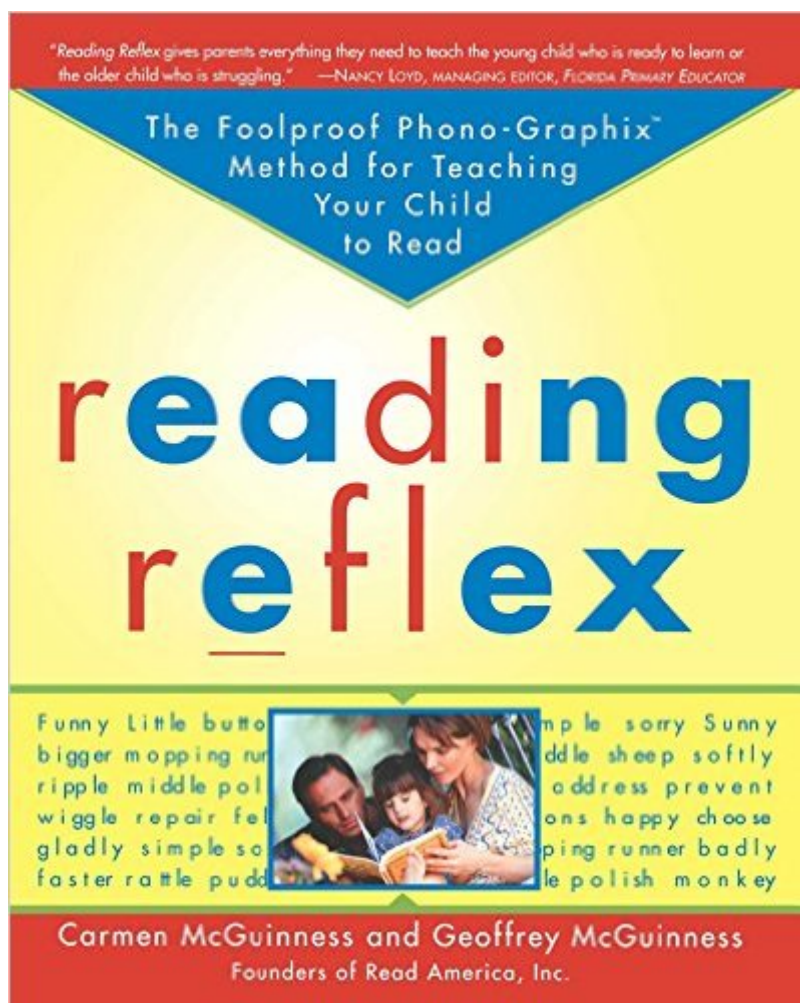# Reading Reflex: The Foolproof Phono-Graphix Method For Teaching Your Child To Read

Synopsis

Reading is the single most important skill for any child to develop. And the key to learning how to read effectively is recognizing the sounds that letters and words represent. With the help of the revolutionary system known as Phono-Graphixâ„¢, you and your child can discover the sound-picture code that is the foundation of the written English language.Help your child unlock the sound-picture code. An effective and easy-to-understand approach, Phono-Graphix enables you to teach your child to read in one-tenth the time of phonics with a 100 percent success rate. In just eleven weeks, you can bring your kindergartner to first-grade-level readingâ ”even learning-disabled children can reach grade level or higher in just twelve weeks. Reading Reflex provides you with: -Simple diagnostic tests to determine your child's reading level, and a Literacy Growth Chart so you'll know what goals to establish -Detailed instructions and illustrations to help your child develop strong, consistent reading skills and to correct ineffective reading strategies such as part-word reading and memorizing -Fun and easy-to-follow exercises, hands-on materials, worksheets, stories, and games that you and your child can do together -Enjoyable lessons that are carefully constructed to meet the interests and capabilities of children of all ages

Book Information

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Customer Reviews

In early March, before I found "Reading Reflex" by chance on an .com search, my 6-1/2-year old daughter's reading skills were barely on grade level according to her school records. She often struggled through attempts to read fairly simple but unfamiliar words, frequently inserting sounds

that were not there or switching the letter sequences. Because sounding out words took such effort, she often resorted to a guessing strategy that, not surprisingly, failed her frequently. She was starting to become discouraged, and at times I wondered if formal testing and tutoring was needed.In late April, seven weeks after we started the "Phono-Graphix" lessons in "Reading Reflex," a standardized test showed that my first-grader could now decode unfamiliar words at the level of a third grader. I knew from my own observations that she was doing very well, but this confirmation was stunning. Her leap in abilities came about because "Reading Reflex" gave me the background knowledge, evaluation materials, and activities to create a concentrated, highly successful "catch-up" program for her. My goal was to help her to get solidly on grade level, but this was successful beyond anything I could imagine.For six weeks, my daughter and I worked together at about twice the pace suggested in the book. We did about three to four 40-60-minute lessons a week (instead of two lessons). Each lesson included about 20-30 minutes of Phono-Graphix activities followed by 20-30 minutes in which she read poems or a story aloud, during which I corrected her as needed using the quick, instructive techniques from the book.

I have several small problems with the program myself, however it's the best thing I've seen so far and I'll keep using it. I recommend it highly as an inexpensive, effective, and quick program. I found found it extremely successful with my own children and my tutoring clients. The results I've seen are much like what Carmen and Geoff report. I like their spelling program too, BTW.I must agree with Tony that have never met more unimaginative and uninteresting stories in my life. Not all, just a few. However...the stories in the Parent Support books are actually interesting, mildly imaginative and very much what the children relate to. Maybe in further editions of Reading Reflex, they'll change their stories. We can hope. At the same time, practice in the sounds is what is important and it is assumed that you are reading other "real" books too.There are a few other things about the program I don't appreciate. I don't like the way they break up the words like all, tall and wall (since they've already stated that a plain a can say 'a' as in father and two l's can say that sound. (hmm... hard to explain in type) and the 'th' thing (it makes two separate sounds) bothered me too. I just taught them as 2 separate sounds with the same sound picture. Similar things have already been taught, so it isn't a big jump.I do especially like the way they print the very beginner stories with the sounds that are more than one letter bolded and squashed together (coded text). It sure helps beginners read more quickly and gives them practice in reading more than one letter at a time, and encouragement to continue. I didn't find the chapter on multi-syllable as clear as maybe it could be.

I am using this book to teach my children to read. We have had great success with my son so far, and I am just beginning with my daughter.So why does it frustrate me?The first part of the book, which explains the theory, makes a lot of sense to me. The pre-test is fine, and the first chapter was fun for my son to do. It was well-written and pretty easy to follow. I did NOT enjoy making copies of my pages, cutting up the small squares and trying to keep up with them. But I still was not frustrated.It is in the section, Teaching the Advanced Code, that I think things really begin to break down. I think their theory still works. But the layout of this section, which is supposed to tell me how to teach the theory, is terrible. The authors have you flipping back and forth to find instructions on one page, word lists to use with those instructions on another page (much further away). And the sequence of the lessons is difficult to discern. (In a book that is telling you how to teach, it should be very clear what to do and when to do it.) This may be because of the typestyle and type size of the instructions. How can I explain this better?For example, you are given instructions for a particular type of lesson-- generic lesson if you will. Following this are the word lists that you use for that lesson. But, you do not proceed in this order. You do the generic lesson with the first word list, then flip back to the second generic lesson, then perhaps to the word list following the first generic lesson, or perhaps a second set of lists following the generic lesson. Even this makes it sound more organized than it is, because it is not consistent from sound to sound. How do you know where to go next?

Reading Reflex: The Foolproof Phono-Graphix Method for Teaching Your Child to Read Speed Reading: The Ultimate Speed Reading Course to Increase Your Reading Speed (speed reading techniques, speed reading for beginners, speed reading training) (Genius Guide: Step By Step Book 3) Kristy's Great Idea: Full-Color Edition (The Baby-Sitters Club Graphix #1) The Truth About Stacey: Full-Color Edition (The Baby-Sitters Club Graphix #2) Mary Anne Saves the Day: Full-Color Edition (The Baby-Sitters Club Graphix #3) Claudia and Mean Janine: Full-Color Edition (The Baby-Sitters Club Graphix #4) Organizing from the Inside Out, Second Edition: The Foolproof System For Organizing Your Home, Your Office and Your Life Organizing from the Inside Out for Teens: The Foolproof System for Organizing Your Room, Your Time, and Your Life Time Management from the Inside Out, Second Edition: The Foolproof System for Taking Control of Your Schedule -- and Your Life 10 Days to Faster Reading: Jump-Start Your Reading Skills with Speed reading Easy Songs for Mandolin: Supplementary Songbook to the Hal Leonard Mandolin Method (Hal Leonard Mandolin Method: Supplement to Any Mandolin Method) Alfred's Basic Ukulele Method: The Most Popular Method for Learning How to Play (Book, CD & DVD) (Alfred's Basic

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