



PDF VERSION OF ONLINE TRAINING MODULES

Training Module 1: Getting Started

To be completed after codeword SPLISH (Lesson 2)

Accessing the lesson zone

Welcome to DM Easyread! Over the next couple of weeks we will be guiding you through a short training suite to make sure you are completely familiar with the system. Each of the training modules consists of written explanations and easy quizzes that are designed to be completed at specific points along the course. We'll send you a message through the system when it's time for you to do another module.

Your role as facilitator is critical to the success of the program. So we really need you to find the time to understand it all, so you can get the best results possible.

Although we monitor each child's progress through various online assessments, you are our eyes and ears on the ground, so it's important you know what to look for and feed back to us if there are any red flag issues.

Let's move on to a bit of technical training to help you get started.

After entering your login details, you'll come into the Lesson Zone. Click log in to access the day's lesson. You'll have to enter the child's three digit password first.

Finding a lesson rhythm

The system works best when the lessons are completed in one 15-minute sitting. We have found doing two lessons a day is a mistake, because the child tends to burn out of enthusiasm before we have completed the process.

Try to get as close to one lesson per day as possible. Momentum is important. There will always be days, of course, when you are too busy or the child is too tired to get benefit from the lesson, but doing 5-7 lessons per week is a realistic target.

There is a 1-hour lesson lockdown after the 15 minutes, which means you can't log in twice within an hour. So don't log into the lesson before you are ready to start, because you risk being locked out.

Lesson set-up and environment

The lessons are best done using a mouse rather than a touchpad, and speakers rather than headphones, so that the person doing the lessons with the child can be an active participant.

We strongly recommend using Chrome as your default browser for the lessons. If you see a glitch, that is one of the first things we will recommend!

It is also important to create a calm, quiet and positive environment. The more relaxed and at ease the child is, the quicker you will see results. Right from the moment you suggest doing a session, it should be in a positive way, rather than a come-on-you've-got-to-do-your-lessons sort of way.

At every stage we need to support and encourage the learner in every way we can. So work through the lessons as a team. You will hear that the lesson audio affirms almost everything the children do right. It is good to do the same at your end too. If something goes wrong, we try to empathize with the difficulty, rather than criticize the mistake.

Codewords and prizes

Throughout the course we use codewords to motivate progress and reward the learner for work well done. When you get a codeword you enter it beside the login button. The prize will then be sent to the address on your account. For school accounts, the codewords correspond to certificates that you can print out from the Help page – so there's no need to enter the codewords for schools.

You are logged in as **David Morgan**

You have 2 new messages from Easyread
read now

To begin your lesson, click on the green 'login' button next to the learner and course name.

Game Test Area
Try the new games that we're developing!

Name	Course		Date of birth
Morgan, Oscar	Accelerator	log in codeword! help	1 Jan 2000

With each codeword comes a training update for you in email form, and occasionally a request for you to send us a bit of information about what you are seeing “on the ground” in the lessons. Those will show up in an internal messaging system located in the left sidebar. If you have a question, just pop it into a message and we will get right back to you. Equally, it is important to read the messages we send you. They are vital and the closer we work together the better the result you will see.

Quiz

1. Is doing 2 lessons per day better than doing 1 lesson?
 - a) Yes
 - b) No
 - c) Doesn't matter
2. Is doing 20 minutes in a session better than doing 15 minutes?
 - a) Yes
 - b) No
 - c) Doesn't matter
3. What is the ideal number of lessons per week?
 - a) 1-2 per week
 - b) 3-4 per week
 - c) 5-7 per week
4. Are the codewords and rewards generally very important?
 - a) Yes
 - b) No
 - c) Possibly
5. How much should you help your learner?
 - a) Work as a team through the lesson
 - b) Only if they are really stuck
 - c) Leave them to work it out
6. The lesson environment should be:
 - a) Calm, quiet and relaxed
 - b) In the heart of the home
 - c) Wherever it can get done

Answers: 1. (b) 2. (b) 3. (c) 4. (a) 5. (a) 6. (a)

Accessing the Admin Zone

The Admin Zone is the next area to explore. You switch to the Admin Zone in the left sidebar and will need to enter your password again. This is the area where you'll edit personal details like your contact info, if it changes. You can add new learners here too.

We take regular assessments of reading and spelling in order to track progress throughout the course after taking a baseline assessment at the outset. If you want to see the results of a child's Reading or Spelling Assessors, you can do so by clicking on the green button next to their name in the Admin Zone.

Learner accounts:

Child Name	Current Lesson	Reading Assessor	Spelling Assessor	Lessons This Week	Reading Zone Speed	Reading Zone Sessions	Reading Zone Accuracy	Spotter Accuracy	Eyetracker Time	Rhyme Time Accuracy
Oscar Morgan 	55	0	0	2	0	0	0	0	0	0

Key  View details |  Edit account

When interpreting the results, the R indicates Reading or the S Spelling. The next number (like L5 or L6) indicates their current level out of a total of 7 levels. These do not correspond to reading age! Rather, they are an internal measurement of Easyread progress that relates to word difficulty. The final number (like T3 or T7) indicates the average amount of time in seconds they spent on each word. Keep in mind that these are not the ideal way to see progress, and sometimes can be misleading since they take speed into account, not just accuracy. A slow accurate reader is still a very good reader!

There are also a number of graphs available for you to view in the Admin area - showing progression over time for things like reading speed and reading accuracy. These are most valuable when used to see trends over time, rather than an absolute score at a particular point in time.

Booking support appointments

When you need to book appointments to talk to us, we'll let you know. You can also book in to talk to us at any point; you have our unlimited support. Be sure you choose the correct AM/PM slot. You can also book in for a guided lesson through the same contact page, if we've suggested that you do so in a message.

Technical advice and printable resources

The final important area in your account is the Help page which has a bunch of useful resources available to you at any time. You can find advice on how to fix technical glitches here.

There is a printout of the trainertext image set here, along with other printable resources. The card set allows you to revise any of the characters. Cut out the cards and set aside the ones that are familiar. Then revise the tricky ones before each lesson. The best way to do that is to work on matching the single sound each image represents, not memorizing the whole rhyme. So if you hold up the 'bear with long hair' card, the learner says 'buh'.

Quiz

1. An assessment in the lesson log that shows as (R-L5-T9) would indicate:
 - a) Reading Assessment, Level 9 reached, in 5 seconds
 - b) Spelling Assessment, Level 5 reached, average time 9 seconds per word
 - c) Reading Assessment, Level 5 reached, average time 9 seconds per word
2. To have an interview to discuss progress, you:
 - a) book in through the contact page, for us to call you
 - b) call whenever suits
 - c) send us a message to reserve a time
3. When you have a technical glitch on a lesson:
 - a) Just give us a call
 - b) First try going through the first aid instructions in the help zone, then give us a call if that does not clear it
 - c) Get angry, frustrated and drop the whole idea of the child learning to read
4. If a child is struggling to remember the Trainertext characters:
 - a) Use the card set to help the child learn the unusual ones
 - b) Go over the early lessons again
 - c) Ignore the problem

Answers: 1. (c) 2. (a) 3. (b) 4. (a)

Training Module 2: How to Get the Best Results

To be completed after codeword FUNKY (Lesson 5)

3 Golden Rules

Well done for completing the first few lessons! I hope you are having fun. Let's review the 3 Golden Rules of Easyread.

1. Daily lessons

The first golden rule is to do lessons as close to daily as possible. It is crucial to develop a steady routine of 5 to 7 lessons per week. If you do less than 4 a week, the results will not be strong.

And remember to never do more than 15 minutes at a time. 15 minutes is the maximum length of time a child's brain can work at peak intensity. We have seen negative results when you push more than 15 minutes per day.

2. Help the learner

Golden rule two is that you must help as much as is necessary for the lesson to go well. It is normal as an adult to feel like you want kids to learn by working through something by themselves. However, with Easyread we'd like you to do the opposite! The lessons should be completed as a team. If something is too difficult, just coach them through the correct answers to avoid them getting discouraged or feeling negative about the whole process.

We have a little rule of thumb that we like to use whenever we are helping a learner through a lesson. We call it the Rule of Five. The Rule of 5 is "you can only say something about a mistake if you have said at least 5 positive things since the last mistake-related comment".

So, if I recorded you during a lesson it might go something like "Yes... good!... yup... well done... great... hang on, look at that again... good." You get the idea!

When you do have to correct the learner, comments like "oops, that was a tricky one", or "hang on, let's have another look" are much better than negatives like "no" or "wrong, try again".

Quite often we will have a learner who is struggling a bit and so we do a lesson over the phone. 9 times out of 10 we just use the Rule of 5 to change the child's psychology and

performance in around 30 seconds. It can feel weird when you first do it, if it is new. But it really works like magic!

3. Decode, decode, decode

So the first golden rule is the 15 minute lesson limit, and the second is to help lots. The third one is decode, decode, decode! An Easyread lesson should be like a visit to the Decoding Gym. Even if the learner can recognize a word, at least in the first few weeks we want to encourage decoding. That will build the subconscious map of letter patterns and sounds far quicker. Little routine errors on simple words are not a good sign.

Quiz

1. What are the first 3 Golden Rules of DM Easyread?
 - a) Daily rhythm, helping the learner, and decoding
 - b) Short lessons, minimal intervention, and using context clues
 - c) Only 4 lessons per week, not overloading the child, and focusing on comprehension
2. What is the maximum amount of time to spend on DM Easyread lessons each day?
 - a) 30 minutes
 - b) 10 minute
 - c) 15 minutes
 - d) As long as is necessary
3. What is the Rule of 5?
 - a) You must stop every 5 words and check for comprehension
 - b) You must praise 5 things the learner has done well before each correction
 - c) Read no more than 5 sentences per day
 - d) Cap your criticisms or corrections at 5 per lesson

Answers: 1. (a) 2. (c) 3. (b)

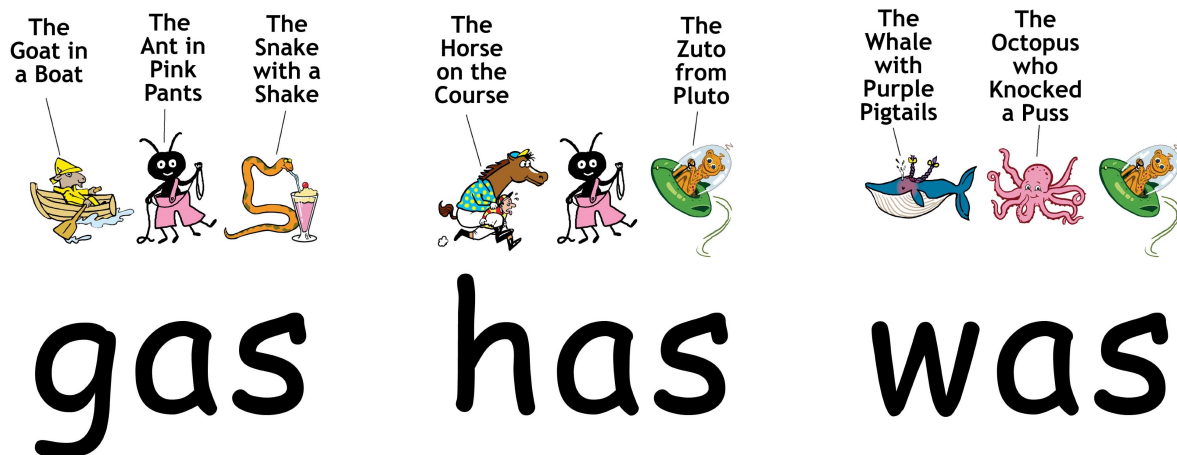
Guessing

The third golden rule — decode, decode, decode — brings us to discussing guessing. The majority of learners starting the course have a habit of sight-reading words visually and guessing the ones they don't know. This is the habit that we are trying to change.

Even after we've taught them to decode, some learners still cling to guessing because it feels easier and quicker than decoding. It usually takes most of the first few weeks to change that habit. If you see a learner consistently guessing or resisting decoding, please contact us. We will send a message to help the learner move away from guessing. It may not disappear overnight, but you should see guessing decreasing in the lessons steadily after starting the course. The easiest way to test whether or not a learner is guessing is by the number of mistakes made. Very gifted guessers may be able to fool you, but in general guessing shows up in errors, especially in the short words. That is one reason why we ask that you ensure the learner is doing the lessons out loud, so that you can monitor accuracy.

Using the trainertext visual phonics characters

The best way to erase a bad guessing habit is to use the trainertext characters which always show the correct way to decode every word. Each character represents one of the phonemes, or sounds, in the English language – so it's not a one to one correlation between letters and images, but rather sounds and images. If you take the letter 'o' for instance, it has several characters that might be above it, like the Octopus, or the Oak, or the Uncle. The Octopus might be shown above the other letters too, such as the letter 'a'. So the characters move around and can appear over different ones depending on the context. Look at the example of three similar but irregular words: gas, has, and was.



By using this method with the visual characters we can provide the learner with visual cues to decode the word properly, even if it's irregular! This is a truly innovative method that has been scientifically proven to work in academic research. If the use of the characters to represent phonics doesn't make sense to you, please get in touch as the coding of the sounds in each word is fundamental. It affects spelling too, after the brain learns how to connect the letter-to-sound patterns for reading.

There are so many different English language dialects. Our coding of the sounds is a best approximation. You can change your region in the Settings button in the story section, in Phase 2. If a word isn't correctly encoded, you can right-click it to alter the encoding. Then whenever you see that word in the future, it will show up correctly for your dialect. Try not to get too hung up on slight inconsistencies here and there with the way you would pronounce it. That slows down the process and most of the time the learner can figure out a slight tweak of the vowel sound to arrive at the correct word.

Quiz

1. One primary aim of Trainertext is:
 - a) To get as much reading done as possible
 - b) To get a learner decoding rather than guessing
 - c) To help a learner remember words
2. The learner should:
 - a) Do the lesson alone, but come and ask you for help when necessary
 - b) Get through the lesson as quickly as possible, using whatever technique works
 - c) Decode every word out loud to you, so that you can hear them practicing that
3. Most Trainertext characters are designed to represent:
 - a) One letter
 - b) One sound
 - c) One word

Answers: 1. (b) 2. (c) 3. (b)

Training Module 3: The Structure of Easyread

To be completed by codeword JEEP (Lesson 10)

Phase 1 - Foundation

Phase 1 is the Foundation phase, from Lesson 1 to 14. This teaches trainertext visual phonics, and everyone begins at the foundation level, no matter their starting ability. These early lessons teach how to use the characters to decode words. If a child has done some reading before, it can feel easy - but that is to be expected.

Phase 2 - Decoding

Phase 2 is the decoding practice phase, and it consists of 2 or 3 games with a reading section in the middle. It's designed to feel short and easy, because we want learners to learn how to decode words, rather than guess or sight-read. It's not about how much you can read in a daily lesson, but about reading every word the right way.

Learners start out in Phase 2 reading single words out of order, then re-reading them in phrases back in order. There is also a daily section where they have to decode only using the characters. That significantly builds up their auditory processing skills and is a huge part of rerouting the way they process text. In this images-only section, you can click to see the word revealed if you're really struggling. But in general if you've decoded something that is a real word rather than gobbledy-gook, you have got it correct! Don't click on every word. We don't want the child to have a visual memory of it for the next day's review reading.

Phase 2 is broken down into 3 levels of difficulty, moving from short stories, to medium stories, to long stories. In the short level - bottom bookshelf - there are only a handful of words each day. We want learners to decode every word out loud on this first bookshelf level, even simple words! That will start to re-engineer the way they process written text.

The characters start to disappear on the second bookshelf as we wean the learner off those 'training wheels' and get the brain decoding on its own. This should feel like a natural progression, but they can always click on a word to pop up the characters if needed.

Moving between levels and phases

The learner moves up to the second and third bookshelves when they pass a certain words per minute threshold, in combination with other factors. It's important not to rush this. Please

let them complete each lesson at their own pace. At these shelves, they can read out the words, just stopping to decode the tricky ones. No need to sound out every word.

You will see the learner improve steadily during Phase 2. Progress with outside reading is not quite as linear. There is generally some initial early improvement as confidence improves, followed by a long flat period, followed by a second surge. We guarantee you will see reading improvement by Lesson 90. Spelling work then kicks in around Lesson 90, with most learners showing spelling improvements around Lesson 150.

Picking books

It's fine for the learner to pick from any of the books available once they've unlocked a new library shelf of books. You should move up to a new bookshelf when you've unlocked it.

Quiz

1. The core of the lessons is:
 - a) Reading practice whichever way seems easiest
 - b) Learning phonic rules
 - c) Decoding every word with the help of the Trainertext
 - d) A mix of decoding and sight reading
2. Improvements generally start to show around:
 - a) Lesson 30
 - b) Lesson 60
 - c) Lesson 90
 - d) Lesson 120
3. Phase 2 lessons are designed to feel short and easy because:
 - a) We want to build up the learner's confidence with achievable daily practice
 - b) We want the lessons to be completed as quickly as possible
 - c) Hard lessons are only appropriate for older learners
 - d) We are catering to the lowest possible denominator so they must feel easy

Answers: 1. (c) 2. (c) 3. (a)

Phase 3 - Fluency

Phase 3 is the fluency phase. These are the books at the top of the library. Learners move up to Phase 3 books when they pass a certain words per minute threshold in combination with other technical assessments.

In Phase 3, the length of each reading session is based on time rather than a fixed length of text. We also add in comprehension questions to all Phase 3 books. Stories in this level are more difficult both in vocabulary and grammar.

We also add in spelling and typing games here, in addition to a free-writing game called Writing Lab, which is a space for children to explore putting words down on paper without worrying too much about spelling.

The final codeword comes on Lesson 223, which marks the official end of the course.

After Lesson 223, you are welcome to continue Easyread for a discount. If your learner needs more practice, they can get it.

Rate of improvement

As you move through these three phases, you will see various stages of improvement. We all want to get the quickest result possible for kids who are struggling. However, we are not trying to chase quick results here.

Although we have no scalpels, we are effectively doing brain surgery. We will be changing the way a child's brain operates when faced with text. And that is not easy to achieve and not quick. Neurons take time to grow even with the very best encouragement! It also varies from child to child how quickly neural change can happen.

So, if you want to see everything fixed in a few weeks, you are probably working with the wrong people and should cancel now. Remember that we usually see improvements starting to show in the outside reading around the Lesson 90 mark, with ongoing progress in fluency and spelling beyond that point.

Over the coming weeks and months we will be investing heavily in achieving the right outcome for the learner, so that they have a strong literacy base for everything they want to do over the coming years and decades. With that perspective I hope it makes sense to be patient with the process.

Quiz

1. The essential element to Phase 3 is:
 - a) More difficult words
 - b) Longer text to build experience and fluency faster
 - c) New games
2. Within DM Easyread there is:
 - a) A limited amount of material
 - b) Unlimited material to get the right result for each child
 - c) A fixed length of course that either succeeds or fails
3. The core aim of DM Easyread is:
 - a) Getting the quickest result possible
 - b) Changing the foundation to the learner's reading for long term success
 - c) Passing reading tests

Answers: 1. (b) 2. (b) 3. (b)

Reading materials outside of Easyread

We often get asked whether or not it's a good idea to do other reading, like school books. It is completely up to you, but if the learner expresses dislike for reading, or it stresses them out, it's usually best to leave it for the first month or two. Just take it at whatever pace feels right.

If you do decide to do outside reading, encourage the learner to decode each unfamiliar word, but step in instantly if he or she is struggling. Help them sound out the word. Then the child can blend the sounds into the word and carry on. We want you to reinforce the decoding approach that's being taught in Easyread without it being stressful.

Some parents employ a tutor to help their child as well as Easyread. While we support the urgency and commitment, we do not recommend this practice for the same reason. It is a bad idea to do too much because you lose the psychology of "quick and easy". Some parents try to do two lessons in a day and that is a mistake too. Short and sweet is the way to go.

Phonics games

However, we do recommend printing the characters out from the Help page in your account, and using them to play phonics games if you both feel like it. That might be spelling out a word using the characters, or seeing how many words you can come up with given a random handful of characters (like Boggle with phonics).

You can also play the game I Spy with My Little Eye, but instead of saying the first letter of the name of the object, use the first sound. Like “I spy with my little eye, something that begins with shhh...” if you have seen a shoe, for example. Any time you can play with the sounds in a word, it will help your child's reading.

Working together for amazing results

Before we close, I would like to add a little note to say how much we admire all the parents, teachers and other adults helping children through the lessons. It is really easy to be defeatist about reading and spelling difficulty when a child struggles with it, but you are actually doing something about it. I hope you feel good about that.

If we work closely together I am confident of our success. We have seen again and again that the teamwork involved is critical. Parents, teachers, and tutors who don't engage with our interviews, coaching notes and videos are the ones who get into difficulties.

Quiz

1. True/False: Reading outside of DM Easyread is optional in the early stages
2. You will find lots of resources in the Help Page of your account, including various printable character sets...
 - a) On the website home page
 - b) In the Help page of your account
 - c) By special request only
3. True/False: Playing sound-based games with the learner is a good idea

Answers: 1. (true) 2. (b) 3. (true)

Training Module 4: When Will I See a Change?

To be completed after codeword BRONZE (Lesson 14)

Reading more slowly

Now that you've finished foundational Phase 1, we can start practicing decoding in Phase 2! So, what can you expect to see over the coming weeks and months?

We find that most learners actually read more slowly when they first start using Easyread. That is an excellent sign, because it means that they are working at decoding the words rather than trying to remember them by sight. It is important to support that by helping with the sounds of any words that the learner is struggling to decode.

Through decoding practice, new neural connections will develop within the learner's brain to connect letters to the sounds they make. Once those new pathways have been developed, they will be used for normal text as well outside of the course. There is a lag between the two processes, so you will see improvement on the lessons first. Certainly after around 90 lessons you will see the outside reading improving as well.

Our aim is to get every learner to the point where reading is becoming easy and is no longer such a struggle. We call that moment Reading Breakthrough. Once you've achieved it, spelling progress is not far behind.

Reading age

Of course, it may take more time for struggling learners to fully catch up with peers who have been reading confidently for the past 2–5 years. Several months' work on any program is never going to be able to compensate for 5 years of reading experience and practice! However, once the child is reading in the right way, and with confidence, the rate of improvement will start to increase as well.

This is relevant to the issue of reading assessments for reading age you get in school and elsewhere. It is important to understand that we are rebuilding the foundations of a child's reading. So we might do a lot of work together and successfully change how a child is reading without seeing a change in reading age right away. Sometimes this initial change will even lead to a child's reading age seeming to go backwards temporarily, if the measure used is speed of reading rather than accuracy. This makes sense too and is not a worry.

If you imagine buying a badly built two tiered house, you would be crazy to try to build a third or fourth floor on top of it. Instead you'd need to knock it down, put in proper foundations and then start rebuilding. Your building could then rise to any height you chose. After 8 months you may still only have a two story building, but you can now build it up.

Quiz

1. Improvement on Easyread takes about 90 lessons to start transferring because:
 - a) We are actually changing the way the brain processes written text
 - b) We need to search out other specialists to help during that period
 - c) That is how long it takes to learn so many different words
2. The usual outcome of the course for a child is:
 - a) Catching up with the child's peers
 - b) Developing real enthusiasm for reading
 - c) Being able to read in the right way, through decoding rather than sight-reading
3. True/False: If the child initially reads more slowly than usual, that is a good sign.
4. Is it worrying to see no change in Reading Age in a Reading Assessment?
 - a) Yes
 - b) No
 - c) Usually

Answers: 1. (a) 2. (c) 3. (true) 4. (b)

Trust in the system

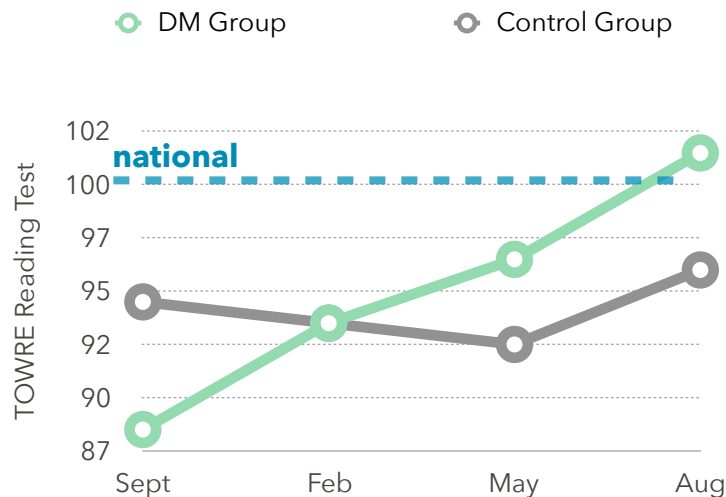
You'll have seen that we use quite a lot of different techniques in the lessons to achieve our agenda. Different games emphasize different reading skills, and as mentioned previously, sometimes we remove the English letters altogether, which leaves the child with only the characters to use for decoding. We do this in order to enforce decoding – it's pretty hard to guess when all you have is pure phonics! The key thing is that there's nothing that you're seeing which hasn't been put there for a very specific reason. So you do need to trust the process. Of course, if you have a question about something you're seeing in the lessons, you should feel free to get in touch with us!

Research proof

You may be wondering if there is proof that the trainertext method really works. A recent randomized control trial by the Open University in the UK tested its effectiveness.

100 struggling readers across six schools were split into a control group and an Easyread group. On average, the Easyread group – who were 2 years behind in their reading ability – caught up with the national reading age standard in 120 lessons. That's 2 years of progress in around 4 months if you achieve a daily lesson! In the same time frame, the Control Group did not make significant progress and continued on their plateau without catching up.

(However, once the Control Group started doing Easyread, it too caught up with the national reading standard. This is not pictured on the graph.)



We are not aware of any other reading programs that have independently verified research results to match these. We're excited to hear about the results you will get on the program! Keep in touch with us about what you're seeing along the way.

Quiz

1. The instructions we give on how to use the lessons:
 - a) Should be followed if they seem appropriate
 - b) Are critical to getting the best outcome for the child
 - c) Are just a guide that can be adapted
2. Does the system have independently verified evidence of efficacy?

- a) Yes, a randomized control trial has been done by the Open University
- b) No
- c) Maybe

Answers: 1. (b) 2. (a)

Your decoding gym

The first vitally important tip about Phase 2 is that it must be viewed as pure decoding practice. The learner should view logging into Easyread as like a trip to the decoding gym. Every word decoded will build the mapping of letter patterns and sounds used across our vocabulary.

The hardest scenario to change is a child who is very good at identifying words by sight and guessing the others, so much so that no one may notice they are doing it. In order to break this habit and reteach the child to read properly by decoding, we ask the child to sound out every word in the bottom bookshelf level of Phase 2 before then blending and saying the word – even the ones they already know.

After moving up a level, it is fine for the learner to just say the word if they can. However, if you start to see more than a couple mistakes with short simple words in a session, then you need to go back to decoding a lot more frequently.

Reread the phrase

The second important tip for Phase 2 is you must get the child to reread each phrase that's shown until it is fluent. That may be just once for some learners, or up to 3 times for others.

The rereading process improves fluency, strengthens the short-term memory, and increases comprehension. It is essential that the learner does the reread, not you!

Remember, you should affirm everything the learner does correctly. You shouldn't go for more than 10-15 seconds without affirming what they have done. If a mistake is made, stick with supportive phrases like "Hang on, I think we need to check that one again!"

Quiz

1. In Phase 2 Short Stories, the learner must:

- a) Decode any unfamiliar words
- b) Decode every word silently before reading the word

- c) Decode every word out loud, even if it is familiar
2. True/False: Guessing and sight-reading are habits that need to be changed before real progress can be made (true)
3. In Phase 2 the phrase rereading process should be:
- a) Done when you can persuade the child to do it
 - b) Done by you the facilitator
 - c) Done with every phrase shown to maximize fluency development
4. We recommend that you affirm what the child is doing:
- a) Every 1-2 minutes
 - b) 10-15 times per lesson
 - c) At least every 10-15 seconds
5. If the child makes a silly little mistake, we recommend that:
- a) You are clear that an error has been made
 - b) You empathize with the difficulty of reading the word and help decode it
 - c) You ignore it

Answers: 1. (c) 2. (true) 3. (c) 4. (c) 5 (b)

Training Module 5: Phase 2 Golden Rules

To be completed after Codeword STRAW (Lesson 26)

More Golden Rules...

We are now into the heart of the Easyread process, and on the final training module. Well done for all the hard work so far! We're going to launch into the final 3 Golden Rules of Easyread, but first, remember that it is quite normal for there to be a period with little change in the learner's reading at this stage. In the early days we often see a change in confidence and attitude. But our next goal is to achieve neural change deep in the learner's brain.

I know it can be hard when you are hoping to see quick results. But put into perspective of the thousands of hours a child spends in formal education, around 30 hours of instruction over 90 short lessons is pretty amazing!

To be sure that we get the quickest progress possible, there are 3 new golden rules for Phase 2, after the first 3 from the foundation level in Phase 1.

4. Rereading

Golden Rule Number 4 is to always reread the phrase shown, after decoding the individual words. If you want to see quick results, you must not skip this phrase reread when it is shown on the screen. It is essential.

5. Don't over-rely on the images

Golden Rule Number 5 is that the child must be trying to read the normal text and only using the images to help with tricky words. If the learner is clicking to see the images for every word, that is a concern. They should only click to see the images for tricky words.

Quiz

1. Does everyone progress at the same pace?
 - a) No. Some children find this much harder than others, but still progress
 - b) Yes. If you do the lessons you will see identical progress for every child
 - c) No, this does not work for some children
2. What is the benchmark for the number of lessons needed to see reading change?
 - a) 30

- b) 60
- c) 90
- d) 120

3. Which of the below is one of our Golden Rules for Phase 2?

- a) Getting through the lesson as quickly as possible
- b) Having your child decode every single word twice
- c) Getting your child to reread each phrase shown until it is fluent

4. True/False It is a good sign if a child clicks to see the images for every word

Answers: 1. (a) 2. (c) 3. (c) 4. (false)

6. Fix Eye-Tracking

Golden Rule Number 6 is that any visual difficulty that a child has must be fixed for normal reading with small text to happen.

As the learner moves through the levels of difficulty, we will start to reduce the text size. That makes the lessons harder for some children. You will normally just see that translating as a resistance to the lessons from the child. As soon as you hear that, we recommend increasing the text size to see if it makes things easier.

If it does help, the child likely has a visual difficulty, which needs to be dealt with. We can continue to build decoding ability with Easyread, but at some point we will need to work on their vision until small text becomes easy.

We routinely see great results with the simple exercises we recommend, if they are done regularly through the day as we prescribe them. Sometimes people say that it is not possible to get the exercises done. But this is a life-changing issue for any child with this difficulty. It should be treated on that level. And the exercises cost nothing to do.

If the exercises we recommend do not fix it, there is no alternative to getting some specialist help – it usually is the only way to see progress. We can advise you on a qualified vision therapist in your area, if there is one nearby.

If increasing the text size does not help, please get in touch to discuss things and we can do a lesson together.

Encourage Your Learner

I hope you are remembering to affirm the child during the lessons! If you regularly go more than 10-15 seconds without saying something positive and encouraging, then that can hold us back from improvements.

The key thing is to keep gently working on this day after day, keeping it positive. Over time the Easyread routine is building the tools the learner needs to succeed in their reading for the rest of their life.

Quiz

1. The three new Golden Rules of DM Easyread Phase 2 are:
 - a) Reread each word twice, ignore the characters, get any visual difficulty sorted
 - b) Reread the phrase until fluent, focus on the text and not just the images, get any visual difficulty sorted
 - c) Reread only once a week, use the characters to decode everything, get any visual difficulty sorted
2. The first thing to do if the learner starts complaining about doing the lessons is:
 - a) Give up
 - b) Push harder
 - c) Increase the text size in the story
3. True/False: If increasing the text size helps, you should tell us about it.
4. At this stage in the course you should be affirming the child every:
 - a) 10-15 seconds
 - b) 1-2 minutes
 - c) End of the lesson

Answers: 1. (b) 2. (c) 3. (true) 4. (a)