



# Reading

## High Frequency Words

Being able to read the first 100 high-frequency words can help to provide a solid foundation for reading. These 100 words form approximately 50% of all printed materials (even a newspaper). This means that becoming fluent in these high-frequency words can help children to read easier and more confidently, and be able to put other words in context.

To learn these 100 high-frequency words, the best approach is often to use a 'whole-word' method. This can be achieved through using a rote repetition method with flashcards for reading (and / or spelling). Success in mastering these words can come by providing the child with frequent opportunities at school and at home to practice and master 6-8 words a week. The steps to setting this up are as follows:

### Baseline

Identify what words the child does not recognise from the 1<sup>st</sup> 200 High Frequency words template (all words can be found here: [www.highfrequencywords.org](http://www.highfrequencywords.org))

### Prepare

- Schedule in time (at least 2 x 5 min daily, but more can accelerate progress further)
- Choose 6-8 words a week.
- Create flash cards with 4 copies of each word (e.g. 6 words x 4 copies = 24 using flashcards a week).
- Share flashcards with parents if appropriate to also complete at home.

### Do

- Show the child the word, and ask them to try to read or spell it.
- Each time they get it right, place it in a 'Yay' / 'Success' box.
- If he doesn't get it right: Say the word, ask him to repeat, and put the word at the back of your pile to practice again.
- Each week, mark off which words the child has learnt.
- Each day, review 5 additional words from previous weeks to help ensure they remember these. If the child gets a word wrong, add these words back into his word list to practice again.

When first looking at any new words, we want to help the child to develop a 'picture' of the word in their mind's eye that can provide a clear memory of this on which to reinforce through repeated practice. In doing so, we can look at how each word looks by drawing around the outline of each word, and looking at how long, smooth, tall or small they are. Activities such as 'word snap' and 'look, cover, write, check' are useful teaching methods which compliment this learning approach above.