

believe you can make a difference?

you can
with I Can Read®

Recent (2012) studies directed by The International Association for the Evaluation of Educational Achievement have placed Australian students in the same category as countries like Poland and Lithuania with a quarter of Year 4 students performing significantly below expectation. Thirty years ago, believe it or not, the illiteracy rate for school age children was around 7%; today it's above 25%. Millions of (tax payer) dollars have been injected into education with little to show in respect to reading and literacy improvement. This leads one to ask why so many children are failing to learn to read in Australia.

I Can Read development

In 1997 two Australian educational psychologists set out to create an instructional model to teach reading. This instructional model was designed to incorporate the lessons learned from over 30 years of empirical research by psychologists into how people learn to read. The result was the I Can Read® System, completed in 2002.

The I Can Read® system is a bottom-up hierarchical approach which incorporates unique instructional methodologies designed to ensure success. It overcomes difficulties commonly associated with learners who have poor visual memories, weak phonemic and sequencing skills and removes ambiguities arising when groups of letters combine in ways whose pronunciation is not phonologically accessible. It is also ideal for any child (or adult) wanting to learn to read and who wants a head start upon entering primary school.

Who

The approach was designed to:

- be easy to teach
- be inexpensive (training and resources)
- be easy to learn
- be independent of visual memory strengths
- be fun to learn
- be effective, empower and lead to independent literacy skills
- be relatively quick (students acquire skills within six months)
- be sustainable and long lasting

I Can Read® is designed to be easy to teach because it is structured and systematic. Teachers simply follow the programme. It is easy for children to access because it does not require the student to have a strong visual memory. It is fun and rewarding because it empowers children to appreciate the principles behind learning to read and to apply them. A child assessed as ready to learn to read will be reading independently within six months and will retain and develop the skills acquired. I Can Read® is one of the few instructional methodologies to have been subjected to controls and tests designed to show how effective it is. (See website)



A number of studies conducted between 2000 and 2012 demonstrate the effectiveness of the System. As of 2013, over 150,000 students have successfully learned to read through attending an I Can Read® Centre in one of around 60 centres in the ASEAN region. No child has failed to learn how to read after attending the ICR programme. Controlled studies into the effects of the ICR programme have been undertaken in Singapore, USA and Turkey.

The approach favours methods that emphasise the alphabetic code and automatic word recognition. It is taught by trained teachers usually in a small group environment and each student attends on a weekly basis for about one hour.

I Can Read® is now available in specific locations in Australia and the service is provided by I Can Read® licensed independent providers. If you wish to locate a centre or if you are a teacher exploring a business opportunity or an investor, view us at www.icanreadsystem.com for more information. Research supports the view that teaching reading is a specialised skill which is best taught by professionals, and children who do not receive appropriate intervention frequently continue to struggle throughout school years and beyond. Now there is an approach which is risk-free, effective and inexpensive. Teachers, parents, students and associations recommend the I Can Read System as the reading approach of choice.

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Annabel Seargent Bachelor Arts (Psychology), Graduate Diploma (Counselling), Australian Psychological Society, Psychologist.

Annabel Seargent is an Australian Educational Psychologist and contributor to 'Dealing With Dyslexia and Other Reading Difficulties', with degrees in English Literature, Psychology and Counselling. Annabel specialises in working with children with reading difficulties and worked with her partner, Tony at the Campbelltown Literacy Centre in Sydney in 1997 researching how children learn to read. She is co-creator of the I Can Read® total literacy system, and was invited by the Ministry of Education to trial the system in Primary schools in Singapore in 2000. Annabel is the author of the I Can Read® stories and textbooks.



Anthony Earnshaw Bachelor Arts (Honours), M. Litt (Psychology), Graduate Diploma (Counselling), Diploma in Education, PhD. Australian Psychological Society, American Psychological Society, Senior Educational Psychologist.

Tony is an Australian Developmental Psychologist and author of the book 'Dealing with Dyslexia and Other Reading Difficulties'. He has over twenty years' experience in education systems in Australia and overseas. He has worked with 'English as a First Language' children as well as with children from 'non-English speaking' backgrounds who were experiencing reading difficulties. Tony is a specialist in diagnosing and treating children with reading and learning difficulties. He is co-creator of the I Can Read® Total Literacy system.



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over 150,000 successful outcomes

The I Can Read® suite of English language and literacy-based programmes was developed by two Australian educational psychologists, Dr Tony Earnshaw and Ms Annabel Seargent between 1997 and 2000. At the invitation of the Singapore Ministry of Education, I Can Read® was tested in a controlled pilot study in 2000. The results of this pilot study were significantly positive to enable the Ministry to grant permission for the system to be used in local schools. In 2002 at the request of local business interests, an I Can Read® learning centre was set up in Singapore and the system became a commercial product. Over the next few years, the system was made available through a string of franchised learning centres in Singapore and by 2012 there were 20 independently owned centres in Singapore providing for around 12,000 students each week. Since 2002, the system has been provided to over 60 locations in China, Thailand, Malaysia, Indonesia, USA, Turkey, Australia and the UAE.

No child has failed to read using the I Can Read system. The System has spread quickly through Asia and in the past year has grown rapidly in Australia. Its success derives from its methodology, which parallels the way in which the brain actually acquires the skills required to learn to read. I Can Read® is easy to teach and easy to learn. It solves the problem of reading faced by millions of children today and the outcomes are measurable. Judge for yourself!



Since its inception, Total Literacy has sought a peer reviewed study to independently test the effectiveness of the I Can Read® System. We still do. These studies are to the best of our knowledge the next best thing. They involve pre-test-post measures, controlled and matched test subjects and reliable testing measures. We can't fit all the studies onto these two pages but the ICR website shows the details of the main studies into the effects of the I Can Read® System. We invite any reputable education institution to contact us and discuss a peer initiated study into I Can Read®.

2002 Singapore: A Ministry of Education supervised small N study using three matched subject groups produced the first evidence that the ICR System is significant and effective.

2003-2005: Additional studies in Singapore without controls produced evidence of the significant effects of the ICR system. These studies had larger sample sizes.

2011 Maine USA: A school supervised study utilising a pre-test-post-test measure produced supporting evidence for the effectiveness of the ICR System.

2012 Turkey

Pilot study – Final Oculari (School) Diyarbakir Turkey

The pilot study conducted at the Final school in Diyarbakir targeted the following classes of children: preschool, Grades 1, 2 and 3.

The purpose of the pilot study was to measure the degree to which



improvements could be made in the target groups in respect to their English literacy skills, specifically their ability to read English and speak it coherently in a non-English speaking population. To this aim, pre-testing acquired a base line measurement of current skill levels with a view to a follow up post-test at the completion of the study so as to determine whether or not any significant differences appeared between pre-test and post-test scores. Each group included two matched classes A and B.

In summary, we hypothesised that at the pre-test level:

- 1A = 1B
- 2A = 2B
- 3A = 3B

We did not pre-test the pre-schoolers.

There is not sufficient space here to provide all the details of the study. Full results of the study are available on the website: www.icanreadsystem.com

The Pre-Test Measures

Seven pre-test measures provided evidence of student's English literacy skills. Overall, the class age averages were homogenous and statistically not different. The pre-test scores show some differences between the group means but overall those differences are not significant in respect to variances between groups.

Analysis of Data

As each year was tested, the scores were higher and the errors were less.

There is strong evidence that each class has been taught to associate sounds with letters as suggested by the high scores on the 'sound to letter' measure. This measure invites the child to hear a sound and associate it with a visual letter. This test is quite easy for most participants.

There is evidence in the differences between the error rates for Lists A and B that children in this school apply a phonetic (phonics type) strategy when it comes to accessing unfamiliar English words. This can be seen where children made fewer mistakes in List B than in List A which is a measure of sight words. Classes 1A-B, 2A-B and 3A-B made less mistakes in List B than in List A. List B measures the ability to decode unfamiliar but regular nonsense words and requires knowledge of sound to letter correspondences and the ability to blend such sequences.

In summary, it appears that children learning English in this Final school do acquire many of the required abilities that might render them able to scan text but they do not acquire the ability or the confidence to express themselves well in English.

Pilot Programme Outcomes

This study was committed to an improvement on pre-test scores by at least 25% and this target was our focus for the duration of the pilot study.

Discussion

This pilot study was undertaken in the normal classroom with local teachers present at all times.

Class	Time spent in the classes over 4 weeks
Pre-school	7 x periods x 40 minutes – Average age 5 years plus
1A	13 periods x 40 minutes – Average age 6.9 years
2A	10 periods x 40 minutes – Average age 7.9 years
3A	9 periods x 40 minutes – Average age 8.7 years

(See web page for detailed statistics)

Further results obtained are continued over the page.



relevant
facts

facts + supporting data

Below is a representation of the changes as a result of the intervention.

The figures below represent the degree to which Class A varied from Class B at the post test level.

Variance

For example 1A-1B 'Picture Word' test had Class 1A better than Class 1B by 100%.

Post Test Profile – Percentages

Class	Scores					
	Picture Word	Picture to first sound	Letter to sound	Letter to Name	Sound to letter	Age
1A-1B	100%	100%	12%	-10%	100%	6.9
2A-2B	300%	<1000%	1000%	100%	1000%	7.98
3A-3B	400%	1000%	<1000%	400%	150%	8.71

Class	Scores				
	List A Error	List B Error	Read A Error	Read B Error	Age
1A-1B	100%	1000%	1000%	50%	6.9
2A-2B	100%	1000%	500%	500%	7.98
3A-3B	80%	300%	1000%	250%	8.71

Post Test Review

The pre-schoolers were essentially simply being socialised into the school. There did not appear to be any real academic agenda at this stage and this is understandable.

Classes 1A-3A showed significant gains in their ability to read and speak English.



Don't just take our word for it...

Since providing franchise opportunities in Australia and overseas, many successful stories of satisfied business people have confirmed what we already knew...

I Can Read® is a great programme and a real success story. Become part of the I Can Read® family and join us in making a difference to someone's life.



Despite having taught at I Can Read for several years now, I am still impressed with how clever and effective the I Can Read system is to teach. Also, as a teacher, there is no onerous marking load and very little preparation required. Everything is done for you.

Leanne (Chatswood Centre)

Having never before owned a business, I am pleased to say that I Can Read Hornsby is easy to manage and is well supported by the I Can Read head office. I set my own hours and organise my own working day. Each step has been a learning experience, but it gets easier every day, and the centre is growing – exciting times!

Chrisie (Hornsby Centre)

our testimonials



I had been working as a teacher with I Can Read for over four years, both at the Head Office centre in Brookvale and in Pittwater. I love teaching the I Can Read System because I see it working every day, every week, every year with each student. I became interested in the I Can Read system initially because it had been fully independently tested and shown to be highly effective.

Chrisie (Teacher)

I knew about I Can Read from my experiences overseas where this service is well known and so I looked into their licensing structure when I returned to Australia last year. The entry licence fee was very reasonable and I had a royalty free period of three months which gave me time to build up my client base. It was a great start, by meeting the running costs within the first 2 months I was able to have immediate money in my pocket.

Billie Beljanski (ICR Enmore, Sept 9 2014)

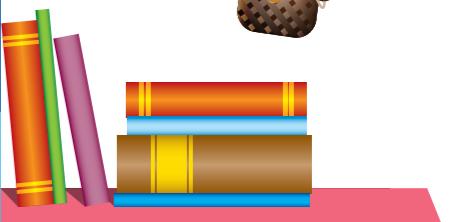
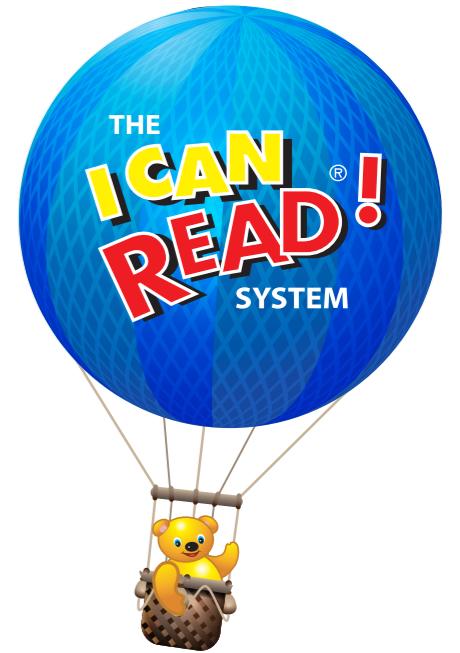


9 months ago, my son (began Yr 1) struggled to read most words and couldn't understand one sentence. After 3 terms of "I Can Read - Literacy program" he is now reading out loud to me while I fill the bath and fell asleep, reading it some more. The program is priceless and we are so proud of all his hard work and the patience from his nurturing teacher at your Chatswood location. It is one of the best decisions we have made and his confidence and self-esteem has changed dramatically and is noticed by his school teacher also. Highly Recommended!!

Mel Wojtas

I have been teaching at I Can Read for 2 years. I work in three centres in Sydney. I would highly recommend the I Can Read programme to teachers and parents because it is an evidence-based programme set up by two Educational Psychologists and Educators and it is a SYSTEM which caters for the needs of individual students while allowing for differentiation.

Wendy O'Hanlon (Teacher)



I Can Read® centres have been instrumental in enabling children worldwide to not only master the skills of reading and literacy but to also gain confidence in themselves by gaining these skills. The system was created to solve a problem faced by many children today. ICR centres are fun learning environments and the programme is easy to teach and easy to learn. The outcomes in the supporting data and the happy faces of the students are testament to this.

believe

you can make a difference

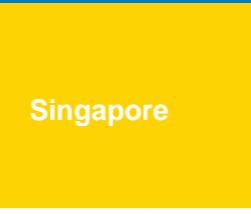
Vietnam



Australia



Singapore



Thailand



Indonesia



Malaysia



Turkey



China



USA



UAE

I Can Read® continues to grow throughout Australia and internationally, and is now available in over 60 centres and 10 countries.

Read our success stories and learn about our literacy camps and updated news on our website: www.icanreadsystem.com
and follow us on facebook: ICanReadAustralia.

invest

now for a promising future

Business opportunities

I Can Read® has developed a unique and exciting business model for teachers and investors interested in this literacy business opportunity.

It is an approach to marketing ICR's range of products and services that is low cost, relatively low risk, value driven, and quickly profitable, as well as being a satisfactorily easy to establish business. It requires you as a franchisee to locate premises because you will set up a small ICR centre with what is essentially two classrooms (approx. 4x4m). No fitout will be required, although you might place a partition between teaching areas and set aside a small desk area for administration. You will be provided with signage artwork to showcase your new business along with other marketing material. Your rent will be low and we will share a special kickoff marketing strategy to help you.

As franchisors, we do not require access to your financial records and we do not audit your operation; in fact, we are a streamlined operation providing essential support, resources and in-service.

We have a strong track record, demonstrated by the growth of the I Can Read® System across Asia (in English as well as non-English speaking environments) because the system is so beneficial for children in the development of their literacy skills. While I Can Read® services are provided by qualified teachers who are trained by us, you do not have to be a teacher to invest in the business. An investor takes on a five year (renewable) licence to deliver our range of products and services. We assist in the setup process and admin of each new franchise. No royalties are paid for the first three months and then it's a low set royalty fee irrespective of enrolments, thus giving you a significant incentive to increase your student numbers.

We Provide:

- Full Licence Protection
- Full Training (4x days)
- Resources at cost
- Business Model
- Easy Daily Contact As Required
- No Hidden Fees

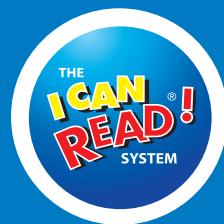
You Get:

- Access to ICR's Intellectual Property
- Territorial Protection (optional)
- A Low Entry Fee- Low Risk Business
- A Choice of Lifestyle
- Representation on the ICR website
- Regular In-service Teacher Days

Please feel free to express your interest in obtaining a service provider licence. We will contact you to discuss whether our products and services are a match for you. There is no obligation.

We have developed a low risk business model with a great likelihood of success. The licence is inexpensive, and the opportunities for business growth endless!

Send us an email expressing your interest as a qualified teacher, investor or other, by providing your contact details to info@icanreadsystem.com today.



I Can Read® offers students the promise of



successful outcomes