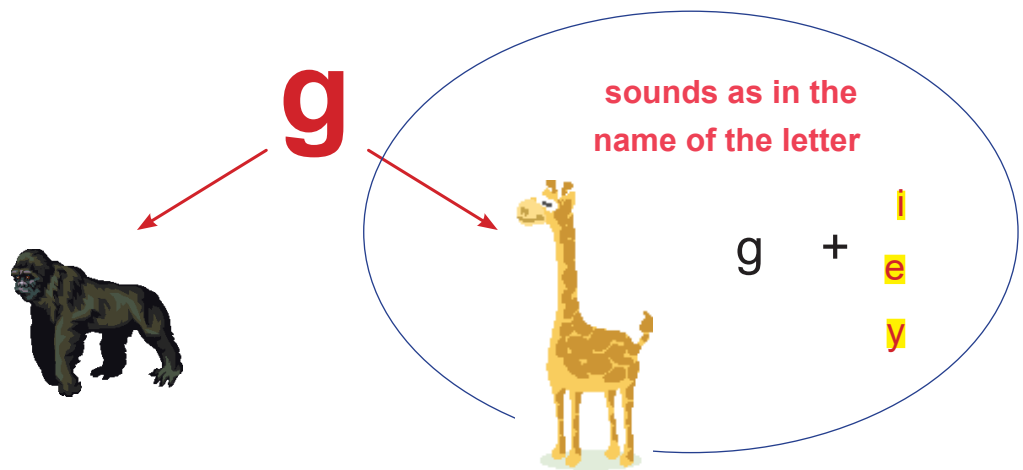
Now we will practice the combinations of (sh), (ch), and (th).

1. (Circle) and highlight all the (sh)'s in yellow.

2. (Circle) and highlight all the (ch)'s in orange.

3. (Circle) and highlight all the (th)'s in purple.

note: all the words with th that sound as in -
have already been highlighted. These are the purple words.

4. Now try to read all the words. If it is a little bit difficult, first read the words in yellow, then read the words in orange, and then the ones in purple. In the end, when you feel more confident, read all the words together.

slap	slop	slip	there	thunder	thumb
bath	these	thing	that	cloth	worth
method	the	path	fifth	strength	those
sit	lunch	this	thick	thus	hatch
smash	the	fish	gather	chin	depth

flash	scam	snap	split	shot	check
toss	shut	bother	shrink	shuffle	cash
ship	mother	chub	hutch	together	chat
chip	shop	then	chick	french	father
batch	another	bench	inch	bunch	shopper
chopper	thin	thrill	thriller	thumb	chop

Soft En6liys
methods, books & games

Lesson 6: The Combinations (oo) (ea) (ee) (ow)

The Combination (OO)

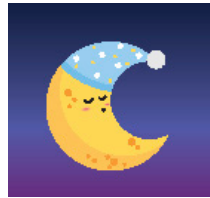This combination is very easy, and it is of the letter o but twice – (oo).

An easy word to remember the rule is book.

and so are

cook-

moon-

look -

Pay attention to the different sounds "O" makes:

Once "o" as in orange.

Once as in the name of the letter according to the rule of the bodyguard, like in nose.

And once there is the (oo) like in book.

Pre reading tasks:

1. Circle the oo in the following words, and highlight it in blue.

2. Draw an arrow showing the effect of the "bodyguard" on the stop letter.

3. Highlight in pink the "stop lettters" even if there are two together.

4. Now you are ready to read the words.

mood	mode	look	lock	cook	spoon	loose	loss	fool
spot	noon	on	boot	booth	both	soon	son	cool
cold	took	stood	root	robot	hook	broom	groom	hop
room	son	shook	core	more	hope	cope	close	lone
loom	cone	roof	scope	scoop	root	rode	sore	gloom

Summary Dictation- much easier than before :)

Your instructor will read some words to you and you will write what you hear. Don't forget to put the right stop letter whenever you hear a stop.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Soft En6liys
methods, books & games

Here we will practice the combinations ee=ea.

Exercise: Below you will find words with ee as in cheese 🧀 with ea as in ice-cream 🍨

and with ea as in bear 🧸

1. Circle all the ee and highlight them in green.

2. Circle all the ea and highlight them in orange.

3. Read all the words with the help of the clue 🧸.

4. Sort and copy 10 words into the appropriate columns of the table on the next page.

5. Something extra - for those who are not English speakers- translate the words into your mother

tongue.

speech	mean	freeze	dream	leave	leap
beach	read 🧸	speed	please	tea	steam
peace	green	need	head 🧸	beam	bread 🧸
sea	seat	fleet	feed	breed	feeder
leak	pleat	header 🧸	teeth	weapon 🧸	threat 🧸
seek	wealth 🧸	leaf	bear 🧸	seal	seed
week	feel	pea	need	peel	speak

free	meat	feet	heaven 🧸	sweat 🧸	steady 🧸
peach	freak	tear 🧸	plead	sleep	lean
beast	queen	sweet	equeal	flee	lease
leader	freedom	great 🧸	employee	meal	breeze
veal	least	peak	threaten 🧸	lead	flea
dead 🧸	spread 🧸	each	east	pea	steel
cheap	seem	bleed	meet	sleeve	heal

66

Soft En6liys
methods, books & games