**English [Resource 2]**

I take it you already know

of tough and bough and cough and dough?

Others may stumble, but not you

On hiccough, though, slough and through?

Well done! And now you wish, perhaps,

To learn of less familiar traps?

Beware of heard, a dreadful word

That looks like beard and sounds like bird,

And dead: it’s said like bed, not bead -

For goodness sake, don’t call it deed!

Watch out for meat and great and threat,

(They rhyme with suite and straight and debt.)

A moth is not a moth in mother

Nor both in bother, broth in brother.

And here is not a match for there,

And dear and fear for bear and pear,

And then there’s dose and rose and lose -

Just look them up - and goose and choose,

And cork and work and card and ward,

And font and front and word and sword,

And do and go, and thwart and cart -

Come, come I’ve hardly made a start!

A dreadful language? Why, man alive!

I’d learned to talk it when I was five,

And yet to write it, the more I tried,

I hadn’t learned it at fifty-five.

Anon

**Key questions**

1. What does this poem exemplify or tell you about

the English language?

1. What cognitive strategies did you draw on to read

this poem?

1. What are the implications for readers who depend

on sounding out letters?

1. What are the implications for readers who have

learned to read in another language first, for

example te reo Māori?

**Some basic ideas about student’s reading**

Opportunities to read orally in a one-to-one situation

provide an important assessment context.

1. Students learn to read by reading.
2. Praise and support will encourage their attempts

to read successfully.

1. Student’s reading and their attitudes towards

reading will improve when:

* they are working with someone who gives them

encouragement and appropriate help;

* they are provided with interesting material which is

at their instructional or independent level;

* their behaviour leading to independent reading is

encouraged and praised.