

## 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, o, 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](mailto:office@softenglish.io).



**to the digital course**

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



## Table of Contents

|                                              |    |
|----------------------------------------------|----|
| <b>Introduction</b> .....                    | 3  |
| <b>The Stop letters: a, e, i, o, u</b> ..... | 6  |
| Review of a .....                            | 8  |
| Review of e .....                            | 10 |
| Review of i .....                            | 11 |
| Review of o .....                            | 12 |
| Review of u .....                            | 13 |
| <b>Lesson 1</b> .....                        | 16 |
| Letter y .....                               | 17 |
| Writing Assignment .....                     | 22 |
| <b>Lesson 2</b> .....                        | 23 |
| c and g .....                                | 24 |
| Stickers Time .....                          | 33 |
| Writing Assignment .....                     | 35 |
| <b>Lesson 3</b> .....                        | 37 |
| qu combination .....                         | 38 |
| Letter z .....                               | 41 |
| Letter x .....                               | 43 |
| Capital letters .....                        | 47 |
| Writing Assignment .....                     | 48 |
| <b>Lesson 4</b> .....                        | 50 |
| sh and ch combination .....                  | 51 |
| th combination .....                         | 52 |
| Writing Assignment .....                     | 55 |
| Reading sentences .....                      | 57 |
| Stickers Time .....                          | 58 |
| Stickers .....                               | 61 |

## before we start ...

think of names of your friends and relatives and sort them out according to the number of stops you can hear when you say them.

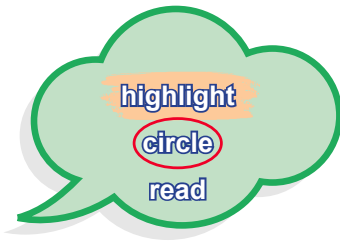


**reminder: one stop = one stop letter!**

| 1 stop | 2 stops | 3 stops | more than 3 stops |
|--------|---------|---------|-------------------|
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |
|        |         |         |                   |

**attention!** follow the instructions carefully!

1. highlight all the stop letters pink.
2. highlight all the **y**'s left to the pink letters in yellow.
3. **circle** each yellow **y** with its pink letter.



- |                 |               |              |         |
|-----------------|---------------|--------------|---------|
| 1. <b>b</b> aby | <b>d</b> andy | <b>y</b> ork | junk    |
| 2. <b>y</b> es  | <b>y</b> ell  | many         | yinky   |
| 3. italy        | yester        | holy         | yam     |
| 4. family       | lady          | ferry        | yond    |
| 5. jelly        | funny         | yodling      | yestern |
| 6. yogurt       | yet           | lyn          | yenning |

copy the "wordies" which have a yellow y to the lines below and highlight the **y** yellow.

Handwriting practice lines (four sets of three lines each) for copying and highlighting words.

Here are some sentences for you to mark and read. Try to identify all the stop letters and circle them with the letter before. Focus mainly on the decoding and try to ignore the meaning.

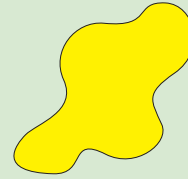
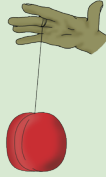
1. A yak is a big, hairy animal.
2. A yak is big.
3. Let's visit a happy animal.
4. A hat is on a man.
5. He is a happy baby.
6. He is funny baby.
7. He is not a sad baby.
8. A lady is going to a store.
9. A tiny store is across from us.
10. A silly baby is funny.
11. A yam is in a pot.
12. A yak is on a log.
13. A pen is on a bag.
14. Yes, a baby is on a mat.
15. A long dog.
16. A hungry baby.
17. A red flag.
18. A silly cat.
19. A fast dog.
20. A fast kid.
21. A mommy hugs her babies.
22. A dog hugs its puppies.
23. A puppy is running to its mummy.
24. Yes, we can run fast.
25. I am a big fan of pets.



stickers time

choose a sticker (from the end of the book) to help you remember **both sounds** of each letter, then write the letter on each sticker;

y



y



these are my pictures:



g



g



these are my pictures:

