

Precision Monitoring and Speed Reads Book 2

Sheets for Alternative Vowel Graphemes

Purpose

The Precision Monitoring Sheets are to improve fluency and accuracy in reading. With instant recall a child should be able to read 50 words or sounds a minute. The sounds and words on the sheets are blocked in groups of 25, so a child achieving all 25 in 30 seconds has reached fluency. The short decodable Speed Reads are to develop fluency, reading speed and comprehension. These are explained later in the book.

Method for Precision Monitoring

- Precision Monitoring should take no longer than 5 minutes to complete and should be done at least 4 times a week to see improvements.
- Read from left to right, using a reading ruler or coloured overlay if this helps.
- Record the time taken for words and sounds each day using a stop watch. It is highly motivating for a child to see an improvement in his/her own speed, and perhaps to record his/her own results.
- Give help where it is needed, but give the child time to have a go himself first.
- Use a sheet which corresponds to the sounds being taught in the child's sessions of Snappy Lesson. It is *not* essential to keep going with one sheet until fluency is achieved, as there is plenty of revision built into the sheets.
- At this step the Precision Monitoring sheets have 25 sounds and 25 words with alternative graphemes for vowel sounds.
- Some graphemes (a letter or group of letters representing a sound) represent more than one phoneme (the sound you hear). This can cause confusion when reading the sounds sheet. If something other than the basic sound is required this is indicated either by bold type or italics. As a general rule, long vowel sounds are in bold. Thus:-

y = y as in yellow (ordinary print)

y = **ie** as in try (bold print)

y = *i* as in myth or happy (italic print)

ea = **ee** as in teach

ea = short e as in bread

- The conventions used are explained on each sheet – **so check before starting!**

ey	ee	ai	y	<i>y</i>
oa	oi	ou	oo	oo
a-e	ie	ar	ay	or
er	ey	i	ai	ar
ch	x	th	f	sh

Note - two sounds of letter y: *italic y* saying /i/ and
y saying /y/

oo says long oo sound as in moon

they	pray	rail	sway	delay
complain	grey	dainty	plate	state
maintain	they	obey	hate	tape
mountain	ate	tale	prey	tail
Weymouth	they	make	bathe	lake

Sheet 7 - Alternative graphemes for long ai

(ai, ay, a-e, ey)

Step 3A.2

A Fright in the Night!

The clock struck twelve. It was midnight. Emily had tried to get to sleep, but it was no good. She was still wide awake. The light from the moon was streaming into her room. It was too bright.

Suddenly there was a big a crash! Emily dived right under the quilt to hide. What was that noise? Was it a robber? Was it a monster having a fight? It might be a beast coming to eat her up! She was terrified.

Then the door banged shut. There were footsteps on the stairs. Emily began to think. She crept out of bed and looked outside.

Her big sister's bike lay on the ground by the dustbin. It was bent. That night her sister had started a job in the pub. She had come back late, and bumped into the dustbin in the dark.

Emily fell asleep. There was no need to be frightened after all!

Step 3A.4 /ie/ sound written as igh

A Fright in the Night!

Name _____

Date _____

1. Why was it hard for Emily to get to sleep that night?

2. What made Emily hide under her quilt?

3. Find a word in the text that means frightened. Write it here.

4. Where did Emily's sister work? _____

5. What had made the crashing sound?

6. Highlight the *igh* words in the text.

My Reading Speed (159 words)

Date					
Time					

Step 3A.4 /ie/ sound written as igh

Answers

A Fright in the Night!

1. Why was it hard for Emily to get to sleep that night? *There was too much light in her room.*
2. What made Emily hide under her quilt? *A loud crash gave her a fright.*
3. Find a word in the text that means frightened. Write it here.
terrified
4. Where did Emily's sister work? *Her sister worked at the pub.*
5. What had made the crashing sound? *Her sister crashing her bike into the dustbin had made the loud sound.*

Jim's Bad Day

1. Did Jim go out in the rain? *No, he waited until it stopped.*
2. What colour was Jim's coat? *His coat was black.*
3. How did Jim feel when he left the shop? *He felt happy.*
4. Which words tell you how he felt? *marched proudly*
5. What made Jim cross? *He was cross because his boat got stuck in the middle of the lake.*
6. What did Mum do to cheer Jim up? *She poached him an egg.*
7. What did Dad do to cheer Jim up? *He went back to the lake to rescue Jim's boat.*