



## Key Words

### Key Words Reading Scheme –Teaching Ideas

The careful structure of the Key Words Scheme ensures repetition, progress and revision. Teachers can rely on this and teaching methods can be straightforward and enjoyable.

#### Beginning Key Words

1a

Play with us



Spend time together as a class looking through the book together, the cover, the pictures, finding your way around the book.

- Direct your class to look through the first few pages together. Ask your class what is happening in the pictures? What can they see? What are the children doing?
- Does anyone in the class play ball? Roller skate? Go on swings? If not, what games do they like to play?
- Explain that you are now going to read aloud the words in the book. Turn to page 5 and explain that the words underneath the pictures say what they are. Read the words to the class and point to the pictures.
- Ask the class to turn to page 6. Who is this? What does the word say? What letter does it begin with and what sound does this letter make? Repeat this with page 7.
- Turn to page 10 – and read this sentence to your class, emphasising the new word **and**. Ask your class to read this sentence to you.
- Continue this technique as far as the lesson allows. At the end of the lesson, include time for a second read-through of the pages so far, either as a class, or individuals.

Begin your next session by asking individuals or the whole class to read aloud through the pages you read in the previous session. Continue as before.

When you reach the end of Book 1a, enjoy a grand read through of the whole book as a class, or by individuals in turn. Progress to book 1b Look at this and enjoy it in the same way. When this book is also completed, turn to book 1c and enjoy reading and writing. If you would rather not allow your class to write in the book, prepare worksheets for them, leaving spaces for them to write.

## Using Key Words when your students already have some reading ability

- You will want to assess which level of the Key Words Reading Scheme is right for your class and for individual students. First, present them with a level which you believe they will find easy to read. This will help you to judge their competence, and it will allow them to practise enjoyable fluency.
- Progress to a book from the next level and see if it is within the reading competence of your class. They should be able to read a good deal of the text. If this is the case, this will be the appropriate level to choose.
- Ask individuals to read in turn, or the whole class together. Help with the words the children do not know. What letter sound does it begin with? What word would make sense here?
- After the reading, ask the children questions about what they have read.

## Key Words and silent reading

The books at the upper level of the Key Words Reading Scheme ( 6a and 6b onwards) are ideal for exciting, silent reading practice as well as reading aloud. When your class or individuals are reading silently, it is wise to spend time asking them to tell you what the story is about, what they have read and which parts they liked best. This ensures that comprehension accompanies reading.

### ***Please remember***

- Variety is the key to pleasure in reading. Ask children to read aloud as a class, individually, and in small groups. Often use the Key Words book as a story book and read it aloud to them yourself.
- Memory plays a vital part in early reading, as does obtaining clues from pictures. Please don't cover up the pictures to prove that children can read. Allow memory and picture clues to give them confidence and a sense of achievement that is so important in early reading.
- Use Key Word flash cards to reinforce sight recognition of words.