



Turning Pages – Key Information

- Turning Pages (TP) is an interactive 1:1 mentoring programme of five manuals that builds up a firm foundation in phonics i.e. identifying individual sounds in words. It incorporates essential repetition through a wide range of different activities.
- It is very important that you can say all the sounds correctly and confidently. Always refer to letters by their sound, not their name.
- You will need to read the introductory pages for the coach very carefully. (Pages 3 – 21). Be sure to ask if you have any questions.
- Always read ahead so that you are prepared for every session with your reader.
- Don't be tempted to rush - or to let your reader rush on ahead. It is not a race! Rushing may mean that some skills are not effectively embedded, leading to gaps in your reader's knowledge and problems later on.
- Every reader must start at the beginning to ensure that there are no gaps.
- Coach instruction on left page. Reader information on right page. Sit to left of reader.
- You may need to adjust the pace of learning as your reader progresses and when they start to find things trickier.
- Always start a new session by recapping the last activity you did.
- The letter sounds are introduced on p25 of the first manual (dark blue). Pages 27-35 consolidate the initial sounds through a wide range of different types of activities e.g. listen and point / read and check / gap fill / word build / spot the word etc.
- The general pattern is:
 - **Introduce the new skill – Try the skill – Practise the skill – Check the skill**
- When learning the initial sounds, if your reader gets stuck, turn back to p15 or have a photocopy of this page available for quick referral.
- There are Parking Pages at regular intervals where sounds or words which are causing problems can be 'parked' for further practice. In this way, these 'tricky bits' do not get forgotten but are revisited later on. It avoids going backwards in the book. It encourages a sense of progress.
- There are regular Progress Checks. These must never be seen as a test; their aim is to ensure that every stage has been learned thoroughly and to highlight any extra practice that may be necessary.

- Never tick out of kindness! It will leave a gap in the foundations and cause problems later on. Try out other multi-sensory activities to help your reader remember e.g. use a memory routine such as *'see the letter / recall the picture / say the word / isolate the sound'*. Encourage your reader to come up with his or her own trigger word or picture. Isolating the sound is the key.
- 'Look and say' or 'sight words' are introduced in manual 1 on p54/55. Sight words follow a pattern of activity of:
 - **Spot the word / Read and check / Test and check**
- Although lots of practice is incorporated into TP, using additional multi-sensory activities for consolidation will be very helpful e.g. feeling wooden or sandpaper letters; guessing letter shapes through their feel and saying their sound; using letter cards or coloured post it notes so that letters can be physically moved around to build new words; playing a range of matching, sorting, bingo style games etc.
- There are many interesting and sometimes unusual words in TP. It is important that you take the time to talk about these with your reader. Explain, explore and use them together.
- Introduce the accompanying TP reading books when indicated in the manuals and ensure the reader chooses which they want to read.
- Keep a brief record of activity i.e. content of sessions and pages covered, progress and coach / reader comments etc. – Read Easy provides a '**Reading Record Sheet**' form for this purpose. Please pass these on to your Coordinator for his/her records as you complete them.