



Online Library - Home Reading Information

Dear Parents/guardians,

Your child's school has chosen Decodable Readers Australia's Online Library as a platform for home reading. This library will strongly support your child's journey in learning to read as the books and videos in this library have been created to align with evidence based research.

To begin your Online Library experience, your child will need to login on an ipad, laptop or any web based device (we don't recommend mobile phones as the texts will be too small). To login either go to the login page by holding a camera to the QR code on your student ID card or type in the URL www.draonline.com.au Next, type in the username and password or scan the QR code from the student ID card that your student has been given.

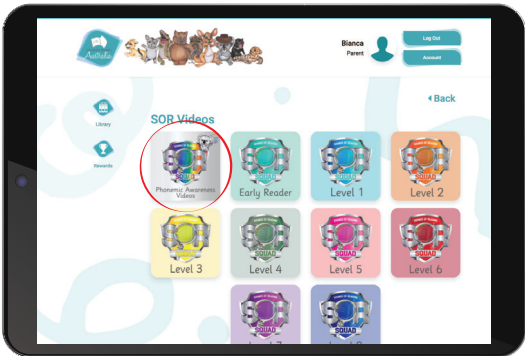
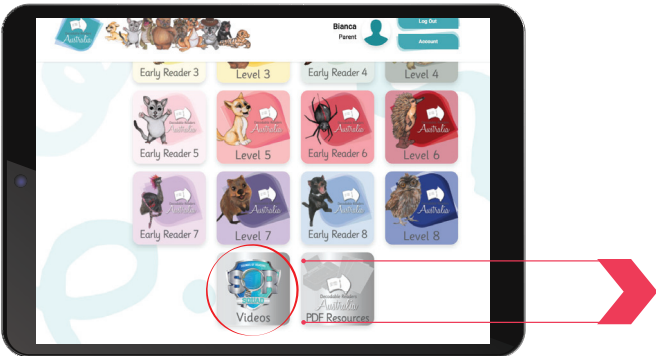


What are the key points I need to know as a parent supporting my child learning to read:

Phonemic Awareness is the starting point and the foundational skills of word decoding. Phonemic Awareness is the ability to identify, hear, and work with the smallest sounds of spoken language (phonemes). These small units of sound are then represented by graphemes (letter/s) on a page, and it is the ability to convert letters to sounds and then blend them together to read a word.

For example, the spoken word 'cat' has 3 phonemes /c/ /a/ /t/ and these three sounds blended go back to the spoken word. Another example is the spoken word 'tree', although it has 4 letters, it still only has 3 phonemes, /t/ /r/ /ee/.

To become a successful reader, your child needs to begin with good phonemic awareness. To help develop this skill, we give students lots of practice just at 'oral phoneme level' (sounds) through our Phonemic Awareness videos. These videos allow students to develop their oral phonemic awareness through fun and engaging videos by our SOR Squad (Sounds of Reading). If you feel your child needs more practise in this skill, click on the SOR Videos and engage in our Phonemic Awareness Videos.



To further develop your child's Phonemic Awareness, we recommend talking in sounds throughout the day. For example:

“Could you please go and brush your t/ee/th”

“What would you like for l/u/n/ch?”

“Let's go for a drive in the c/ar”

“Would you like a d/r/i/n/k?”

What is phonics and how do I support my child?

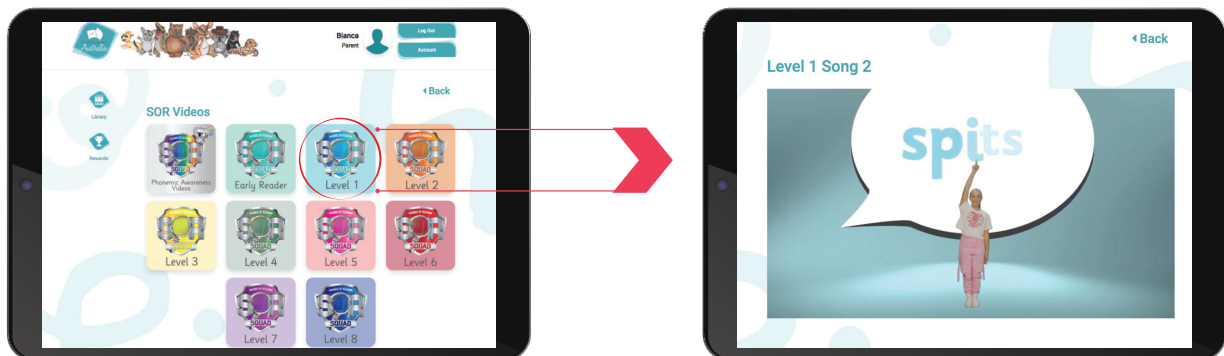
Once your child has good Phonemic Awareness, it's important that they then learn the letters that represent sounds (phonics), and that this is taught in a systematic way (from simple to complex). At Decodable Readers Australia, we provide a scope and sequence of letter/sound introductions across 8 levels.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Sound Introduction: s, a, t, p, i, n, nn	Sound Introduction: m, d, g, o, c, k, ck, e, u, r, ss	Sound Introduction: b, h, f, l, j, v, w, x, y, z, ll, ff, zz	Sound Introduction: sh, ch, th (them), th (thin), qu, ng, wh, g (gent), c (circle), gg, bb, tt, rr, pp, dd, mm	Sound Introduction: ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)	Sound Introduction: oi (soil), oy (boy), oo (book), oo (moon), ou (loud), ow (cow), er (term), ir (stir), ur (turn), ar (star), or (for)	Sound Introduction: a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny), i (find), y (sky), o (go)	Sound Introduction: aw (draw), ew (drew), ou (touch), air (chair), are (dare), ear (pear), eer (cheer), ore (more), dge (edge), tch (match)

To support the learning of letter/sound correspondences we have incorporated the articulation and letters in our SOR Squad levelled videos. We also have a section in each level called 'Hear the Sounds'. This can be used as a great **warm up** to get ready for word blending.



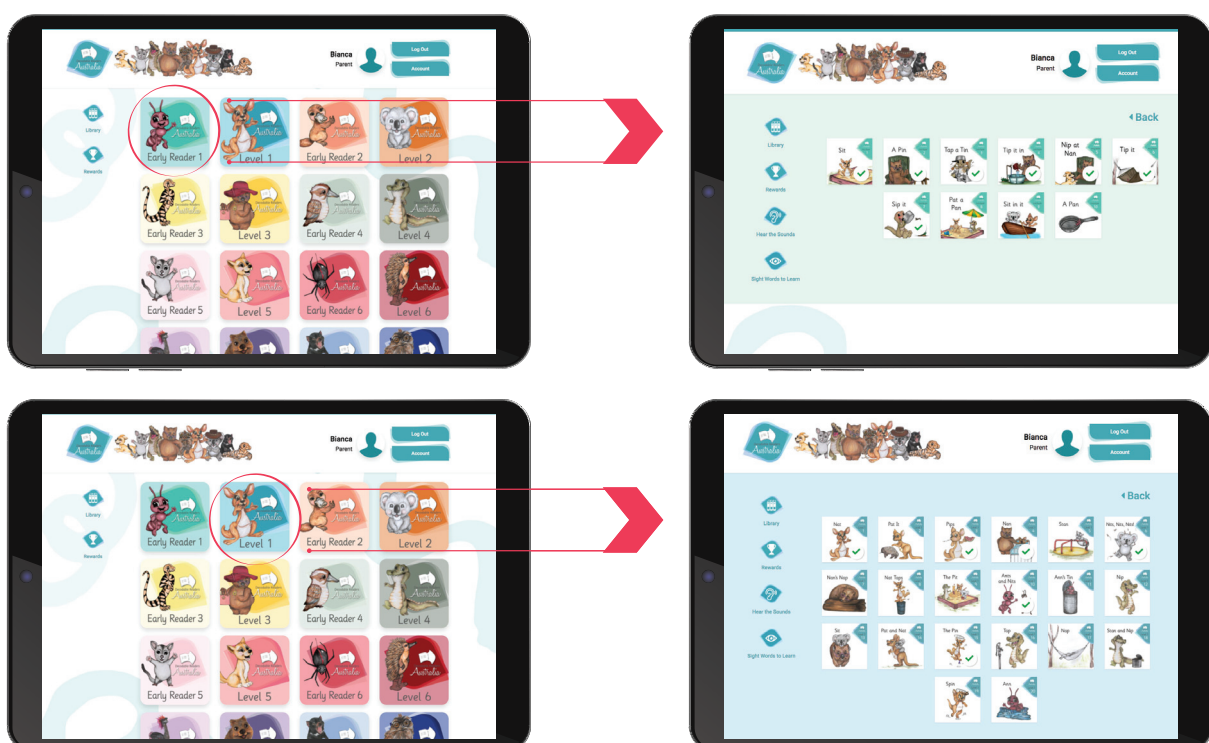
Once a child knows a set of letter/sound correspondences, we start putting these together to read words (synthetic phonics). Repeated practice at decoding (at word level) can set students up for success when they get to book level. To support this 'Synthetic Phonics' instruction we have a range of phonics videos that lead learning from sounds, to letters and then to words. Our SOR Squad engage students in this process through fun, interactive videos.



We also have word warm up activities on the front page of our Early Reader books.

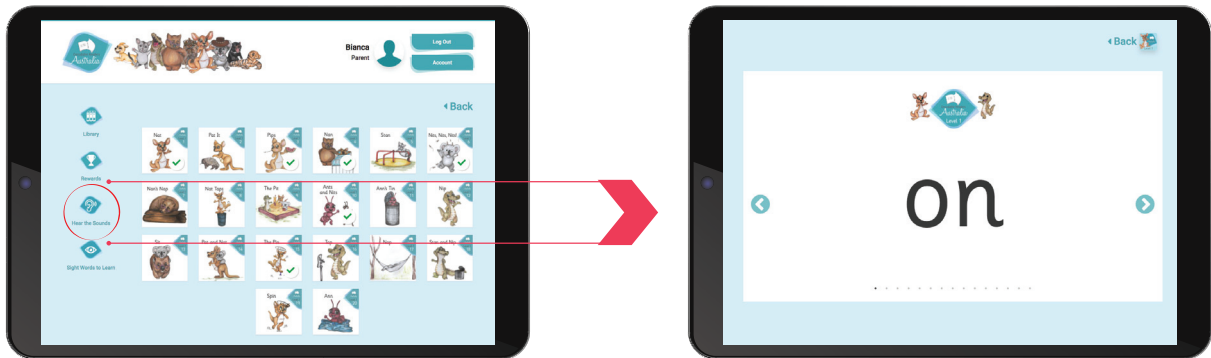
My child has knowledge of letters/sounds and can decode simple words, what now?

Once your child has an understanding of the letters/sounds in a level (Eg. Level 1, s, a, t, p, i, n) and can blend these sounds into words, they are ready to read the decodable books that match their level of phonics knowledge. We have our Early Readers which are the beginning (stepping stone) to reading at basic level and then our main series that allows students to advance a bit further within the appropriate level. We have 10 books in our Early Reader series and 20 books in our main series for each level 1 - 4. From Level 5 - 8 we have 10 books in the Early Readers that have a phonics focus, and 20 books per level in our main series. Your classroom teacher will unlock the appropriate books for your child.



What about sight words and how do I teach those?

Your child will encounter high frequency words that may contain letter/sounds that have not been taught yet. These are sometimes referred to as sight words. It is important that these words are taught in the same way as any word, using synthetic phonics (not by memorisation of the whole word). To teach this, identify the known parts (letters/sounds) and teach the letter/sound correspondence that are unfamiliar. Our SOR Squad videos cover the teaching of sight words. We also have our 'Sight Words To Learn' section in each level that will go through the sight words that will be encountered in the books of that level.









How can I support my child's reading when they are reading decodable text?

Our Online Library has interactive features to support your child. If they come to a word they don't know, they can press on that word and hear it being sounded out. It is important that a child does not randomly guess or use the pictures to work out the words. Focus should be on the letters and sounds, and the process of blending those together to read the word. To support this strategy, you can download the Decoding Poster 'What to do if I get stuck?' from our webpage.

<https://www.decodablereadersaustralia.com.au/pages/resources>

What to do if I get stuck...



-  Look closely at the word
-  Put your finger under the word
-  Slide your finger
-  Blend the sounds out loud
-  Ask yourself 'Did that make sense?'
-  Re-read the sentence

Some key features when supporting the reading process

1. Use a tracking finger to hold the position of reading and have your child slide it along as they read.
2. If an error is made, ask your child to try decoding the word again. Then re-read the complete sentence will assist with fluency and understanding.
3. If your child forgets the sounds when decoding, click on the word to hear the text being read aloud.
4. At the end of each page, click the 'read to me' button to check accuracy and hear the text being read aloud.
5. At the end of the book use the comprehension questions to check for understanding and to discuss the story.
6. Celebrate each book and the effort your child has just given!

It is recommended that students repeat reading the variety of texts in each level until they build to a confident level of fluency before moving onto the next level. The Online Library will track what books have been read by placing a tick on the home screen of each level's books. Your child will also earn character rewards as they progress through the books.



What if my child is reading every word slowly and sounding out every word?

Some children take a little bit longer to develop automaticity in reading and that's ok. The process of sounding out words may seem laborious, but this is part of the process. Learning to read takes time and hard work! Repeated practice is the key! If you suspect learning difficulties or learning delays, discuss this with your school.

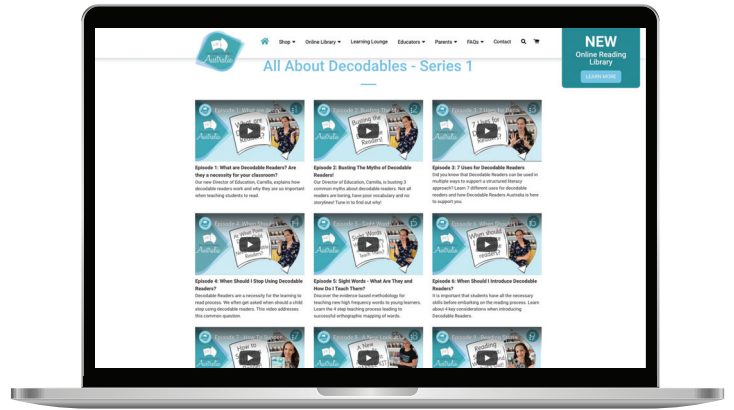
What else can I do to support my child's reading?

Your child is working on the very important phase of 'word decoding' which makes up one of two crucial elements of a skilled reader. The other component is Language Comprehension. To foster the development of Language Comprehension it is important to read to your child using story books and factual texts that have language rich vocabulary. Engage your child in deep discussions about the texts, the content, the meaning, and foster a love of reading for excitement.

Where can I go to learn more?

If you want to learn more, check out our Learning Lounge for educators (teachers and parents). We dive deeper into the research behind the effective methodologies of teaching reading.

<https://www.decodablereadersaustralia.com.au/pages/sor-learning-lounge>



We wish you and your child all the best on their learning journey!

Kind regards,

The Decodable Readers Australia Team