

Note from the Author:

Language development - especially when learned as a second language - is highly dependent on the ability to read. Reading is not only the ultimate goal, but also an essential tool for acquiring language skills.

Since 1995, I have focused on teaching students of all ages with language disorders, particularly those facing reading challenges and dyslexia. In 1996, I developed a unique learning method for reading and writing, which led to the release of the SoftRead software in 2000.

Everyone can learn to read!

Over the years, no student has ever failed to achieve success - the only variation lies in how long the process takes, whether ten or twenty lessons, to reach the desired level of fluency.

In 2013, I made an important personal decision to share the expertise and insights

I had gained over the years. I developed online digital games, courses, and a series of practice books that enable anyone, anywhere, to learn and succeed.

Younger children and students with more severe learning challenges may benefit from a facilitator's guidance, though no prior experience is required. Older students can use the books independently and progress at their own pace.

About SoftRead

SoftRead has now been revised and split into a three-part series:

- **SoftRead - Part 1** introduces and practices the sounds of b, p, f, i, k, l, g, e, d, t, p, m, n, r, s, a, u, h, v, w, j.
- **SoftRead - Part 2** introduces and practices the sounds of y, c, g, qu, z, x, sh, ch, th.
- **Advanced SoftRead - Part 3** introduces and practices the most common reading and spelling patterns.

The original two parts are still available.

Practice the Basics - This section is for students who do not need to complete Part 1 because they already know the letter sounds, but still need to strengthen their ability to synthesize and blend sounds. It provides reinforcement and ensures the student is fully prepared for Part 2.

Just Practice - This section provides additional practice for Parts 2 and 3 without explanations. Its purpose is to reinforce the rules already introduced and practised, helping students enhance their fluency through repeated circling, highlighting and reading.

Good luck!



Daniella De Winter

The SoftRead Method

1. Trains for phonological awareness. Suitable for EAL/ESOL and SEND learners.
2. Rewires the brain for fluent reading. Trains for fluent reading regardless of familiarity with the English language.
3. Introduces all the letters (Part 1) and digraphs (Part 2) in a structured and logical sequence, connecting each new sound to previously learned ones.
4. Presents all sounds through clear and colorful illustrations that lead naturally to decoding and encoding. Introduces and practices the most common reading and spelling patterns in the most effective way.
5. Teaches handwriting for all letters (Part 1).
6. Practices reading and spelling through both real and pseudo-words, encouraging accurate decoding regardless of vocabulary familiarity.
7. Emphasizes logical training rather than rote visual memorization - instead of just memorizing words or letter patterns by sight or repetition.
8. Uses simple explanations, engaging design, and colorful illustrations for easy understanding.
9. Offers a wide range of hands-on, motivating tasks: circling, coloring, copying, comparing, and filling in blanks.
10. Suitable for independent or inclusive learning settings.

For more information about the method or teacher training, please contact us at office@softenglish.io.

This book ...

1. introduces reading/spelling patterns.
2. introduces and practices pronunciation. Teaches the influence of certain letters on others.
3. practices spelling based on learned patterns.
4. explains how each letter behaves and how it affects its neighboring letters, summarizing everything in clear schematic figures.
5. puts everything into practice through sentence-level and short story reading.

This version includes additional pseudo words to improve decoding fluency. The words are in green, referred later to as “green words”.

Table of Contents:

Introduction	3
Review of a and u.....	8
Review of h.....	9
Review of c and g.....	12
Review the sh ch th ci ce cy gi ge gy.....	13
Spelling Rules.....	15
 Lesson 1 - The Bodyguard	
introduction and explanation.....	19
practice.....	26
summary exercise for "the bodyguard".....	28
 Lesson 2 - oo ea ee ow	
introduction and explanation.....	30
practice.....	31
ee-ea introduction and explanation	32
ow introduction and explanation	38
practice.....	40
short story - "Mike misses his village"	43
 Lesson 3 - al all + ir ur ar	
al-all introduction and explanation.....	45
ar, ir=ur introduction and explanation	46
illustrated summary	49
practice.....	50
short story - "In the Park".....	52
saummary dictation	54
 Lesson 4 - ture	
introduction and explanation.....	55
practice.....	56
 Lesson 5 - sion tion shion ssion	
introduction and explanation.....	57
practice.....	58
 Lesson 6 - cia cie tia tie	
introduction and explanation.....	61
practice.....	62
short story - "The first day of school".....	65

Lesson 7 - ight eight and derivatives

introduction and explanation.....	66
practice	68
short story "A noise at night".....	70

Lesson 8 - ou oa oi oy ew ay and ai

introduction and explanation ou, our, ous	72
practice and summary	74
introduction and explanation oa, oi=oy	75
practice	76
introduction and explanation ew, ai=ay	77
practice	78

Lesson 9 - aught=ought, augh=ough

introduction and explanation.....	80
practice	82
short story - "Tom's birthday"	85
summary dictation	88

Lesson 10 - ph, kn, wr, wh, ps, bt, mb, alm

introduction and explanation.....	89
practice	91
Short story - "Holiday Eve"	92
Illustrated summary	94
Summary Assignment.....	99



to the digital course

Access the complementary course and
learn step by step how to use this method

Another review page:

For the following words:

u



n



h



a



1. Highlight all the **u**'s in pink.
2. Highlight all the **n**'s in green.
3. Highlight all the **h**'s in blue. } Pay attention to the resemblance of these two letters.
4. Highlight all the **a**'s in yellow.
5. Now you are ready to read.

A helpful note: if longer words are more difficult, please first circle the stop letter with the letter before it and only then read. reading long words is much easier after circling :).

including the extra
green words

- | | | | | | | | | |
|-----------|--------|--------|-------|-------|---------|--------|--------|---------|
| 1. hen | hum | hot | hat | hunt | holland | help | hello | honk |
| 2. hold | held | hug | hit | hip | hill | hell | him | nut |
| 3. not | husk | sank | lust | gum | harass | begun | milk | sunk |
| 4. herd | rat | sat | set | risk | kiss | sun | sand | sink |
| 5. silk | miss | mess | best | bat | bag | sister | host | bell |
| 6. spend | spent | ton | lord | bond | mist | snap | slip | horse |
| 7. smug | sug | sung | fuss | stop | hot | stand | sang | befil |
| 8. mopist | nemiss | hister | milip | mopit | slob | mislib | nimit | primot |
| 9. stross | mitol | mistol | limip | popit | mester | memol | spetol | fibilil |

- | | | | | | | | | |
|-------------|----------|---------|---------|---------|----------|-------|--------|-------|
| 1. dusk | napkin | hostel | hand | pips | run | pepsi | pad | hiss |
| 2. spot | split | must | mad | lamp | slam | fast | spun | print |
| 3. gospel | sprint | gotten | grid | drag | gram | punk | slam | her |
| 4. rid | mat | gang | desk | pumkin | hint | fist | spat | rest |
| 5. roll | pram | bug | dentist | began | past | pest | pless | has |
| 6. runner | stopt | spin | dump | perhaps | hum | gulp | gossip | hid |
| 7. splendid | hospital | present | presser | toddler | fragment | | | |

Review the

sh ch th ci ce cy gi ge gy

(learned in SoftRead part-2)

1. Circle the following combinations **sh ch th ci ce cy gi ge gy**

2. Highlight according to the example.

3. Now you are ready to read.



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

1. shot	shut	wish	shift	check	chicken
2. thick	thrill	that	thorn	batch	cinderella
3. cinema	civil	central	flash	splash	chest
4. certain	this	center	chair	cycle	then
5. chin	city	civilian	geology	short	chance

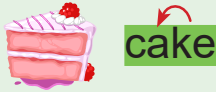
1. thunder	bath	zhang	shock	shelve	sherif
2. shiver	thus	shop	shortage	shorten	shrink
3. cell	shuffle	sick	there	sink	swing
4. sing	shore	switch	fish	ship	fresh
5. pitch	attic	thinner	critic	shut	kitchen

1. shelf	shrunk	refresh	thicker	chill	chiller
2. lick	angel	intelligent	cluster	grasp	cereal
3. giraffe	clock	cent	crack	class	circus
4. the	clam	chief	angle	cross	center
5. clever	clerk	cancer	pick	crisp	brick

How does it work?

The a

Instead of **a** like in , we hear the **name of the letter a**, like in the word:



The e

Instead of **e** like in , we hear the **name of the letter e** like in the word:



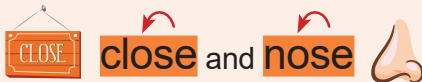
The i

Instead of **i** like in , we hear the **name of the letter i** like in the words:



The o

Instead of **o** like in , we hear the **name of the letter o** like in the words:



The u

Instead of **u** like in , we hear the **name of the letter u** like in the words:



Summary Exercise for "The Bodyguard":

Copy to the following columns 8 words of each group:

[illegible][illegible]