

Getting Started With BRI 1

Begin by looking through BRI 1, Book 1 together.

This book consists of five grapheme/phoneme correspondences:

‘t’/t/ ‘m’/m/ ‘s’ ‘s’/s/ ‘a’ /a/ ‘ee’/ee/

Download **SOUND CARDS** for Book 1 from **Getting Started** and cut the five sounds into separate cards. Present each card and say: *‘The sound is What is this sound?’* Repeat until the child has practised each correspondence several times. It isn’t necessary for the child to remember every sound, as these correspondences will appear repeatedly in the story the child will be reading. You may also want to use a whiteboard on which to write each sound.

When you introduce a sound, try to keep the pronunciation as crisp as possible. For instance try to pronounce a pure sound for /m/ rather than a sound like ‘mu’.

As a child begins to read ‘I See Sam’ the instruction should be limited to *‘Say the sounds and read the word’*. Model if needed. For instance, point to *s* and *ee* and say: *‘The sounds s and ee make the word see’*. To sound out and read the word *see*, we say *sss* (one second pause) and *ee...see*. *‘Now you sound out and read the word’*. Again the objective is to familiarize the child with the how-to of blending, not to teach the child to ‘recognize the word’ as a whole.

BEGINNING BOOK 1. The child **will** make mistakes in initially reading the book. When a word is missed, resist saying *‘no’*. Simply point to the word, and repeat: *‘Say the sounds and read the word.’* If he/she can’t do it, give the ‘missing’ sound and let the child try again. If, after a few tries, the child is frustrated, supply the word and go on with the story.

Never rush, and don’t make an issue of ‘mistakes’. Let the child and the books do the work! Mistakes with words containing new correspondence are to be expected throughout BRI instruction. In this first book all the words are new, with no new correspondences in the next book.

Take as much time as needed to get through Book 1 the first time. So long as a child is trying hard to use the protocol: *‘Say the sounds and read the word’* and understands the story, that is all that is required. Praise the child lavishly for ‘reading the book’.

As in any complex skill, with practice there will be steady improvement. However, a child may be able to read a word, and then a couple of lines later cannot either decode or read that same word. This is common in learning any complex skill; the child isn’t ‘going backward’. Patience and encouragement are the most important qualities you bring to the lesson, together with ensuring that the protocol is followed and that ‘over helping’ is avoided.

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Encourage the new reader to read the book with different people. And after the child is reading with ease (automaticity) and good expression, encourage him/her to read the book silently – like big people do.

A child should be reading ‘just like he/she talks’. BRI is a tool for teaching the child how to do this. In so doing, the child will ‘comprehend’ written English in the same manner that she/he can handle spoken English. If the child is bored with rereading a book before automaticity and good expression (‘fluency’) is acquired, go on to the next book, and return to the earlier book later to ensure that what was difficult ‘new code’ has now become ‘easy’.

As soon as the child is familiar with the protocol: ‘*Say the sounds and read the word*’, it is preferable to work without word or sound cards. New sounds can be introduced on a white board or in the context of the story. Word cards, at this stage, can inadvertently encourage ‘whole word’ learning in place of reading through- the- word and blending.

Use the **Story Questions** on the inside back cover to be sure that the story is understood.

Subsequent Lessons

1. Begin each reading session by reviewing the **SOUND CARDS**.
2. Review the **WORD CARDS**. If any child has difficulty, repeat the instruction: ‘*Say the sounds and read the word*’. Model if needed. (Remember to stop using the **WORD** and **SOUND CARDS** as soon as the child is comfortable with the protocol.)
3. Start the book and follow same procedure detailed for BEGINNING READING BOOK 1.

Use **FAQ** for troubleshooting other problems or e-mail: enquiries@piperbooks.co.uk

