

Ideas for Reading # 2

High frequency words

If a reader is able to read a number of high frequency words (the words they will meet often), quickly and easily without having to figure out what the words are, then that leaves cognitive space for the child to work on other aspects of their reading. By knowing *how* to learn a high frequency word, then the child is able to work at a metacognitive level in their learning.

Learning Intention:

I am learning to read some words quickly and easily.

Success criteria:

- I can get my mouth ready to read the word
- I can find the word easily in my reading book
- I can read the word as soon as I look at it
- I can arrange all the letters of the word in the right order with magnetic letters
- I can write the word down easily
- I can read endings like 's', 'ed' and 'ing'.

The teacher may not teach the student all the success criteria in one day but build them up over time.

Some possible strategies to scaffold learning high frequency words:

- Make the word with magnetic letters]
- Trace the word
- Play games such as matching words, lotto, fishing for words
- Practise writing the words on a white board (this can be done initially with the teacher and then as an independent activity
- Use wet chalk, or paint the word with water outside
- Look for the high frequency words they are learning during the reading of shared texts as well as during guided reading
- Use the word to make new words (e.g. *look*, *book*, *cook*)
- Revisit the words over time

Reference:

Clay, M. (2005). *Literacy Lessons Designed for Individuals Part Two Teaching Procedures*. pp 96, 150-157. Auckland: Heinemann Education.