

## **The Sound Reading System (SRS)-Bilingual pupils in Dubai**

**I trained in SRS in the summer of 2010 and took the valuable information of how to teach the English alphabet code back to Dubai, where I work.**

**SRS** is the baseline for my remedial reading instruction groups at an International school in Dubai. In order to get their reading started immediately, I combine their 'sound' learning with Ruth Miskin's READ WRITE INC Programme (RWI) to compliment the Sound Reading System. So within the framework of SRS, I use the principles and practices of (SRS) and (RWI) as well as the UK Piper Phonic Readers at the "Beginning Reading Instruction" Level.

In this way I strive to create an Individualised Program for every child's needs.

### **Teaching beginner readers**

I have to deal with very young children. The groups that I teach are mostly from Year 1 (5 to 6 year olds) and Year 2 (6 to 7 year olds). These kids come from foundation year with little or no sound blending and segmenting abilities. However, these children can talk and their own speech is their departure point as well as mine. Intervention has to be immediate because they are expected to be reading and writing in order for them to function in Year 1,

I start the program in Year 1 and continue with the same kids right through to the end of Year 2. Given the number of kids I have to deal with on a weekly basis and the ages of these kids, I cannot rush through the program. Because of the number of kids I have, I can only see them once or twice a week in groups of 2 with minimal support at home. The tools I use (see above, SRS, RWI and Piper Books) are the best I have found to ensure the children make progress.

### **Bilingual children**

Most of the kids I teach are bilingual and their English skills are not good when they enter Year 1. They are not only expected to learn in English, but they also have to learn their own mother tongue (Arabic) which even though it is a very phonetic language (transparent), it has a totally different script from English. Most kids face confusion in writing as a result of having to learn two different alphabetic codes and script. **SRS** has a powerful underlying structure that supports them.

### **Tutoring**

On a personal level, I have used the **SRS** program at home, in its entirety i.e in the way it was programmed to unfold in steps. The children I worked with had learning/reading difficulties and I have achieved success in a very short time. The sessions were usually one on one 2 to 3 times weekly with little or no parental support at home. Depending on the child, after between 6 months to a year of tuition, the child was reading at his/her age level.

### **Ofsted**

I'd like to conclude with a very positive note which reflects the miracle of **SRS**. Recently, I had the pleasure of being assessed by an Ofsted Equivalent Educational Inspector. He happened to walk into my room just as I was starting an SRS Sound Processing lesson with a couple of 5 year old beginners. He sat through the entire lesson and also saw me use the Piper books with the kids on the ipad. What he said to me at the end of the lesson made my day as well as the entire year!! He said, "Your lesson was excellent and very energetic. It was a pleasure to see how energetically the kids interacted with you and the lesson!" This is so true of the **Sound Reading System**. It takes a lot of energy on the part of both the teacher and the student. During the interaction the child is visibly learning and in so doing we create the magic which is **READING**.

**Radhiya Juma, Dubai**