

Note from the author:

Language development, especially in a second language, is dependent, mostly, on the ability to read. Reading is a goal but should be considered more importantly as a tool, helpful in achieving language fluency. The inability to read will immeasurably delay all efforts in learning a language. I firmly believe that every person should be able to read. When we don't read, we give up on one of our most important senses, sight, and in turn rely only on our audio senses, making written information more difficult for us to understand and retain. Because our memory is affected by the participation of ALL senses, the skill of reading allows us to preserve and learn quicker and more efficiently while simultaneously minimizing frustration and dependence on others in all academic subjects.

From 1975 I have worked in conveying and developing new methods to teach the English language. I have been successful in teaching the English language to native Hebrew and Arabic speakers and, moreover, to people with dyslexia. I have faced challenges with this, firstly, because Hebrew and English are often the "reverse" of one another in both reading direction and grammatical structure and, secondly, because Hebrew can be read and spelled without vowels (expressed with dots). This thereby means that the inclusion of vowels in the form of letters is something very difficult to native Hebrew and Arabic speakers. My method has successfully taught people that had lost all hope in ever learning English; who might have let their disability get the best of them; and who merely wanted to improve.

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

The long path to success began with teaching adults of all scholastic levels, ranging from business people, accountants, lawyers, etc. who simply wanted to improve their English level to small business owners who had never studied English or were never successful in learning the English language. That was my inspiration to begin the reading method. I understood early on that the easiest and fastest way to master a language was through one's ability to read.

Over time, and as my own children began to grow, I developed the **SoftRead** method for younger children, both with and without learning disabilities. 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, either with the accompaniment of an adult for the younger and learning disabled students, or independently, more appropriately suiting older students and adults. Today, my institution is successfully teaching the English language to young children in after-school programs, youth-at-risk, adults, and people of all ages with language-based learning difficulties.

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 of these ages.

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.

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 beforehand. 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 and retention, we will learn the patterns that appear in long, complex words.

Advantages of the method:

This method is successful in providing 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:

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

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

Stop Letters Lesson.....	8
Letters – Practice.....	10

Lesson 1

The Letter b	11
The Letter o	15
The Letter f	25
The Letter i	35
Lesson Summary Assignment - Cut and Paste Symbols	46

Lesson 2

The Letter k	48
The Letter l	58
The Letter g	68
The Letter e	78
Lesson Summary Assignment - Cut and Paste Symbols	89

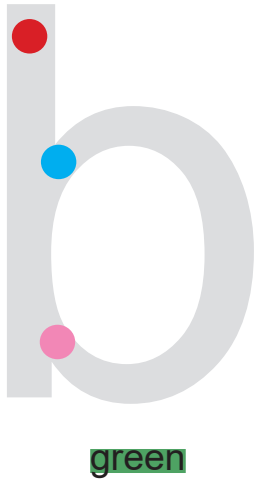
final assignments:

symbol collection	91
letters for phonetic dictations	97

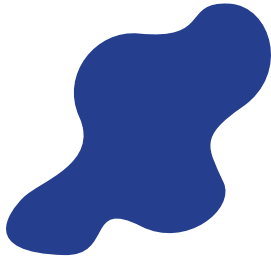
Use your highlighter to color the letters:

In English we write from top to bottom!

Start on the **red dot** in a straight line to the bottom. Make a line all the way back to the **light blue dot** and make a "belly". The ending point is the **pink dot**.



Draw a line between the picture and its matching letter.



o

b



o

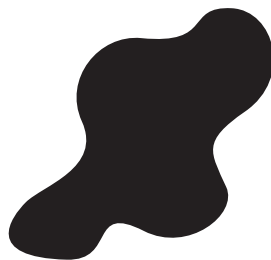


b

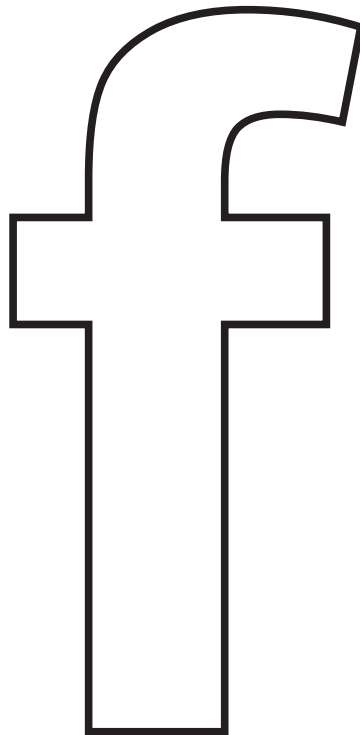
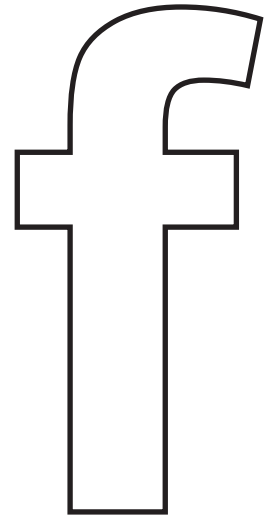
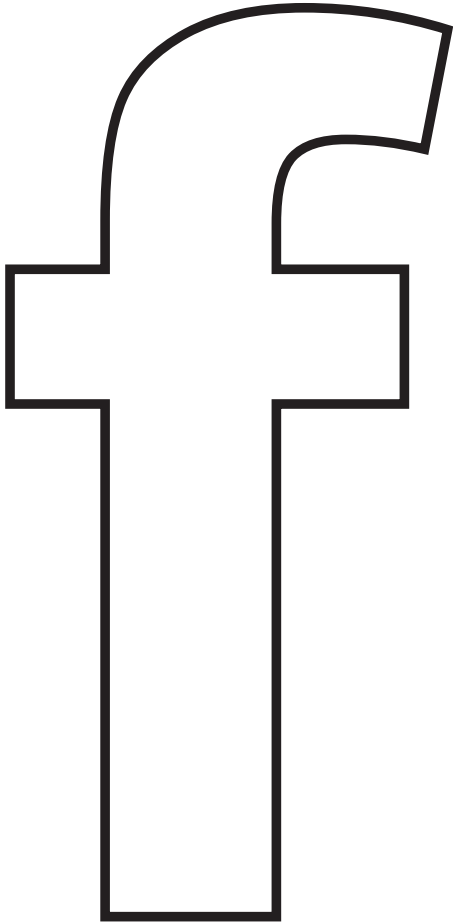


o

b



color the letters:



Highlight the **f** like in in **orange**.

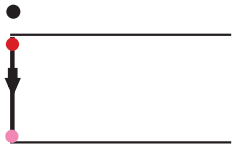


f o f o f b o f

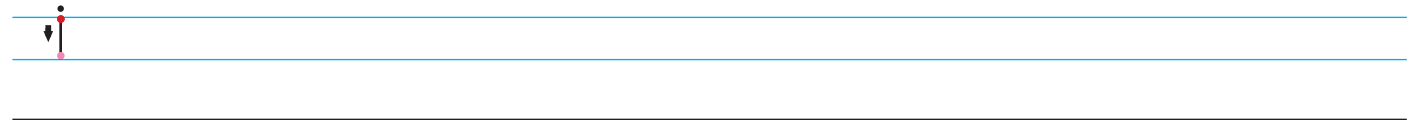
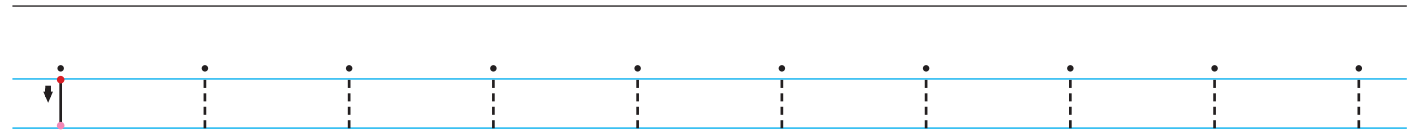
b o b o f f o f o b

o f o b o f o b o f o f

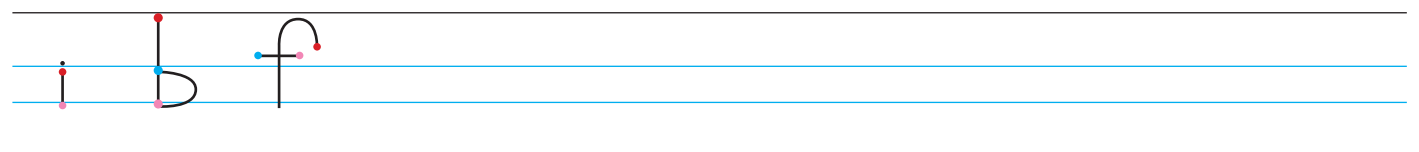
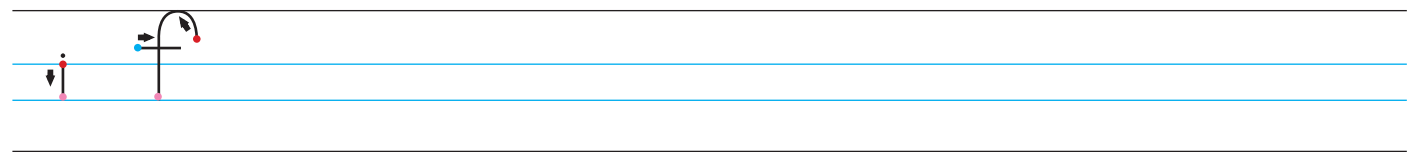
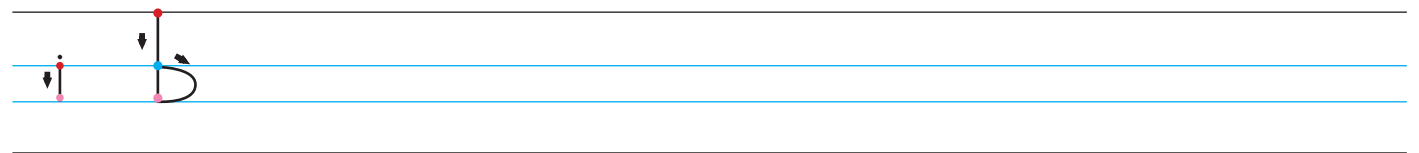
Teaching Moment: How to write an i?



Draw a line from the red dot, top to bottom, and add a dot on top. The ending point is the pink dot.



Practice writing i with b and f.



Assignment:

Draw a line between the nonsense words from column 1 and the words on column 2 and find the extra word.

1

fof

fobi

bob

bififi

obif

bof

obi

2.

bo

bob

fof

bof

obi

fobi

obif

bififi

What is the extra word? _____

Extra assignment:

Find the letters of this lesson at the end of the book, color and cut them, then use them for phonetic "dictations".

How would you like to remember the sounds? (choose, cut and paste the matching pictures from the end of the book.)

f

like in

4

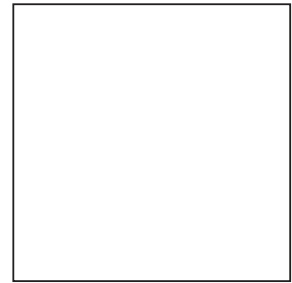
like in



or like in



?



i

like i



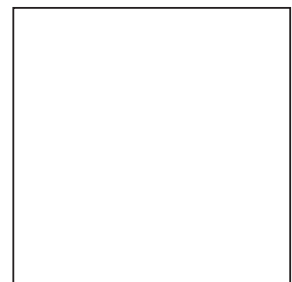
like i



or like in



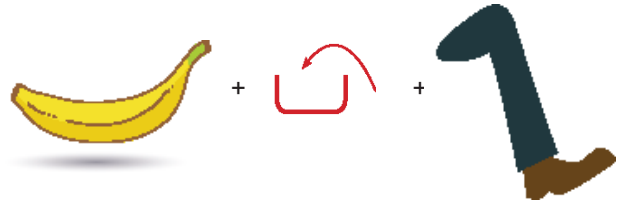
?



Let's put together some letters and create mostly nonsense words!



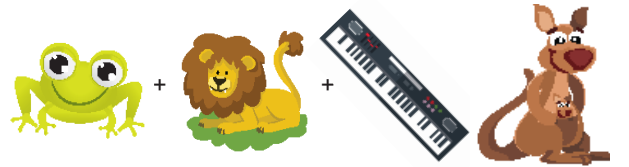
blof



bil



blobof



flok



bibilol