

Ten Key Points: The Benefits of Reading the *Sfumato*[®] Way

Typical Children's Reading Problems		The "Sfumato" methodology can eliminate these problems !!
1.	Children cannot read aloud.	The Sfumato [®] Reading methodology is based on children working with their voices; they undergo voice training.
2.	Children do not read fluently.	Fluent reading is a characteristic feature of the "Blended Reading [®] " technique. Speech sounds are connected to each other, in legato style.
3.	Children need to rehearse before they read [i.e. so-called 'double reading' or 'pre-reading'].	This phenomenon, the need to rehearse, comes from a poor reading technique. Users of the Blended Reading technique do not need to rehearse.
4.	Children leave out phones or letters, i.e. they fail to pronounce the sounds corresponding to certain letters, or they add them.	Children do not have problems with adding or 'leaving out letters' since their Blended Reading habits ensure that their eyes move smoothly [a controlled saccadic movement] from letter to letter while at the same time their vocal apparatus is consciously stimulated.
5.	Children interchange letters.	Children do not mix letters up. Through individual methodologically-based steps, children learn to create a perfect image of each letter (they learn to recognize each of its parts), and they do not interchange one letter with another, even if it is turned upside down.
6.	Children have problems reading so-called 'difficult words' (words containing consonant clusters).	Children do not have any problems with this because they have learned how to create individual sounds in a physiologically correct manner, and then how to blend them together.
7.	Children fail to distinguish between long and short vowels.	Children learn to distinguish perfectly between long and short vowels; this feature is one of the merits of the methodology. Right from the beginning children are taught to use their vocal apparatus correctly, and how to breathe so that they can create a long exposed vowel [= long exposition of a phoneme]. Short vowels are produced by gradual shortening of long vowels. Children learn to reduce long vowels to short vowels by reading three-phoneme monosyllabic words that contain <i>fortis consonants</i> (i.e. by reading one-syllable words with three sounds, with plosive consonants, which have a high energy potential).
8.	Children cannot control their reading pace, cannot slow down.	Blended Reading gives children time and space to find their own reading pace. It is their own Central Nervous System that determines their reading pace, depending on how fast they process the feedback created when reading.
9.	Children have problems using intonation in their sentences.	Children do not have sentence intonation problems. The Sfumato Reading methodology proposes several developmental phases, during which children learn to work with their voices. They learn to give their voice colour, to shape it, and to accentuate words etc.
10.	Children fail to read with understanding; their eyes go back to what they have already read because they do not know what it is that they have read.	Children understand what they read because a <i>dynamic stereotype</i> has been created in them owing to the fact that all the attributes of reading have been complied with and observed. Children pass through four levels of reading development: Level 1: technical habits (creation of a dynamic stereotype) Level 2: knowledge of concepts as presumptions Level 3: comprehension of a conveyed idea, orientation in the context Level 4: children establish their own standpoint on what is read (transformation)