

TOE BY TOE

“One of the most important books I’ve ever signed.”

J. K. Rowling on Toe By Toe



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TOE BY TOE

INTRODUCTION

If you are intending to teach a struggling reader to read using *Toe by Toe* and unsure how to begin, the following powerpoint should be useful to you. Please note that, if you require further details other than shown on the slides, you can click on 'View' and then 'Notes Page' to get the full notes associated with each slide.

Good luck to you both

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TOE BY TOE

What is Toe by Toe?

- *Toe by Toe* is a literacy scheme developed specifically for struggling readers.
- The whole scheme is contained in one manual. Keda's 'little red book'



TOE BY TOE

Toe by Toe is used in more than 100 different countries including:

- Bahamas
- Australia
- New Zealand
- Kenya
- Falkland Islands
- South Africa
- Cuba
- USA
- Canada
- Hong Kong
- Cyprus
- Singapore
- Ireland
- Middle East



TOE BY TOE

- *Toe by Toe* provides the dyslexic student with the necessary decoding skills.
- The ‘tools’ to do the job...
- Non-dyslexic people do not need to be taught these skills. We know them at a sub-conscious level.
- Tutors often find that they are learning about the language along with the student.



TOE BY TOE

Why does it work so well?

- 25 years of practical research
- progress by the tiniest of steps
- constant reinforcement and over-learning
- Use of nonsense words
- Keda's unique syllable division

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*A Note on Pronunciation

Toe by Toe makes no claims to cover all the sounds in the English language.

e.g. For vowel sounds we only use the **long** and the **short** sounds of the 5 vowels. Experience has shown that - for our purposes - this simple distinction is enough.

The ‘correct’ sound is the one used in the region where the student lives i.e. in their own ‘speech community’



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Please cut and paste the following into your browser to hear the sounds we recommend using with your child...

Pg. 13 at:

<https://toe-by-toe.co.uk/nonsense-word-answers/>



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- *Toe by Toe* insists upon 3 consecutive ticks before we can assume that a particular word (or skill) is lodged in the long-term memory.
- i.e. on 3 consecutive days - the student has demonstrated that they know the correct sound.
- A very simple idea but so important for what we are trying to achieve...



TOE BY TOE

Here is an example of a completed grid.

Day	5	6	7	8	9	Day	5	6	7	8	9	Day	5	6	7	8	9	Day	5	6	7	8	9						
Month	9	9	9	9	9	Month	9	9	9	9	9	Month	9	9	9	9	9	Month	9	9	9	9	9						
u	/	/	/			m	/	/	/			v	/	/	/			G	/	/	/			S	/	/	/		
h	/	/	/			k	/	/	/			sh	/	/	/			H	/	/	/			Qu	.	.	/	/	/
c	/	/	/			o	/	/	/			th	/	/	/			I	/	/	/			U	/	/	/		
x	/	/	/			p	.	/	/	/	/	ch	.	.	/	/	/	J	/	/	/			V	.	.	/	/	/
e	/	/	/			qu	/	/	/			ck	/	/	/			M	/	/	/			C	/	/	/		
f	/	/	/			r	/	/	/									L	/	/	/			X	/	/	/		
g	/	/	/			z	/	/	/			A	/	/	/			K	/	/	/			Y	/	/	/		
b	.	.	/	/	/	t	/	/	/			W	/	/	/			P	/	/	/			F	/	/	/		
i	/	/	/			a	/	/	/			D	/	/	/			O	/	/	/			B	/	/	/		
j	/	/	/			y	/	/	/			E	/	/	/			N	/	/	/			Th	/	.	/	/	/
n	/	/	/			w	/	/	/			W	/	/	/			T	/	/	/			Sh	.	.	.	/	/
l	/	.	/	/	/	d	.	.	/	/	/	Z	.	.	/	/	/	R	/	/	/			Ch	/	/	/		

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Who can use *Toe by Toe*?

Toe by Toe works best ‘one to one’. Specific training is not necessary. Simply follow the detailed instructions in the red ‘coaching boxes’. Tutors can be:

- Parents, grandparents, siblings ... etc
- Teaching assistants (“para-professionals” in the USA)
- ‘Buddies’



TOE BY TOE

How often should *Toe by Toe* be used?

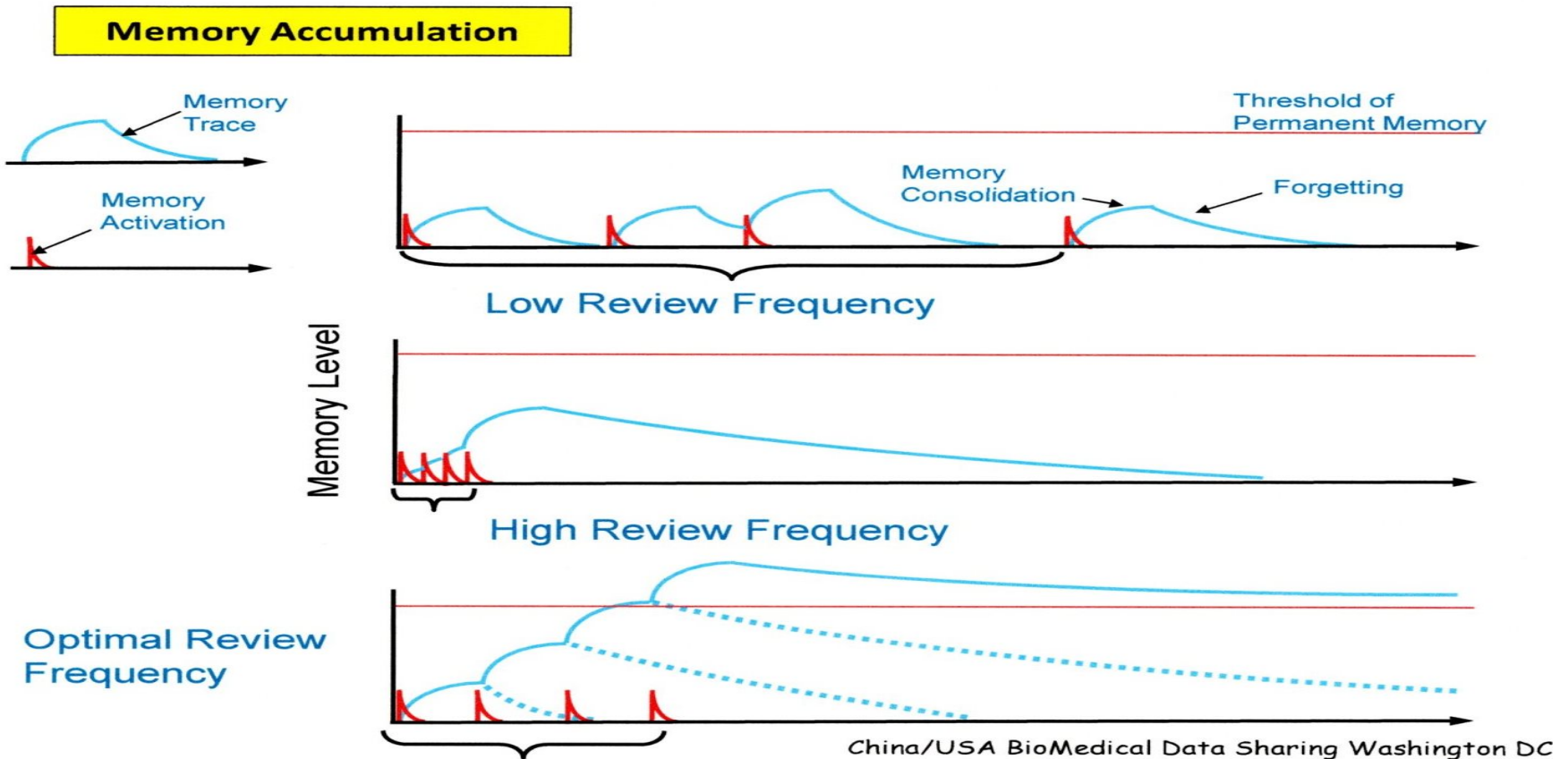
- Daily for 15 - 20 minutes for optimum results.
- Frequent short sessions are better than longer infrequent sessions.
- Even once a week will work but takes much longer than the 'target time'.
- Time taken to finish the scheme varies depending upon frequency of intervention and the severity of the student's literacy problem. It can take less than 3 months or it can take a year or more. In such a case you have to maintain the students' self belief.

Momentum brings confidence...

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We often urge people using TBT to follow the instructions to the letter and, in particular, aim for daily intervention to optimise results. Here's why:



To reach the 'Threshold of Permanent Memory' requires 'Optimal Review Frequency'. The science behind 'Spaced Repetition' says: "It is imperative that you undertake an initial review of the material within a day of learning it followed by two or three more reviews over the next few days..." and that is pretty much what Keda Cowling discovered herself over decades of trial and error research...

TOE BY TOE

Generally speaking, the *Toe by Toe* scheme follows this sequence:

- Introduce a new skill
- Practise that skill in a nonsense word
- Practise the skill in a real word
- Practise the skill in text
- Introduce the next skill...

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Dyslexic students, from an early age, develop coping strategies. Unfortunately these can interfere with their later efforts to learn to read. The two main coping strategies are:

- memorisation
- guessing



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Keda's first great breakthrough came when she began to use nonsense words.

The use of nonsense words pre-empts the use of memorisation and guessing.



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The second major breakthrough came with the development of her unique syllable division.

Keda found the more conventional syllable division (using 'closed' and 'open' syllables) was confusing for her students.

She developed her own simplified version which is at the heart of the TBT method.



TOE BY TOE

(Extract from Page 155 of *TBT*)

If you were tutoring with *TBT* right now, would you feel confident that you knew the ‘correct’ way to say these words...?

maipattoy

baitish

raidpate

ainpecker

painaytog

ensaikrip

aidappot

claifing

taishine

troysait

megpaith

camtain

stepsimail

sockibain

skataik

raskail

traimoath

thaindrap

slaikath

plaimink

snaicher

praiminitch

paidinker

laideetoaf

teenoach

chinpail

toadain

broachain

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Teaching Syllable Division (1)

- Check that the student can identify vowels by asking them to run through a sequence of letters simply saying “yes” or “no”

bngcakuloamngundfashwq



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Teaching Syllable Division (2)

Our ‘standard’ division is simply:

Vowel + Consonant /

Unless the vowel is followed by a double (repeated) consonant.

Thus:

fin / supp / er / ol / mad / ett / ap / in

(N.B. Never leave a single letter ‘hanging’ at the end...)



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SYLLABLE DIVISION PRACTICE (2)

u f a d d i n s e r i t t i m a n k e t t e r

i m e r s t i n a d w o r k u l l e z i n g

(N.B. Never leave a single letter 'hanging' at the end...)



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Teaching Syllable Division (3)

‘sh’ ‘th’ ‘ch’ ‘ck’

These cannot be divided since they make a single, discrete sound. Thus,

j u c k / i s h / e l l a n / b i s h o p / f a c h i n e / t h e r



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SYLLABLE DIVISION PRACTICE (3)

i s h a r u n d a c k e n t h r a d d u p e

o p a c k o t h u l c h a m p e n d i n g



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Teaching Syllable Division (4)

‘tch’ ‘ph’

Also cannot be divided, thus:

tren / itch / ash / en / teph / on / otch / in / ash



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SYLLABLE DIVISION PRACTICE (4)

o c k e r e t c h u p h i d d e r e t o n e

i t c h a s h o r e p h e m a t h o d d i n



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Teaching Syllable Division (5)

‘oa’ ‘ai’ ‘ee’

These vowel digraphs also make a single (long) sound. We take the long sound of the first and jump over the second. (When two vowels go walking, the 1st does the talking...) Thus we treat them as we would a single vowel and they cannot be divided. Thus:

neet / ish / oad / en / dill / ain / seph / eesh / ing



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SYLLABLE DIVISION PRACTICE (5)

t e e m e s t o a s h a p a i n d i d d e r

h o a g u r t e e m a i l s e r v a n i p e



TOE BY TOE

(Extract from Page 155 of *TBT*)

maipattoy

baitish

raidpate

ainpecker

painaytog

ensaikrip

aidappot

claifing

taishine

troysait

megpaith

camtain

stepsimail

sockibain

skataik

raskail

traimoath

thaindrap

slaikath

plaimink

snaicher

praiminitch

paidinker

laideetoaf

teenoach

chinpail

toadain

broachain



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phlegm

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phlegmatic

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phleg / mat / ic

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Please note: The use of nonsense words is restricted where there is a choice of sounds

For example: ‘ea’ can say ‘short e’ (head)
or ‘long e’ (meat)

Students only use real words to practice.
(see *TBT* p 143)

In such a case we say to the student:

“If unsure, try both to see which sounds like a real word...”



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Unfortunately, we have to live with the fact that English spelling is rarely straightforward:

Toe by Toe only teaches the 2 main sounds of 'ea'.

Consider: “steak”, “break”
 “meander”
 “creative”

Consider also: “real” and “reality”
 combined with ‘r’ - it sounds like “ur” (early)
 (Not always, it doesn't!! What about ‘heart’...?)

Essentially TBT teaches sounds/rules applicable 90% of the time.
In practice this is enough.

The student can use other reading strategies for the remainder.



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THE IRISH SURGEON LOVED TO DRINK GUINNESS

WHY...?

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ge	“j”	-	soft sound of ‘g’
gi	“j”	-	soft sound of ‘g’
gy	“j”	-	soft sound of ‘g’
ga	“g”	-	hard sound of ‘g’
go	“g”	-	hard sound of ‘g’
gu	“g”	-	hard sound of ‘g’



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(Extract from Page 185)

ropgilter	blofger	margickait	grabgerm
stergit	geritotch	geratching	rapgerpond
gendeemer	magistank	agsobgerm	patgerrat
reppedobe	repgittop	gribbenter	gerasticate
gennerpoad	gemmerish	gertipode	nitgirabe
gentickain	argipode	sapginate	gipoader
lapgend	lefargem	germinock	meelgerf

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Unfortunately, English being English...

get

give

girl

gelding

together

gimmick

gift

giddy

gigglegit

Always exceptions...

*(‘Ballad of Reading **Gaol**’ - Where on earth did that spelling come from...?)*

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Let's look at the following:

concave

cellar

concert

circuit

What do these words tell us about the sound made by the letter 'c'?

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ce	“s”	-	soft sound of ‘c’
ci	“s”	-	soft sound of ‘c’
cy	“s”	-	soft sound of ‘c’
ca	“k”	-	hard sound of ‘c’
co	“k”	-	hard sound of ‘c’
cu	“k”	-	hard sound of ‘c’

i.e. **e / i / y** (the usual suspects...) give the consonant its ‘soft’ sound



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(Extract from Page 191)

doachace	naimonice	minnertice	cerrebode
fuppancip	loncerich	isherclint	bacomitch
ancippode	cistellite	cipponash	mancideem
telletrace	cimmelt	cerdommate	francidock
effrancer	epcurling	ancimmid	enceripe
prackpoll	cillarder	illercinnog	banceemoal
ickarrick	ettockill	ciskernoad	suncidane



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The only exception to the ‘twin consonant’ rule in Keda’s syllable division occurs when we have a double ‘c’

Normally, we would draw the line after the 2nd twin

e.g. conn / ec / ting

However, with **cc** we draw the line in the middle **c / c**

if it’s followed by **e** or **i** (again, the ‘*usual suspects*’)

Thus (Page 197):

ic/cipode

succ/anping

tac/cellot

nicc/omrit

ac/cimoat

oc/cimet

sacc/olter

macc/oner

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Practice (Page 199 in TBT...):

broccoli accidental

accosted accessory

Occident desiccate



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We are confident that Toe by Toe will work its magic for you and your child. Please note that we now have a parents' support group on Facebook: **'Official Toe by Toe Parents' Support Group (Worldwide)'** which you may find interesting and useful. Just 'cut & paste' the following into your browser:

https://www.facebook.com/groups/125105718332824/?ref=nf_target&fref=nf

Best wishes to you both from all at Toe by Toe!

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