

A testimonial from a parent after her twins were taught using SRS:

I had tried EVERYTHING to encourage my six and a half year old twins to read. I had helped with phonics, tried flash cards, spent five months daily working through books in the Oxford Reading Tree scheme. The progress was slow despite all the support at home and an excellent independent primary school. It was a struggle. I felt helpless and *I had no way of explaining to the children how to read.* I had *no road map* to guide them. I also help out at their school and realised that although some children catch on at least a third of the class of 20 were struggling in similar ways and becoming completely turned off reading.

SRS not only gave my children the code to read but now, a year on, huge confidence to try words and also writing some wonderful creative stories.

Both my children had 12-14 lessons at which I was also present. We worked through the support material between lessons, I did 15-20 minutes per day practising and revising what had been taught during the lesson. What was amazing was how quickly they grasped that reading wasn't a terrifying maze -there was a MAP! Confidence followed and their reading developed rapidly, such that, by the end, they were both happily reading books such as *The Happy Family* series and *Mouse Tales* and *Frog and Toad*.

What was also interesting was that because SRS was not reinforced at school, they both appeared to mark time for 6 months. Then suddenly in the last 4 months both seemed to have returned naturally to SRS principles. I practised their school spelling lists using the method of breaking down words into sounds/spellings and it all started rolling. They have both taken off and are so enthusiastic. They are now reading everything and writing well with no fear. Both are reading books within the Puffin / Corgi -'developing reader' stage.

Because I see the other children reading at school I can compare their progress to others. There were many children who a year ago were reading well ahead of their chronological age but their progress has stalled. It is obvious to me, reading with them, that the reason is that they have learnt to read by memorising words. They are not able to break up words into sounds /spellings so they do not have the code to tackle new and more complex words.

I could not recommend SRS more highly as a reading system. It works for all types of children and it is a fun way of learning to read. Children love to see a system. It demystifies the whole puzzle. Suddenly it is like doing a jigsaw puzzle with a picture to work from rather than just a lot of individual unrelated pieces. It provides a complete structure for teaching children to read, spell and write well.

MR

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