

CogniEnhance

PARENT-LED READING CURRICULUM



Purpose of This Document

This document is designed to support you as a parent by providing a clear, structured guide for daily reading activities to do with your child. It is not a test, a pressure tool, or a reflection of your parenting. Instead, it offers a practical curriculum that shows what to do, when to do it, and how often, so you can confidently support your child's reading development at home.

How the Programme Works

The activities in this curriculum are carefully sequenced to build essential reading skills step by step. Short, consistent daily practice is far more effective than long or irregular sessions, and this guide helps you establish a routine that is manageable and realistic. By following the activities regularly, you will be strengthening the underlying skills your child needs to become a confident, independent reader.

This document is intended to guide and reassure you, providing structure, clarity, and direction as you support your child's reading journey.

Programme Structure: 110 Lessons

This programme consists of 110 structured lessons, carefully designed to address the most common difficulties children experience when learning to read. Each lesson focuses on a specific skill and builds gradually on the one before it, ensuring that no foundational gaps are left unaddressed.

Common Reading Difficulties Addressed

Children struggle with reading for many different reasons. Some find it difficult to recognise letters or remember the sounds they make. Others can say individual sounds but struggle to blend them together to read a word. For example, a child may know the sounds *c-a-t* but still be unable to read *cat* smoothly.

Some children can read individual words but lose meaning when reading sentences, while others read very slowly and become frustrated or tired quickly.

The lessons also support children who confuse similar letters (such as b/d or p/q), struggle to hear the difference between sounds, or find it difficult to remember sight words. For instance, a child may read the word *was* correctly

one day and forget it the next, or may rely on guessing words from pictures rather than decoding them. Each of these challenges is addressed directly through targeted, repeated activities.

Progression of Skills

As the programme progresses, lessons introduce more complex reading skills. These include recognising patterns in words, reading longer words, and developing reading fluency and comprehension. Children practise identifying common spelling patterns, reading short sentences with confidence, and answering simple questions about what they have read.

Consistency and Long-Term Progress

The 110-lesson structure allows for consistent, daily practice, which is essential for meaningful progress. Lessons are intentionally short and focused, making them easy to fit into everyday routines while still producing measurable improvement. Together, they provide a complete and supportive pathway that helps children overcome reading difficulties and develop confidence, accuracy, and understanding as readers.

CURRICULUM OVERVIEW

This curriculum guides children step by step from **emerging readers** to **independent, lifelong readers**. It is divided into categories that build skills progressively, ensuring children gain confidence, decoding accuracy, comprehension, and self-monitoring at each stage.

1. Letter and Sound Recognition (Lessons 1–10)

- **Focus:** Introducing the alphabet, letter names, and sounds.
- **Skills Developed:**
 - Recognizing uppercase and lowercase letters
 - Identifying letter sounds (phonemes)
 - Beginning blending and segmenting
- **Goal:** Establish a strong foundation for phonics and reading readiness.

2. Early Phonics and Simple Words (Lessons 11–25)

- **Focus:** Learning basic phonics rules and reading simple words.
- **Skills Developed:**
 - CVC (consonant-vowel-consonant) words

- Short vowel and consonant sounds
- Simple decoding and blending
- Beginning sight word recognition
- **Goal:** Children read simple words accurately and begin decoding independently.

3. Early Reading Comprehension (Lessons 26–35)

- **Focus:** Understanding short texts and sentences.
- **Skills Developed:**
 - Listening and following along
 - Comprehending simple sentences
 - Identifying key words and ideas
 - Answering simple questions about the text
- **Goal:** Build confidence in connecting words to meaning.

4. Syllables and Word-Building (Lessons 36–45)

- **Focus:** Recognizing syllables and building longer words.
- **Skills Developed:**
 - Clapping and segmenting syllables
 - Blending syllables to read longer words
 - Developing early morphological awareness
- **Goal:** Children read longer words confidently and accurately.

5. Sight Words and High-Frequency Vocabulary (Lessons 46–55)

- **Focus:** Increasing reading fluency through familiar words.
- **Skills Developed:**
 - Recognizing high-frequency words automatically
 - Reading mixed lists and simple sentences smoothly
 - Improving reading speed and confidence
- **Goal:** Children read texts more fluently with fewer decoding pauses.

6. Prefixes, Suffixes, and Multisyllabic Words (Lessons 56–65)

- **Focus:** Understanding how word beginnings and endings change meaning.
- **Skills Developed:**
 - Recognizing prefixes and suffixes
 - Decoding multisyllabic words
 - Applying strategies to new words in context

- **Goal:** Children read complex words with growing independence.

7. Sentence Comprehension and Grammar Awareness (Lessons 66–75)

- **Focus:** Building understanding of sentences and grammar structures.
- **Skills Developed:**
 - Identifying subjects, verbs, and objects
 - Understanding simple punctuation
 - Following meaning across a sentence
- **Goal:** Children read sentences accurately while maintaining comprehension.

8. Early Narrative Skills (Lessons 76–85)

- **Focus:** Reading connected text and early paragraphs.
- **Skills Developed:**
 - Tracking characters, actions, and pronouns
 - Understanding story flow across sentences and paragraphs
 - Applying decoding strategies in connected text
- **Goal:** Prepare children for early chapter-book reading.

9. Dialogue, Paragraph Shifts, and Extended Comprehension (Lessons 86–95)

- **Focus:** Understanding dialogue, multiple paragraphs, and narrative structure.
- **Skills Developed:**
 - Identifying who is speaking in dialogue
 - Recognizing paragraph shifts and new ideas
 - Holding meaning across longer sections
 - Self-monitoring and reflecting on comprehension
- **Goal:** Children read with expression, fluency, and deeper comprehension.

10. Chapter-Book Reading Skills (Lessons 96–105)

- **Focus:** Independent reading of longer texts and full chapters.
- **Skills Developed:**
 - Sustained independent reading
 - Tracking multiple characters and events
 - Understanding cause and effect
 - Monitoring comprehension over longer sections

- **Goal:** Build stamina, strategy use, and confidence for full chapter reading.

11. Higher-Order Comprehension and Lifelong Reading (Lessons 106–110)

- **Focus:** Deep comprehension, text connections, and reader identity.
- **Skills Developed:**
 - Identifying main ideas and themes
 - Recognizing character growth and change
 - Making connections across texts and personal experience
 - Establishing independent, self-directed reading habits
 - Reflecting on reading progress
- **Goal:** Transition from learning to read to reading to learn, fostering lifelong reading habits.

Curriculum Progression

The curriculum follows a clear **step-by-step path**:

1. Learn letters and sounds → 2. Decode simple words → 3. Comprehend sentences → 4. Break words into syllables → 5. Recognize high-frequency words → 6. Decode multisyllabic words → 7. Understand sentence grammar → 8. Track early narratives → 9. Understand dialogue and paragraphs → 10. Read chapters independently → 11. Develop deep comprehension and reading identity.

By the end of Lesson 110, children are **independent, thoughtful, and confident readers** capable of enjoying and learning from complex texts.

LESSON 1 – 6

1. Strong Focus on Listening Before Reading

All of these lessons begin with listening and speaking, not letters or written words. The child learns that language is made of sounds first. This builds the brain foundations for reading before adding visual demands.

Why this matters:

If a child cannot clearly hear, say, and tell sounds apart, reading letters later becomes confusing and stressful.

2. No Pressure, No Testing

None of the lessons are framed as tests. The emphasis is always on trying, not getting things “right.”

You will notice phrases like:

- *Effort matters more than correctness*
- *This is not a test*
- *Comfort is more important than speed*

Why this matters:

Children learn best when they feel safe. Pressure shuts down learning, while calm repetition strengthens skills.

3. Clear, Predictable Lesson Structure

Every lesson follows a similar pattern:

- Review what the child already knows
- Introduce one small new skill
- Practise it in short steps
- Check understanding gently (first/last sound, same/different)

Why this matters:

Predictability reduces anxiety and helps the child focus on learning instead of guessing what comes next.

4. Very Small, Controlled Steps

Only one change at a time is introduced:

- One new sound
- One new vowel
- One increase in blending length

Nothing is rushed.

Why this matters:

Reading difficulties often come from gaps, not lack of effort. Small steps prevent overload and build confidence.

5. Constant Review and Repetition

Every lesson revisits earlier sounds and skills before adding anything new.

Why this matters:

Repetition strengthens memory and helps skills become automatic. Without review, children forget and start guessing.

6. Emphasis on Sound Precision

Across all lessons, there is careful attention to:

- Pure sounds (not letter names)
- Short vowels (not stretched or changed)
- Correct sound order

Why this matters:

Inaccurate sounds lead directly to reading and spelling errors later.

7. Blending as the Central Skill

Every lesson supports blending sounds together, starting with two sounds and moving to three.

Why this matters:

Blending is the core of reading. If a child cannot blend orally, reading printed words will be extremely difficult.

8. Sequencing and Order Awareness

Many lessons ask:

- “Which sound came first?”
- “Which came last?”

Why this matters:

This prevents common reading problems like reversing sounds or letters later on.

9. Built-in Observation for the Parent

Each lesson tells the parent:

- What to listen for
- What is developmentally normal
- When to slow down or repeat

Why this matters:

Parents are guided to observe readiness, not force progress. This protects the child from frustration.

10. Readiness-Based Progression

Lesson 6 makes it clear that progress depends on readiness, not lesson number. If the child is overwhelmed, earlier lessons are repeated.

Why this matters:

Children develop at different rates. Reading success depends on stability, not speed.

In Summary

All these lessons share a calm, structured, sound-first approach that:

- Builds reading foundations inside the brain
- Prevents guessing and confusion
- Supports confidence and emotional safety
- Prepares the child properly for print

Purpose: Your child learns that spoken language is made of individual sounds and that sounds can be joined together. No letters are used. The goal is careful listening and trying, not perfection.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Hear a sound	Sit facing your child. Say slowly: "Listen carefully. This sound is /M/. Watch my mouth." Say /M/ once, then say it together, then ask your child to try alone. Repeat with /S/.	Watches your mouth closely, then attempts the sound. The sound may be hesitant, stretched or imperfect.	Listen for a pure sound (not "em," not an added "uh"). Clean sound control must come before blending and later decoding. Accuracy develops over time.
Step 2: Identify sounds	Say: "I will say a sound. Tell me which one you hear." Say /M/ or /S/ in random order, pausing each time.	Listens and names the sound heard (e.g., "/M/").	If the child guesses, slow down and repeat. Reading depends on discrimination , not speed.
Step 3: Blend orally	Say slowly: "Listen: /M/ ... /S/. Now say them together." Then swap: "/S/ ... /M/."	Tries to join the sounds, often slowly (e.g., "m...s").	Making an effort is more important than being correct. Blending is a key reading skill that takes time to develop.
Step 4: Sound order	Ask: "What sound did you hear first? What sound did you hear last?"	Names the first and last sound.	Order awareness prevents later reading errors (e.g., reversing sounds in words).

LESSON 2 – Adding a Vowel Sound

Purpose: Your child learns that vowel sounds combine with other sounds. Still no letters are used. This lesson builds early blending flexibility and vowel precision.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review	Ask calmly: "Can you say /M/? Can you say /S/?"	Says the sounds with growing confidence.	Review keeps learning calm and manageable when a new sound is introduced.
Step 2: Introduce /A/	Say: "This sound is /A/, like in apple. Say it with me." Model a short vowel clearly.	Attempts the /A/ sound (may say it too long at first).	Listen for a short /a/ (not "ay," not the letter name). Vowel accuracy is very important for later word reading.
Step 3: Blend with /A/	Say: "Listen: /M/ ... /A/. Now say it together." Repeat: "/S/ ... /A/."	Attempts blending (e.g., "ma," "sa"), often slowly.	Blending consonant + vowel is the first big step toward real word decoding.
Step 4: Sound order	Ask: "Which sound came first? Which came last?" Be encouraging.	Names the first and last sound.	Builds sequencing awareness so the child doesn't swap sounds later when reading.

LESSON 3 – Adding a Second Vowel Sound

Purpose: Your child learns that different vowels change how words sound. This lesson strengthens vowel discrimination, so the child doesn't guess later.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review sounds	Review /M/, /S/, and /A/ slowly: "Say /M/. Say /S/. Say /A/."	Responds with the sounds.	Saying the previous letters correctly matters before adding a new vowel.
Step 2: Introduce /O/	Say: "This sound is /O/, like orange." Keep it short. Say it together, then the child tries alone.	Attempts /O/.	Avoid a long "oh." Precision matters for decoding accuracy. Letters must be said accurately.
Step 3: Blend with /O/	Say: "Listen: /M/ ... /O/. Say it together." Repeat with /S/ ... /O/.	Attempts blending ("mo," "so").	Shows that blending works across different vowels, not just one.
Step 4: Compare vowels	Ask: "Did /A/ and /O/ sound the same or different?"	Listens and answers.	Learning to hear the difference between sounds reduces guessing and improves word accuracy.

LESSON 4 – Sound Discrimination

Purpose: Your child strengthens careful listening and sound identification. This lesson improves accuracy and reduces guessing.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Identify	Say one sound (/M/, /S/, /A/, or /O/) and ask: "Which sound was that?"	Names the sound heard.	Accurate listening is vital for decoding. If this is shaky, blending and reading will be shaky.
Step 2: Same or different	Say two sounds: "/M/ ... /M/" or "/M/ ... /S/." Ask: "Same or different?"	Listens and answers.	The brain must notice small differences to avoid confusing words. Must say letters accurately.
Step 3: Mixed practice	Say sounds in random order and ask the child to identify each one.	Answers with the correct sound.	Practising in different orders helps learners recognise correctly without guessing.

LESSON 5 – Three-Sound Oral Blending

Purpose: Your child learns to hold and blend three sounds, which prepares the brain for three-letter word reading. This increases working memory demand in a controlled way.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Blend three sounds	Say slowly: “/M/ ... /A/ ... /S/.” Then: “Now say it together.”	Tries to hold all sounds and blend (often slowly).	Holding many sounds is a major reading milestone. Effort is the goal, not perfection.
Step 2: Change the order	Say: “/S/ ... /O/ ... /M/.” Ask the child to blend.	Tries again with a different order.	Changing the order helps learners blend sounds in new ways, not from memory.
Step 3: Sound order check	Ask: “What sound did you hear first? What sound did you hear last?”	Names the first and last sound.	Supports accurate sequencing so sounds don’t get swapped in words later.

LESSON 6 – Phase 1 Consolidation (Oral)

Purpose: This lesson checks whether the child’s sound skills feel stable enough to begin connecting sounds to print. It is not a test. The goal is to notice whether the child can say the sounds and attempt blending with **effort but without distress**. If the child becomes avoidant, overwhelmed, or shuts down, repeat earlier lessons until the skills feel easier.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review all sounds	Say calmly: “Let’s say all our sounds.” Prompt one at a time: “Say /M/. Say /S/. Say /A/. Say /O/.” Keep your tone neutral and supportive.	Says the sounds or attempts them. May pause, hesitate, or need a reminder.	Watch for comfort more than speed. If there is avoidance, frustration, or strong hesitation it suggests the child needs more repetition before adding print.
Step 2: Blending check (2–3 sounds)	Say: “Now we’ll try putting sounds together.” Do a few two-sound blends: “/M/.../A/,” “/S/.../O/.” Then a few three-sound blends: “/M/.../A/.../S/,” “/S/.../O/.../M/.”	Attempts to blend. May blend slowly or partially (e.g., says sounds but struggles to combine).	If blending happens, this is a good sign. If the child can’t hold the sounds long enough to blend, print will add too much load.
Step 3: Decide next step	Say: “You worked hard. We’ll decide what comes next.” If the child managed blending calmly, say: “Next time we’ll start looking at letters.” If not, say: “We will practise these sounds again so they feel easier.”	Responds naturally. May seem relieved or proud.	Learning moves at the child’s pace, with sounds firmly in place before letters.

LESSON 7–11

1. Sound Always Comes Before Print

In every lesson, the child is first grounded in **spoken sounds** before looking at any letters. Even when new letters are introduced, the sound is reviewed first and remains the focus throughout.

Why this matters:

Reading is sound-based. Print is only introduced once the sound feels familiar, preventing confusion and reducing cognitive load.

2. Letters Are Always Read by Their Sound, Not Their Name

Across all lessons, the parent consistently models and reinforces **letter–sound correspondence** (M → /M/, S → /S/, A → /A/), not letter names.

Why this matters:

Letter names interfere with decoding. Children who rely on names struggle to blend and often guess words later.

3. One New Element at a Time

Each lesson introduces **only one new letter or skill**, while everything else remains familiar. Previously learned letters and blends are always reviewed before adding something new.

Why this matters:

Small, controlled steps prevent overload and ensure that new learning rests on stable foundations.

4. Consistent Lesson Structure

Every lesson follows a predictable pattern:

- Review known sounds or letters
- Introduce one new symbol or process
- Practise recall and discrimination
- End with a short mixed check

Why this matters:

Predictability lowers anxiety and allows the child to focus on learning rather than on what will happen next.

5. Emphasis on Retrieval, Not Prompting

The parent is encouraged to **pause, wait, and allow the child time to respond**, rather than immediately giving the answer.

Why this matters:

Retrieval strengthens memory pathways. Prompting too quickly creates dependence and weak recall.

6. Blending Is Taught as a Process, Not a Performance

When blending is introduced, the focus is on:

- Saying sounds separately
- Sweeping and blending slowly
- Repeating the process calmly

Speed and accuracy are not the goal.

Why this matters:

Children must learn *how* to decode, not just recognise combinations. This prevents memorisation and guessing.

7. Mixing Is Used to Prevent Guessing

Letters and blends are deliberately mixed (M/S/A, MA/SA) rather than presented in a fixed order.

Why this matters:

Mixing strengthens visual discrimination and flexible decoding, which are essential for reading unfamiliar words.

8. Calm Pace and Short Practice

All lessons are intentionally short, slow, and focused. Fatigue and frustration are avoided by stopping before the child becomes overwhelmed.

Why this matters:

Reading progress depends on consistency over time, not intensity in a single session.

9. Emotional Safety Is Prioritised

Across all lessons, the parent:

- Praises effort, not correctness
- Normalises slow or hesitant attempts
- Responds calmly to mistakes

Why this matters:

A child who feels safe will attempt reading. A child who feels judged will avoid it.

10. Readiness Guides Progress

These lessons assume that children progress **when they are ready**, not according to lesson number. Review and repetition are encouraged whenever confidence wavers.

Why this matters:

Stable decoding foundations prevent long-term reading difficulties.

In Summary

Across Lessons 7–11, the child is taught that:

- Reading is built from sounds
- Letters are symbols for sounds
- Blending is a learnable process
- Effort is valued over speed or perfection

LESSON 7 – Introducing the First Printed Letter (M)

Purpose: This is the child’s first bridge from **sound to print**. The child learns that a spoken sound can be represented by a printed symbol, and that we read letters by saying their **sound**, not their letter name. The goal is a calm, clear connection: *M* → /M/.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Ground in sound	Say: "Before we look at anything new, let's say the sound we already know." Say /M/ together slowly once or twice.	Says /M/ with you (may repeat it more than once).	The sound must feel easy before adding print. Print should never come before sound.
Step 2: Introduce the letter	Show a large, clear M (card or paper). Say: "This is how we write the sound /M/. We are not saying its name." Point to the letter while saying /M/.	Looks at the letter and listens carefully.	Watch that the child links the symbol to the sound , not "em." If the child says the letter name, gently redirect: "In reading, we say the sound: /M/."
Step 3: Sound–symbol practice	Point to M and ask: "What sound does this make?" Pause and wait. If needed, model once and try again.	Says /M/ or attempts it.	Waiting gives the child a chance to remember. Prompting right away can make them rely on help. The goal is for the child to recall /M/ from the symbol on their own.
Step 4: Quick mixed check (sound focus)	Say: "I'll point, you say the sound." Point to M several times, changing pace slightly (still calm).	Responds with /M/ each time.	Repetition strengthens the sound-symbol pathway. Keep it short to avoid tiredness.

LESSON 8 – Adding a Second Printed Letter (S)

Purpose: The child learns that different printed letters represent different sounds and must be distinguished visually. This lesson builds **discrimination**: the child must look carefully and respond with the correct sound.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review first letter	Point to M and ask: "What sound?" Pause and wait.	Says /M/.	Accuracy matters more than speed. This confirms M is stable before adding S.
Step 2: Introduce S	Show S clearly and say: "This letter makes the sound /S/." Stretch it slightly: "ssss."	Looks at the letter and listens.	Ensure the child says the sound , not "ess." If they say the name, redirect gently: "In reading, we use the sound: /S/."
Step 3: Practise S sound recall	Point to S and ask: "What sound?" Wait.	Says /S/ or attempts it.	Retrieval practice strengthens memory and prevents reliance on you.
Step 4: Mix and check	Place M and S side by side. Point randomly and ask for the sound each time. Keep the pace calm.	Responds with /M/ or /S/ depending on what you point to.	When items are mixed, children rely on seeing details, not guessing, which supports accurate reading later.

LESSON 9 – Introducing the First Vowel Letter (A)

Purpose: This lesson introduces the first printed vowel. Vowels are small but powerful and are often confused. The goal is to link **A** → /A/ (short “a” like *apple*) and prepare for printed blending.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review known letters	Show M and S and ask for their sounds: “What sound?”	Says /M/ and /S/.	Saying the letters accurately is required before adding a vowel.
Step 2: Introduce A (short vowel)	Show A and say: “This letter makes the sound /A/, like apple.” Keep it short and clear. Say it together, then invite the child to try alone.	Attempts /A/.	Watch for a short /a/ , not “ay,” and not the letter name. Vowel precision is critical for blending.
Step 3: Sound recognition practice	Point to A and ask: “What sound?” Pause and wait. Repeat a few times.	Says /A/ or attempts it.	Vowels must be said accurately; weak vowels lead to guessing and word errors later.
Step 4: Mix all three letters	Place M , S , and A together. Point randomly: “Sound?”	Responds with /M/, /S/, or /A/.	This strengthens discrimination between letters and prepares the brain for printed blending.

LESSON 10 – First Printed Blending (MA, SA)

Purpose: This lesson is the child’s first true decoding moment: blending printed letters into a spoken sound combination. The goal is to learn the process—say the sounds, then sweep and blend—without pressure. Success looks like attempting to blend, even if slowly.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Say sounds separately (MA)	Build MA (or write it). Point to M : “/M/.” Point to A : “/A/.” Say: “Now your turn—say each sound.”	Says /M/ then /A/ while looking at the letters.	Ensure the child is using sounds , not letter names. This step ensures that children know the accurate sounds before blending.
Step 2: Blend together (MA)	Say: “Now let’s say them together.” Sweep your finger under MA in one smooth motion.	Attempts to blend into “ma,” often slowly (may repeat).	This is the first time decoding comes together. Expect slowness. Blending is a skill that strengthens with repetition.
Step 3: Repeat with SA	Build SA . Repeat the same process: separate sounds, then sweep and blend.	Says /S/ then /A/, then blends into “sa.”	Repetition builds neural pathways. Consistent process teaches the child <i>how to read</i> , not what to memorise.
Step 4: Quick mix (MA / SA)	Place MA and SA side by side. Point randomly: “Read this one.”	Reads the blend chosen, using the same steps mentally.	Mixing prevents children learning patterns and strengthens flexible blending. Keep it short to avoid tiredness.

LESSON 11 – Blending with Confidence

Purpose: Your child practises blending printed sound combinations with **reduced pressure**. The focus is on staying calm, trying again, and learning that reading is a process. Accuracy is less important than willingness to attempt blending.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review printed blends	Place MA and SA in front of your child. Say: "Let's read these again slowly."	Attempts to blend MA and SA .	Comfort matters more than speed. This review strengthens decoding before adding challenge.
Step 2: Encourage slow blending	If the child hesitates, say: "Let's say each sound slowly together." Point to each letter as you say the sound.	Says sounds with you, then attempts to say them together .	Share the effort with the child to reduce anxiety and prevent shutdown.
Step 3: Independent try	Say: "Now you try it by yourself." Stay quiet and wait.	Blends by themselves , even if slowly.	Waiting allows the child to retrieve the process by themselves.
Step 4: Affirm effort	Say: "You worked hard to put those sounds together."	Feels encouraged and stays engaged.	Praise effort, not correctness, to build endurance.

LESSON 12–16

1. Reading Is Taught as Meaningful, Not Mechanical

Across these lessons, children learn that blending sounds produces real words with meaning, not just sound strings. Even when words are simple, the child is encouraged to notice that reading connects to names, objects, and ideas.

Why this matters:

Understanding that reading carries meaning increases motivation and prevents reading from becoming a purely mechanical task.

2. Decoding Is Always Sound-by-Sound

In every lesson, the child is guided to:

- Say each sound in order
- Sweep and blend
- Read the whole word

Guessing, memorisation, and instant recognition are not encouraged.

Why this matters:

Sound-by-sound decoding is the foundation of independent reading and allows the child to read unfamiliar words later.

3. One New Element at a Time

Only one new sound or word pattern is added at a time (for example, adding /T/ before expanding the word set). All other sounds remain familiar.

Why this matters:

Controlled progression prevents overload and protects accuracy.

4. Words Are Built, Not Presented Whole

Words are always constructed from individual letters in front of the child, rather than shown as complete units to memorise.

Why this matters:

Building words reinforces the idea that words are made of sounds in a fixed order, which supports spelling and reading accuracy.

5. Consistent Reading Process

Each lesson reinforces the same decoding routine:

1. Build the word
2. Say the sounds
3. Blend slowly
4. Check or discuss meaning

Why this matters:

Consistency teaches the child *how* to read, not just *what* to read.

6. Mixing and Variation Prevent Memorisation

Words are rearranged and compared (MAS/SAM, MAT/SAT, MAP/TAP/SAP) rather than practised in a single repeated pattern.

Why this matters:

Variation strengthens flexible decoding and prevents reliance on visual memory or guessing.

7. Accuracy Is Valued Over Speed

The parent is repeatedly guided to slow the child down, repeat difficult words, and avoid rushing.

Why this matters:

Fast guessing leads to long-term reading problems. Slow accuracy builds strong foundations.

8. Errors Are Treated as Learning Opportunities

When a word is difficult, it is rebuilt and reread calmly, without correction pressure.

Why this matters:

This keeps the child engaged and prevents avoidance or anxiety around reading.

9. Effort-Based Encouragement Is Consistent

Praise focuses on:

- Trying
- Using the decoding process
- Persisting when it is hard

Accuracy alone is not praised.

Why this matters:

This builds resilience and a positive reading identity.

10. Reading Stamina Is Built Gradually

The word sets slowly expand, increasing the child's ability to sustain decoding effort without becoming overwhelmed.

Why this matters:

Stamina is essential for later sentence and paragraph reading.

In Summary

Across Lessons 12–16, the child consistently learns that:

- Words are built from sounds
- Reading follows a reliable process

- Meaning matters
- Effort leads to success

LESSON 12 – Introducing Simple Words (MAS, SAM)

Purpose: Your child learns that blending sounds creates **real words**. This lesson introduces the idea that reading produces meaning, not just sounds. The goal is accurate sound-by-sound reading, not instant recognition.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Build the word (MAS)	Lay out M – A – S . Say each sound slowly while pointing to each letter.	Watches and listens.	Shows how words are made from sounds.

Step 2: Blend the word	Say: "Now let's say them together." Sweep your finger under MAS .	Attempts to blend into "mas."	This is true decoding. Slow, reading with effort is expected.
Step 3: Change order (SAM)	Rearrange letters to spell SAM . Repeat the same process: sounds first, then blend.	Attempts to read the new word.	Changing order prevents memorisation and strengthen sound-based reading.
Step 4: Meaning check	Ask: "Is SAM a name you've heard before?"	Responds simply.	Linking words to their meaning helps children understand and stay motivated.

LESSON 13 – Adding a New Consonant (T)

Purpose: Your child expands their decoding system by adding a new consonant sound. The goal is to introduce /T/ as a clean, crisp sound and link it to print without overload.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Introduce the sound /T/	Say: "This sound is /T/. Keep it short." Model carefully (no 'tuh'). Say it together, then invite the child to try alone.	Attempts the /T/ sound.	Avoid adding a vowel ("tuh"). Clean sounds are essential for blending.
Step 2: Review known sounds	Briefly review /M/, /S/, and /A/ orally (no print yet).	Says the sounds.	Keeps older sounds stable while adding a new one.
Step 3: Link sound to letter	Show T and say: "This letter makes the sound /T/." Point to the letter as you say the sound.	Looks at the letter and listens.	The sound is taught before the letter name to avoid confusion.
Step 4: Sound recall	Point to T and ask: "What sound?" Pause and wait.	Says /T/ or attempts it.	Remembering the sounds and letters again helps link them together.

LESSON 14 – Blending with T (MAT, SAT)

Purpose: Your child practises blending the new sound /T/ with known sounds to read simple words. The focus remains on sound-by-sound decoding.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Build the word (MAT)	Build M – A – T . Say each sound slowly while pointing.	Watches and listens.	When blending is shown clearly, children do it accurately.

Step 2: Child blends	Say: "Now you read it. Say the sounds, then put them together." Sweep under the word.	Attempts to blend "mat."	Watch for sound-by-sound reading, not guessing.
Step 3: Build SAT	Rearrange letters to spell SAT and repeat the process.	Attempts to blend again.	Trying different kinds of words helps children read more easily.
Step 4: Compare words	Ask: "What sound changed between MAT and SAT?"	Identifies /M/ vs /S/.	Builds awareness of how one sound changes a word.

LESSON 15 – Expanding Word Reading (MAP, TAP, SAP)

Purpose: Your child practises reading a **small, controlled set** of decodable words using known sounds. The goal is accuracy and confidence, not speed or memorisation.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say: "We're going to read a few short words. We'll go slowly and sound them out."	Listens and prepares.	Knowing what is expected reduces stress and the urge to rush.
Step 2: Build and read words	Build MAP, TAP, and SAP one at a time. For each word, prompt: "Say the sounds... now blend."	Attempts to read each word carefully.	Watch for consistent use of the decoding skills.
Step 3: Repeat difficult words	If a word was hard, rebuild it and say: "Let's try that one again slowly."	Tries again with support.	Repetition strengthens neural pathways without pressure.
Step 4: Affirm effort	Say: "You read those by sounding them out."	Feels successful.	Encourages readers to rely on decoding strategies.

LESSON 16 – Expanding CVC Word Reading

Purpose: Your child practises reading a wider range of simple three-letter (CVC) words using known sounds. This lesson strengthens decoding stamina and reinforces that reading is a repeatable process: say the sounds, then blend. The goal is steady accuracy, not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say calmly: "We're going to read some short words today. We'll go slowly and sound them out."	Listens and prepares to read.	Clear instructions help learners feel relaxed and avoid guessing.
Step 2: Build and read words	Build words one at a time (e.g., MAP, TAP, SAP). For each word, say: "Say the sounds... now put them together."	Sounds out each letter and blends the word.	Watch for sound-by-sound decoding rather than guessing from memory.

Step 3: Pause and repeat	If a word is hard, rebuild it and say: "Let's try that one again slowly."	Tries again with support.	Doing things again and again helps children read and feel confident.
Step 4: Affirm effort	Say: "You kept trying even when it was tricky."	Feels encouraged and willing to continue.	Recognising effort helps children not give up.

LESSON 17–22

1. Reading Is About Meaning, Not Just Words

Across all these lessons, reading is consistently treated as a **meaning-making activity**. Children are always asked to think about what the sentence says, even when the sentence is very short.

Why this matters:

From the very beginning, comprehension is tied to decoding so that reading never becomes a mechanical task.

2. Careful, Word-by-Word Reading Is Expected

The child is encouraged to read **slowly and accurately**, not quickly or fluently yet. Word-by-word reading is treated as appropriate and successful at this stage.

Why this matters:

Accuracy must come before fluency. Rushing leads to guessing and long-term reading difficulties.

3. Independence Is Gradually Increased

Parents are guided to:

- Model first
- Step back
- Stay quiet and wait

The child is given space to read, reread, and self-correct.

Why this matters:

Independent reading behaviours develop only when children are allowed to try without constant interruption.

4. Self-Monitoring Is Explicitly Taught

Children are taught to:

- Notice when something doesn't sound right
- Reread calmly
- Fix mistakes themselves

Adult correction is delayed or minimised.

Why this matters:

Self-correction is a key marker of strong, flexible readers.

5. Rereading Is Used to Build Fluency

Fluency is developed through **accurate rereading**, not speed drills. Improvement is measured in reduced hesitation, not faster pace.

Why this matters:

True fluency grows from secure decoding, not pressure.

6. Cognitive Load Increases Gently

Sentence length and complexity increase slowly, with clear preparation and reassurance before each step.

Why this matters:

Gradual increase protects comprehension and confidence.

7. Punctuation Is Introduced as Meaningful

Punctuation is presented as a **reading guide**, not a rule to memorise. Children learn that full stops signal pauses and sentence endings.

Why this matters:

Early punctuation awareness supports phrasing, breath control, and later expressive reading.

8. Emotional Safety Is Actively Protected

Throughout these lessons:

- Mistakes are allowed
- Effort is praised
- Feelings are checked

Reading is kept emotionally safe.

Why this matters:

Children who feel safe persist. Children who feel judged withdraw.

9. Progress Is Based on Comfort, Not Completion

Checkpoint lessons emphasise observation over assessment. Repeating lessons is normal and encouraged if confidence dips.

Why this matters:

Reading success depends on stability, not speed.

10. The Reading Process Is Reinforced Repeatedly

Across all lessons, the child learns that reading involves:

- Careful attention
- Checking meaning
- Trying again
- Staying calm

Why this matters:

These habits form the foundation of lifelong reading.

In Summary

Lessons 17–22 consistently teach that:

- Reading is about understanding
- Accuracy comes before fluency
- Mistakes are part of learning
- Confidence matters as much as skill

LESSON 17 – Reading Very Simple Sentences

Purpose: Your child begins reading short sentences made from familiar words. This lesson teaches that words connect to make meaning across a whole sentence. Success looks like careful word-by-word reading and basic understanding.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1:	Read a simple sentence aloud (e.g., “ Sam sat. ”) while pointing under each word.	Watches and listens.	Modelling shows how words connect into sentences.

Model sentence reading			
Step 2: Child reads	Say: "Now you read it." Stay quiet and wait.	Reads the sentence word by word.	Giving time supports children to do things by themselves and notice mistakes.
Step 3: Check meaning	Ask: "What happened in the sentence?"	Answers briefly (e.g., "Sam sat.>").	Children should understand words while they learn to decode them.
Step 4: Reread if needed	If unsure, say: "Let's read it again together."	Rereads with support.	Rereading strengthens both accuracy and comprehension.

LESSON 18 – Self-Correction During Reading

Purpose: Your child learns to notice and fix mistakes while reading. This lesson builds internal checking so the child doesn't rely on immediate adult correction. Success looks like trying again calmly.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Allow the mistake	If a word is read incorrectly, do not interrupt right away.	Continues reading.	Stopping too soon keeps children from checking their own work.
Step 2: Gentle prompt	After the word or sentence, say: "Does that look right? Try it again slowly."	Rereads the word or sentence.	This prompt helps children check their own work instead of relying on help.
Step 3: Child corrects	Stay quiet while the child rereads.	Fixes the mistake or improves accuracy.	Being able to fix mistakes helps children become fluent readers.
Step 4: Affirm effort	Say: "Good job fixing that."	Feels confident and supported.	Affirming effort builds resilience.

LESSON 19 – Building Reading Smoothness

Purpose: Your child practises rereading to improve smoothness and flow. Fluency develops from accurate rereading, not from pushing speed. Success looks like slightly fewer pauses on the second read.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Reread a known sentence	Ask your child to reread a sentence they already decoded (e.g., “Sam sat.”).	Rereads the sentence.	Reading again improves fluency without making learning harder.
Step 2: Model smooth reading	Read the same sentence once smoothly and naturally.	Listens.	Hearing fluent reading provides a clear model.
Step 3: Try again	Say: “Now you try it again.”	Reads with slightly more flow.	Improvement may be small but meaningful.
Step 4: Encourage	Say: “That sounded smoother.”	Feels successful.	Noticing progress builds motivation.

LESSON 20 – Reading Slightly Longer Sentences

Purpose: Your child learns to manage longer sentences while maintaining accuracy and understanding. This lesson gently increases cognitive load while keeping the reading experience calm and positive.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview the sentence	Say: “This sentence is a bit longer. We’ll take it slowly.”	Looks at the sentence and prepares.	Checking ahead keeps children calm and paced.
Step 2: Child reads	Ask your child to read the full sentence (e.g., “Sam sat on a mat.”).	Reads carefully, word by word.	Pay attention to how long children can focus.
Step 3: Check understanding	Ask one simple question: “Where did Sam sit?”	Answers using the sentence.	Meaning anchors accuracy and focus.
Step 4: Decide next step	Say: “You did that carefully.” Decide whether to repeat or move on.	Responds naturally.	Progress is guided by comfort, not lesson number.

LESSON 21 – Using Punctuation as a Guide

Purpose: Your child learns that punctuation gives information to the reader. A full stop tells the reader to pause and stop briefly. This lesson supports early phrasing, breath control, and comprehension. The goal is noticing the stop and responding to it calmly.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Notice the full stop	Point to the dot at the end of the sentence (e.g., “ Sam sat. ”) and say: “This little dot is called a full stop. It tells us to stop.”	Looks at the dot and listens.	Punctuation carries meaning. Noticing it early supports fluent phrasing later.
Step 2: Model the pause	Read the sentence aloud and pause briefly at the full stop.	Listens to the pause.	Listening to pauses helps children internalise how to say sentences.
Step 3: Child practises pausing	Say: “Now you read it and stop at the dot.”	Reads the sentence and pauses at the end.	Even a short pause shows the child is using punctuation as a guide.
Step 4: Reinforce meaning	Ask: “Did you hear how the sentence ended?”	Responds simply.	Knowing where sentences start and end helps understanding.

LESSON 22 – Confidence Checkpoint

Purpose: This lesson checks that reading still feels **manageable and emotionally safe** before moving forward. It is not an assessment. The goal is to notice confidence, effort, and willingness.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a familiar sentence on their own (e.g., “ Sam sat on a mat. ”). Stay quiet.	Reads independently.	Watch comfort, posture, and tone rather than speed.
Step 2: Reflect together	Ask: “How did that feel?” Keep your tone neutral.	Shares a feeling or short response.	Emotional check-ins help prevent avoidance and anxiety.
Step 3: Affirm effort	Say: “You tried carefully.”	Feels supported.	Showing that effort is noticed helps children feel confident and keep trying.
Step 4: Decide next steps	Decide whether to repeat or continue based on comfort.	Responds naturally.	Reading progresses at the child’s pace, not the schedule’s.

LESSON 23–30

1. Reading Is Extended Beyond Single Sentences

Across these lessons, the child moves from sentence reading to connected text (paragraphs and short passages). Reading is treated as a continuous meaning-making activity rather than isolated decoding.

Why this matters:

Understanding that meaning flows across sentences is essential for real reading comprehension.

2. Decoding Remains the Foundation

Even as comprehension skills are introduced, accurate decoding remains the priority. Children only read texts they can sound out reliably.

Why this matters:

Comprehension depends on accurate word reading. Guessing undermines both fluency and understanding.

3. Cognitive Load Is Increased Gradually

Text length, reading time, and thinking demands increase slowly and intentionally. Each new skill is introduced without removing earlier supports.

Why this matters:

Gradual increases protect confidence and prevent fatigue or shutdown.

4. Meaning Is Actively Discussed

Every lesson includes a simple meaning-focused task:

- answering a question
- summarising
- predicting
- retelling

Why this matters:

Talking about text strengthens comprehension and helps children connect reading to thinking.

5. Rereading Is Used as a Strategy

When understanding is unclear, the child is encouraged to reread rather than guess or rely on the adult.

Why this matters:

Rereading is a powerful, transferable comprehension skill.

6. Reading Stamina Is Built Safely

Children practise reading for slightly longer periods, but lessons end before frustration. Stopping early is treated as success.

Why this matters:

Positive reading experiences build long-term endurance and motivation.

7. Expression and Fluency Reflect Understanding

Expression is introduced as a natural outcome of comprehension, not as a performance requirement.

Why this matters:

Fluency grows from understanding and confidence, not from pressure or speed.

8. Independent Reading Behaviours Are Encouraged

Children begin to:

- read silently
- self-monitor
- maintain focus
- read without constant prompting

Why this matters:

These behaviours mark the shift from supported to independent reading.

9. Thinking While Reading Is Normalised

Prediction, reflection, and retelling show the child that readers think as they read.

Why this matters:

Active engagement improves comprehension and retention.

10. Emotional Safety Remains Central

Across all lessons:

- effort is praised
- mistakes are allowed

- confidence is monitored

Why this matters:

Emotional safety is essential for sustained reading progress.

11. Progress Is Readiness-Based

Checkpoint lessons focus on comfort, confidence, and understanding rather than performance or speed.

Why this matters:

Children progress best when instruction matches their developmental readiness.

In Summary

Lessons 23–30 share a consistent approach that:

- extends reading length gradually
- integrates comprehension naturally
- protects confidence and motivation
- builds independence step by step

LESSON 23 – Reading Short Paragraphs

Purpose: Your child begins reading **two to three connected sentences**. This lesson builds early stamina and teaches the child that meaning continues across sentences. Success looks like calm, steady reading.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Set expectations	Say: "This time there are a few sentences together. We'll read slowly."	Looks at the paragraph and prepares.	Preparing the child reduces overwhelm and rushing.
Step 2: Read sentence by sentence	Ask your child to read one sentence at a time, pausing briefly between sentences.	Reads carefully, then pauses.	Reading one sentence at a time helps keep reading accurate.
Step 3: Maintain focus	Gently point under the next sentence if needed.	Continues reading.	Pictures or visuals help children pay attention.
Step 4: Gentle recap	Ask: "What was this part about?"	Answers briefly.	Summarising early helps children understand the whole text.

LESSON 24 – Answering Simple Comprehension Questions

Purpose: Your child practises understanding and talking about what they read. Questions remain concrete and text based. The goal is linking reading to meaning, not testing memory.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a short paragraph	Ask your child to read a short paragraph they can decode.	Reads the paragraph.	Decoding comes first, and understanding grows from reading accurately.
Step 2: Ask one simple question	Ask: "Who was this about?" or "What happened?"	Answers in a short phrase.	Simple questions prevent overload and guessing.
Step 3: Reread if unsure	If unsure, say: "Let's read that part again."	Rereads the sentence or paragraph.	Rereading is a skilled comprehension strategy.
Step 4: Affirm understanding	Say: "You found the answer in the reading."	Feels confident.	Encourages focusing on the text when thinking.

LESSON 25 – Building Reading Stamina

Purpose: Your child gradually increases how long they can read while staying regulated and confident. The lesson ends **before** fatigue. Success looks like stopping calmly, not pushing through.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set a small goal	Say: "Today we'll read just this paragraph." Point clearly to the section.	Agrees and begins reading.	Setting small goals stops children from avoiding tasks or giving up.

Step 2: Observe energy	Watch posture, pace, and facial expression while staying quiet.	Reads with effort.	Signs of tiredness signal when to stop.
Step 3: Stop before frustration	Say: "That was enough for today." Close the book calmly.	Stops reading without distress.	Stopping a little early keeps children motivated and confident.
Step 4: Affirm effort	Say: "You worked hard."	Feels successful.	Positive endings build long-term reading stamina.

LESSON 26 – Using Expression When Reading

Purpose: Your child begins to read with natural tone and expression. Expression reflects understanding, not performance. The goal is to notice changes in voice while keeping reading calm and enjoyable.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Model expression	Read a short sentence aloud with natural expression (e.g., " Sam sat! "). Emphasise voice slightly, not dramatically.	Listens carefully.	Listening to expressive reading teaches how meaning shapes reading.
Step 2: Invite imitation	Say: "Try reading it like I did."	Reads the sentence, attempting some expression.	Any change in tone is success. Expression grows gradually.
Step 3: Keep it light	Smile, nod, and keep your tone playful and relaxed.	Stays engaged and willing to try.	Children read better when reading is fun, not stressful.
Step 4: Affirm effort	Say: "That sounded expressive."	Feels confident.	Makes it clear that expression is part of making sense of text.

LESSON 27 – Making Simple Predictions

Purpose: Your child learns to think ahead while reading. Prediction increases engagement and supports comprehension. The goal is making a reasonable guess, not being correct.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Pause during reading	Pause after a sentence or two and say: "What do you think might happen next?"	Makes a simple guess.	Any prediction shows active thinking.
Step 2: Read on	Continue reading the next sentence or part.	Reads and listens.	Reading lets children see if their predictions are correct.

Step 3: Reflect briefly	Say: "Let's see if your idea matched what happened."	Responds simply.	Reflection connects thinking to text.
Step 4: Affirm thinking	Say: "You were thinking about the story."	Feels encouraged.	Strengthens ways of thinking while reading.

LESSON 28 – Retelling What Was Read

Purpose: Your child practises retelling a short text in their own words. Retelling checks understanding and strengthens memory. Full sentences are not required.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a short paragraph	Ask your child to read a short paragraph they can decode comfortably.	Reads the paragraph.	Accurate reading helps children tell the story properly.
Step 2: Ask for a retell	Ask: "Tell me what happened." Keep your tone neutral.	Retells in simple language or phrases.	Understanding the main idea matters more than detail.
Step 3: Support gently	If stuck, ask: "What happened first?"	Continues retelling.	Gentle hints support memory without adding pressure.
Step 4: Affirm understanding	Say: "You remembered what you read."	Feels successful.	Reinforces comprehension confidence.

LESSON 29 – Silent Reading

Purpose: Your child begins reading quietly in their head. Silent reading supports independence and stamina. The goal is focused attention with understanding, not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain silent reading	Say: "You can read this in your head without saying the words out loud."	Listens and looks at the text.	When things are explained clearly, children feel calm and understand better.
Step 2: Short silent read	Ask your child to read a short paragraph silently. Stay nearby and quiet.	Reads silently.	Watch eye movement and focus to gauge engagement.
Step 3: Check understanding	Ask one simple question about the text.	Answers briefly.	Understanding confirms successful silent reading.
Step 4: Affirm effort	Say: "You read that quietly by yourself."	Feels proud.	Helps children see themselves as independent readers.

LESSON 30 – Fluency and Comprehension Checkpoint

Purpose: This lesson confirms readiness to move beyond highly supported reading. The focus is confidence, steady decoding, and basic understanding—not perfection.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short text of their choice independently. Stay quiet and present.	Reads independently.	Watch confidence, body posture, and effort instead of reading quickly.
Step 2: Talk about meaning	Ask: "What was the text about?"	Explains simply.	Meaning matters more than recalling details.
Step 3: Reflect together	Say: "You can read now."	Feels proud and capable.	Believing in oneself as a reader supports long-term progress.
Step 4: Decide next step	Decide whether to consolidate or move forward.	Responds naturally.	Progress follows readiness, not what lesson you are on.

LESSON 31–40

1. Reading Is Truly Independent, with Support in the Background

Across these lessons, the child reads without active adult intervention. The adult remains present but deliberately steps back, allowing the child to take ownership of the reading process.

Why this matters:

Independence develops when children are trusted to try, struggle briefly, and recover without immediate rescue.

2. Self-Monitoring Is Actively Encouraged

Children are given time to pause, reread, self-correct, and reflect on their reading. Errors are not immediately corrected by the adult.

Why this matters:

Self-monitoring is a hallmark of skilled reading and supports long-term accuracy and confidence.

3. Problem-Solving Strategies Replace Adult Help

When children encounter difficulty, they are guided toward repeatable strategies:

- sounding out
- rereading
- looking back in the text

- using context

Why this matters:

Readers who rely on strategies rather than adults become resilient and flexible.

4. Comprehension Becomes More Intentional

Children are asked to read with a purpose, notice key details, summarise, and answer questions using the text as evidence.

Why this matters:

Purposeful reading strengthens focus and deepens understanding, especially as texts lengthen.

5. Thinking Is Kept Text-Based

Prediction, inference, and vocabulary work are always anchored in the words on the page, not imagination or guessing.

Why this matters:

Text-based thinking protects comprehension and prevents unreliable reading habits.

6. Reading Stamina Is Extended Carefully

Texts become longer and reading time increases, but regulation and emotional state are monitored closely. Pausing and stopping remain acceptable.

Why this matters:

Stamina grows through success, not endurance under pressure.

7. Reading Skills Are Transferred Across Text Types

Children apply the same decoding and comprehension strategies to stories, informational texts, and instructions.

Why this matters:

Flexible readers can adapt to new formats without anxiety or loss of confidence.

8. Vocabulary Is Grown Through Context

New words are introduced naturally and explained simply within the text, then reinforced through rereading.

Why this matters:

Learning words in context strengthens understanding and retention without overwhelming the child.

9. Reflection Strengthens Reader Identity

Children are invited to reflect on how reading felt, what helped, and what they managed independently.

Why this matters:

Reflection builds self-awareness and a strong sense of “I am a reader.”

10. Fluency Serves Meaning, Not Speed

Fluency is observed through smoothness, phrasing, and self-correction rather than rate or performance.

Why this matters:

Meaningful fluency supports comprehension and enjoyment.

11. Progress Is Judged by Readiness, Not Output

Checkpoint lessons focus on calm persistence, strategy use, and understanding, not speed, accuracy percentages, or volume.

Why this matters:

Children progress best when instruction matches cognitive and emotional readiness.

In Summary

Lessons 31–40 share a consistent approach that:

- transfers responsibility from adult to child
- strengthens self-regulation and problem-solving
- deepens comprehension through purpose and reflection
- extends stamina without pressure
- reinforces a confident, independent reader identity

LESSON 31 – Reading Independently with Confidence

Purpose: Your child practises reading without active adult help while knowing support is nearby. This lesson builds independence, self-monitoring, and confidence. Success looks like staying engaged and trying to solve words before asking for help.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set the tone	Say: "I'm going to sit next to you while you read on your own. I'll listen, but I won't jump in."	Begins reading independently.	Knowing what to do helps children feel calm and work independently.
Step 2: Stay neutral	Keep your eyes on the text. Do not point, correct, or interrupt.	Continues reading; may pause or self-correct.	Watching without interfering helps children monitor their own learning.
Step 3: Allow problem-solving	If the child hesitates, wait a few seconds before speaking.	Tries to decode or reread.	Waiting teaches the child to rely on skills, not rescue.
Step 4: Reflect	After reading, say: "You read that by yourself. How did it feel?"	Shares a feeling or short response.	Thinking about what was read strengthens how children see themselves as readers.

LESSON 32 – Handling Unfamiliar Words Independently

Purpose: Your child learns a repeatable strategy for tackling unknown words without guessing or needing immediate adult help. The goal is to return to decoding and then re-read for meaning.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Normalise difficulty	Say: "All readers meet tricky words. Let's see what to do."	Looks at the unfamiliar word.	Showing that mistakes are normal stops panic and guessing.
Step 2: Prompt the strategy	Say: "Go back to the beginning of the word and say the sounds slowly."	Sounds out the word carefully.	Reinforces that reading starts with decoding.
Step 3: Blend and check	Say: "Now put the sounds together."	Blends the word.	Confirms the child can complete the process independently.
Step 4: Re-read the sentence	Say: "Read the whole sentence again."	Re-reads with better flow.	Rereading helps children read words and understand them at the same time.

LESSON 33 – Reading for Key Details

Purpose: Your child practises noticing and remembering important details in what they read. This lesson strengthens attention and prepares the child for longer texts.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a short section	Ask your child to read a short paragraph or section.	Reads carefully.	Correct reading helps children remember important information.
Step 2: Ask a detail question	Ask: "What did the character do?" or "Where did they go?"	Answers briefly.	Focuses attention on meaningful information.
Step 3: Look back if needed	If unsure, say: "Let's find it together in the text."	Looks back and rereads.	Looking back is a skilled reading behaviour.
Step 4: Affirm strategy use	Say: "You went back to the text to check."	Feels confident.	Strengthens reading strategies that improve comprehension.

LESSON 34 – Summarising Short Texts

Purpose: Your child learns to identify the main idea of what was read, rather than retelling every detail. This supports comprehension and later academic reading.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Read the paragraph	Have your child read a short paragraph.	Reads.	Accurate reading must be in place before children can summarise.
Step 2: Ask for the main idea	Ask: "What was this mostly about?"	Gives a short summary.	Understanding the main idea leads to better comprehension.
Step 3: Gently refine	If needed, say: "Can we make that shorter?"	Adjusts the summary.	Working on ideas strengthens clear thinking.
Step 4: Affirm understanding	Say: "You told the most important part."	Feels successful.	Builds confidence in comprehension skills.

LESSON 35 – Reading Different Types of Texts

Purpose: Your child practises transferring reading skills to unfamiliar text types (e.g., short informational text, instructions). The goal is flexibility and confidence, not mastery of new content.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Introduce the text	Say: "This text looks a little different, but we read it the same way."	Looks at the new text.	Prevents fear of unfamiliar formats.
Step 2: Model briefly	Read one short section aloud as a model.	Listens.	Showing how to do it helps children use the skills elsewhere.
Step 3: Child reads	Ask your child to read the next section.	Reads independently.	Shows skills generalise across text types.
Step 4: Reflect	Ask: "How was that the same or different?"	Responds simply.	Thinking about reading helps children use different strategies.

LESSON 36 – Making Simple Inferences

Purpose: Your child begins to read *between the lines* by using clues in the text to work out feelings or reasons that are not stated directly. The goal is simple, text-based inference—not guessing wildly.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a clue sentence	Read or have the child read a sentence that suggests a feeling or reason (e.g., " Sam dropped his ice cream. ").	Reads or listens carefully.	Understanding hidden meaning relies on clues in the writing.
Step 2: Ask an inference question	Ask: "How do you think Sam feels?"	Gives a simple answer (e.g., "sad").	Using clues to give a logical answer shows inferential thinking.
Step 3: Link to the text	Ask: "What in the sentence helped you know that?"	Points to or names the clue.	Children should base guesses on the text, not make them up.
Step 4: Affirm thinking	Say: "You used the words to help you think."	Feels confident.	Strengthens habits that improve understanding.

LESSON 37 – Sustaining Reading Over Longer Texts

Purpose: Your child practises reading for a longer stretch without losing focus. The goal is maintaining attention and accuracy, not speed or perfection.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set a clear goal	Say: “Today we’ll read this whole page.” Point clearly to the page.	Looks at the page and prepares.	Clear goals help children manage effort.
Step 2: Quiet monitoring	Sit nearby and observe without interrupting or correcting.	Reads steadily, may pause or self-correct.	Watching quietly helps children work on their own.
Step 3: Support regulation	If attention fades, say calmly: “Take a breath and keep going.”	Resumes reading.	Gentle guidance prevents giving up or shutting down.
Step 4: Reflect	Ask: “How did it feel to read that much?”	Shares a feeling.	Thinking about what they do helps children understand themselves and keep going.

LESSON 38 – Expanding Vocabulary Through Context

Purpose: Your child learns new words by using surrounding text instead of stopping to define every word. This builds independence and comprehension.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Notice a new word	Pause and point to an unfamiliar word in a sentence.	Notices the word.	Focusing on words helps children understand meaning.
Step 2: Explain simply	Give a short, everyday explanation (e.g., “ <i>relieved</i> means you feel better after worrying”).	Listens.	Simple explanations are enough at this stage.
Step 3: Re-read the sentence	Say: “Read the sentence again now.”	Re-reads with understanding.	Going over the text again helps make meaning stick.
Step 4: Connect	Ask: “Does that make sense now?”	Responds yes/no or briefly.	Confirms understanding without pressure.

LESSON 39 – Reading with Purpose

Purpose: Your child learns that we read *for a reason*—to find information, understand a story, or answer a question. This builds intentional reading.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Set a purpose	Say: "Read this to find out where Sam went."	Reads with a goal in mind.	Having a purpose helps children pay attention and not get distracted.
Step 2: Read the text	Ask your child to read the short paragraph or section.	Reads carefully.	Purpose supports comprehension.
Step 3: Answer the question	Ask: "Where did Sam go?"	Answers using the text.	Shows children reading to achieve a goal.
Step 4: Affirm	Say: "You read to find the answer."	Feels successful.	Encourages using strategies to understand text.

LESSON 40 – Level Checkpoint: Independent Reading Skills

Purpose: This checkpoint confirms that your child can read independently with decoding, self-correction, and basic comprehension. It is a *snapshot*, not a test.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short text independently. Stay quiet and present.	Reads on their own.	Notice confidence, smart reading skills, and calm drive.
Step 2: Comprehension check	Ask one or two simple questions about the text.	Answers briefly.	Makes sure the meaning is understood.
Step 3: Reflect together	Say: "You handled that by yourself."	Feels proud.	Thinking positively about reading helps children see themselves as readers.
Step 4: Decide next steps	Decide whether to consolidate or move forward.	Responds naturally.	Progress follows readiness, not speed.

LESSON 41–51

1. New Phonics Patterns Are Introduced Explicitly and Carefully

Across these lessons, children are introduced to digraphs (sh, ch, th) and consonant blends (st, sm) in a clear, deliberate way. Each new pattern is named, explained, and modelled before the child is expected to read it.

Why this matters:

Explicit instruction prevents confusion and stops children from guessing or reverting to letter-by-letter reading.

2. Sound Accuracy Is Prioritised Over Speed

Children are consistently guided to:

- treat digraphs as one sound
- pronounce all sounds in blends
- read slowly and accurately

Speed is never emphasised.

Why this matters:

Accurate sound mapping is essential for long-term reading success and prevents entrenched decoding errors.

3. New Skills Move from Words to Sentences to Paragraphs

Each phonics concept is practised in a structured progression:

- isolated sounds
- single words
- full sentences
- short paragraphs

Why this matters:

Skills only become functional when they transfer into connected text.

4. Meaning Remains Central Despite Phonics Focus

Even while concentrating on decoding, every lesson includes a meaning check:

- “What happened?”
- “What did Sam do?”
- “What was on the sand?”

Why this matters:

This reinforces that reading is always about understanding, not just saying sounds correctly.

5. Rereading Is Used as a Core Learning Strategy

Rereading appears repeatedly to:

- improve fluency
- fix decoding errors
- strengthen memory
- support comprehension

Why this matters:

Rereading teaches children how skilled readers repair understanding independently.

6. Fluency Develops Naturally from Accuracy

Fluency is introduced through:

- rereading
- modelling
- gentle encouragement

It is never demanded or timed.

Why this matters:

Fluency grows from secure decoding and confidence, not pressure.

7. Awareness of Reading Strategies Is Built

Children are asked to notice and name what they are doing:

- identifying “special sounds”
- recognising blends
- noticing when something doesn’t sound right

Why this matters:

Metacognitive awareness helps children become intentional, self-directed readers.

8. Stamina and Text Length Increase Gradually

Across the lessons, children move from:

- single sentences
- to longer sentences
- to short paragraphs

- to holding meaning across sentences

Why this matters:

Gradual increases strengthen working memory and attention without overload.

9. Self-Correction Is Encouraged and Protected

Adults are instructed to:

- wait before helping
- prompt gently rather than correct
- praise self-fixing behaviours

Why this matters:

Self-correction is a key indicator of developing reading independence.

10. Emotional Safety Is Maintained Throughout

Across all lessons:

- effort is affirmed
- mistakes are treated as normal
- stopping, rereading, and trying again are encouraged

Why this matters:

Children learn best when reading feels safe, predictable, and achievable.

11. Progress Is Guided by Readiness, Not Lesson Number

Checkpoint lessons assess:

- comfort
- accuracy
- strategy use
- understanding

—not speed or quantity.

Why this matters:

Children consolidate skills at different rates, and readiness leads to stronger outcomes.

In Summary

Lessons 41–51 share a consistent instructional approach that:

- introduces complex phonics patterns explicitly
- embeds decoding into meaningful reading
- builds fluency through rereading
- strengthens stamina and working memory
- encourages self-monitoring and correction
- protects confidence and emotional safety

LESSON 41 – Reading with Digraphs (SH, CH, TH)

Purpose: Your child learns that **two letters can work together to make one sound**. This lesson introduces digraphs in reading while keeping decoding deliberate and accurate. Success looks like noticing the digraph and saying one sound.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Introduce the idea	Say: “Sometimes two letters work together to make one sound.” Point to SH and say /sh/.	Looks at the letters and listens.	This changes decoding from reading letter by letter to reading sounds together.
Step 2: Model the sound	Say: “These two letters together say /sh/.” Stretch slightly, then keep it clean.	Repeats /sh/.	Watch for one sound, not “s-h.”
Step 3: Read a word	Show SHIP . Say: “Let’s say the sounds, then blend.” Point to SH-I-P .	Sounds out and blends to read “ship.”	Digraphs must be treated as one sound to avoid mistakes.
Step 4: Repeat with variation	Repeat with CHAT or THIS .	Reads another digraph word.	Trying different examples helps children apply learning in new situations.

LESSON 42 – Blending Digraph Words in Sentences

Purpose: Your child applies digraph decoding in **connected text**, not just single words. The goal is accuracy across a whole sentence.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview the sentence	Say: “This sentence has a special sound where two letters work together.”	Looks at the sentence.	Looking ahead helps children feel prepared and not guess.

Step 2: Child reads	Ask your child to read the sentence (e.g., “ The ship is on the sand. ”).	Reads word by word.	Watch that digraphs are read as one sound.
Step 3: Pause and check	Ask: “Which word had the special sound?”	Identifies “ship” or “the.”	Strengthens awareness of ways to read words.
Step 4: Meaning check	Ask: “What was on the sand?”	Answers from the text.	Comprehension stays very important.

LESSON 43 – Consonant Blends (ST, SM)

Purpose: Your child learns that **two consonants can be said quickly together**, with both sounds heard. This lesson builds flexibility in decoding without changing vowel sounds.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain blends	Say: “In this word, we say both sounds fast.” Point to ST .	Looks and listens.	Shows the difference between blends and digraphs.
Step 2: Model blending	Say /s/.../t/ quickly, then blend.	Repeats the blend.	Watch that both sounds are present.
Step 3: Read words	Show STOP and SMAT . Guide sound-by-sound reading.	Reads each word.	End sounds are often dropped. Listen carefully.
Step 4: Compare	Ask: “Did we say both sounds?”	Responds yes/no.	Thinking about reading helps children be more accurate.

LESSON 44 – Reading Sentences with Blends

Purpose: Your child practises reading blends in full sentences while maintaining accuracy and meaning.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Model once	Read the sentence once (e.g., “ Sam stood on the step. ”).	Listens.	Showing how to read helps children with phrasing and confidence.
Step 2: Child reads	Ask: “Now you read it slowly.”	Reads the sentence.	Watch that blends are pronounced properly.
Step 3: Reread for smoothness	Say: “Let’s read it again.”	Rereads with more flow.	Repetition builds fluency.
Step 4: Meaning check	Ask: “Where did Sam stand?”	Answers correctly.	Understanding meaning helps children read words correctly.

LESSON 45 – Level Checkpoint: Digraphs and Blends

Purpose: This checkpoint confirms that your child can decode digraphs and blends accurately in words and sentences. The focus is comfort, accuracy, and understanding—not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short paragraph with digraphs and blends. Stay quiet.	Reads independently.	Pay attention to how children use strategies and keep trying calmly.
Step 2: Ask about decoding	Ask: "Which words had special sounds?"	Identifies digraphs or blends.	Thinking about thinking helps children learn better.
Step 3: Comprehension check	Ask one simple question about the paragraph.	Answers correctly.	Makes sure the meaning is understood.
Step 4: Decide next steps	Decide whether to consolidate or move on.	Responds naturally.	Moving forward depends on being ready.

LESSON 46 – Reading Simple Sentences with Digraphs

Purpose: Your child applies digraph decoding (**sh, ch, th**) in full sentences. The goal is to maintain sound accuracy while reading connected text and to keep meaning intact.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview digraphs	Say: "This sentence has words where two letters make one sound." Point to sh / th in the sentence.	Looks at the words and listens.	Looking ahead helps children avoid guessing and read accurately.
Step 2: Child reads	Ask your child to read the sentence (e.g., " The ship is on the sand. ").	Reads word by word, decoding digraphs.	Watch that digraphs are read as one sound, not letter-by-letter.
Step 3: Pause and reflect	Ask: "Which word had the special sound?"	Identifies <i>ship</i> or <i>the</i> .	Helps children notice and use decoding skills.
Step 4: Meaning check	Ask: "What is on the sand?"	Answers from the sentence.	Makes comprehension the main goal.

LESSON 47 – Building Sentence Fluency Through Rereading

Purpose: Your child learns that rereading a sentence can make reading smoother without adding pressure. Fluency develops from accuracy first, then ease.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: First read (accuracy)	Say: "Read this sentence slowly."	Reads carefully.	Reading words correctly comes before reading quickly.
Step 2: Second read (smoothness)	Say: "Now read it again and make it sound smoother."	Rereads with fewer pauses.	Reading the same text again and again helps reading become automatic.

Step 3: Model briefly	Read the sentence smoothly once.	Listens.	Gives a clear example of smooth reading.
Step 4: Affirm progress	Say: "That sounded smoother."	Feels encouraged.	Shows that improvement comes from effort.

LESSON 48 – Reading Longer Sentences with Blends

Purpose: Your child practises reading longer sentences that include blends while maintaining decoding accuracy and attention across the whole sentence.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview the sentence	Say: "This sentence is longer. We'll go slowly."	Looks at the sentence.	Seeing what's coming makes tasks easier to handle.
Step 2: Child reads	Ask your child to read (e.g., " Sam stood on the step and shut the door. ").	Reads carefully through the sentence.	Watch that blends (st, sh) are fully pronounced.
Step 3: Reread if needed	Say: "Let's read it again slowly."	Rereads.	Reading again helps children read correctly and keep going.
Step 4: Meaning check	Ask: "What did Sam do?"	Answers from the text.	Understanding meaning helps children focus on long sentences.

LESSON 49 – Reading Short Paragraphs

Purpose: Your child transitions from sentences to short paragraphs (two connected sentences). This lesson builds stamina and teaches that meaning continues across sentences.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say: "This time there are two sentences together."	Looks at the paragraph.	Setting expectations reduces anxiety.
Step 2: Read the paragraph	Ask your child to read both sentences (e.g., " Sam stood on the step. The ship was in the sand. ").	Reads both sentences.	Watch how calmly and steadily children keep their attention.
Step 3: Gentle recap	Ask: "What happened in these sentences?"	Retells briefly.	Checks that the text makes sense from start to finish.
Step 4: Affirm effort	Say: "You read the whole part."	Feels successful.	Builds confidence with longer text.

LESSON 50 – Holding Meaning Across Sentences

Purpose: Your child learns to connect ideas across multiple sentences and remember information from earlier in the text. This supports comprehension and working memory.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read the paragraph	Ask your child to read a short paragraph (e.g., “ Sam went to the shop. He got a red apple. ”).	Reads both sentences.	Reading words correctly helps children remember meaning.
Step 2: Ask a linking question	Ask: “Who went to the shop?” or “What did he get?”	Answers using both sentences.	Shows the child is linking ideas across text.
Step 3: Reread if needed	If unsure, say: “Let’s read it again.”	Rereads calmly.	Rereading supports working memory.
Step 4: Affirm understanding	Say: “You remembered what you read.”	Feels confident.	Helps children understand the text successfully.

LESSON 51 – Self-Correction in Short Paragraphs

Purpose: Your child learns to notice when something doesn’t sound right and to fix it independently while reading short paragraphs. This lesson strengthens self-monitoring and reduces reliance on adult correction.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short paragraph (e.g., “ Sam shut the door. He went to the shop. ”). Stay quiet and observant.	Reads through the paragraph.	Watch whether the child notices mistakes on their own.
Step 2: Pause before helping	If a mistake occurs, wait a few seconds before speaking.	May pause, reread, or continue.	Pausing gives children a chance to fix their own mistakes.
Step 3: Gentle prompt	If needed, say: “Does that sound right? Try that word again slowly.”	Rereads and corrects if able.	Helps children check their own work instead of relying on help.
Step 4: Affirm strategy	Say: “You fixed that by rereading.”	Feels capable.	Helps children use good reading habits.

LESSON 52–60

1. Reading Moves Beyond Decoding into Meaning-Making

Across these lessons, decoding is assumed to be stable enough to allow attention to shift toward **understanding, thinking, and responding to text**. Phonics is no longer the focus, but accuracy still underpins every task.

Why this matters:

Children cannot build higher-level comprehension skills if decoding is still consuming all cognitive energy.

2. Vocabulary Is Learned Through Context, Not Interruption

New words are introduced **within sentences and paragraphs**, with brief explanations followed by rereading. Reading flow is protected.

Why this matters:

Stopping too often to define words breaks comprehension and discourages independent reading.

3. Fluency Is Strengthened Through Repetition, Not Pressure

Fluency work relies on:

- rereading
- modelling
- gentle feedback

There is no timing, speed demand, or performance expectation.

Why this matters:

Automaticity grows through familiarity and confidence, not urgency.

4. Thinking Skills Are Explicitly Taught While Reading

Children are guided to:

- infer
- predict
- notice details
- read with purpose

These skills are always **anchored to the text**.

Why this matters:

Explicit instruction helps children understand *how* good readers think while reading.

5. Retelling and Sequencing Strengthen Memory and Understanding

Retelling focuses on:

- order
- main events
- clarity of meaning

Language precision is not required.

Why this matters:

Retelling reveals comprehension and strengthens working memory without increasing reading load.

6. Expression Reflects Understanding, Not Performance

Expression is introduced as a **natural response to meaning and punctuation**, not as dramatic reading.

Why this matters:

When expression is tied to understanding, it enhances comprehension instead of distracting from it.

7. Reading with Purpose Becomes More Intentional

Children are asked to read:

- to find details
- to answer questions
- to understand situations

Purpose is always stated before reading.

Why this matters:

Purpose focuses attention and reduces passive or unfocused reading.

8. Stamina Is Built Carefully and Ended Positively

Reading length increases slightly, but:

- adults monitor fatigue
- lessons stop before frustration
- success includes stopping calmly

Why this matters:

Stamina grows when reading ends with confidence, not exhaustion.

9. Independence Is Actively Protected

Adults:

- stay quiet
- avoid interrupting
- observe rather than rescue

Children practise managing reading on their own.

Why this matters:

Independence develops when children are trusted to use their strategies.

10. Self-Correction and Strategy Use Are Valued

Children are praised for:

- rereading
- noticing confusion
- checking meaning

Not for speed or perfection.

Why this matters:

Strategic readers outperform fast but fragile readers.

11. Emotional Safety and Confidence Remain Central

Across all lessons:

- effort is affirmed
- mistakes are normalised
- reflection is gentle and supportive

Why this matters:

Confidence is the engine that sustains long-term reading development.

12. Progress Is Based on Readiness, Not Curriculum Pace

Checkpoint lessons focus on:

- calm persistence
- comprehension
- strategy use
- confidence

—not how many lessons were completed.

Why this matters:

Children progress most effectively when instruction matches their developmental readiness.

In Summary

Lessons 52–60 share a consistent instructional philosophy that:

- shifts reading from decoding to comprehension
- teaches vocabulary and thinking within text
- builds fluency through repetition
- strengthens stamina and independence
- protects motivation and emotional safety

LESSON 52 – Vocabulary in Context

Purpose: Your child learns to understand new words using surrounding sentences instead of stopping reading completely. This supports comprehension and reading flow.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read the paragraph	Ask your child to read a paragraph containing an unfamiliar word (e.g., “ The ship was stuck in the sand. ”).	Reads the paragraph.	Accurate decoding comes first.
Step 2: Notice the new word	Say: “That word might be new. Let’s think about it.”	Looks back at the word.	Noticing words helps children learn new vocabulary.
Step 3: Explain simply	Give a brief explanation: “ <i>Stuck</i> means it can’t move.”	Listens.	Simple explanations are enough.
Step 4: Reread for meaning	Ask your child to reread the sentence.	Rereads with understanding.	Children link meaning with the words they read.

LESSON 53 – Fluency with Short Paragraphs

Purpose: Your child practises rereading short paragraphs to improve smoothness while maintaining accuracy. Fluency develops from repetition, not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: First read	Ask your child to read a short paragraph slowly.	Reads carefully.	Accuracy always comes before fluency.
Step 2: Second read	Say: “Now read it again and make it sound smoother.”	Rereads with fewer pauses.	Reading the same text again helps reading become automatic.
Step 3: Model briefly	Read the paragraph once with smooth phrasing.	Listens.	Shows what fluent reading sounds like.
Step 4: Affirm progress	Say: “That sounded smoother.”	Feels encouraged.	Shows that trying hard helps children improve.

LESSON 54 – Basic Inference

Purpose: Your child practises making simple inferences using clues from the text. The goal is to move beyond literal reading while staying grounded in the words.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read the text	Ask your child to read a short paragraph (e.g., “ Sam ran to the door. He was late. ”).	Reads both sentences.	Literal understanding comes first.

Step 2: Ask an inference question	Ask: "Why do you think Sam ran?"	Answers using clues.	Children should find answers in the text, not just guess.
Step 3: Link answer to words	Ask: "What words helped you know that?"	Points to or names the clue.	Keeps thinking based on the words read.
Step 4: Affirm thinking	Say: "You used the story to help you think."	Feels confident.	Builds higher-level comprehension skills.

LESSON 55 – Retelling a Short Paragraph

Purpose: Your child practises retelling a short paragraph in order, strengthening memory and understanding. The focus is on capturing main events, not perfect language.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read the paragraph	Ask your child to read a short paragraph (e.g., " Sam went to the shop. He got a red apple. Then he went home. ").	Reads the paragraph.	Reading words accurately helps children retell stories correctly.
Step 2: Ask for retell	Ask: "Tell me what happened."	Retells main events.	Order and meaning matter more than detail.
Step 3: Support sequencing	If needed, ask: "What happened first? Next?"	Clarifies sequence.	Putting events in order helps children understand the story.
Step 4: Affirm understanding	Say: "You remembered the important parts."	Feels successful.	Helps children feel confident in understanding what they read.

LESSON 56 – Reading with Expression

Purpose: Your child practises reading with appropriate expression across sentences. Expression shows understanding of meaning and punctuation, not performance. The goal is gentle variation in tone while maintaining accuracy.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Model expressive reading	Read a short sentence with natural expression (e.g., " Stop! said Sam."). Keep it calm, not dramatic.	Listens closely.	Shows how understanding meaning changes the way we read aloud.
Step 2: Child imitates	Say: "Now you try it like that."	Reads the sentence, adding some expression.	Any change in tone is progress.
Step 3: Repeat for confidence	Say: "Let's read it once more."	Rereads with more ease.	Reading the same text again helps children read smoothly and feel confident.

Step 4: Affirm effort	Say: "You made your voice match the words."	Feels encouraged.	Shows that reading with expression is an important skill.
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LESSON 57 – Making Predictions in Paragraphs

Purpose: Your child practises thinking ahead while reading longer text. Prediction keeps the brain engaged and supports comprehension across paragraphs.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Pause mid-paragraph	Pause after one sentence and ask: "What do you think might happen next?"	Makes a simple prediction.	Any reasonable guess shows active reading.
Step 2: Read on	Continue reading the next sentence.	Reads or listens.	Reading shows if guesses were right or need changing.
Step 3: Reflect	Say: "Was your idea close to what happened?"	Responds briefly.	Thinking back helps children link ideas to the text.
Step 4: Affirm thinking	Say: "You were thinking while reading."	Feels successful.	Encourages thinking while reading.

LESSON 58 – Reading for Specific Details

Purpose: Your child learns to read carefully to notice and remember specific details. This skill supports comprehension in longer texts and later academic reading.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set a focus	Say: "Read this to find out what the place was like."	Reads with a purpose.	Purpose focuses attention.
Step 2: Child reads	Ask your child to read a short paragraph (e.g., " The shop was quiet. The door was shut. ").	Reads carefully.	Reading words correctly helps children remember details.
Step 3: Ask a detail question	Ask: "What was the shop like?"	Answers using the text.	Shows close reading.
Step 4: Affirm strategy	Say: "You read carefully to find details."	Feels confident.	Helps children pay close attention while reading.

LESSON 59 – Building Stamina and Confidence

Purpose: Your child practises reading slightly longer text while staying regulated and confident. The lesson ends before fatigue. Success looks like calm persistence.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Set a clear goal	Say: "Today we'll read this whole paragraph."	Looks at the paragraph and prepares.	Having a goal makes effort easier to control.
Step 2: Quiet reading	Sit nearby and observe without interrupting.	Reads steadily.	Being calm nearby helps children work on their own.
Step 3: Watch for fatigue	Monitor posture, pace, and focus.	Continues reading with effort.	Stopping before getting too tired keeps motivation high.
Step 4: End positively	Say: "That was enough for today."	Stops calmly.	Ending on a good note helps children keep going longer.

LESSON 60 – Level Checkpoint: Readiness to Move Forward

Purpose: This checkpoint confirms that your child can decode accurately, read short paragraphs with understanding, and self-correct when needed. It guides whether to consolidate or progress.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short paragraph independently. Stay quiet and present.	Reads independently.	Notice confidence, calm behaviour and use of strategies.
Step 2: Comprehension check	Ask one or two simple questions about the paragraph.	Answers briefly.	Shows that the meaning is correct.
Step 3: Reflect together	Say: "You handled that reading."	Feels proud.	Thinking positively about reading helps children see themselves as readers.
Step 4: Decide next steps	Decide whether to consolidate or move on.	Responds naturally.	Progress follows readiness, not speed.

LESSON 61–65

1. Focus Shifts to Specific Spelling Patterns

These lessons centre on the silent E (Magic E) pattern, showing how an otherwise quiet letter changes the vowel sound. Learning is explicit and deliberate, with clear visual and auditory comparisons.

Why this matters:

Pattern recognition helps children decode unfamiliar words without guessing.

2. Comparison Strengthens Understanding

Children compare pairs of words (cap/cape, hop/hope) to notice differences in vowel sounds.

Why this matters:

Comparison helps children discriminate patterns and prevents overgeneralisation.

3. Decoding Accuracy Remains the Priority

Reading starts with individual words, then moves to connected sentences and short passages. Accuracy is always more important than speed.

Why this matters:

Fluent reading depends on consistent, accurate decoding.

4. Metacognition and Pattern Awareness Are Encouraged

Children are prompted to reflect on how they know which vowel sound to use and verbalise their thinking.

Why this matters:

Metacognitive skills strengthen transfer and independent reading.

5. Rereading Supports Fluency and Retention

After initial reading, children are asked to reread words and sentences, reinforcing sound changes and comprehension.

Why this matters:

Repetition builds automaticity without pressuring speed.

6. Gradual Application from Words to Sentences

Lessons progress from:

- single words →
- word pairs →
- sentences →
- short passages

Why this matters:

Stepwise progression protects confidence while encouraging pattern generalisation.

7. Comprehension Stays Central

Even when focusing on patterns, children answer simple meaning-based questions about the text.

Why this matters:

Decoding is anchored to comprehension, preventing rote reading.

8. Independence Is Supported

Adults observe quietly, prompt minimally, and allow children to apply patterns on their own.

Why this matters:

Independence encourages self-monitoring and confidence in decoding.

9. Emotional Safety and Positive Feedback Remain Key

Children are praised for:

- noticing the E
- reading accurately
- reflecting on their thinking

Why this matters:

Confidence and motivation are reinforced through success-focused experiences.

10. Readiness Guides Progress

Checkpoint lessons confirm whether the child can:

- apply the pattern consistently
- read connected text accurately
- maintain comprehension

Why this matters:

Instruction progresses only when the child demonstrates readiness, not just because the next lesson is scheduled.

In Summary

Lessons 61–65 share a consistent approach that:

- introduces explicit spelling patterns (silent E)
- moves gradually from words to connected text
- integrates accuracy, comprehension, and reflection
- builds confidence and independence

LESSON 61 – Introducing Silent E (Magic E)

Purpose: Your child learns that a silent **E** at the end of a word changes the vowel sound. This lesson introduces the concept gently and explicitly, helping the child notice patterns without memorisation.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Compare words	Show cap and cape . Say: "These words look almost the same."	Looks at both words.	Looking at things side by side helps children notice patterns.
Step 2: Read first word	Ask your child to read cap slowly.	Reads "cap."	Shows that children can read short vowels accurately.
Step 3: Read silent-E word	Ask your child to read cape . Say: "Notice the E at the end."	Attempts to read "cape."	Watch that the vowel changes sound.
Step 4: Explain pattern	Say: "The E is quiet, but it makes the vowel say its name."	Listens.	When instructions are clear, guessing is reduced.

LESSON 62 – Practising Silent E Words

Purpose: Your child practises reading silent-E words accurately and consistently. The goal is noticing the pattern and applying it, not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Review pattern	Say: "What does the quiet E do?"	Answers simply.	Saying thoughts out loud helps children understand better.
Step 2: Read word pairs	Show tap/tape, hop/hope, kit/kite.	Reads each pair.	Watch that vowel sounds change correctly.
Step 3: Reread for accuracy	Ask your child to reread any tricky word.	Rereads.	Reading the same words again helps children decode accurately.
Step 4: Affirm strategy	Say: "You noticed the E at the end."	Feels confident.	Helps children notice patterns.

LESSON 63 – Silent E in Sentences

Purpose: Your child applies silent-E decoding in full sentences. The focus is accuracy across connected text while maintaining meaning.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview sentence	Say: "This sentence has a quiet E word."	Looks at the sentence.	Looking ahead stops children from guessing.
Step 2: Child reads	Ask your child to read (e.g., " The kite is red. ").	Reads sentence.	Watch for correct long vowel sound.
Step 3: Check meaning	Ask: "What colour was the kite?"	Answers correctly.	Understanding meaning shows reading is correct.
Step 4: Reread smoothly	Say: "Read it once more."	Rereads with ease.	Repetition builds fluency.

LESSON 64 – Comparing Silent E and Short Vowels

Purpose: Your child learns to discriminate between short-vowel and silent-E words, strengthening accuracy and preventing over-generalisation.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Mix word types	Present cap, cape, hop, hope in mixed order.	Looks at the words.	Shuffling things stops children from guessing patterns.
Step 2: Child reads	Ask your child to read each word.	Reads each word aloud.	Watch for correct vowel choice.
Step 3: Reflect	Ask: "How did you know which sound to use?"	Explains briefly.	Thinking about thinking helps children use skills in new situations.
Step 4: Affirm effort	Say: "You checked the whole word."	Feels capable.	Encourages careful reading.

LESSON 65 – Level Checkpoint: Silent E

Purpose: This checkpoint confirms that your child recognises and applies the silent-E pattern accurately in words and sentences while staying confident and calm.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short passage containing silent-E words. Stay quiet.	Reads independently.	See if they use patterns without being prompted.
Step 2: Comprehension check	Ask one simple question about the passage.	Answers.	Makes sure the meaning is understood.
Step 3: Reflect	Say: "You noticed when the E changed the sound."	Feels proud.	Helps children notice and understand patterns.
Step 4: Decide next steps	Decide whether to practise more or move on.	Responds naturally.	Progress follows readiness.

LESSON 66–70

1. Focus on Word Endings (Suffixes)

These lessons introduce simple suffixes like -s and -ing, showing how endings change a word's meaning or tense without changing the base word.

Why this matters:

Understanding suffixes helps children read flexibly and comprehend subtle meaning changes.

2. Base Words Are Reinforced First

Children always read and understand the base word before adding a suffix.

Why this matters:

Strong base-word decoding ensures stability and prevents errors when suffixes are added.

3. Gradual Application from Words to Text

Lessons progress from:

- individual words →

- word pairs →
- sentences →
- short paragraphs

Why this matters:

Stepwise progression builds confidence and prevents overwhelm while supporting transfer to connected text.

4. Comparison and Reflection Strengthen Learning

Children compare base words and suffixed words and reflect on how meaning changes.

Why this matters:

Visual and meaning-based comparisons deepen comprehension and metacognition.

5. Accuracy Before Fluency

Children are encouraged to decode suffixes carefully before rereading for smoothness or expression.

Why this matters:

Fluency grows from accurate decoding, preventing ingrained mistakes.

6. Comprehension Remains Central

Even when focusing on suffixes, children answer meaning-based questions about sentences or paragraphs.

Why this matters:

Decoding is anchored to understanding, ensuring reading is purposeful.

7. Rereading Supports Fluency and Retention

Children reread words, sentences, or tricky passages to stabilise decoding and improve smoothness.

Why this matters:

Repetition consolidates skills without adding pressure for speed.

8. Independence and Self-Monitoring Are Encouraged

Adults observe quietly, intervene minimally, and allow children to apply suffix patterns on their own.

Why this matters:

Independence fosters self-correction and reading confidence.

9. Emotional Safety and Positive Feedback Are Key

Children are praised for:

- noticing endings
- reading carefully
- reflecting on meaning

Why this matters:

Encouragement builds confidence and motivation for continued practice.

10. Readiness Guides Progress

Checkpoint lessons assess whether the child can apply silent-E and suffix patterns consistently while reading with comprehension and calmness.

Why this matters:

Progress follows developmental readiness, not a rigid schedule.

In Summary

Lessons 66–70 share a consistent approach that:

- introduces small, meaningful word changes (suffixes)
- moves gradually from words to connected text
- integrates accuracy, comprehension, reflection, and rereading
- builds confidence, independence, and pattern awareness

LESSON 66 – Introducing Simple Suffixes (-s, -ing)

Purpose: Your child learns that words can change meaning when a small ending (suffix) is added. This lesson introduces suffixes as **add-ons** to known words, not new words to memorise.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Show base word	Show run and say: "This is the word <i>run</i> ."	Reads "run."	Children need to read base words accurately first.
Step 2: Add -s	Add s to make runs . Say: "We added <i>s</i> . It means more than one or it's happening now."	Reads "runs."	Watch that the child reads the whole word, not just the base.
Step 3: Add -ing	Show running . Say: "-ing means it is happening now."	Attempts to read "running."	Double consonants can make reading slower. Help gently.
Step 4: Reflect	Ask: "What changed when we added the ending?"	Answers simply.	Noticing what they learn helps children use it in new situations.

LESSON 67 – Reading Suffixes in Sentences

Purpose: Your child applies suffix decoding in connected text while maintaining meaning and accuracy.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview suffix	Say: "This sentence has a word with an ending."	Looks at the sentence.	Previewing reduces guessing.
Step 2: Child reads	Ask your child to read (e.g., "The dog is running.>").	Reads the sentence.	Watch that -ing is included in reading.
Step 3: Check meaning	Ask: "What is the dog doing?"	Answers correctly.	Understanding meaning shows that suffixes are understood.
Step 4: Reread	Say: "Read it again smoothly."	Rereads.	Helps children read correctly and smoothly.

LESSON 68 – Comparing Base Words and Suffixed Words

Purpose: Your child learns to notice how suffixes change meaning while keeping the base word intact.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Show word pairs	Show jump / jumps, play / playing.	Looks at both words.	Seeing similarities and differences helps learners make sense of things.
Step 2: Child reads pairs	Ask your child to read each pair.	Reads each word.	Watch that endings are not skipped.
Step 3: Discuss meaning	Ask: "How are these words different?"	Explains simply.	Comparing meanings helps learners understand more deeply.
Step 4: Affirm strategy	Say: "You noticed the ending."	Feels confident.	Reinforces careful reading.

LESSON 69 – Reading Short Paragraphs with Suffixes

Purpose: Your child practises reading short paragraphs containing suffixes while maintaining flow and understanding.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say: "This paragraph has words with endings. We'll read carefully."	Prepares to read.	Knowing what to do helps children work carefully, not rush.
Step 2: Child reads	Ask your child to read a short paragraph.	Reads paragraph.	Pay attention to reading words with suffixes correctly.
Step 3: Meaning check	Ask: "What was happening in the paragraph?"	Answers.	Confirms comprehension.
Step 4: Reread if needed	Suggest rereading tricky parts.	Rereads calmly.	Reading the same words again helps children decode accurately.

LESSON 70 – Level Checkpoint: Silent E and Suffixes

Purpose: This checkpoint confirms that your child can decode silent-E words and simple suffixes accurately in connected text while staying confident and regulated.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a short passage with silent-E and suffixed words.	Reads independently.	Notice how children use strategies on their own.
Step 2: Comprehension check	Ask one or two simple questions.	Answers.	Make sure the meaning stays clear.
Step 3: Reflect	Say: "You read words with endings carefully."	Feels proud.	Strengthens understanding of patterns.
Step 4: Decide next steps	Decide whether to consolidate or progress.	Responds naturally.	Progress follows readiness.

LESSON 71–75

1. Focus on Word Parts (Syllables)

Children learn that longer words can be broken into parts (syllables), making them easier to decode.

Why this matters:

Breaking words into syllables reduces overwhelm and builds a repeatable decoding strategy for longer words.

2. Base Decoding Skills Are Maintained

Children apply previous decoding strategies (like digraphs, blends, silent E, suffixes) to longer words, ensuring stability before adding complexity.

Why this matters:

Existing skills support success with longer, multi-syllable words.

3. Gradual Progression from Words to Sentences

Lessons move from:

- individual two-syllable words →
- practicing in isolation →
- sentences →
- mixed word lists →
- short passages

Why this matters:

Stepwise progression builds confidence, reduces cognitive load, and supports transfer to connected text.

4. Active Strategy Awareness

Children are explicitly taught to split words into syllables and reflect on which words need breaking.

Why this matters:

Metacognition strengthens independence and encourages strategic reading decisions.

5. Accuracy Before Fluency

Children are encouraged to read carefully, syllable by syllable before blending and rereading for smoothness.

Why this matters:

Accurate decoding prevents errors from becoming automatic and builds confidence.

6. Comprehension Remains Central

Even when decoding long words, children answer questions about meaning to ensure understanding of sentences or passages.

Why this matters:

Decoding supports comprehension, keeping reading purposeful and meaningful.

7. Rereading Supports Fluency and Confidence

Children reread tricky words or sentences to stabilize decoding and reinforce memory.

Why this matters:

Repetition consolidates skills without adding pressure for speed.

8. Independence and Calm Problem-Solving

Adults observe quietly, provide minimal support, and let children apply syllable strategies independently.

Why this matters:

Promotes self-correction, confidence, and calm reading behaviour.

9. Emotional Safety and Positive Feedback

Children are praised for:

- applying syllable strategies
- choosing the right approach
- reading carefully

Why this matters:

Positive reinforcement encourages continued effort and builds motivation.

10. Readiness Guides Progress

Checkpoint lessons assess whether the child can decode two-syllable words accurately and calmly in words and connected text.

Why this matters:

Progress is based on skill mastery and confidence, not the number of lessons completed.

In Summary**Lessons 71–75 share a consistent approach that:**

- teaches children to manage longer words strategically
- moves gradually from word parts to connected text
- integrates accuracy, comprehension, reflection, and rereading
- builds independence, confidence, and emotional safety

LESSON 71 – Introducing Two-Syllable Words

Purpose: Your child learns that longer words are made of **parts (syllables)** that can be read one at a time. This lesson reduces overwhelm by showing that long words are manageable when broken down.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain syllables	Say: “Some words are longer, but we can break them into parts.” Clap twice and say bas–ket .	Listens and watches.	Breaking long words into parts helps children try them instead of avoiding them.
Step 2: Clap and say	Say bas–ket again and clap for each part.	Claps and repeats the word.	Using movement helps learners hear and feel syllables.
Step 3: Read the word	Show basket and say: “Let’s read each part.”	Reads bas–ket , then blends.	Watch that the child doesn’t rush the whole word.
Step 4: Affirm strategy	Say: “You broke the word into parts.”	Feels confident.	Helps children use a decoding method they can repeat.

LESSON 72 – Reading Two-Syllable Words in Isolation

Purpose: Your child practises decoding two-syllable words without sentence pressure. The goal is accuracy and calm problem-solving.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Present words	Show words like sunset, picnic, rabbit .	Looks at the words.	When words are familiar, reading is easier.
Step 2: Split the word	Say: “Let’s break it into parts.” Point to each syllable.	Says each syllable separately.	Clear splitting prevents guessing.

Step 3: Blend	Say: "Now say it together."	Blends into the full word.	If the sounds blend correctly, decoding was successful.
Step 4: Repeat calmly	Repeat with another word.	Tries again.	Doing it more than once helps learners feel sure of themselves.

LESSON 73 – Reading Two-Syllable Words in Sentences

Purpose: Your child applies syllable-splitting strategies while reading connected text. The focus is maintaining meaning while decoding longer words.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview	Say: "This sentence has a longer word. We can break it into parts."	Looks at the sentence.	Seeing what's coming prevents guessing.
Step 2: Child reads	Ask your child to read (e.g., "The rabbit ran home.").	Reads, pausing at <i>rabbit</i> .	Watch that the child applies syllable splitting.
Step 3: Support if needed	If stuck, say: "Let's read it part by part."	Reads each syllable.	Encourages careful decoding.
Step 4: Meaning check	Ask: "Who ran home?"	Answers correctly.	When the word makes sense, you read it correctly.

LESSON 74 – Comparing One- and Two-Syllable Words

Purpose: Your child learns to recognise when a word needs to be broken into parts. This prevents over-splitting short words and rushing long ones.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Mix words	Present cat, basket, dog, sunset in mixed order.	Looks at the words.	Mixing words helps children choose the right decoding strategy.
Step 2: Child reads	Ask your child to read each word.	Reads each word aloud.	Look for the right strategy being used.
Step 3: Reflect	Ask: "Which words needed breaking into parts?"	Identifies longer words.	Thinking about thinking helps learners use skills in new situations.
Step 4: Affirm effort	Say: "You chose the right strategy."	Feels capable.	Helps learners choose the right way to read.

LESSON 75 – Level Checkpoint: Two-Syllable Words

Purpose: This checkpoint confirms that your child can decode two-syllable words accurately and calmly in words and sentences, using syllable-splitting strategies independently.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
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Step 1: Independent reading	Ask your child to read a short passage containing two-syllable words.	Reads independently.	Watch learners apply strategies without help.
Step 2: Comprehension check	Ask one simple question about the passage.	Answers.	Confirms meaning is correct.
Step 3: Reflect	Say: "You broke the longer words into parts."	Feels proud.	Encourages learners to see and use strategies.
Step 4: Decide next steps	Decide whether to consolidate or move on.	Responds naturally.	Progress follows readiness, not lesson count.

LESSON 76–80

1. Focus on Word Structure (Morphology)

Children learn that **words can have prefixes** (like un-, re-) and that **long words are built from smaller parts**: prefix + base word + syllables.

Why this matters:

Understanding word parts helps children decode longer words without treating them as entirely new or overwhelming.

2. Builds on Previous Decoding Skills

These lessons integrate **syllable strategies, base-word knowledge, and prior pattern awareness** (digraphs, silent E, suffixes) when reading multisyllabic words.

Why this matters:

Children apply familiar strategies to new word structures, reinforcing earlier learning.

3. Gradual Progression from Words to Paragraphs

The lessons move from:

- isolated prefixed words →
- sentences →
- longer multisyllabic words →
- paragraphs →
- checkpoint assessment

Why this matters:

Stepwise progression reduces overwhelm and builds confidence for reading longer, more complex text.

4. Active Strategy Use and Metacognition

Children are explicitly taught to:

- **identify prefixes**
- **break long words into parts**
- **blend the parts together**
- reflect on **what stayed the same and what changed**

Why this matters:

Metacognitive reflection strengthens independent, strategic reading.

5. Accuracy Before Fluency

Children are encouraged to read carefully, segmenting long words **before blending for smooth reading**.

Why this matters:

Ensures correct decoding, prevents misreading, and reduces frustration.

6. Comprehension Anchors Decoding

Even while focusing on long words, children answer **questions about meaning** in sentences and paragraphs.

Why this matters:

Maintains reading as purposeful and meaningful, not just mechanical decoding.

7. Rereading Supports Confidence and Fluency

Children reread words, sentences, or paragraphs to:

- consolidate decoding
- build smoothness
- reinforce strategy

Why this matters:

Repetition consolidates skills without pressuring speed, fostering calm, confident reading.

8. Independence and Positive Feedback

Parents observe quietly, support minimally, and praise:

- strategy use
- correct decoding
- reflection

Why this matters:

Encourages self-correction, confidence, and motivation.

9. Readiness Guides Progress

Checkpoints confirm whether children can **apply morphology and multisyllabic strategies independently** before moving on.

Why this matters:

Progress is skill-based and confidence-driven, not tied to lesson count.

In Summary

Lessons 76–80 focus on **morphological awareness and multisyllabic decoding**, combining:

- prefix knowledge
- syllable strategies
- careful, independent decoding
- comprehension checks
- rereading for fluency

LESSON 76 – Introducing Common Prefixes (un-, re-)

Purpose: Your child learns that some words have **prefixes** at the beginning that change meaning but do not change how the base word is read. This lesson builds morphological awareness and prevents misreading longer words as entirely new.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Show base word	Show pack and say: "This is the word <i>pack</i> ."	Reads "pack."	Children should read base words confidently first.
Step 2: Add prefix	Add un- to make unpack . Say: "We added <i>un-</i> . It changes the meaning, not the word."	Reads "unpack."	Watch that the child does not reread it as a new word.
Step 3: Explain meaning	Say: " <i>Un-</i> means not or undo."	Listens.	Simple meaning prevents confusion.
Step 4: Reflect	Ask: "What stayed the same?"	Identifies the base word.	Encourages learners to see how words are built.

LESSON 77 – Reading Prefixed Words in Sentences

Purpose: Your child applies prefix knowledge in connected text while maintaining decoding accuracy and comprehension.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview	Say: "This sentence has a word with a beginning part."	Looks at the sentence.	Previewing helps children avoid guessing.
Step 2: Child reads	Ask your child to read (e.g., " She will unpack the bag. ").	Reads the sentence.	Watch that <i>un-</i> is included smoothly.
Step 3: Meaning check	Ask: "What will she do to the bag?"	Answers correctly.	Understanding the meaning shows the word was read correctly.
Step 4: Reread	Ask for a smooth reread.	Rereads.	Encourages learners to read fluently.

LESSON 78 – Reading Longer Multisyllabic Words

Purpose: Your child practises decoding longer multisyllabic words by combining **prefix + base word + syllable strategies**. The goal is confidence with length, not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Present word	Show replay, sunset, unhappy .	Looks at the words.	Familiar words help children think less while reading.
Step 2: Break into parts	Say: "Let's break this into parts." Point to each part.	Reads each part slowly.	Splitting words correctly prevents random guesses.
Step 3: Blend	Say: "Now say it together."	Blends the word.	Putting sounds together correctly proves decoding success.
Step 4: Affirm strategy	Say: "You used parts to read a long word."	Feels capable.	Helps children use a strategy in different situations.

LESSON 79 – Reading Multisyllabic Words in Paragraphs

Purpose: Your child applies multisyllabic decoding strategies while reading short paragraphs. The focus is maintaining meaning across longer, denser text.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say: "This paragraph has some long words. We'll take our time."	Prepares to read.	Stops learners from feeling overwhelmed and hurrying.
Step 2: Child reads	Ask your child to read a short paragraph.	Reads steadily.	Watch for strategy use on long words.
Step 3: Pause and support	If needed, say: "Break that word into parts."	Applies strategy.	Helps children work on their own without doing it for them.
Step 4: Meaning check	Ask: "What happened in this paragraph?"	Answers.	Understanding meaning helps children focus on decoding.

LESSON 80 – Level Checkpoint: Multisyllabic & Morphology Skills

Purpose: This checkpoint confirms that your child can decode words with prefixes and multiple syllables in connected text while staying confident and regulated.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a passage containing prefixes and multisyllabic words.	Reads independently.	Notice if children use strategies on their own.
Step 2: Comprehension check	Ask one or two questions about the passage.	Answers.	Confirms understanding is intact.
Step 3: Reflect	Say: "You broke long words into parts."	Feels proud.	Strengthens learners' thinking-about-thinking skills.

Step 4: Decide next steps	Decide whether to consolidate or progress.	Responds naturally.	Children progress when they are ready, not just to keep up with pace.
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LESSON 81–85

1. Focus on Narrative Comprehension

These lessons are all about understanding stories across multiple sentences and paragraphs rather than isolated sentences. Children practice:

- tracking characters
- following actions
- interpreting pronouns
- maintaining meaning across connected text

Why this matters:

Reading comprehension grows when children see texts as continuous narratives, not just disconnected words.

2. Building Early Chapter-Book Readiness

The lessons prepare children to handle longer, denser texts, such as early chapter books, by developing skills for:

- narrative tracking
- sustaining attention
- memory and sequencing

Why this matters:

Supports smooth transition from simple texts to more complex story reading.

3. Stepwise Strategy Instruction

Each lesson follows a consistent parent-child-step structure:

1. Set a purpose or focus
2. Child reads (words, sentences, or paragraphs)
3. Check comprehension or recall

4. Affirm strategy and confidence

Why this matters:

Structured guidance reinforces deliberate reading habits.

4. Active Tracking Skills

Children are explicitly taught to:

- notice who the story is about (characters)
- remember what happens (actions/events)
- interpret pronouns as references
- maintain attention over multiple paragraphs

Why this matters:

Develops metacognitive skills and supports independent comprehension.

5. Emphasis on Calm, Confident Reading

Lessons focus on:

- regulated reading (not rushing)
- stamina for longer passages
- reflection on experience

Why this matters:

Confidence and calm attention are essential for sustained reading and building a reader identity.

6. Progress Monitoring with a Checkpoint

Lesson 85 acts as a Level Checkpoint to confirm:

- character and action tracking
- comprehension over multiple paragraphs
- use of prior decoding strategies (multisyllabic words, morphology)

Why this matters:

Ensures readiness before moving to more complex reading tasks.

7. Integration of Decoding and Comprehension

While the focus shifts to narrative, decoding skills remain important. Children must read multisyllabic words accurately while also understanding story meaning.

Why this matters:

Shows reading is both skill and strategy. Accuracy supports comprehension, and comprehension gives purpose to decoding.

In summary:

Lessons 81–85 transition children from word-level and sentence-level reading to story-level reading, teaching them to:

- track characters and actions
- understand pronouns
- sustain attention across multiple paragraphs
- reflect on their reading

LESSON 81 – Tracking Characters Across a Paragraph

Purpose: Your child learns to keep track of **who** a paragraph is about across multiple sentences. This supports comprehension, memory, and early chapter-book readiness.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview the paragraph	Say: "This paragraph is about one person. Let's see who it is."	Looks at the paragraph.	Focusing on something keeps attention steady.
Step 2: Child reads	Ask your child to read the paragraph.	Reads steadily.	Watch children read accurately while keeping meaning in mind.
Step 3: Identify the character	Ask: "Who is this paragraph about?"	Names the character.	Keeping track of characters helps children understand the story.
Step 4: Affirm strategy	Say: "You kept track of who the story was about."	Feels confident.	Helps children read with a clear goal.

LESSON 82 – Tracking Actions Across Sentences

Purpose: Your child practises following **what happens** across sentences, not treating each sentence as isolated. This supports narrative flow and understanding.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set purpose	Say: "Read this to find out what the character does."	Prepares to read.	Knowing why they are reading helps maintain attention.
Step 2: Child reads	Ask your child to read a short paragraph.	Reads carefully.	Check that children stay focused through whole sentences.
Step 3: Recall actions	Ask: "What did the character do first? Then what?"	Recalls actions in order.	Putting events in order helps children understand and remember.
Step 4: Affirm effort	Say: "You followed what happened step by step."	Feels capable.	Encourages learners to track what happens in the story.

LESSON 83 – Understanding Pronouns (he, she, they)

Purpose: Your child learns that pronouns refer back to characters already introduced. This prevents confusion as texts become denser and prepares for chapter-book reading.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain simply	Say: "Sometimes stories use words like <i>he</i> or <i>she</i> instead of names."	Listens.	Simple explanation prevents misunderstanding.
Step 2: Read paragraph	Ask your child to read a paragraph with pronouns.	Reads the paragraph.	Watch decoding remain accurate.
Step 3: Clarify reference	Ask: "Who does <i>he</i> mean?"	Identifies the character.	Watching pronouns carefully helps learners make sense of the text.
Step 4: Affirm understanding	Say: "You knew who the story was talking about."	Feels confident.	Encourages learners to read for meaning.

LESSON 84 – Sustaining Attention Over Multiple Paragraphs

Purpose: Your child practises reading more than one paragraph in a sitting while staying regulated and engaged. This builds stamina for longer texts.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set clear goal	Say: "Today we'll read two short paragraphs."	Looks at both paragraphs.	Clear goals reduce overwhelm.
Step 2: Child reads	Ask your child to read both paragraphs, pausing between them.	Reads steadily.	Watch for tiredness or rushing.
Step 3: Brief pause	After the first paragraph, say: "Take a breath, then keep going."	Resumes reading.	Self-control helps children keep going.
Step 4: Reflect	Ask: "How did it feel to read both parts?"	Shares a response.	Thinking about what they did helps children know themselves better.

LESSON 85 – Level Checkpoint: Early Chapter-Book Readiness

Purpose: This checkpoint confirms that your child can track characters, actions, and meaning across multiple paragraphs while decoding multisyllabic words accurately and calmly.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read two short, connected paragraphs independently.	Reads on their own.	Notice children's confidence, energy and strategy use.
Step 2: Comprehension check	Ask: "Who was the story about?" and "What happened?"	Answers correctly.	Shows that children understand the story.
Step 3: Reflect together	Say: "You followed the story across paragraphs."	Feels proud.	Helps children see themselves as readers.

Step 4: Decide next steps	Decide whether to consolidate or move forward.	Responds naturally.	Progress follows readiness, not lesson count.
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LESSON 86–90

1. Focus on Chapter-Book Reading Skills

These lessons continue the progression from narrative tracking (Lessons 81–85) and focus on **managing more complex story structures**. Children practice:

- understanding **dialogue**
- tracking **who is speaking** across multiple lines
- recognising **paragraph shifts** for new actions, ideas, or speakers
- holding meaning **across longer sections of text**

Why this matters:

These are essential skills for reading early chapter books, where stories are longer, dialogue appears frequently, and the text structure is denser.

2. Integration of Reading Accuracy, Expression, and Comprehension

Children are taught to **read accurately** while also:

- using **expression** for dialogue
- linking speech to **characters**
- noticing **structural cues** like new paragraphs
- summarising **key meaning across a page**

Why this matters:

Supports fluent, meaningful reading and prepares children for independent reading of longer texts.

3. Stepwise Parent-Child Structure

Each lesson follows the same **four-step scaffolded format**:

1. Explain or preview focus (dialogue, paragraph breaks, holding meaning)
2. Child reads the text (sentence, paragraph, or page)
3. Comprehension check (who, what, changes, summary)
4. Affirmation and reflection

Why this matters:

Structured guidance reinforces both **reading strategies** and **confidence**.

4. Emphasis on Tracking and Structural Awareness

Children explicitly learn to track:

- **Speakers** in dialogue
- **Paragraph shifts** signaling new ideas or actions
- **Story meaning** across multiple sentences or a full page

Why this matters:

This develops **metacognitive reading skills**: children become aware of how stories are built and how to follow them logically.

5. Stamina and Regulation

Lessons build:

- **Reading endurance** for longer texts
- **Calm, regulated reading**
- **Confidence in maintaining comprehension across longer sections**

Why this matters:

Stamina, focus, and regulation are crucial for independent chapter-book reading.

6. Progress Monitoring with a Checkpoint

Lesson 90 acts as a **Level Checkpoint**, confirming that children can:

- decode complex words
- track dialogue and speakers
- follow paragraph shifts
- hold story meaning across longer text

Why this matters:

Ensures readiness before moving on to longer, more complex books.

7. Culmination of Previous Skills

These lessons **build on all prior reading strategies** introduced in Lessons 41–85 (phonics, silent E, suffixes, multisyllabic words, narrative tracking) and integrate them in **longer, structured texts with dialogue**.

Why this matters:

It's the final bridge from short texts and sentences to **independent chapter-book reading**.

In summary:

Lessons 86–90 are about **reading like a chapter-book reader**: children manage dialogue, paragraph shifts, and story meaning over longer text while decoding accurately, expressing speech, and sustaining focus. They are the **capstone lessons** for the early reading sequence.

LESSON 86 – Understanding Dialogue in Text

Purpose: Your child learns that quotation marks show **someone is speaking** and that dialogue helps tell the story. This lesson supports comprehension, expression, and narrative understanding.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain dialogue	Say: "These marks show someone is talking." Point to quotation marks.	Looks at the punctuation.	Understanding speech punctuation prevents story confusion.
Step 2: Model reading dialogue	Read a sentence with dialogue (e.g., "'Stop!' said Sam.>").	Listens.	Shows how to change voice and pause when reading.
Step 3: Child reads	Ask your child to read the dialogue sentence.	Reads with slight expression.	Any change in tone shows understanding.
Step 4: Identify speaker	Ask: "Who said that?"	Identifies the speaker.	Helps children match speech with characters.

LESSON 87 – Tracking Speakers Across Dialogue

Purpose: Your child practises keeping track of **who is speaking** when dialogue appears multiple times. This skill is essential for chapter-book comprehension.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Preview	Say: "Let's pay attention to who is talking."	Prepares to read.	Focused reading supports comprehension.
Step 2: Child reads	Ask your child to read a short paragraph with dialogue.	Reads carefully.	Check that reading stays correct while following who is speaking.
Step 3: Clarify	Ask: "Who said that line?"	Identifies the speaker.	Tracking speakers helps children understand the story.
Step 4: Affirm strategy	Say: "You figured out who was talking."	Feels confident.	Reinforces comprehension strategies.

LESSON 88 – Paragraph Shifts and New Ideas

Purpose: Your child learns that a new paragraph often signals a **change in action, time, or speaker**. This supports deeper understanding of story structure.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain paragraphs	Say: "When the text starts on a new line, something new is happening."	Looks at the paragraph break.	Knowing paragraphs helps children understand the story's structure.
Step 2: Child reads	Ask your child to read two short paragraphs.	Reads both paragraphs.	Watch attention across the break.
Step 3: Identify change	Ask: "What changed in the second paragraph?"	Identifies a new action or idea.	Watching for story changes helps learners make sense of the text.

Step 4: Affirm	Say: "You noticed the change."	Feels successful.	Helps children notice how words or sentences are built.
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LESSON 89 – Holding Meaning Across a Page

Purpose: Your child practises holding meaning across an entire page of text. The goal is stamina, comprehension, and calm persistence—not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set goal	Say: "Today we'll read this whole page."	Looks at the page.	Having clear goals helps children feel calm.
Step 2: Child reads	Ask your child to read the full page.	Reads steadily.	Notice how children use strategies and manage themselves.
Step 3: Pause for recall	Ask: "What happened on this page?"	Summarises simply.	Summarising checks comprehension.
Step 4: Reflect	Say: "You kept track of the story."	Feels proud.	Builds reader confidence.

LESSON 90 – Level Checkpoint: Chapter-Book Skills

Purpose: This checkpoint confirms that your child can decode complex words, track dialogue and speakers, follow paragraph shifts, and hold meaning across longer sections of text.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a full page or two short pages independently.	Reads independently.	Watch how learners stay steady, use strategies, and stay calm.
Step 2: Comprehension check	Ask: "Who was speaking?" and "What happened?"	Answers correctly.	Shows that children understand the story.
Step 3: Reflect together	Say: "You read like a chapter-book reader."	Feels proud.	Supports learners in becoming confident readers.
Step 4: Decide next steps	Decide whether to consolidate or move forward.	Responds naturally.	Progress follows readiness.

LESSON 91–95

1. Focus on Independent Chapter-Book Reading

These lessons shift from guided reading to self-directed reading. Children are now expected to:

- read short sections of a chapter book on their own
- maintain stamina and focus
- apply previously learned strategies independently

Why this matters:

This is the transition from learning to read to reading independently, a major milestone in literacy development.

2. Emphasis on Metacognition and Self-Monitoring

Children learn to monitor their own understanding:

- noticing when meaning breaks down
- stopping and repairing comprehension
- reflecting on how reading felt

Why this matters:

Develops critical self-regulation skills and builds the ability to read with awareness, not just decoding words.

3. Developing Higher-Level Comprehension Skills

Lessons explicitly target deeper understanding, including:

- Inference: reasoning about characters' feelings or motives using textual clues
- Sequencing events: tracking story events across multiple pages
- Connecting meaning: linking new events to earlier ones in the story

Why this matters:

Supports true narrative understanding, going beyond word recognition to thinking like a reader.

4. Stamina, Persistence, and Regulation

Children practice:

- reading longer sections calmly
- maintaining attention across pages
- managing emotions and focus during independent reading

Why this matters:

Strengthens endurance for chapter-book reading and protects motivation and confidence.

5. Stepwise Scaffolded Approach

Each lesson follows the familiar four-step scaffold:

1. Set purpose or explain focus
2. Child reads the text
3. Comprehension or metacognitive check
4. Affirm, reflect, and plan next steps

Why this matters:

Supports independence while maintaining structure, ensuring children consolidate strategies confidently.

6. Level Checkpoint for Readiness

Lesson 95 acts as a checkpoint, confirming that the child can:

- read independently
- monitor comprehension
- make inferences
- recall and connect story events

Why this matters:

Ensures children are ready for ongoing, independent chapter-book reading without heavy parent support.

Summary**Lessons 91–95 capstone the chapter-book sequence:**

- They transition children to independent reading.
- Emphasize self-monitoring and metacognition.
- Develop higher-order comprehension like inference and sequencing.
- Build stamina, regulation, and reader identity.

LESSON 91 – Independent Chapter-Book Reading (Short Sections)

Purpose: Your child begins reading short sections of a chapter book independently. The focus is stamina, confidence, and strategy use—not speed or volume.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say: “You’ll read this short section by yourself. I’ll sit nearby.”	Looks at the section and prepares.	Knowing limits keeps learners relaxed and safe from overexertion.
Step 2: Child reads	Stay quiet and present while the child reads a short section.	Reads independently.	Notice if children fix mistakes and stay calm while working.

Step 3: Pause and reflect	Ask: "How did that feel?"	Shares a feeling or brief response.	Emotional check-ins protect motivation.
Step 4: Affirm independence	Say: "You handled that reading on your own."	Feels capable.	Supports learners in becoming confident, independent readers.

LESSON 92 – Monitoring Understanding While Reading

Purpose: Your child learns to notice when meaning breaks down and to stop and fix it. This lesson builds metacognitive awareness.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain monitoring	Say: "Good readers notice if something doesn't make sense."	Listens.	Clear explanations help children check their own work.
Step 2: Child reads	Ask your child to read a short section.	Reads attentively.	Watch for signs of confusion or hesitation.
Step 3: Prompt reflection	Ask: "Did that part make sense?"	Answers yes/no.	Awareness of what learner knows is important.
Step 4: Repair meaning	If unclear, say: "Let's reread that part."	Rereads.	Going back over the text helps learners understand better.

LESSON 93 – Deeper Inference in Narrative Text

Purpose: Your child practises drawing conclusions about characters' feelings or motives using multiple clues from the text.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a section	Ask your child to read a short narrative section.	Reads steadily.	Literal understanding comes first.
Step 2: Ask inference question	Ask: "How do you think the character felt? Why?"	Gives a reasoned answer.	Inferences must come from what's written.
Step 3: Point to evidence	Ask: "What in the story helped you know?"	Refers to words or actions.	Using evidence from the text helps children understand better.
Step 4: Affirm thinking	Say: "You used clues from the story."	Feels confident.	Encourages learners to think about the text in depth.

LESSON 94 – Tracking Story Events Across Pages

Purpose: Your child practises remembering and connecting events that happen across more than one page, a core chapter-book skill.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set purpose	Say: "Read this page to find out what happens next."	Prepares to read.	Having a goal helps children focus longer.
Step 2: Child reads	Ask your child to read one to two pages.	Reads steadily.	Notice children's energy and strategy use.
Step 3: Recall events	Ask: "What happened on this page?"	Summarises main events.	Following sequences proves learners understand the story.
Step 4: Connect to earlier events	Ask: "How does this connect to what happened before?"	Makes a connection.	Connecting events helps children understand the story better.

LESSON 95 – Level Checkpoint: Independent Chapter-Book Reading

Purpose: This checkpoint confirms readiness for ongoing independent chapter-book reading, including stamina, decoding accuracy, comprehension, and self-monitoring.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a longer section independently.	Reads without help.	Notice children's confidence, self-control, and steady effort.
Step 2: Comprehension discussion	Ask: "What happened? Why did it matter?"	Explains simply.	Understanding and thinking are more important than remembering every detail.
Step 3: Reflect	Say: "You read and understood a big part of the story."	Feels proud.	Helps children see themselves as confident readers.
Step 4: Decide next steps	Decide whether to consolidate or move forward.	Responds naturally.	Progress follows readiness, not lesson count.

LESSON 96-100

Focus on Sustained, Independent Reading

1. These lessons all emphasize reading independently for longer sections of text, moving from short passages to chapter-length sections.

- Children are expected to read without help, applying all prior decoding and comprehension strategies.
- Stamina and calm persistence are explicitly practiced and reinforced.

Why this matters:

This solidifies the transition from guided reading to being a confident, self-sufficient reader.

2. Emphasis on Metacognition and Self-Monitoring

Children are taught to notice when comprehension breaks down and take steps to repair meaning:

- pausing when confused
- reflecting on understanding
- using strategies to clarify or reread

Why this matters:

Fosters self-regulated reading, preparing children to tackle texts independently.

3. Development of Higher-Order Comprehension Skills

These lessons move beyond recalling events to thinking about bigger ideas in texts:

- Identifying themes and ideas (friendship, courage, problem-solving)
- Connecting events to meaning
- Making inferences grounded in the text

Why this matters:

Supports deeper reading comprehension and analytical thinking.

4. Reflection and Reader Identity

Children are encouraged to reflect on progress and growth:

- noticing improvement in ease and accuracy
- recognizing their reading strategies
- developing a strong reader identity

Why this matters:

Builds motivation, confidence, and a long-term positive relationship with reading.

5. Structured, Scaffolded Approach

Every lesson follows the familiar four-step format:

1. Set purpose or expectations
2. Child reads independently
3. Check comprehension or insight
4. Affirm, reflect, and decide next steps

Why this matters:

Maintains consistency and support while emphasizing independence.

6. Level Checkpoints for Mastery

Lessons 95, 100 (and related lessons in this sequence) serve as checkpoints:

- Confirm readiness for longer, independent reading
- Assess stamina, decoding, comprehension, and strategy use
- Celebrate achievement and solidify confidence

Why this matters:

Ensures children are truly independent readers, ready to continue reading chapter books on their own.

Summary

Lessons 96–100 are the culmination of the reading programme, focusing on:

- Independent, sustained reading
- Self-monitoring and comprehension repair
- Higher-order thinking (themes, connections, inferences)
- Reflection and reader identity
- Confidence, persistence, and celebration of progress

LESSON 96 – Sustained Independent Reading

Purpose: Your child practises reading for a longer, uninterrupted stretch of time. The focus is endurance, self-regulation, and staying engaged with meaning—not speed.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set a clear goal	Say: “Today you’ll read this section on your own. We’ll stop when the timer ends.”	Looks at the section and prepares.	Boundaries reduce stress and keep children from doing too much.
Step 2: Child reads	Sit nearby and remain quiet while the child reads for 10–15 minutes.	Reads independently.	Watch how learners sit, pace themselves and keep going calmly.
Step 3: Gentle check-in	When finished, ask: “How did that feel?”	Shares a feeling or brief response.	Emotional awareness keeps learners motivated over time.
Step 4: Affirm stamina	Say: “You stayed with the reading the whole time.”	Feels capable.	Teaches learners that lasting effort is success.

LESSON 97 – Monitoring Comprehension Over Longer Text

Purpose: Your child strengthens the habit of checking understanding across longer sections and fixing meaning when it breaks down.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain strategy	Say: "Readers stop and think if something doesn't make sense."	Listens.	Explaining clearly helps learners understand how they learn.
Step 2: Child reads	Ask your child to read a longer section.	Reads attentively.	Watch for natural pauses or rereading.
Step 3: Meaning check	Ask: "Did everything make sense?"	Responds yes/no with explanation.	Children need to notice when something does not make sense.
Step 4: Repair meaning	If needed, suggest rereading or slowing down.	Rereads or clarifies.	Knowing how to fix confusion protects comprehension.

LESSON 98 – Connecting Themes and Ideas

Purpose: Your child begins noticing **bigger ideas** (friendship, problem-solving, courage) across a story, not just events. This supports deeper comprehension.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a section	Ask your child to read a meaningful section of the story.	Reads steadily.	Children need to understand the basic meaning first.
Step 2: Ask a theme question	Ask: "What is this part mostly about?"	Gives a simple idea.	Big-picture thinking deepens comprehension.
Step 3: Link to text	Ask: "What happened that showed that?"	Refers to events or actions.	Keeps ideas tied to what is written.
Step 4: Affirm insight	Say: "You noticed an important idea."	Feels thoughtful and capable.	Encourages more complex thinking while reading.

LESSON 99 – Reflecting on Reading Growth

Purpose: Your child reflects on their reading journey and recognises progress. This lesson strengthens confidence and a positive reader identity.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Look back	Say: "Think about how reading felt a while ago."	Reflects briefly.	Thinking about what they did helps children know themselves better.
Step 2: Compare	Ask: "What feels easier now?"	Names changes.	Recognising growth boosts confidence.
Step 3: Affirm progress	Say: "You've learned many reading strategies."	Feels proud.	Confidence helps children stick with the task.
Step 4: Encourage ownership	Say: "You are a reader."	Accepts the identity.	When children feel like readers, they keep reading.

LESSON 100 – Final Checkpoint: Independent, Confident Reader

Purpose: This final checkpoint confirms that your child can read independently with stamina, accuracy, comprehension, and self-monitoring—and sees themselves as a capable reader.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a chapter-length section independently.	Reads without assistance.	Notice children’s confidence, calmness, and steady effort.
Step 2: Deep comprehension talk	Ask: “What happened? Why did it matter?”	Explains thoughtfully.	Insight matters more than recall.
Step 3: Reflect together	Say: “You can read and understand books on your own.”	Feels proud and confident.	Helps learners see themselves as readers.
Step 4: Celebrate	Acknowledge completion of the programme.	Celebrates success.	Ending on a positive note boosts motivation.

LESSON 101–105

1. Focus on Full-Chapter Independent Reading

- Children are now reading **entire chapters**, not just sections or pages.
- The emphasis is on **stamina, persistence, and calm focus**.
- Independent reading is done **without interruption**, with the parent present but unobtrusive.

Why this matters:

Prepares children for real, uninterrupted reading experiences like full books, building confidence and self-reliance.

2. Tracking Complex Narrative Elements

- Children are expected to **track multiple characters** and their actions across a chapter.
- They also observe **events, sequences, and cause-and-effect relationships**.

Why this matters:

Supports **deep comprehension** of more complex stories and strengthens logical thinking in narrative contexts.

3. Strategic Self-Monitoring

- Lessons emphasize **metacognition**: noticing when meaning breaks down and taking steps to repair it.
- Children practice **pausing, rereading, and clarifying** independently.

Why this matters:

Promotes **self-regulated reading**, crucial for lifelong reading habits and comprehension over longer texts.

4. Higher-Order Comprehension Skills

- Children begin connecting events to reasons and understanding **why things happen** (cause-and-effect).
- They discuss meaning, significance, and reasoning beyond literal recall.

Why this matters:

Encourages **analytical thinking, inference, and evidence-based reasoning**, key for mature reading.

5. Reflection and Reader Identity

- Each lesson includes reflection: **“How did that feel?”** or **“What happened? Why did it matter?”**
- Affirming success and celebrating progress reinforces **pride and ownership of reading ability**.

Why this matters:

Builds a **strong reader identity** and fosters long-term engagement and motivation.

6. Level Checkpoints for Mastery

- Lesson 105 acts as a **culminating checkpoint** for this stage: confirming independent reading, strategic comprehension, and confidence over full chapters.

Why this matters:

Ensures readiness for **more advanced independent reading** and solidifies all previous skills into a cohesive ability.

Summary

Lessons 101–105 are the **final stage of chapter-reading mastery**:

- Independent reading of full chapters
- Tracking multiple characters, events, and cause-and-effect

- Monitoring and repairing comprehension independently
- Higher-order thinking about meaning and significance
- Reflection, affirmation, and reader identity building
- Checkpoint for mastery and progression

LESSON 101 – Reading Longer Chapters Independently

Purpose: Your child practises reading an entire short chapter independently. The focus is stamina, emotional regulation, and sustained comprehension over an extended text.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set expectations	Say: "Today you'll read a whole chapter on your own. You can take short pauses if needed."	Looks at the chapter and prepares.	When expectations are clear, children cope better.
Step 2: Independent reading	Sit nearby but do not interrupt or correct.	Reads the full chapter independently.	Notice children's stamina, self-correction, and steady effort.
Step 3: Gentle check-in	Ask: "How did that feel?"	Shares a brief response.	Managing emotions helps children keep reading over time.
Step 4: Affirm achievement	Say: "You stayed with a whole chapter."	Feels capable.	Builds confidence and helps children keep going.

LESSON 102 – Tracking Multiple Characters

Purpose: Your child learns to track more than one character across a chapter. This supports comprehension as narratives become more complex.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Set focus	Say: "This chapter has more than one character. Let's keep track of who is who."	Prepares to read.	Helping children see the goal supports attention.

Step 2: Child reads	Ask your child to read a chapter section.	Reads independently.	Watch for confusion between characters.
Step 3: Clarify roles	Ask: "Who was in this part? What did they do?"	Identifies characters and actions.	Keeping track of characters helps children understand the story.
Step 4: Affirm understanding	Say: "You kept track of different people."	Feels confident.	Encourages children to track and tell stories.

LESSON 103 – Understanding Cause and Effect

Purpose: Your child practises recognising **why** events happen in a story. This builds deeper comprehension and logical thinking.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a section	Ask your child to read a chapter section where something happens.	Reads carefully.	Literal understanding comes first.
Step 2: Ask why	Ask: "Why did that happen?"	Gives a reason.	Thinking about what happens and why improves comprehension.
Step 3: Link to text	Ask: "What in the story caused it?"	Points to an action or event.	Keeps ideas connected to what's written.
Step 4: Affirm reasoning	Say: "You explained why it happened."	Feels capable.	Helps children understand things in a logical way.

LESSON 104 – Monitoring Understanding Across a Chapter

Purpose: Your child strengthens self-monitoring over a full chapter, noticing confusion and repairing meaning independently.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Explain strategy	Say: "Good readers notice if something doesn't make sense in a chapter."	Listens.	Clear thinking-about-thinking helps children work on their own.
Step 2: Child reads	Ask your child to read a full chapter or long section.	Reads attentively.	Watch learners naturally go back or pause while reading.
Step 3: Reflection	Ask: "Was there any part that was confusing?"	Identifies a part or says no.	Children need to notice when something doesn't make sense.
Step 4: Repair	If needed, suggest rereading or slowing down.	Rereads or clarifies.	Using strategies to fix mistakes keeps meaning clear.

LESSON 106–110

1. Focus on Higher-Order Comprehension

- Children move beyond recalling events to identifying main ideas, themes, and character development.
- They analyze how characters change, connections across the story, and broader meaning.

Why this matters:

This is advanced comprehension, supporting academic reading, critical thinking, and reflective engagement with text.

2. Emphasis on Self-Directed Reading

- Children are practicing choosing what and when to read.
- They engage in reading as a habit, with intrinsic motivation rather than adult prompts.

Why this matters:

Builds autonomy, ownership and lifelong reading habits, which is the ultimate goal of a reading curriculum.

3. Evidence-Based Thinking

- Children are encouraged to support answers with evidence from the text, not just guess or rely on memory.
- This includes identifying how characters change or what events illustrate a theme.

Why this matters:

Reinforces analytical reading skills and the habit of grounding conclusions in text.

4. Reflection and Reader Identity

- Lessons include reflective discussion and affirmation of growth: “You are a strong, independent reader.”
- Children acknowledge their progress, insight, and enjoyment of reading.

Why this matters:

Builds a positive, self-aware reader identity, encouraging long-term engagement and confidence.

5. Final Curriculum Checkpoint

- Lesson 110 serves as a culminating checkpoint, confirming:
 - Stamina and focus
 - Deep comprehension
 - Self-monitoring
 - Reader identity

Why this matters:

Marks the transition from “learning to read” to “reading to learn”, a major milestone in literacy development.

Summary

Lessons 106–110 are the final stage of the reading curriculum, focusing on:

1. Higher-order comprehension: main ideas, themes, character change, connections
2. Self-directed reading habits and autonomy
3. Evidence-based reasoning and analysis
4. Reflection, identity, and pride in reading
5. Culminating checkpoint for readiness as an independent, lifelong reader

LESSON 105 – Level Checkpoint: Independent, Strategic Reader

Purpose: This checkpoint confirms that your child can read independently over long texts, track characters and events, understand cause and effect, and monitor comprehension—hallmarks of a confident lifelong reader.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent chapter reading	Ask your child to read a full chapter independently.	Reads with confidence.	Notice if children keep trying, use strategies, and stay calm.
Step 2: Deep comprehension talk	Ask: “What happened? Why did it matter?”	Explains thoughtfully.	Depth of understanding matters most.
Step 3: Reflect together	Say: “You read and understood a full chapter.”	Feels proud.	Makes a child’s reading identity stronger.
Step 4: Celebrate	Acknowledge completion of this level.	Celebrates success.	Finishing well encourages learners to keep trying.

LESSON 106 – Identifying the Main Idea of a Chapter

Purpose: Your child learns to identify what a whole chapter is mostly about, rather than focusing on individual events. This supports higher-level comprehension and academic reading readiness.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a chapter	Ask your child to read a full chapter independently.	Reads the chapter.	Accurate reading and endurance come first.
Step 2: Ask main-idea question	Ask: “What was this chapter mostly about?”	Gives a broad idea.	Main idea thinking goes beyond retelling events.
Step 3: Narrow the focus	If needed, say: “Can you say it in one sentence?”	Refines response.	Summarising ideas helps children understand better.
Step 4: Affirm thinking	Say: “You picked the most important idea.”	Feels confident.	Encourages learners to think beyond the basics.

LESSON 107 – Making Connections While Reading

Purpose: Your child practises connecting the text to earlier parts of the story, other books, or personal experience. This deepens engagement and meaning.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read a section	Ask your child to read a chapter section.	Reads independently.	Getting the literal meaning is essential before deeper understanding.
Step 2: Prompt a connection	Ask: "Does this remind you of something earlier in the story?"	Makes a connection.	Seeing how ideas connect supports understanding and remembering.
Step 3: Link to text	Ask: "What part made you think of that?"	Refers back to text.	Makes sure connections come from the text, not guesswork.
Step 4: Affirm insight	Say: "You connected ideas across the book."	Feels thoughtful.	Reinforces deep reading habits.

LESSON 108 – Understanding Character Change

Purpose: Your child learns to notice how characters change across a story. This supports emotional understanding and narrative depth.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Read key sections	Ask your child to reread two short sections from different parts of the book.	Reads both sections.	Looking at different parts helps children understand better.
Step 2: Ask about change	Ask: "How is the character different now?"	Describes a change.	Recognising change shows deep comprehension.
Step 3: Use evidence	Ask: "What shows you that?"	Points to actions or words.	Using proof from the text is very important.
Step 4: Affirm reasoning	Say: "You noticed how the character grew."	Feels capable.	Helps children think carefully about what they read.

LESSON 109 – Reading as a Self-Directed Habit

Purpose: Your child practises choosing when, where, and what to read, building independence and ownership of reading as a daily habit.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Offer choice	Say: "You can choose what and when to read today."	Chooses a book and time.	Choice increases motivation.
Step 2: Independent reading	Step back and allow uninterrupted reading.	Reads independently.	Observe if children are focused without prompting.

Step 3: Gentle check-in	Ask: "What made you want to read that?"	Explains choice.	Thinking about what they did helps children notice their learning.
Step 4: Affirm autonomy	Say: "You're choosing reading for yourself."	Feels empowered.	Learners who read on their own are more likely to read forever.

LESSON 110 – Final Curriculum Checkpoint: Lifelong Reader

Purpose: This final checkpoint confirms that your child reads independently with stamina, deep comprehension, self-monitoring, and a strong reader identity. This is the transition from *learning to read* to *reading to learn*.

STEP	WHAT THE PARENT SAYS / DOES	WHAT THE CHILD DOES	WHAT TO WATCH FOR & WHY IT MATTERS
Step 1: Independent reading	Ask your child to read a chapter or extended section independently.	Reads confidently.	Watch calm focus and strategy use.
Step 2: Reflective discussion	Ask: "What did this book give you?"	Reflects thoughtfully.	Understanding is more important than remembering details.
Step 3: Name identity	Say: "You are a strong, independent reader."	Accepts the identity.	Seeing themselves as readers helps children keep reading.
Step 4: Celebrate completion	Celebrate completion of the full curriculum.	Celebrates achievement.	Ending on a good note helps children stay motivated.

Conclusion

This programme is designed to help your child grow into a confident, independent reader. Each lesson is short and focused, making it easy to fit into daily routines, while giving your child the chance to build strong reading skills, understand what they read and enjoy stories more fully.

Progress comes from regular practice, patience and encouragement. Every activity builds on the one before it, helping your child move forward at their own pace without pressure. Over time, small, consistent efforts add up to real progress, helping your child become a fluent, thoughtful reader.

As a parent, your support is key. By celebrating successes, encouraging reflection and gently guiding your child through challenges, you help them develop not only reading skills but also confidence, curiosity and a love of reading.

By the end of this programme, your child will be able to read independently, understand stories deeply and enjoy reading for both learning and pleasure. The skills and habits they develop here will give them a strong foundation for a lifetime of reading.