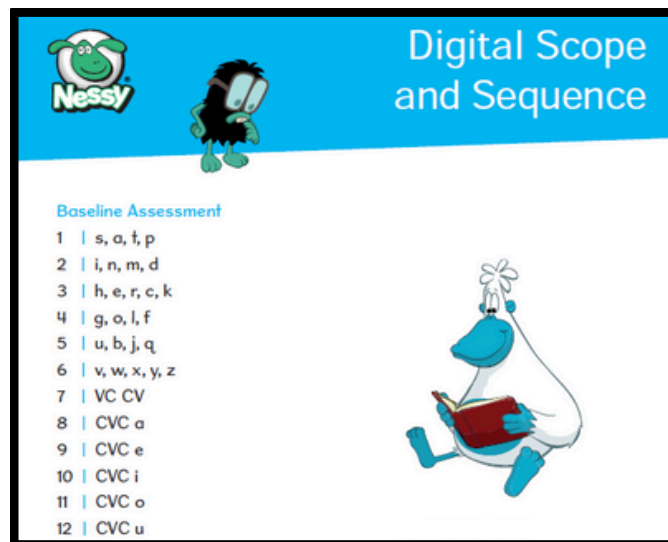




The Science of Nessy: Hairy Reading and Nessy Reading and Spelling

Hairy Reading and Nessy Reading and Spelling are based on a Structured Literacy approach.

Hairy Reading



Skills:

- Phonological skills (identifying, blending, and segmenting phonemes)
- Grapheme-phoneme (sound-symbol)
- Correspondences
- Letter names and letter formation
- Phonics for both decoding (reading) and encoding (spelling)
- Syllable segmentation

Nessy Reading and Spelling

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Learning Structure

Island 1	Island 2	Island 3	Island 4	Island 5
<p>1 Letter sounds - names</p> <p>2 Consonant-vowel-consonant (CVC)</p> <p>3 b/d discrimination</p> <p>4 Syllables: closed, open</p> <p>5 sh (e.g. ship)</p> <p>6 ch (e.g. chair)</p> <p>7 th (e.g. thin)</p> <p>8 Initial consonants (CVC)</p> <p>9 y as i (e.g. by)</p> <p>10 Tricky words 1 if, see, she, that, the, they, this, to, was, with</p>	<p>11 Doublets: ff ll ss zz</p> <p>12 End consonants (CVC)</p> <p>13 c, k, ck discrimination</p> <p>14 ar (e.g. car)</p> <p>15 or (e.g. horse)</p> <p>16 er/ir/ur (e.g. herd)</p> <p>17 CVC-CVC (two syllables)</p> <p>18 Tails (suffixes) 1 -s -es -ed -ing -y</p> <p>19 ee oo (e.g. tree)</p> <p>20 Tricky words 2 all, are, for, have, her, more, one, said, went, you</p>	<p>21 Magic e (e-o, i-e, o-e, u-e)</p> <p>22 ce ge (e.g. fence)</p> <p>23 wh qu (e.g. whale)</p> <p>24 ai ay (e.g. rain)</p> <p>25 igh ie y (e.g. tie)</p> <p>26 oa ow oe (e.g. coat)</p> <p>27 oo (e.g. moon)</p> <p>28 tch (e.g. match)</p> <p>29 ar or ir ur (two syllables)</p> <p>30 Tricky words 3 before, bird, come, do, down, first, girl, here, some, too</p>	<p>31 Triple consonants (e.g. seaweed)</p> <p>32 End consonants (two syllable)</p> <p>33 Vowel teams (two syllable)</p> <p>34 Open syllables (two syllables)</p> <p>35 Magic e (two syllables)</p> <p>36 -ed (e.g. walked)</p> <p>37 ai ue ew (e.g. fruit)</p> <p>38 oi oy (e.g. coin)</p> <p>39 ou oat (e.g. mouse)</p> <p>40 Tricky words 4 could, only, think, there, want, where, what, which, who, your</p>	<p>41 ph (e.g. graph)</p> <p>42 dge (e.g. bridge)</p> <p>43 Heads (prefixes) ab- ad- com- con- de- dis- ex- in- in- mis- ob- per- pre- pro- re- sub-</p> <p>44 Tails (suffixes) 2 -en -ful -ed -ly -y -ish</p> <p>45 Sufficing -ing (e.g. hopping)</p> <p>46 Vowel-rr (e.g. carry)</p> <p>47 -le (e.g. tickle)</p> <p>48 ear air (e.g. search)</p> <p>49 au aw oor oar</p> <p>50 Tricky words 5 ask, because, earth, little, once, out, people, saw, very, walked</p>
Island 6	Island 7	Island 8	Island 9	Island 10
<p>51 wa wor wair (e.g. world)</p> <p>52 Sufficing -ed (e.g. hopped)</p> <p>53 Silent letters (e.g. honest)</p> <p>54 Vowel-re (are/ie/ure)</p> <p>55 o as u (e.g. governa)</p> <p>56 ce se (e.g. promise)</p> <p>57 soft c g 2</p> <p>58 Tails (suffixes) 3 ment-less-ness-est age-some</p> <p>59 Compound words (e.g. baseball)</p> <p>60 Tricky words 6 ang, brother, does, every, know, many, money, month, other, write</p>	<p>61 y changes to i (e.g. babies)</p> <p>62 links (e.g. seikour)</p> <p>63 -tion -sion (e.g. television)</p> <p>64 qua squa (e.g. quality)</p> <p>65 Advanced plurals</p> <p>66 ou as u (e.g. carousel)</p> <p>67 ough augh (e.g. thought)</p> <p>68 Split vowels (e.g. tri-umph)</p> <p>69 Sounds saying A (e-a-i-e-i-a)</p> <p>70 Tricky words 7 again, birthday, brought, great, laugh, shoulder, straight, through, thought, young</p>	<p>71 Sounds saying i (e-igh-i-e)</p> <p>72 Sounds saying O (o-e-a-o-u-o)</p> <p>73 Sounds saying oo (o-o-u-u-u-u)</p> <p>74 ie ei (e.g. believe)</p> <p>75 Sounds saying E (e-e-a-i-e-i-y)</p> <p>76 Homophones (e.g. about allowed)</p> <p>77 ir ur 2 (e.g. virtual)</p> <p>78 Soft c g 3 (e.g. fragile)</p> <p>79 Tails (suffixes) 4 -ly -ly -ic -ical -ture -oon -est -ous</p> <p>80 Tricky words 8 beautiful, believe, beneath, clothes, friend, heart pieces, show, same, water</p>	<p>81 -al -el (e.g. interval)</p> <p>82 Advanced sufficing</p> <p>83 au 2 (e.g. authentic)</p> <p>84 Links 2 (e.g. ingredient)</p> <p>85 Tails (suffixes) 5 able-ible-ant-ent-ive-ine-our-ice-ite-cy</p> <p>86 ch as k/sh (e.g. archive)</p> <p>87 ph (e.g. amphibian)</p> <p>88 ign (e.g. physique)</p> <p>89 -ly (e.g. occasionally)</p> <p>90 Tricky words 9 almost, always, beginning, busy, necessary, pretty, school, soldier, success, suggest</p>	<p>91 Silent letters 2 (e.g. colleague)</p> <p>92 Tails (suffixes) 6 -ory -ary -ite -ance -ence ology -ity</p> <p>93 Connective ti ci (e.g. coincidence)</p> <p>94 j choices (j-g-dge-ti-da)</p> <p>95 -ar -or (e.g. particular)</p> <p>96 ui (e.g. entrepreneur)</p> <p>97 y as a vowel (e.g. hysterical)</p> <p>98 Assimilated prefixes (e.g. irresponsible)</p> <p>99 Advanced prefixes (e.g. coincidence)</p> <p>100 Commonly misspelled</p>

Skills:

- Phonological skills (identifying, blending, and segmenting phonemes)
- Correspondences
- Phonics for both decoding (reading) and encoding (spelling)
- Syllable segmentation
- Morphology, vocabulary, and fluency

[Click here](#) to learn about the science behind word recognition skills from the Reading League's Science of Reading: The Defining Guide to see how Hairy Reading and Nessy Reading and Spelling align with the science.



IDA Knowledge and Practice Standards for Teachers of Reading that align with Hairy Reading and Nessy Reading and Spelling:

Standard I: Foundations of Literacy Acquisition

Understand that learning to read for most people, requires explicit instruction.

Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching including explicit, systematic, cumulative, teacher-directed instruction.

Substandard B: Phonological and Phonemic Awareness

4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.

4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.

4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.

4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

Substandard C: Phonics and Word Recognition

4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.

4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.



- 4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
- 4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
- 4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- 4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
- 4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
- 4C.8 Know/apply in practice considerations for the different types and purposes of texts, with an emphasis on the role of decodable texts in teaching beginning readers.

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eBook**



Tap to open

Learn the rules of reading and spelling the Nessy way - with fun!
The new book by Mike Jones, author of *Dyslexia Explained* and the Nessy programs.