This study examined the effectiveness of sight word reading in teaching a 4 year old child to read English text. Prior to the intervention, the participant has acquired English orally but has never acquired any reading instruction. The participant was taught to read English text by applying sight word reading intervention based on Doman’s instruction (Doman and Doman, 2006). The writer did not conduct the intervention by herself, yet, trained the participant’s mother to do it at home. The data was collected before and after intervention by applying ERSI test to measure the participant’s reading ability. The results indicates that the participant’s score for ERSI test was improved after receiving sight word reading intervention. The participant gained 8.3 in ERSI pre-test while in the ERSI post-test 27.3. Thus, the participant’s score improved by 19. The improvement is due to the participant’s success in answering the four tasks of ERSI, namely alphabet knowledge, concept of word, phoneme awareness, and word recognition. After the intervention, participant was able to recite alphabet letter and read English text provided in ERSI concept of word and word recognition tasks. Besides, participant’s phoneme awareness also emerged automatically as a result of this intervention.

Keywords: early reading; ERSI; sight word reading; whole word approach