The National Literacy Strategy

Additional Literacy Support

Module 1

• Phonics and Spelling
• Reading (Guided and Supported)
The National Literacy Strategy

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MODULE 1
Phonics and Spelling
Reading (Guided and Supported)
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Note that there is no section on Writing in Module 1.
The Literacy Hour is now well established and having a positive impact in primary schools. This should ensure that all pupils receive good quality literacy teaching from the time they start school. Pupils who are already in Key Stage 2 will not, however, have been taught the Literacy Hour from the beginning of primary school, and many would now benefit from further support.

The purpose of Additional Literacy Support (ALS) is to help pupils in Key Stage 2 who have already fallen behind in literacy, but who would not otherwise receive any additional support in this area. This pack includes a practical, high quality teaching programme for such pupils, to be delivered during the group work session of the Literacy Hour by teachers and classroom assistants, working in partnership.

Classroom assistants have a key role in delivering ALS. The programme offers them training and a set of structured teaching materials to help them make a significant impact on standards in the classroom. The Government is funding an additional 2,000 (full-time equivalent) classroom assistants in 1999–2000 to deliver ALS in schools. This is a first step to meeting its pledge to provide an additional 20,000 assistants by 2002. Evaluation of ALS will inform decisions about this wider deployment of classroom assistants.

I hope that schools find these materials useful in ensuring that we succeed in raising standards of literacy for all pupils.

Professor Michael Barber
Head of Standards and Effectiveness Unit
Introduction to ALS

The National Literacy Strategy gives all pupils a basic entitlement to good quality literacy teaching. In the early stages of the strategy, however, pupils in Key Stage 2 will not usually have benefited from being taught the Literacy Hour, using the objectives in the literacy Framework for teaching, from the beginning of primary school. Schools have been sent guidance, supported by funding from the Standards Fund, to help teachers ensure that Year 6 pupils in the early stages of the strategy reach their full potential in the Key Stage 2 tests. ALS is intended to help pupils in the earlier part of Key Stage 2 who have already fallen behind in literacy.

The Government’s target of 80% of 11-year-olds achieving Level 4 in English in 2002 is a milestone on the way to virtually all children attaining this standard. ALS reinforces this long-term aim by helping teachers to ensure that all children get the teaching they require to reach Level 4, not just those who can more easily be moved from Level 3 to Level 4. Funding to support the programme has been allocated to LEAs in 1999–2000 by a formula that takes into account pupils' achievement in the Key Stage 1 tests. ALS thus gives extra support to each LEA in achieving its target, recognising their different starting points.

ALS is designed to be delivered by teachers and classroom assistants, working in partnership.

Which pupils will benefit from ALS?

A number of teachers have found it helpful to incorporate work from earlier years in the Framework into literacy hours at Key Stage 2. But some pupils may need more than this to ensure that they develop fully the skills they will need to master reading and writing by age 11. Most of these pupils are likely to be Year 3 and 4 pupils who have attained Level 2C or Level 1 in their Key Stage 1 English tests. ALS is intended to be delivered during the group work sessions of the Literacy Hour, and the content of the teaching programme is aligned to the objectives in the literacy Framework for teaching.

Some pupils who have fallen behind in literacy may already receive extra support. ALS is mainly intended for pupils who would, without it, receive no additional support in literacy, e.g. pupils assessed at level 2C and reluctant and disaffected pupils. Schools will, of course, be best placed to make the detailed decisions, within this context, on which pupils are most likely to benefit from the programme. It may, for example, be appropriate to use ALS to give extra specific help to pupils who already receive some additional support, such as those with more severe SEN, pupils who speak English as an additional language (especially if they have only recently arrived in this country) and traveller children.

The evidence base of ALS

ALS has been informed and shaped by findings from QCA’s analysis of the Key Stage 1 and 2 English test results for 1998, and OFSTED’s evaluation of the National Literacy Project (NLP), on which the literacy strategy is based.

Key Stage 1 English test

QCA’s analysis of the 1998 Key Stage 1 results shows that 36% of pupils attained level 2C or below in reading, and 51% in writing. The majority of children attaining level 2C do not attain level 4 in Year 6.
QCA have identified the specific features of Level 2C readers and writers as follows

**Reading**
- over-dependence on support from the teacher, or illustrations
- slow reading that lacks pace and expression
- limited ability to segment, blend and spell phonemes
- over-reliance on prediction, word recognition and simple letter-sound correspondences
- very limited self-correction strategies
- limited literal comprehension of text.

**Writing**
- limited ability to spell medial vowels in regular words
- poor understanding of simple word roots, suffixes and inflectional endings in spellings *e.g.* *ed*, *ing*
- poor sentence formation and use of capitals and full stops
- difficulty in sequencing and connecting content in writing.

**Key Stage 2 English test**
QCA’s analysis of the 1998 Key Stage 2 results shows a significant difference between the performance of girls and boys. 57% of boys attained Level 4 or above, compared to 73% of girls. Almost 80% of girls achieved Level 4 or above in reading, compared to 64% of boys. Overall, pupils’ writing was much weaker than their reading. Boys’ writing was particularly weak.

The characteristics of pupils who attained Level 3 have been identified in relation to the three strands of the literacy *Framework for teaching*. They are as follows

**Word Level**
- adequate decoding but limited inferential ability in reading
- restricted choices for long and unstressed medial vowel sounds
- limited grasp of spelling rules and conventions *e.g.* consonant doubling, affixes
- poor understanding of the appropriate use of possessive apostrophes.

**Sentence Level**
- inability to handle complex sentence construction
- poor use of commas to mark boundaries within sentences
- limited ability to use pronouns, verb tenses and the third person
- difficulties in using the appropriate speech punctuation for direct and reported speech.

**Text Level**
- no use of paragraphing and other organisational devices
- little experience and confidence in non-narrative writing
- little evidence of planning, reviewing and editing writing for clarity, interest and purpose.

**OFSTED’s evaluation of the NLP**
OFSTED’s evaluation shows that the NLP has been very effective in improving the quality of teaching, and increasing pupils’ rates of progress in reading and writing. The report does, however, highlight two particular concerns

- the teaching of phonics and spelling remained unsatisfactory in too many lessons – either scarcely taught, or not taught at all – despite the central importance of this word level work in children’s acquisition of literacy skills
evidence that, in a small number of schools, problems of leadership and management were preventing effective implementation of the NLP.

These concerns are also reflected in OFSTED’s preliminary observations of the implementation of the National Literacy Strategy.

Teaching and learning principles in ALS

ALS is aligned to the objectives in the literacy Framework for teaching, and maintains the interrelation between the reading and writing process enshrined in the Framework. The activities in ALS will help pupils to consolidate Key Stage 1 work, particularly phonics, whilst bringing them in line with the teaching and learning expectations for their age. The table on pages 10–11 gives an overview of the contents of ALS and includes cross-references to relevant objectives in the Framework for teaching.

Teaching

ALS is intended to be delivered during the group work session of the Literacy Hour by teachers and classroom assistants, working in partnership. It seeks to engage pupils actively and keep them motivated, using the range of teaching strategies outlined in the Framework for teaching, including

- direction
- demonstration
- modelling
- scaffolding
- explanation to clarify and discuss
- questioning
- initiating and guiding exploration
- investigating ideas
- discussing and arguing
- listening to and responding.

Learning

The programme has been developed to promote pupils’ learning through the following principles

- building on what pupils already know and can do
- using interactive activities that demonstrate how reading, writing and speaking and listening link together
- providing opportunities for revision, reinforcement and feedback
- ensuring that pupils have opportunities to apply newly acquired knowledge and skills.

Content of ALS materials

ALS has been designed to help address the problems identified by QCA and OFSTED. It also draws on the experience of LEAs as they implement the literacy strategy, and the materials have been trialled in a number of schools.

ALS materials include

A four separate teaching modules, with components covering

- phonics – this will teach pupils the word level work they may not have mastered at Key Stage 1, and will be taught by the classroom assistant, supervised by the teacher
阅读（引导和支持）——这将教会学生在准确和流利的阅读中应用单词层级技能，并将由老师和课堂助手在不同时期教授。

写作（共享和支持）——这将教会学生在写作中应用单词和句子层级技能，并将由课堂助手和老师在不同时期教授。

B 指导教师如何管理ALS，包括课堂助手的监督。
C 一个配套的培训视频。

**Timetabling ALS**

**Size of groups**

ALS旨在被分配给五个学生组，在 literacy hour 的小组工作时间内，为期24周。这意味着如果一所学校在九月开始实施它，它将在三月底完成。

**Modules**

该计划由四个独立的模块组成。每个模块设计在八周内完成，因此单个学生在24周的ALS期间完成三个模块。他们应该在开始ALS时根据他们的成绩从模块1或模块2开始。该教学材料包含帮助教师决定哪个起点适合特定学生的标准。

模块1覆盖 phonics 和阅读，重点是帮助学生巩固早期phonics工作。模块2、3和4涵盖phonics、阅读和写作。

模块1的表列出了每个模块的内容。

**Weekly plans**

每周计划将包括
- 三个20分钟的小组工作会课由课堂助手完成，由老师监督。
- 一个20分钟的小组工作会课由老师完成。

以下示例每周计划展示了如何将计划安排在20分钟的小组工作会课中。

<table>
<thead>
<tr>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Components:</strong> Phonics, Reading</td>
</tr>
<tr>
<td><strong>Weeks 1,3,5,7</strong></td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
</tbody>
</table>

**NOTE:** The classroom assistant’s supported reading session uses the same text as the teacher’s guided reading session the previous week, to reinforce what has been taught.
Support for ALS

The DfEE has allocated £22.15 million of Standards Fund grant to LEAs in 1999–2000 to support ALS. This funding has been allocated on the basis of a formula that takes account of the attainment of the LEA’s pupils in the 1998 Key Stage 1 tests. The funding is intended to support additional classroom assistant hours for the delivery of ALS and the attendance of teachers and classroom assistants at training sessions with literacy consultants in the summer and autumn terms of 1999. LEAs will decide which schools receive Standards Fund support for ALS, and the level of that support, consistent with the purposes of ALS. The teaching programme, however, is designed to be clear and structured and suitable for schools to use it even if they have not been able to take part in the LEA’s training sessions.

Modules 2,3,4

<table>
<thead>
<tr>
<th></th>
<th>Weeks 1,3,5,7</th>
<th>Weeks 2,4,6,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Phonics</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Guided Reading</td>
<td>Teacher</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Phonics</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Thursday</td>
<td>Supported Writing</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Friday</td>
<td>Independent Work</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:** The classroom assistant’s supported reading session uses the same text as the teacher’s guided reading session the previous week, to reinforce what has been taught.
**AN OVERVIEW OF ADDITIONAL LITERACY SUPPORT (ALS)**

(Description of modules includes cross-references to the relevant objectives in *Framework for teaching* and other relevant references.)

<table>
<thead>
<tr>
<th>Title of ALS component</th>
<th>PHONICS (word level)</th>
<th>READING (GUIDED AND SUPPORTED) (word/sentence/text level)</th>
<th>WRITING (SHARED AND SUPPORTED) (sentence level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of modules</strong></td>
<td>MODULES 1–4</td>
<td>Each module contains eight lessons of 20 minutes. The eight lessons are taught alternately by the teacher and classroom assistant. The cycle begins with the teacher. The teacher’s lessons are guided reading sessions during the Literacy Hour. They are followed by a classroom assistant’s lesson of supported reading in the following week. All sessions can be taught during the group work session of the Literacy Hour.</td>
<td>MODULES 2–4 Each module contains eight lessons of 20 minutes. The eight lessons are taught alternately by the classroom assistant and teacher. The cycle begins with the classroom assistant. The classroom assistant’s lessons are sessions of sentence level work. The teacher’s lessons are guided writing sessions within the Literacy Hour. All sessions can be taught during the group work session of the Literacy Hour.</td>
</tr>
<tr>
<td><strong>MODULE 1</strong></td>
<td>Children taught:</td>
<td>Children taught:</td>
<td>Children taught:</td>
</tr>
<tr>
<td></td>
<td>■ reading and spelling CVC, CCVC, CVCC words</td>
<td>■ to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and make sense of what they read. Objectives: Y1 Reading Recovery (RR) book bands 3/4</td>
<td>■ to recognise and produce sentences ■ sentence boundaries ■ phrases and punctuation e.g. exclamation marks, question marks ■ to expand simple sentences ■ the use of temporal connectives. Objectives: Y1/2</td>
</tr>
<tr>
<td></td>
<td>Children taught:</td>
<td>■ as above ■ to read with sufficient concentration, text length and range. Objectives: Y2 RR book bands 4/6</td>
<td>Children taught:</td>
</tr>
<tr>
<td></td>
<td>■ vowel digraphs;</td>
<td></td>
<td>■ vowel digraphs;</td>
</tr>
<tr>
<td></td>
<td>■ adding <em>ing</em></td>
<td></td>
<td>■ adding <em>ing</em></td>
</tr>
<tr>
<td></td>
<td>■ two syllable words</td>
<td></td>
<td>■ two syllable words.</td>
</tr>
<tr>
<td></td>
<td>Objectives: Y1, Term 3</td>
<td></td>
<td>Objectives: Y1, Term 3</td>
</tr>
</tbody>
</table>
**Title of ALS component (cont.)**

**PHONICS (word level) (cont.)**

**READING (GUIDED AND SUPPORTED) (word/sentence/text level)**

Each module is linked to the phonics programme. (cont.)

**WRITING (SHARED AND SUPPORTED) (sentence level) (cont.)**

<table>
<thead>
<tr>
<th>MODULE 3</th>
<th>Children taught:</th>
<th>Children taught:</th>
<th>Children taught:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>vowel digraphs</td>
<td>to use phonological, contextual, grammatical and graphic knowledge to predict from the text, read on, leave a gap and return to correct their reading.</td>
<td>to convert phrases into sentences</td>
</tr>
<tr>
<td></td>
<td>to read polysyllabic words</td>
<td>Objectives: end of Term 1, Y3</td>
<td>to sequence sentences to make a text</td>
</tr>
<tr>
<td></td>
<td>to spell words ending in <em>ing</em> and <em>ed</em>.</td>
<td>RR book bands 8/10</td>
<td>to improve sentences through openings e.g. adding adjectives, weak to powerful verbs.</td>
</tr>
<tr>
<td></td>
<td>Objectives: Y2</td>
<td>Objectives: end of Term 1, Y3</td>
<td>Objectives: Y2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE 4</th>
<th>Children taught:</th>
<th>Children taught:</th>
<th>Children taught:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to spell words with <em>affixes</em></td>
<td>as above, but with unfamiliar texts</td>
<td>to use pronouns</td>
</tr>
<tr>
<td></td>
<td>spelling conventions.</td>
<td>to read silently, sustaining interest in longer texts</td>
<td>to write direct speech, revising the difference between ‘speech written down’ and direct speech.</td>
</tr>
<tr>
<td></td>
<td>Objectives: Y2/3</td>
<td>to solve most unfamiliar words on the run</td>
<td>Objectives: Y2/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to search for and find information from a range of non-fiction texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives: end of Term 2 Y4 Level 3 (National Curriculum) texts (R.A)</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Management of ALS**

This section focuses on the role of the teacher leading the delivery of ALS in a school. It includes advice on supervising the work of classroom assistants, who have a key role in delivering the programme, and on liaising with other teachers and parents.

**The classroom assistant in ALS**

Primary schools have a strong tradition of using classroom assistants to work with teachers to support the learning needs of identified pupils. This has been particularly evident in supporting the reading and writing development of pupils in Key Stage 1 and, more recently, in Key Stage 2. Many schools have increased their numbers of classroom assistants over the past few years.

In 1996, the DfEE launched the Specialist Teacher Assistant scheme to provide trained support in literacy and numeracy in Key Stage 1. Evaluations of this scheme, and of the use of classroom assistants generally, point to the positive effect they can have on standards, but also to variations in the level of support that assistants receive both from schools and LEAs.
The Government’s Green Paper, *Teachers meeting the challenge of change*, welcomed the fact that classroom assistants are playing an increasingly important role in schools and said that the Government would provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. The funding for additional classroom assistants to deliver ALS is the first step in meeting this commitment. ALS provides a structured programme, with teaching resources and some training, to ensure that classroom assistants are well supported as they deliver the programme. Evaluation of ALS will inform decisions about the wider deployment of classroom assistants.

Your school should have an agreed policy on the role of classroom assistants in supporting pupils’ learning and achievement. This should include a consideration of assistants’ training needs, and provide for time to meet and plan with teachers.

### Qualities of ALS classroom assistants

The classroom assistants selected to deliver ALS should have the necessary skills and experience to do so effectively. They will need to

- feel confident about working with groups of pupils in Years 3 and/or 4
- be familiar with, and understand, the literacy *Framework for teaching*
- be willing to engage, with the teacher, in ALS training
- have the necessary skills and knowledge both to understand and to deliver the individual ALS programmes.

### Duties of ALS classroom assistants

The key responsibility of the classroom assistant is to work under the supervision of the class teacher to deliver ALS for identified groups of pupils. The ongoing working partnership between the teacher and the classroom assistant is crucial to the success of ALS.

More specifically, the classroom assistant will

- work with a group of five pupils for a total of one hour per week, divided into three 20 minute sessions
- prepare work and activities in advance of working with pupils
- undertake some assessment of pupils’ progress
- meet the class teacher to review and plan ALS.

The ALS assistant may be already working at the school, or may be a new appointment. It is important that the school gives opportunities for assistants to observe and participate in the Literacy Hour in Years 2, 3 and 4 before they begin working on ALS. In addition to familiarity with the literacy *Framework for teaching*, assistants should have access to the school’s National Literacy Strategy training materials.

### The role of the teacher in ALS

Teachers have a vital role in teaching the guided reading and writing sessions, and managing the delivery of ALS. School managers need to ensure that teachers are well supported in their management role. The role of these teachers in relation to pupils, classroom assistants, other teachers and parents in ALS builds on good practice already established in many primary schools.

In relation to children, teachers will

- select pupils who are suitable for ALS, e.g. those attaining Level 2C or Level 1, basing their assessments on test results and teachers’ judgements
- assess each pupil’s entry level in relation to the modules in ALS, using the criteria set out in the materials
- prepare the pupils for ALS e.g. establish expectations about how they will work with the classroom assistants, and the activities they will do at home.
In relation to **other teachers**, teachers will
- work with the school’s literacy co-ordinator to ensure that ALS is included in the school’s monitoring procedures for the Literacy Hour
- liaise with the SEN co-ordinator on assessing pupils for the programme, and on the links between ALS and the Individual Education Plans (IEPs) of SEN pupils.

In relation to **classroom assistants**, teachers will
- plan time to meet the classroom assistant to discuss pupils’ progress and plan ALS, giving the opportunity for the classroom assistant to seek clarification of any aspects they are unsure about
- observe the classroom assistant when possible and provide feedback
- maximise opportunities within a busy classroom for the classroom assistant to communicate with the teacher e.g. through a comments sheet completed by the assistant at the end of each ALS session and given to the teacher
- support the classroom assistant in managing group behaviour (see Appendix 1).

In relation to **parents**, teachers will, with the support of the school’s senior managers
- meet parents to discuss ALS and the support it will provide for their children
- clarify the important role that parents can play in supporting their children’s learning, e.g. helping their children learn to read and spell difficult words.

**The role of parents and homework in ALS**

OFSTED inspection findings and research evidence show that homework can make an important contribution to pupils’ progress at school and ensure that teaching time has maximum effect. The DfEE has published homework guidelines for schools. These give guidance about the purposes of homework, how much and what sort of homework should be expected of pupils of different ages, and what both schools and parents should do to support pupils. The guidelines state that in the primary phase, homework should focus mainly on literacy and numeracy. At Key Stage 2, literacy homework should include reading with parents, learning spellings and practising correct punctuation.

ALS builds on these guidelines, and includes planned homework activities for pupils to undertake between lessons. It is therefore important that the school explains to parents both the purpose and content of ALS, and, in particular, their role within it. Schools can support parents through informal workshops that give them opportunities to try out the homework activities, and to discuss the many ways in which they can help their children’s learning. The video illustrates two of these activities.

Progress in reading and spelling ‘tricky words’ (Activity 4 in each phonics lesson) is largely dependent upon children practising outside the lesson. While this practice will usually take place at home, where this is not possible alternative arrangements can be made in school (e.g. reading buddies). Appendix 3 suggests homework activities that could be used to practise ‘tricky’ words. That page may be adapted or photocopied for parents.

**What happens after ALS?**

Once a pupil has completed the 24 weeks of ALS, schools will need to consider what future support the pupil will need in order to master literacy skills by the end of primary school. If the pupil has completed Modules 1, 2 and 3 of ALS, teachers may then wish to take them on to Module 4. Teacher assessments may also show that there are aspects of the programme that need to be revisited with particular pupils.

If pupils have satisfactorily completed the ALS modules, schools could draw on the revision guidance for Year 6 pupils. This will help teachers to provide the necessary support that ALS pupils will require in the later part of Key Stage 2 in order to achieve Level 4 in their tests at age 11.
Rationale

The phonics and spelling component of ALS is based on evidence from QCA derived from the Key Stage 1 SATs, and from OFSTED reports, empirical research and teachers’ experience. It is designed to meet the needs of children who have achieved Level 2C or 1 in the KS1 SATs. The programme starts at Y1T1 of the NLS Framework although Module 1 revises some aspects of YR work. There is a limited handwriting element. This consists of the letter group c, a, o, g, d. These letters are often formed incorrectly by children who are delayed in reading and writing leading to a b/d confusion.

Each lesson consists of four activities lasting approximately five minutes each. These activities require a pacy approach. It is essential that you have the specific equipment for the lesson prepared and readily accessible at the start of each lesson. Sometimes it may not be possible to finish the activity in the time allotted. Each activity is designed to give the children practice and this will have been achieved even if only three-quarters of the game or activity has been completed.

Preparation for each module

Almost every activity requires a set of words or letters. Some worksheets or stories need to be enlarged for shared reading. These are all provided on A4 photocopiable masters (PCMs). Most of the activities require word cards. These are made by photocopying directly onto thick card and then cutting out.

Most lessons require the children to have a set of letters. Magnetic or plastic letters are useful. However, these are not often obtainable moulded together as digraphs (e.g. ch, ai, igh). It is important that children handle digraphs as units so photocopiable sheets of these have been provided to be made into letter cards.

Following the instructions for a lesson and running a lesson at the same time is not easy. There is only a handful of basic activities and games in this component of the programme so you will soon get used to them. However, sometimes it is necessary to move away from these to deal with a new element and this appears longwinded in the instructions. It is advisable to photocopy certain lesson plans and annotate them to help make it easy for you to follow. You could even tick off each activity as you carry it out.

Storage

The profusion of letters and cards required for this programme will quickly become a nightmare if adequate storage is not obtained. Plastic boxes of drawers, from most DIY shops are perfect for this purpose.

Materials needed for the phonics lessons

Teacher
- large board and pen
- set of letters (either magnetic or cards and Blu-tack)
- materials specified for the lesson
- module lesson notes.

Children
- individual boards and pen (boards may be made from sticking PCMs 1.1 and 1.2 onto a piece of thick A4 card and covering with transparent sticky back plastic)
- a dry wipe pen and eraser.
Seating
Children should be sitting in an arc opposite the teacher so that no child ever sees writing upside down.

Who is ALS for?
ALS has been designed to meet the needs of children who have achieved a Level 1 or 2C in KS1 SATs. It assumes a certain level of knowledge and skill (see below) and a child who is not at this level will not benefit from this programme and, if included, is very likely to hinder the progress of the group.

Profile of child entering ALS at Module 1 (probably Y3)
Module 1 assumes that children cannot either read or spell CVC words. However, it assumes children can easily hear/identify the initial phoneme in a CVC word and be reasonably stable in identifying the final phoneme as well. It does not assume children can identify the medial phoneme or other consonants in words.

It assumes children have a reasonable knowledge of basic phoneme-grapheme correspondences, although it anticipates there may well be confusion amongst the vowels and letter formation problems in the c, a, o, g, d group.

Profile of child entering ALS at Module 2 (probably Y4)
Module 2 assumes that children can read and spell CVC words (including most consonant digraphs) and words containing initial and final consonant clusters. It does not assume any knowledge of vowel digraphs.

The Assessment Flowchart (Appendix 2) gives guidance on placing a child on the ALS programme.
**Phonic Games and Activities**

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</tr>
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**Equipment and materials for games**

- All children should have a writing/playing board. These are made by sticking PCM 1.2 (the three-phoneme frame and writing lines) on one side of an A4 piece of stiff card and PCM 1.3 (the four-phoneme frame and writing lines) on the other side. Both sides should be covered with clear film so that dry wipe pens may be used for writing and then conveniently erased.
- Most of the games require letters or words.
- Letters – plastic or magnetic letters may be used but as it is important that consonant digraphs and trigraphs (e.g. sh or tch) and vowel digraphs and trigraphs (e.g. ai or igh) are treated as units, it may be better to use the letters and di/trigraphs on PCMs 1.4 and 1.5, or sellotape plastic letters together.
- Words – the words or word strips for each game are produced on PCMs. These should be copied on to card and then cut up.

The children are asked throughout this programme to say and finger count phonemes. For each phoneme they say they should bend a finger down.

**Instructions for games and activities**

The object, materials and procedures for each of the games are set out below. Most of the games have an example from one of the lessons in Modules 1–4. The tone in these lessons is purposely positive with lots of ‘well done, aren’t you clever’ type comments. They are
not intended to be patronising. The children taking part may have previously experienced several years of feeling a failure and consequently have poor self-esteem. It is therefore vital that these sessions with you are enjoyable and successful so that children end each lesson feeling that they are learning and can do it.

Comments should always reinforce successful, correct responses and good tries. Many of the games are illustrated on the accompanying video.

1 Sliding in game

Object
To practise distinguishing the sound of one phoneme from another

Materials
The children should each have the set of the letters as described in lesson instructions and unless otherwise instructed, phoneme frames (PCM 1.2 and 1.3)

Procedure
- Give the children two (occasionally three) letters which they place below the phoneme frame, on their boards ready to slide forward.
- Say a word and ask the children to repeat it after you.
- Ask the children to slide forward the correct letter for that word into the right position on the phoneme frame, saying the phoneme as they slide.
- Check each child has got it right before saying the next word.

Example of Sliding in game from Module 1 Lesson 2 Activity 2

Play Sliding in game to practise identifying the middle phoneme in words using a 3-phoneme frame: i and o – shop ship hit pit pot lock lick tock tick lit lot song sing.

Classroom assistant: We’re going to play the Sliding in game. Here is an i and an o for each of you. Could you put them below your 3-phoneme frame, like this? (Demonstrates with one of the children’s frames.) You are going to decide whether to slide the i or the o into the middle square: shop – all say shop.

Children: shop.

Classroom assistant: Can you hear an i or an o in the middle? Listen, I’ll say it slowly – shop.

Children: o
Classroom assistant: Yes, o, so you slide it in, like this. *(Demonstrates with one of the children’s frames.)* Now your turn, ready, with the finger of one hand on o and then listen carefully to the word: ship – can you hear an i or an o in the middle? You decide and slide in the right letter.

*Repeats with the rest of the words.*

2 Quickwrite

Object
To practise handwriting
To practise spelling

Materials
Writing board for each child; a dry wipe pen

Procedure

**Handwriting**

- The instructions for the lesson state the letter or letters, the number of times they are to be practised and whether they should be joined.
- In handwriting practice always refer to letters by their names. These are indicated on the lesson plan by capital letters C, A, G, but obviously the children write in lowercase letters c, a, g.
- Demonstrate the letter formation a couple of times before asking the children to do it.

**Spelling**

- Dictate the words for the children to write. Check that they are written correctly.
- When children are saying out loud the phonemes in the words for spelling (c-a-t) they should obviously use the letter-sounds (phonemes). But, in the later modules, when children are adding ed and other word endings to words, the letters within these word endings should be referred to by their letter names.
- Whenever the children write a word, they should read back the words they have written. However, sometimes the instructions for the lesson state ‘two words per child’. In this instance the assistant should whisper a different word to each child and then, when they have all written their word, should whisper their second word to them. When the children have finished writing their two words, they should pass their boards round the group to be read by another child.

**Example of Quickwrite from Module 2 Lesson 6 Activity 3**

Play Quickwrite game

ice × 5 and dice, slice, nice, rice, spice, lice, mice, price, twice, ice (2 each)

Classroom assistant: Let’s practise writing ice, all joined up. Watch. Down the I, round up to the start of the C, round the cool C and straight into an E. I’ll do it again. Down the I, round up to the start of the C, round the cool C and straight into an E. Now you do it on your boards. *(Children write ice, classroom assistant checking the letters are correct.)*

Classroom assistant: And again … do five altogether … *(watches the children write ice 5 times attending to correct formation).*

Classroom assistant: Now let’s write some words which end with ice. How would we write rice, what are the sounds?

Child: r – ice.
Classroom assistant: Yes r and then ice. (Write it on the board.) Now, I’m going to whisper a word to each of you to write down. Are you ready, first you Matthew (whispers) repeat the word after me, dice, Megan slice, Imran nice, Chloe rice, Peter spice. Write them down and then look up when you are ready for your next word. (Classroom assistant watches as each child writes. Megan writes sice.)

Classroom assistant: Megan have a look at the beginning of your word. Listen to the beginning as I whisper it. (Whispers, emphasising the l) slice. (Megan inserts the l) Good, now I’ll whisper one more word each. We’ll go round a different way this time (whispers) Peter lice, Imran mice, Chloe price, Megan twice, and Matthew, an easy one, ice.

(Watch as children write) All finished? Now pass your board to the person sitting on your right (indicates with hand which way to pass the boards). Read the words silently. (Children read the words silently). Now I’ll ask each of you to read the words to the rest of us. You start Imran.

Imran: slice, twice.

Classroom assistant: What would you like a slice of? A slice of …

Imran: Cake.

Classroom assistant: Mmm, so would I. Good you read those very well, and who wrote them? (Imran nudges Megan.) Yes, it was you Megan, beautifully written.

Classroom assistant continues round the group asking them to read the words, commenting appropriately.

3 Full circle game

Object
To identify phonemes in different positions in words

Materials
Letters, as described in the lesson instructions placed in the centre of the table

Procedure
- Write the starting word on the board. This is the first word in the list in the instructions for the lesson.
- Ask the children to read the word. Tell them that this is the starter word and that you are all going to make a chain of words and come full circle back to this word.
- Make the starter word using the letters.
- Read the word, say the phonemes in the word and read the word again e.g. fat, f-a-t, fat.
- Slide it to the child on your right.
- Read out the next word on the list and tell him/her to change one letter to make the word on the table into the new word.
- Nominate another child to write the same word on his/her board.
- Ask the two children to check they have made the same word.
- When the child has made the new word, it is very important that he/she reads the word, says the phonemes and reads the word again. This reinforces the segmentation and blending processes required for spelling and reading.
- Ask the child to slide the word onto the next child.
- Say the new word for this child to make and again nominate another child to write the same word on his/her board as a check.
- Continue round the table.
- Ask the children to keep a look out to see whether they are back to the starter word; this provides an edge to the game as time may run out before you get back to the beginning.

Example of game from Module 1 Lesson 3 Activity 3

Play Full circle game with f, t, p, c, n, a – fat, pat, cat, can, pan, fan, fat.

Classroom assistant puts letters f, t, p, c, n, a in the middle of the table.

Classroom assistant: I'm going to show you how to play a new game called Full circle game. We're going to make some words then change one letter each time to make a new word. I'll show you. This is the starter word (writes fat on the board). Can you read that?

Children: fat.

Classroom assistant: Good. Now I'll make it with the letters fat, f-a-t, fat. (Makes it with the letters on the table.) You all say the word and then the phonemes fat, f-a-t, fat.

Children: fat, f-a-t, fat.

Classroom assistant: I'm going to say another word which is like fat but has one phoneme different, pat. Where is the different phoneme?

Sean: p, at the beginning.

Classroom assistant: Yes, it’s at the beginning. (Slides the word fat round to Abdul.) Now Abdul, can you change fat into pat? (Turns to Paula.) Paula, while he’s making it could you write pat on your board, please? (Turns back to Abdul.) What are the sounds in pat?

Abdul: p-a-t.

Classroom assistant: So which one do you need to change?

Abdul: The p.

Classroom assistant: And what letter do you need?

Abdul: This one (moves letter p into position).

Classroom assistant: Now, Paula could you turn your board round so everyone can see it. Have they both written the same? What word have you written Paula?

Paula: pat.
Classroom assistant: And what phonemes are in it?

Paula: p-a-t.

Classroom assistant: And read the word one last time.

Paula: pat.

Classroom assistant: And why do you think Paula's so specially good at writing that p at the beginning?

Steven: Because her name begins with p.

Classroom assistant: Ah, yes I should think so. Now Abdul, tell us what word you have made, say the phonemes and read the word again.

Abdul: pat, p-a-t, pat.

Classroom assistant: Very good, now slide the word round to Carrie. Carrie, please will you make the word cat.

Classroom assistant and group repeat this process with the words can and pan.

Classroom assistant: Remember I said this game is called Full circle. The word we started with is on the board, fat. The game ends when we come back to that word by continually changing one letter each time. We're not back there yet are we? Now Steven you change pan into fan, and Sean, please could you write fan on your board?

Both children produce the correct words.

Classroom assistant: Back to you again Abdul, can you change fan into fat?

Abdul: Fat! That's the starter word!

Classroom assistant: Well spotted, Abdul. Full circle! That's what you say when we get back to the beginning. Full circle!

4 Word sort

Object
To categorise words according to their spelling pattern

This game has two distinct uses.
- It is used to differentiate the spelling patterns used to represent the same phoneme as in Module 1 Lesson 4 Activity 3 (e/ea) and also extensively in Modules 2 and 3.
- It is used to categorise the different ways words have to be changed before adding word endings e.g. ing, ed, er, est, y.

Materials
One set of word cards for the whole group; sometimes two-word strips are used e.g. sit sitting; Post-It label or other small blank cards

Procedure 1
Object – to differentiate the spelling patterns used to represent the same phoneme
- Spread the cards face up on the table.
- Ask a child to read one of the words and say the phonemes.
- Ask him/her to write the letters which represent the vowel phoneme on a card. (A Post-It label is useful as it can be stuck on the table and folded to stand vertical.)
- Point to a word containing a different spelling of the vowel phoneme and ask a child to read it.
- Ask him/her to write the letters which represent the vowel phoneme on another card or Post-It label.
If there are other spellings of the same phoneme, proceed as before.

Continue until all the different spellings are on separate labels.

Put the labels in a line making column headings.

Ask the children to read words in turn and place them in a line in front of the correct label.

The points you wish to make from this categorisation will differ with the phoneme. Often it will be important to look at the position of the spelling pattern in the word. For instance the spelling pattern ay occurs only at the ends of words whereas the spelling pattern for the same phoneme ai occurs inside words.

Example of Word sort (Procedure 1) from Module 2 Lesson 8 Activity 3

Play Word sort game with the words:

kind, knight, mild, night, sighing, pine, kind, knight, rides, by, light, bright, sky, chimes, strike, time, midnight, white, fright, child, lying, crying, tied, knight, slices, knife, dries, child’s, eyes, tightly, I, myself, find, wild, tribe, crime, right.

Classroom assistant: We found all these words in ‘The kind knight’ story with the phoneme /ie/ in them and we have written the words and underlined the letters which represent the /ie/ phoneme. Sean choose a word and read it.

Sean: right.

Classroom assistant: Here is a label. Please could you write the letters which represent the /ie/ phoneme in the word right. Carrie, you choose a word in which the phoneme /ie/ is represented in a different way.

Carrie: kind (Classroom assistant gives Carrie a label).

Classroom assistant: Good, and now you Abdul.

Abdul: crying (Classroom assistant gives Abdul a label).

Classroom assistant: Good, Paula?

Paula: slices (Classroom assistant gives Paula a label).

Classroom assistant: Which letters represent the /ie/ phoneme?

Paula: The /ie/ . . . and also the /ee/

Classroom assistant: Good. Steven?

Steven: eyes (Classroom assistant gives Steven a label.)

Classroom assistant: Who can see if there are any more?

Carrie: I?

Classroom assistant: In a way but look, kind is spelled with just an /ie/ too. Now have you written on your label the letters which represent the /ie/ phoneme in your word.

Classroom assistant: Good, now stick your labels along here (points to the top edge of the table). Now we’ll all pick up a word, read it and find which column it should go in. You start, Paula.

Paula: crime.

Classroom assistant: Which spelling pattern does it belong in?

Paula: With slices. (puts the card in line with the word slices).

Classroom assistant: Well done, the split digraph i-e. What’s your word Abdul and where does it go?

Abdul: Mild and it goes with kind.

Classroom assistant: Good, it certainly does.

Group continues classifying the words.
Procedure 2
Object – to categorise the different ways words have to be changed before adding word endings e.g. ing, ed, er, est, y

- Spread the word cards on the table, face up.
- Pick up a card and show it to the children.
- Ask them to read the first word (e.g. pat) and then ask if they are able to read the longer word (e.g. patting).
- Ask them to look at the spelling of the first word and then at the spelling of the second and tell you how they are different (in the example of pat and patting, the children should point out not only that the second word has ing on the end but that it also has an extra letter).
- Put this word strip at the top of the table as the heading of a column.
- Ask the children to find more words in which this happens and put them below the heading card.
- Now find a word that does not fit this pattern e.g. wish wishing and put it at the head of a column and find more words which fit this pattern.
- Continue until all words are categorised into columns.
- The next stage is very important. Ask the children to look at the different spellings.
- In this example, some words have an extra letter when ing is added and some don’t. In this example it seems there have to be two consonants between an a, e, i, o, u, vowel and ing. So pat has to have an extra t but wish and fuss already have two consonants.
- Rather than tell the children this, try to get them to derive that information from the evidence in front of them. It is more fun; they will enjoy the discovery. You could even refer to yourselves as the SA (Spelling Association, rather than the FA) making the rules for spelling!

The rules are:
Words containing the vowels a, e, i, o, u (as in the Vowel rap) must have two consonants between the vowel and the ing.

This means that words such as bat, win, hum and drum, skip, trap have a repeated final letter before the ing – batting, winning, humming, drumming, skipping, trapping. But words such as hunt, rest, lift and wish, mess, ring regardless of whether they represent one or more phoneme, already end with two consonants.

Words containing vowel digraphs generally don’t require any changes when ing is added – playing, cheating, crying, blowing, screwing. The exception is the split digraph e.g. hide – hiding, wave – waving, hope – hoping where the letter e is dropped before the ing is added. (Hop – hopping and hope – hoping illustrate why it is necessary to double the p in hopping to avoid confusion.)
Label Games 1 and 2

Label game 1

Object
To spell and then read words

Materials
Five pictures as described in lesson instructions; five small pieces of card; Blu-tack

Procedure
- Show the five pictures to the children e.g. cap cat cup can cub, naming them.
- Make sure the children know what each picture is.
- Give each child a picture and ask them to write the word in his/her frame then, when all have finished writing, ask the children to read their words, say the phonemes and read them again e.g. cap, c-a-p, cap.
- Give each child a small blank card or piece of paper and ask them to write the word again on the card to make a label.
- Stick the five pictures up on the white board.
- Ask the children to stick their labels under the correct pictures.
- Check that each word is correct by asking the children to say each phoneme and then put them together to say the word.
- Take the labels down.
- Put the labels face down on the table and ask a child to choose one of them.
- Ask him/her to read the word and stick it back up under the picture.
- Continue until all labels are back on the board.
- Save the labels for playing Label game 2 in the next lesson.

Example of Label Game 1 from Module 1 Lesson 5 Activity 3
Play Label game 1 with cap cat cup can cub (PCM 1.8).

Classroom assistant: Here are some pictures. What are they? What’s this one?
Steven: A cup.
Classroom assistant: And this one?
Paula: A lion.
Classroom assistant: Yes it’s a baby lion. Baby lions are called… ?
Abdul: Cubs.
Classroom assistant: Yes, good. Of course this picture is a cap, you’ve got one like this haven’t you Abdul? And this is a can of drink, a can. Now I’m going to give you each a picture and I’d like you to write the name of the picture in your phoneme frame.
Then when we have checked them you can write them again on labels. Here are the pictures. (Children write in their phoneme frames.)
Classroom assistant: Carrie read your word, say the phonemes and read it again.
Carrie: cap, c-a-p, cap.
Classroom assistant: Now you Abdul.
(Each child reads his/her word.)
Classroom assistant: Here’s a label each for you to write and some Blu-tack for you to stick them under the pictures. (Children write labels. Classroom assistant sticks the pictures on the white board. Children stick labels under pictures.) Now let’s see if we all agree. Let’s all read the labels together.
Children: cup, c-u-p, cup.
Classroom assistant: So that’s the right label there.

Children: cap, c-a-p; cat, c-a-t; cub, c-u-b; can, c-a-n.

Classroom assistant: Well done! You all read the words you wrote really well, so we’ll swap and do it again. (Takes labels down, turns them upside down and shuffles them round on the table). Who has first pick? Abdul, I think. Choose a card and read the letters and say the word.

Abdul: c-a-n, can. Shall I stick it up?

Classroom assistant: Yes. Now your turn, Carrie.

Group continues until all labels are back under the pictures.

Save the labels for next lesson.

Label game 2

Object
To read words

Materials
Five pictures as for Label game 1, stuck on to the white board; labels from Label game 1; Blu-tack

Procedure
- Put up the labels the children made in the previous lesson on the board.
- Give each child a picture to match to a label.
- Go through each one to check if they are right.
- Take the labels down and hand a different one to each child.
- Repeat.

Cube Game

Object
To read words

Materials
 Cubes with letters written/pasted on to the faces. The number of cubes and the letters vary according to lesson instructions. The cubes should be colour coded in some way (be aware of children who have difficulty seeing differences between some colours) so that the children always know which cube starts the word and so on. With three cubes, traffic lights – red, orange, green – is a popular sequence. Small cubes obtained from a car boot sale are ideal for this purpose; a sheet of paper with two vertical columns headed ‘words’/ ’not words’.

Procedure
- The children play in pairs, Child A and B. (Teacher plays with 5th child.)
- Child A rolls the cubes.
- He/she puts the cubes together to make a word which they read.
- They decide whether it is a word or not and Child B writes the word in the appropriate column.
- Repeat with Child B rolling the cubes and Child A writing.
**Example of Cube game from Module 1 Lesson 7 Activity 3**

Play **3-cube game** with cube 1: b × 2, s × 2, m × 2;
cube 2: a × 2 , e × 2, i × 2: cube 3: d × 2, t × 2 , ll × 2.

**Preparation**

For cube 1 the classroom assistant writes the letter b on two sticky labels, s on another
two and m on another two. He/she sticks these on the six faces of the cube and then
repeats with the letters indicated for the other cubes.

**Classroom assistant:** Today we are going to play the Cube game. Which cube has the
first letter of the word? Sean?

**Sean:** The red one.

**Classroom assistant:** And the next letter?

**Steven:** The orange and the last letter is the green.

**Classroom assistant:** Good. Paula, you roll them first. (Paula rolls the cubes.)

**(Paula rolls the cubes.)**

Now put them together in the right order. Red, yes turn it round, now...yes the orange. What
word have you got?

**Paula:** s-e-t, set.

**Classroom assistant:** What does everyone else think? Look at the letters.

**Children:** set.

**Carrie:** Can I write it?

**Classroom assistant:** Yes, which column? Words or not words. Set.

**Abdul:** Words. A set of felt tips.

**Classroom assistant:** Yes, set is a word, thanks Carrie, you write this one...Paula do you
want to roll? Let’s see how many words we can find today.

The group repeats the process.

---

**7 AddING game**

**Object**

To practise the various rules which apply to spelling verbs ending in **ing**

**Materials**

A set of verb cards; an **ing** card for each child; additional letters are indicated in lesson
instructions for some of the games

**Procedure**

- Place the words face down in a pile in the middle of the table.
- Give each child an **ing** card and also extra letters if stipulated in the instructions for the lesson.
- The children play in pairs. (Teacher plays with 5th child.)
- One child in each pair takes a card from the pile, reads it and together they decide how they will add the **ing**.
- In all games there is a choice between just placing the **ing** beside the word card, or modifying the word card in some way either by adding an extra letter (e.g. **running**) or by covering the **e** in the word with the **ing** card (**making**).
- The second child writes the word on his/her board, then puts the word card back at the bottom of the pile and takes another card from the top.
- He/she then discusses with his/her partner how to add **ing**. His partner writes down the new word.
- Allow four minutes for this activity.
- When all the children have made and written their words they show them to the group to see who can read them (one minute).

**AddED**

This is played in exactly the same way as the AddING game. The rules for adding **ed** are the same as for adding **ing**. Where **ed** is added to a word ending in a split digraph e.g. **hide**, the **e** is removed and **ed** is added. So the **ed** card should be laid over the **e** in the same way as it is covers the **e** when **ing** is added.

Adding **y**, **er**, **est**, games follow the same procedure

**Example of AddING from Module 1 Lesson 11 Activity 1**


Classroom assistant writes the words **pat** and **patting** on the board.

Classroom assistant: Do you remember when we did the Word sort game? What happens to words like **pat** when we add **ing**?

Carrie: **pat** is an aeiou word so it has another **t** before the **ing**.

Classroom assistant: Absolutely right. It has another **t**. (Classroom assistant writes **wish** and **wishing** on the board). **Wish-wishing. Wish** is an aeiou word. But there is nothing added here before the **ing**. Why not?

Steven: It’s got two letters already.
Classroom assistant: Yes, because it already has two consonants at the end. We will make some more words with ing with these cards. (Classroom assistant gives each child an ing card and the letters t, g and p. Puts the pile of words face down in the middle of the table.) I will do the first one. I take a word from the pile, read the letters, h-o-p, hop. Now I’m going to make hopping. But before I put the ing on the end I must put another p after the p in hop and then add the ing – hopping. All together…

Children: hopping.

Classroom assistant: Now I shall do one without talking. (Classroom assistant repeats but without describing what she is doing.) Now what word have I made?

Abdul: whipping

Classroom assistant: Now your turn in pairs. One of you take a card and read it very quietly to your partner. Now, between you, decide what you have to do to add the ing. When you’ve decided, the other person write it down. Then you put the card back at the bottom of the pile. Abdul you are going to play with Carrie; Steven with Sean. Paula we will play together. The three pairs play simultaneously and stop after four minutes.

Classroom assistant: Stop now. How many words have you written Abdul and Carrie?

Carrie: Eight.

Classroom assistant: Good. Hold them up and we’ll see if we can read your words.

Children: singing, fishing, hugging, begging, wishing, rocking, hissing, shopping

Classroom assistant: Which ones did you have to put an extra letter in?

Abdul: Hugging, begging, hissing, shopping

Carrie: Not hissing. It had two ss already.

Classroom assistant: No that’s right. Paula show our words. Can you all read them?

Children continue to read the words of the remaining pairs.

8 Thumbs in game

Object
To recognise words from very similar looking and sounding words read by the classroom assistant

Materials
One word strip for each child; counters
**Procedure**
- Place a word strip, face up, in front of each child.
- Without giving away which word strip you are reading from, read a word from one of them.
- The child who has that word puts his/her thumb into the centre of the table.
- Ask him/her to read the word, and then to say the phonemes in the word and read it again e.g. **man, m-a-n, man**.
- Give the child a counter to cover up the word read.
- Say a word from another child’s strip and the game continues.

9 **Phoneme counting**

**Object**
To reinforce the correspondence between two letters and one sound

**Materials**
Number cards 2–6; word cards as indicated in lesson instructions

**Procedure**
- Put numbers 2–6 on the table, spaced out in a line.
- Shuffle the word cards and put them in a pile, face down, in the centre of the table.
- The children take a card from the pile in turn, read the word and then finger count the number of phonemes and put the card in the correct column 2–6.
- If the child has problems, repeat with the group helping.
- Do the first two for them as examples e.g. **add a-d** = two phonemes; **spent s-p-e-n-t** five phonemes. Wherever a phoneme is represented by two or more letters, such as in **add** or **scratch**, draw the children’s attention to it. Compare words such as **itch** and **in**, both containing the same number of phonemes but one has twice as many letters as the other (tch is a trigraph).
- When they have finished, read the words column by column, pointing to each phoneme and blending where necessary.
- Ask the children to move any words which are in the wrong column.

10 **Word choice**

**Object**
To practise reading words

**Materials**
Word cards; Blu-tack

**Procedure**
- Place the word cards (e.g. using Blu-tack) in rows on the white board and write numbers across the top and letters down the side to provide grid references.
Ask the children to choose a word to read.

The child responds by saying the grid reference e.g. D1, reading the word, saying the phonemes and the word again – thump, th-u-m-p, thump.

If it is correct, give the word to the child and the next child has a turn.

The children carry on taking turns until the words or time run out.

Example of Word choice from Module 1 Lesson 20 Activity 2

Play Word choice game using jumping, resting, lifting, milking, winking, hunting, lisping, risking, cracking, springing, smashing, belting, switching, landing, spending, melting, trusting, checking, missing, drilling, whisking, scratching.

Classroom assistant puts the word grid on the board.

Classroom assistant: Here’s the grid of words. Do you remember how to do it? Find a word you want to read, then look to the left hand side and find the letter and look to the top to find the number and then we will know which word you’ve chosen. I’ll do the first one. (Classroom assistant points to the word he/she wants to read, traces his/her finger along to the letter on the left and then up to the number at the top.) C3. I’m going to ignore the ing for a minute and read the first part: s-w-i-t-ch – switch, now add the ing – switch – switching. Now your turn, Steven. Find a word you want to read, don’t worry about the ing bit, do the beginning. Have you chosen? Good, where is it?

Steven: Er… A…. 4

Classroom assistant: A4. This one (points to drilling and covers up the ing). Ignore the end for the moment, read the first part.

Steven: drill – drilling.

Classroom assistant: Good, here you are (hands Steven the word). Your turn Paula.

Game continues as before.

Reading long words (demo) and reading long words (worksheet)

Object

To practise finding ways in to reading words longer than one syllable

Materials

Worksheet for each child

Procedure

Reading long words (demo)

- Write a word on the board e.g. bedroom.
- Suggest to the children that a good way to read long words is to look for the vowel in each part of the word.
- Underline the vowel in each part of the word. This may be represented by one letter as in bed or two as in room – bedroom; it might be three as in night or four as in sleigh.
- Now cover up the second part of the word and say the phonemes represented by the letters in the first half of the word and say this syllable and then do the same with the second part of the word. Then say the whole word.
- Repeat this with a couple more words.
Worksheet

- Give out the worksheets. Ask the children to underline the vowels in the words and in a quiet voice to work out how to read the words.
- Listen in to the children as they are doing this, checking, in particular, that they are not reading adjacent letters as separate vowels e.g. reading the e and a separately in beat.
- This activity is always followed by Word choice.

Example of Reading long words from Module 2 Lesson 16 Activities 2 and 3

Play Reading long words (demo): mainline, pancake, snowman, milkshake, unload, disgrace, maiden, haystack, railway.

Play Reading long words (worksheet): haystack, railway, goalpost, handmade, caveman, postman, unfold, hostess, mistrust, gravestone, away.

Classroom assistant writes the word mainline on the board.

Classroom assistant: When you have to read a word you’ve never seen before you can have a go at it by reading the consonants round the vowels. I’ll show you what I mean. Take this word. (Points to the word mainline on the board) Let’s find the vowels. What are they?

Carrie: ai (points).

Classroom assistant: Yes /ai/ (underlines the letters ai) in the first part of the word. Any more?

Steven: /i/, no /ie/ (points).

Classroom assistant: Yes, a split digraph /i-e/ (underlines the i and the e). So now we have two vowels in the word which shows us we have two parts to the word. We’ll put a circle round each part:

main

ling

So now we can read the first part of the word by reading the consonants round the vowels – m-a-i-n, main and now the second, line. Put the two parts together, what do you have?

Steven: Mainline.

Classroom assistant: Yes, a mainline train. What about this word? (writes pancake on board) Paula, come and underline the vowels. (Paula underlines pancake.)

Classroom assistant: Can you now see the two parts of the word? Put circles round them like I did. (Paula puts circles round):

pan
cake

Classroom assistant: What is the first word in a circle?

Paula: pan.

Classroom assistant: Good, and Sean, the next circle?

Sean: cake.

Classroom assistant: And the whole word is…?

Children: Pancake.

(Classroom assistant continues to write words on the board and the children take it in turns to underline vowels and circle the parts of the word.)
Classroom assistant: Now you can do it on your own. Here are the Long word worksheets, one each. First underline the vowels in the word. Then circle each part of the word and read it. Finally read the whole word. I'll be watching you as you do it and might help you if I think you need it. Remember to look for an E at the end of the word. It usually means there is a split digraph. You may even find a split digraph in the first part of the word.

**12 Phoneme spotter parts 1 and 2**

**Object**
To practise listening for the vowel sounds in words and attributing different spelling patterns to the same sound

**Materials**
Enlarged version of the story; child-size versions of the story for each child; pencils

**Procedure for Part 1**
- Display the enlarged version of the story.
- Read the story through once.
- Ask the children if they noticed the focus vowel sound in lots of the words.
- Remove the story from view.
- Read the story again, sentence by sentence. As you read a word containing the focus vowel phoneme the children should raise their hands and say the vowel phoneme.
- Display the story again and give out individual copies of the story to each child.
- Read the title. Ask which word(s) contain the focus phoneme and underline the whole word on the enlarged text. Children do the same on theirs.
- Read the story slowly; ask the children to follow word-by-word, underlining on their copies each word which contains the focus phoneme. There is no need to continue doing this on the enlarged version.
- Carry on through the story as far as you can get in the time available.
- Keep the children’s sheets for Phoneme spotter part 2.
Example of Phoneme Spotter 1 from Module 2 Lesson 8

Classroom assistant puts up the enlarged version of the story ‘The Kind Knight’.

Classroom assistant: You remember the story about the football match, ‘The Dream Team’. There were lots of words with the phoneme /ee/ in it. Here’s another story like that with lots of a particular phoneme. I’ll read it; you can join in if you like, but listen out for the same phoneme cropping up again and again.

Classroom assistant reads the story.

Classroom assistant: Who spotted a common phoneme? ...you, Imran?

Imran: /ie/

Classroom assistant: Yes, /ie/. You have it even in the title – The Kind Knight.

Classroom assistant takes down enlarged text.

Classroom assistant: Now I’ll read it again, and you say /ie/ and put up your hands whenever you hear that phoneme. You can do the title easily.

The Classroom assistant reads the story and the children say /ie/ whenever they hear it. Then he/she puts the enlarged text back up and gives the children individual copies of the text.

Classroom assistant: I’ll show you what we are going to do next and then we can all have a go together. I’ll read the story again and this time we will underline all those words with an /ie/ phoneme in them. I’ll do the first bit on the enlarged text. The Kind Knight. Which words have the /ie/ sound in them?

Sean: Kind and knight.

Classroom assistant: Yes, kind (underlines it) and knight (underlines it). OK let’s carry on. It is a mild night.

Carrie: Mild and night.

Classroom assistant: Good. (Classroom assistant underlines them). Now you underline mild and knight on your copies. The wind ...

Sean: Wind.

Carrie: Not wind ...

Classroom assistant: Why not wind? Why did you say wind, Sean?

Sean: Because it has an I in it.

Classroom assistant: If it had an /ie/ phoneme in, it would say ‘wind’, like when I wind up the string. You’re right, it has the letter which is called I, but in wind that letter represents the /i/ phoneme not the /ie/ phoneme. So we don’t underline it. The wind is sighing (underlines it) in the pine (underlines it) trees. You underline sighing and pine, and then you can carry on without me doing it first.

Classroom assistant reads as much of the story as there is time for and the children underline the words containing the /ie/ phoneme on their own copies.

Procedure for part 2

- Prepare the children’s workbook or sheet of paper by drawing a line down the middle to make two columns.
- The children also need their versions of the story.
- The children should write a word from the story which contains the focus phoneme (an underlined word) in the left column and just the letters which represent the phoneme in the right column e.g. kneels, ee; field, ie etc.
- Continue until one minute from the allotted time and ask the children what they notice about the different spelling patterns representing the phoneme.
- This game is always followed by Word sort.
13 *Rhyming words*

**Object**
To generate a group of words which can be used to illustrate the variety of spelling patterns representing the same phoneme

**Materials**
Large board and pen

**Procedure**
- Ask the children whether they can think of any words which rhyme with the given word. (A list of possible words is given in the lesson instructions and six words are asked for. If the children can’t think of many words, prompt them.)
- Write the words as they say them. (The rhyming part of the word will be spelled in different ways in different words. You can mention this, or the children will point it out but no action needs to be taken as this is explored in their next activity which will be Word sort.)

14 *Flashcards*

**Object**
To practise the vowel digraphs

**Materials**
A set of letter cards as indicated in the lesson instructions

**Procedure**
- Hold up the word cards one at a time for the children to see.
- Either ask a specific child to say what phoneme the letter/s represent or ask all the children to give the answer as quickly as they can.
- This activity occurs very frequently in the programme and is intended to be brief practice lasting no more than 45 secs.

15 *Hunt the phoneme game*

**Object**
To practise the vowel digraphs

**Materials**
Word cards as indicated in the lesson instructions

**Procedure**
- Spread out the word cards on the table except for the header words.
- Give each child one of the header words and ask them to read them.
- Ask them to place their header words along the top edge of the table as column headers.
- Ask them to look for five more words which contain the same vowel phoneme, remembering that the spelling might be different.
As they find the words they should place them in a column below the header word. When the columns are full, the ask the children to quickly read down each column together, exaggerating the vowel phoneme.

16 Prefix game

Object
To read words containing prefixes

Materials
Word cards; prefix cards as indicated in the lesson instructions

Procedure
- Write the prefixes used in the game on the board as shown.
- Put the prefix cards in piles face up on the table.
- Place the words in a pile on the table, face down.
- In turn, the children take a word from the pile and place it after each prefix on the board, reading each word created and deciding which one is a meaningful word.
- When the child has decided, he/she collects the relevant prefix and makes the word on the table.

17 Dictation

Object
To practise spelling words in context.

Materials
Writing boards and pens

Procedure
- Read the dictation story to the children.
- Tell them that you are going to read a little bit at a time and that you want them to write it down.
- Tell them that when they come to a word they may never have written before they are to break the word up and write down the phonemes they hear.
- Read about four words at a time, break the sentences into meaningful chunks. This makes it easier to remember for writing.
- Watch the children as they write. Prompt them if they make a mistake. Such prompts include:
  - Look at that letter again.
  - Did you mean to write that letter round that way?
  - What sound can you hear there?
  - Is that how to write that sound?
  - Remember that word from last week's tricky words — what sentence was it in? How do we remember that word?
- When the children have finished writing, ask them to read it to you altogether.
Tricky Words

Object
To learn to read and spell the most frequently-used words

Materials
The words from last lesson’s sentence on individual cards; new sentence sheet
(PCMs 1.21–1.39) for each child

Procedure
The last activity (activity 4) of each lesson teaches children to read and spell the most frequently used words in English, many of which have irregular spellings. This activity follows exactly the same procedure every lesson: testing the children’s reading of the sentence given at the last lesson and the two words for spelling, and then giving them the new sentence sheet to learn to read and teaching them how to spell the two focus words. There is a slight variation in the procedure in the first and last lessons of each module. In Lesson 1 there are no words to be tested and in the last lesson no new words to be learned.

The children are expected to practise the reading of these sentences and the spelling of the two underlined words at home. The sentence sheet is for the children to take home – see page 13 for instructions for parents.

Use the words on the bottom half of the sentence sheet for the following sequence of activities:
1. Spread out the words from last lesson’s sentence.
2. Ask the children to put them back into the sentence.
3. Ask four of the children to close their eyes and ask the fifth child to remove an underlined word and close up the gap in the sentence.
4. Ask the children to open their eyes and say which word is missing.
5. Ask the fifth child to place the word face down on the table, then all the children write this word on boards.
6. Turn the remaining underlined word over and ask the children to write this word also.
7. Check accuracy of spelling for each child.
8. Give out the new sentence sheets.
9. Help the children to read the sentence.
10. Write one of the underlined words on the board.
11. Pick out the tricky part of the word, as indicated on the lesson instructions, and rehearse it with the children (and see below, Teaching spelling).
12. Repeat with the other underlined word.
13. Remind the children of the activities to do at home which will help them to learn to read all the words in the sentence and spell the two underlined words.

Teaching spelling
Children learn to spell by examining words. There are lots of ways of doing this including:
- recognising where there is a relationship between the way the word is pronounced and the way it is spelled
- looking for words within words – **there** = **the**, **he**, **here**, **her**
- looking for letter strings common to different words – **home**, **come**, **some**
- looking for known endings (e.g. **ed**, **ing**, **er**), suffixes (e.g. **ment**, **tion**), or prefixes (e.g. **re**, **dis**)
- looking for common roots (e.g. **sign**, **signal**).
Sometimes there is nothing meaningful by which to remember the tricky bit of the word and it is sensible to resort to a mnemonic. Children should be encouraged to make these up for themselves but some are offered in the lesson instructions in case they are required (because = big elephants can always understand small elephants; what = w – hat).

**Multi-sensory strategy (MS)**

When children have picked out the tricky bit of a word and concocted a method for helping them to remember it, it is often a good idea to reinforce that with writing the word. Words where this is a particularly desirable strategy have been indicated by the initials MS (multi-sensory).

**Procedure**

- Write the word with the letters joined up (where appropriate) on the board.
- As you do this, say the letter names or any other mnemonic.
- Repeat while the children watch very carefully.
- Ask the children to do that on their own boards without looking up to your version. It is very important that they do not copy letter-by-letter.
- Ask them to repeat a few times.
- Watch their letter formation as they write.

*Note to Schools – Information in Appendix 3 must be passed to parents.*
<table>
<thead>
<tr>
<th>LESSON</th>
<th>CONTENTS</th>
</tr>
</thead>
</table>
| 1      | Revision of identification of phonemes in initial position  
Identification of phonemes in final position |
| 2      | Revision of phonemes in final position  
Identification of phonemes in medial position  
Letter formation c, o |
| 3      | Identifying medial a, i, o in CVC words  
Segmenting three phonemes in order in CVC words: using medial vowels o, i, a |
| 4      | Segmenting CVC words – i, a  
Alternative spellings e/ea |
| 5      | Spelling and introducing reading CVC words – a, i, u |
| 6      | Spelling and reading CVC words  
Letter formation: c, o, a, g, d |
| 7      | Reading CVC words  
Writing CVC words/letter formation check – c, o, a, d, g |
| 8      | Reading CVC words  
Final consonant digraphs |
| 9      | Final consonant digraphs  
Revision of medial vowels |
| 10     | Reading verbs containing ing |
| 11     | Adding ing to verbs  
Reading CCVC words |
| 12     | Reading and spelling CCVC words |
| 13     | Segmenting consonants in CCVC words  
Reading and spelling CCVC words |
| 14     | Manipulating phonemes in CCVC words  
Reading CCVC words  
Adding ing to CCVC verbs: doubling final consonant |
| 15     | Deconstructing and segmenting words containing final consonant clusters |
| 16     | Spelling CVCC words  
Segmenting and manipulating phonemes in CVCC words |
| 17     | Spelling and reading CVCC words |
| 18     | Spelling CVCC words  
Segmenting and manipulating phonemes in CVCC words |
| 19     | Spelling and reading CVCC words |
| 20     | Consolidation of representing consonant phonemes with two letters  
Reading and spelling verbs ending with ing |
### Materials
- Stick puppet alien (PCM 1.1);
- Letters/cards for Sliding in game: sh and p for each child (PCMs 1.4 and 1.5);
- Three-phoneme frame (PCM 1.2);
- Sentence sheet (PCM 1.21)

## Aim
To revise identification of phonemes in initial position
To identify phonemes in final position

## Activity Instructions

### 1 Identification of phoneme in initial position

**Time:** 4 mins

Today we are going to start a special set of activities to help you to read and spell. We are going to start by hearing all the different phonemes (sounds) in words.

- ‘Five fish fingers frying in the fat.’ What phoneme (sound) can you hear at the beginning of the words? Answer: f.
- ‘Timmy Topper taps a tip top tune on the table.’ What phoneme can you hear at the beginning of the words this time? Answer: ttt
- What phoneme can you hear at the beginning of safe? Good s.

Point to first square on the phoneme frame.
Repeat with game, disk, man, live, cool.
Each time a child answers, point to the first square on phoneme frame.

### 2 Identification of phoneme in final position

**Time:** 4 mins

Explain that the alien, Zowee, is having trouble speaking English (use the stick puppet if you wish).

He goes into a cafe for some food but can’t say it properly; he tries lots of different things but can’t make himself understood. He wants some fish but can only say fi.

Yes sh! Point to the last square on the phoneme frame.
Repeat with: rice (ri), cheese (chee), coke (co), meat (mee), bread (bre), soup (soo), fruit (froo).

### 3 Identification of phoneme in final position

**Time:** 7 mins

Play Sliding in game. Write the word shop on the board. Who knows this word? … Good, shop. Look at the letters at the beginning – sh. Here are two letters sh representing one phoneme sh. We call this a digraph – two letters which are pronounced as only one phoneme. Here is a sh card for each of you. We are going to play a game with these sh cards. Put your sh card below the 3-phoneme frame on your board. When I say a word the sh will be either at the beginning or the end. You have to listen very carefully. Where would you put the sh in the word shop? … yes at the beginning. Show me. Now we’ll do some more.

Say each word and watch the children slide the sh into the correct position.

Words: ship, mash, wish, posh, dish, shut, shell, wash, cash.

Give out the p cards/letters.

Now we will play the same game with the letter p.

Words: pack, keep, map, pat, pain, soap, push, pen, shop, leap.

Play with sh and p letters.

Words: ship, sharp, posh, sheep, push, shop.

### 4 Learning to read and spell tricky words

**Time:** 5 mins

Tricky word to be learned: were.

were – sounds like wur; part of verb ‘to be’; letter string ere as in here, where, there.

MS strategy – see page 37.
## Aim

To revise phonemes in final position  
To identify phonemes in medial position  
To practise letter formation c and o

## Materials

Letters/cards for Sliding in game: ch, m, p for each child (PCMs 1.4 and 1.5);  
Letters/cards for Sliding in game: o and i for each child (PCM 1.4);  
Three-phoneme frame (PCM 1.2);  
Sentence sheet (PCM 1.22)

### ACTIVITY | INSTRUCTIONS
--- | ---
**1** Phonemes in initial and final position  
*Time: 5 mins*  
Using letters/cards ch, m, p and the three-phoneme frame, play the Sliding in game as in Lesson 1 Activity 3.  
Words: chop, peach, charm, much, map, chip, march, perch, perm, cheap.

**2** Identification of phoneme in medial position  
*Time: 5 mins*  
Who can tell me the sound at the beginning of chip?  
Write ch in the phoneme frame. Look another digraph. Do you remember we had one last time sh? Two letters representing just one phoneme. Here’s another – ch.  
And at the end? Write p in the phoneme frame.  
What about chop, what does chop begin with?  
Write ch below the phoneme frame under the ch.  
And what’s at the end of chop?  
Write p below the phoneme frame, under the p.  
Chip run your finger under the letters in the phoneme frame.  
Chop run your finger under the letters below the frame.  
What do you see. Yes they both have a ch and both have a p. Say chip and chop. Look at my mouth. Now you say it. Look at each other’s mouths.  
What can you hear in the middle of chip? Yes i.  
Write it in the middle box on the frame.  
And chop? Yes o.  
Write it between the ch and the p below the frame.  
Play Sliding in game to practise identifying the middle phoneme in words using a three-phoneme frame with i and o – shop, ship, hot, hit, pit, pot, lock, lick, tock, tick, lit, lot, song, sing.

**3** Letter formation  
*Time: 5 mins*  
You all know how to write the letter C.  
Write it on board using the school’s mnemonic (if there isn’t one, try cool C – start at the curled up top, curve right round). Repeat. Now your turn, let’s have five cool curvy Cs.  
Remember the curl at the top. Watch that the children write it correctly.  
My turn again. What am I writing? Write a C on the board, then continue up to make it into an O.  
Yes, I started like a C and then made it into an O. Watch again. Repeat.  
Now your turn to do five by yourselves. Remember start just like a C. Watch they do it right.

**4** Learning to read and spell tricky words  
*Time: 5 mins*  
Tricky words to be tested: were.  
Tricky words to be learned: was, going.  
was – sounds like wos; highlight a in was; mostly ‘wa’ says ‘wo’, e.g. wash, swan.  
‘w’ special; teach with as and has.  
going – go + ing go rhymes with no, so.
Aim
To identify medial a, i, o in CVC words
To segment three phonemes in order in CVC words

Materials
Three-phoneme frame (PCM 1.2);

Letters/cards for Sliding in game: o, a, i for each child (PCM 1.4);
Letters for making words: ch, p, t, i, o, a (PCMs 1.4 and 1.5);
Letters for Full circle game: f, t, p, c, n, a (PCM 1.4);
Sentence sheets (PCMs 1.22 and 1.23)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
</table>
| 1        | Revision of o and i  
**Time:** 4 mins |
| Say the word shop (stretching the middle phoneme, sh-ooooo-p).  
Hold up the letters o and i. Is it o or i in the middle? Put the correct letter in the middle square of the phoneme frame. Repeat with ship.  
Play Sliding in game to practise identifying the middle phoneme in words using a three-phoneme frame with i and o – miss sock kit hot ring sit dog hill got moss hip hop song chip. Finish with chap. What about chap? What do you think we need? Yes, we need a.  
Give everyone an a. Take back the i letters. Practise saying a then o phonemes several times and feeling the different shape the mouth makes for each sound. |

| 2        | Medial o and a  
**Time:** 4 mins |
| Play Sliding in game to practise identifying the middle phoneme in words using a three-phoneme frame, with a and o – cap, cop, pot, pat, sang, song, map, mop, bog, bag, hat, hot, rot, rat.  
Play Quickwrite: o and a five times each. |

| 3        | Practising segmentation and manipulation of CVC words  
**Time:** 7 mins |
| Put the letters/cards ch, p, t on the board down the side of the phoneme frame and the letters a, i, o above the phoneme frame.  
Now you’re really good at hearing the beginnings, ends and middles of words, I’ll show you how to make some short words. Say the word chap, then say the word slowly, stretching it and place the letters in the frame at the same time, in order from left to right.  
chap ch...aaaaaaa...p chap  
Remove the letters. Now let’s do chip, ch...iiiiiiii...p chip.  
Remove the letters and ask a child to make chop. Make sure he/she says the word, then the phonemes in the right order and then the word again. Point to ch. Can you remember what we called those two letters the other day?…yes a digraph. What does that mean?…yes, it means two letters representing one sound. Can you remember another digraph?…sh.  
How will I make tap? Make it as the children say the phonemes. Ask a child to make tip and then another to make top.  
Repeat with pot pat pit.  
Each time, make sure the child says the word, then the phonemes in the right order and then the word again.  
Play Full circle game with f, t, p, c, n, a – fat, pat, cat, can, pan, fan, fat. |

| 4        | Learning to read and spell tricky words  
**Time:** 5 mins |
| Tricky words to be tested: was, going.  
Tricky words to be learned: out, of.  
out – O-U-T spells out, as in playing round game; letter string out as in about, shout.  
of – not ov, – think of a bunch of flowers. |
Aim  
To segment CVC words  
To investigate i, a, e, ea spelling choices

Materials  
Three-phoneme frame (PCM 1.2);

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
</table>
| 1 Segmenting CVC words | Put the letters n, b, t on the board down the side of the phoneme frame and the letters a, o above the phoneme frame.  
Point to o. What is this vowel? Point to a. And this one? As I point to each vowel feel the shape of your mouths as you say them. Move your finger between the two vowels sometimes repeating one. Now we'll make some words with these letters.  
Repeat yesterday's Activity 3 with the words: bit, bin, ban, bat, not, tin, tan.  
Remember, each time a child makes a word, make sure the child says the word, then the phonemes in the right order and then the word again.  
Leave tan on the board. How would you change tan into ten? |
| Time: 4 mins |
| 2 Spelling CVC words using medial vowel e | Play Sliding in game to practise identifying the middle phoneme in words using a 3-phoneme frame, with e and i – bet, bit, set, hen, tin, ten, sit, him, king.  
Now we are going to make words with a, i, and e in them.  
Give the children letters e, i, a, b and t.  
What are the phonemes in bat? Yes, b-a-t. Put the letters into the frame in the right order – b-a-t. Leave the word in the frame. Now say the phonemes in bit. Look at what you have in the frame. Will any of the letters be needed for bit? Yes the beginning and end. What do you need in the middle? Yes i. Now what about bet? And to change bet to beg, what do need? Yes, here you are. Give the children g letters and remove the t letters. Now let's make big and now bag. |
| Time: 5 mins |
| 3 Alternative spelling for phoneme | Rhyming words: generate six words rhyming with bed.  
Possible words are: bed, bread, bled, dead, dread, read, said, tread, wed, shed, head, lead, thread.  
Play Word sort.  
Almost all words ending ead are pronounced like this; read can be pronounced two ways.  
Yesterday I read a book, today I will read it again'. |
| Time: 6 mins |
| 4 Learning to read and spell tricky words | Tricky words to be tested: out, of.  
Tricky words to be learned: went, over.  
went – Stress no ‘h’ and draw attention to ‘n’: MS strategy to reinforce.  
over – ‘er’ use visual gesture, scratching head er, er– can’t remember my name; common ending of words; chunk ‘o’ and ‘ver’. |
| Time: 5 mins |
**Aim**
To identify medial vowel **u**
To spell and read CVC words

**Materials**
Three-phoneme frame (PCM 1.2);
Letters for Full circle game: **b, c, p, sh, t, ck, a, o, i** (PCMs 1.4 and 1.5)
Letters **u** and **i** for Sliding in game (PCM 1.4);
Pictures of **cap, cat, cup, can, cub** (PCM 1.8) and blank labels for Label game 1.
Sentence sheets (PCMs 1.24 and 1.25)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>1</strong> a, o, i</td>
<td>Play Full circle game: letters/cards <strong>b, c, p, sh, t, ck, a, o, i</strong> – shop ship tip tap tack back bat cat cap cop shop.</td>
</tr>
<tr>
<td><strong>Time: 5 mins</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **2** medial vowel **u** | *We just made cap in the Full circle game. Put c-a-p in the frame saying phonemes together. Then we made cop. Can you remember what we changed? Yes, the a to o. Supposing we wanted to make cup, what can you hear in the middle of cup? u, yes, it's this.*  
Show the **u** letter. All practise saying **u** sound, as in the word **cup** and **cut**.  
Play Sliding in game to practise identifying the middle phoneme in words using a three-phoneme frame with **u** and **i** – **sung, sing, bin, bun, hut, hit, lick, luck, gun, miss, shut, run**. |
| **Time: 5 mins**  |                                                                                                                                               |
| **3** CVC blending | Play Label game 1 with pictures of **cap cat cup can cub**.                                                                                    |
| **Time: 5 mins**  |                                                                                                                                               |
| **4** Learning to read and spell tricky words | Tricky words to be tested: **went, over**. Tricky words to be learned: **can't, said**.  
**can't** – teach **can + not = cannot**; apostrophe for missing letter; indicate phonic regularly.  
**said** – mnemonic – s-a-i-d, Sally **Ann** is **d**….Choose your own word with the children beginning with ‘**d**’ e.g. drinking, drawing, diving, dreaming etc. |
| **Time: 5 mins**  |                                                                                                                                               |
Aim
To read and spell CVC words
To practise letter formation: c, o, a, g, d

Materials
Pictures of cap, cat, cup, can, cub (PCM 1.8) and completed labels from Module 1 Lesson 5 for Label game 2;
Three cubes – cube 1: b, c, m, p, th, s cube 2: a × 6
cube 3: d × 2, n × 2, t × 2;
Sentence sheets (PCMs 1.25 and 1.26)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
</table>
| 1        | Revision of blending CVC words  
Time: 4 mins |
|          | Play Label game 2 with cap cat cup can cub from last lesson. |
| 2        | Reading CVC words  
Time: 6 mins |
|          | Play 3 cube game with cube 1: b, c, m, p, th, s cube 2: a
cube 3: d × 2, n × 2, t × 2 |
| 3        | Letter formation c o a g d  
Time: 5 mins |
|          | Write the letters c and o as you say: You remember we practised cool C, start at the curled up top, curve right round… and the letter O which is exactly like a C and then we close up the gap. Now you practise these. Do five of each.
Now we’re going to practise three more letters which all start like a cool C. Watch.
Write the letter a as you speak.
a Start at the top just like a C, round, up like an O and then down again and flick. Now you do five of these. Now d.
Start at the top, round, all the way up, down again and flick. Now you do five. Now g, start at the top, round, up, down like an a but now under, tail. Now five from you. |
| 4        | Learning to read and spell tricky words  
Time: 5 mins |
|          | Tricky words to be tested: can’t, said.
Tricky words to be learned: little, he.
little – can be flowing letter string; can be pronounced ‘littul’; teach word ends in little ‘e’ not tall ‘I’; Stress ‘t’ in the middle and find ‘it’ and ‘lit’.
he – teach with she, we, be, me. |
Aim
To practise handwriting: c, o, a, d, g
To read and spell CVC words

Materials
Pictures of sun, sack, sit, sing, sock (PCM 1.9) for Label game 1;
Three cubes – cube 1: b × 2, s × 2, m × 2;
cube 2: a × 2, e × 2, i × 2  cube 3: d × 2, t × 2, ck × 2
Sentence sheets (PCMs 1.26 and 1.27)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>1 Handwriting</td>
<td><strong>Time:</strong> 5 mins&lt;br&gt;You are doing so well reading these words. Let’s all have a go at writing some of them. <strong>dog</strong> – say and finger count the phonemes, yes <strong>d-o-g</strong>. Now write <strong>dog</strong>. Remember that all the letters start like cool <strong>C</strong>. Now write <strong>dad</strong>, <strong>cod</strong>, <strong>god</strong>. Check throughout that each child is forming the letters correctly.</td>
</tr>
<tr>
<td>2 CVC blending</td>
<td><strong>Time:</strong> 5 mins&lt;br&gt;Play Label game 1 with pictures of sun, sack, sit, sing, sock.</td>
</tr>
<tr>
<td>3 CVC blending</td>
<td><strong>Time:</strong> 5 mins&lt;br&gt;Play 3-cube game with cube 1: b × 2, s × 2, m × 2  cube 2: a × 2, e × 2, i × 2  cube 3: d × 2, t × 2, ck × 2.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td><strong>Time:</strong> 5 mins&lt;br&gt;Tricky words to be tested: little, he. &lt;br&gt;Tricky words to be learned: all, tree.&lt;br&gt;all – letter string ‘all’; teach with ball, tall, wall, call; needs two ‘l’s to keep him tall and not to fall.&lt;br&gt;tree – letter string ‘ee’. tr + ee; teach with see, bee. I see a bee in the tree.</td>
</tr>
</tbody>
</table>
Aim
To read CVC words
To read words containing final consonant digraphs
To learn the vowel rap

Materials
Pictures of sun, sack, sit, sock, sing (PCM 1.9) for Label game 2;
Words strips (PCM 1.10) for Thumbs in game; counters
Sentence sheets (PCMs 1.27 and 1.28)

ACTIVITY | INSTRUCTIONS
--- | ---
1 Reading CVC words | Label Game 2 using picture cards sun, sack, sit, sock, sing and children’s labels from lesson 7.
Before putting the labels away take the opportunity to remind the children about two letters = one phoneme. Look at the letters at the end of sack and sock. Here is another digraph ck. Two letters, one phoneme. Do you remember some more? Yes, ch and sh. Write the word thing on the board. There are two more in this word. Say the phonemes and count them on your fingers. Yes, th-ing. Just three phonemes but altogether, five letters. Which are the digraphs then? Yes th and ng – that’s a funny sound isn’t it.

Time: 5 mins

2 Consonant digraphs | Thumbs in game:
song ring rung sing;
shack sack sick suck shock;
pitch chin rich chop chip;
well will wish win whip;
lack lick lock luck loss.

Time: 5 mins

3 Vowels | This rap is illustrated on the video.
Put up the five vowels across the top of the whiteboard.
In our group we’ve made and read lots of words with these letters in the middle and we know their sounds now, don’t we? Let’s remind ourselves: a – e – i – o – u (say these as sounds not names). These five special letters have a special name. They are called vowels. I know a rap that helps you remember them, it goes like this:

\[
\begin{array}{l}
a – e – i – o – u \\
That is how we say them. \\
a – e – i – o – u \\
That is how we play them.
\end{array}
\]

We say them soft, we say them loud
Of our vowels we sure are proud
a – e – i – o – u (whisper)
a – e – i – o – u (normal)
That is how we say them!

Say it a couple of times with the children.

Time: 5 mins

4 Learning to read and spell tricky words | Tricky words to be tested: all, tree.
Tricky words to be learned: jump, last.
jump – phonically regular, children will tend not to hear the m. Get them to say jum then jump to help them hear it.
last – also phonically regular; children in the south may pronounce it as larst; associate it with fast and past.

Time: 5 mins
Aim
To revise final consonant digraphs
To revise medial vowels

Materials
Letters/cards for Full circle game: s, r, b, o, i, u, a, ng, ck
Word strips for Thumbs in game from Lesson 8 (PCM 1.10);
Sentence sheets (PCMs 1.28 and 1.29)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1 Medial vowels</td>
<td>Play Full circle game: letters/cards – s, r, b, o, i, u, a, ng, ck.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Words: song, sing, ring, rung, sung, sang, bang, back, sack, sock, sick, sing, song.</td>
</tr>
<tr>
<td>2 Medial vowels</td>
<td>Say the Vowel Rap a couple of times.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Quickwrite: A slightly different Quickwrite today. I want you just to write the middle sound, the vowel in each word I say. Demo on board. What vowel can you hear in the middle of sack? Yes, a, so I write a. Now your turn. rat, sock, wish, rung, bell, rang, chop, lick, fudge, fell.</td>
</tr>
<tr>
<td>3 Consonant digraphs</td>
<td>Thumbs in game from Lesson 8 (give each child a different strip from last lesson)</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>song ring rung rang sing; shack sack sick suck shock; pitch chin rich chop chip; well will wish win whip; lack lick lock luck loss.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: jump, last.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Tricky words to be learned: about, pull.</td>
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<td>about – find word out, ab-out.</td>
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<td>pull – words push, pull and put, form a group. MS strategy.</td>
</tr>
</tbody>
</table>
Aim
To read and spell verbs ending in *ing*

Materials
Word cards: PCMs 1.11 and 1.12;
Sentence sheets (PCMs 1.29 and 1.30)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1 Vowels</td>
<td>Say the Vowel Rap a couple of times. Play Quickwrite: <em>A slightly different quickwrite today. I want you just to write the middle sound, the vowel in each word I say. Demo on board. What vowel can you hear in the middle of <em>sack</em>? Yes, <em>a</em>, so I write <em>a</em>. Now your turn. peg, match, wrong, cuff, back, ring, chop, chin, cup, mess.</em></td>
</tr>
<tr>
<td>Time: 5 mins</td>
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</tbody>
</table>
| 2 Words ending in *ing* | In this lesson we’re going to be reading longer words, as you’re so good at reading short ones. Listen to how the words change as I say them and we’ll read the word cards together. *I pat Kirsty on the head. Next I will be *patting* Richard on the head.* Now put down 6 more cards so they form columns as shown. Ask the children to read the first word by saying the phonemes and blending them together and then read the other one by adding *ing.*  
  
  *pat*  
  *patting*  
  *wish*  
  *wishing,* etc.  
  Now muddle all the word cards on the table, face up. Ask one child to pick a short word e.g.: *pat.* He/she reads it out, shows it to the next child, who finds the matching card *patting,* reads it and puts the two together on the table in columns. Carry on round the table taking turns in this way until all the cards are collected put in the columns. **NB:**  
  Keep up a brisk pace! Keep the cards in position for Activity 3 – Word sort (see below). |
| Time: 5 mins      |                                                                                                                                              |
| 3 Reading verbs ending in *ing* | Play Word sort: into 2 groups – a) three-phoneme words where final letter is doubled e.g. *pat,* *patting* and b) where the word already ends in a double letter e.g. *hiss* or two letters e.g. *wish.* Make sure the children extract from the evidence the rule that there must be two consonants between *a,* *e,* *i,* *o,* *u,* and *ing.* Say the rap again. |
| Time: 5 mins      |                                                                                                                                              |
| 4 Learning to read and spell tricky words | Tricky words to be tested: *about,* *pull.*  
  Tricky words to be learned: *what,* *that.*  
  *what* – *w* + *hat*; stress not *wot* or *what*; draw *hat*; question word, refer to *when,* *where,* *why,* *who?*  
  *that* – *t* + *hat* or *th* + *at*; *th* – look at tongue position and use a mirror. |
| Time: 5 mins      |                                                                                                                                              |
**Aim**
To spell CVC verbs ending in *ing*
To read CCVC words

**Materials**
Verb cards (PCM 1.13);
Letters: t, p, g, an *ing* card (PCM 1.6) for each child;
Two cubes: cube 1 s × 2, c × 2, b and f;
cube 2 *lot*, *lap*, *lack*, *lock*, *ling*, *lip*;
Sentence sheets (PCMs 1.30 and 1.31)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</table>
| 1 Spelling *ing* words | **Time:** 5 mins
Say the vowel rap altogether a couple of times.
Add *ING* game 1 chat, bat, tap, fit, sing, hiss, fish, shop, hug, wish, rock, beg, chop, hop, whip, mash, miss, fill, huff, lick, ring. |

| 2 Reading CCVC words | **Time:** 5 mins
Draw a four-phoneme frame on the board. *Today we have a new frame. We're going to build words with four phonemes in them.*
Make *lot* outside your frame. *What have I made? Yes *lot*. Now I'm going to put it in my frame.*

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<td>l</td>
<td>o</td>
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<tr>
<td>t</td>
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*Why do you think I've put it there? Yes, it's because I can add another letter at the beginning to make a different word. Add *s*. Let's say *s-lot slot*. Run your finger from left to right under the word.*

*What happens if we change the *s* to *b*? Let's say the phonemes together: *b-lot blot*.*
Repeat with *clot* and *plot*. Then quickly go through the four words again.
Play Quickwrite: write *ot* joined up five times.

| 3 Reading CCVC words | **Time:** 5 mins
Play the 2-cube game: cube 1 = s × 2, c × 2, b and f
cube 2 = *lot*, *lap*, *lack*, *lock*, *ling*, *lip* |

| 4 Learning to read and spell tricky words | **Time:** 5 mins
Tricky words to be tested: *what*, *that*.
Tricky words to be learned: *next*, *blue*.
*next* – stress ‘ex’ in middle not just ‘x’; mention that x is never followed by s; MS strategy to reinforce.
*blue* – highlight *ue* in blue colour. |
Aim
To read and spell CCVC words

Materials
Two cubes: cube 1 = g × 2, t × 2, d × 2;
cube 2 = rip × 2, rill × 2, ram × 2;
Letters b, f, l, r, for Sliding in game;
Pictures of clock, crash, cross, crib, crab
(PCM 1.14) and blank labels for Label Game 1;
Sentence sheets (PCMs 1.31 and 1.32)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
</table>
| 1 Reading CCVC words | Play the 2-cube game: Cube 1 = g × 2, t × 2, d × 2
Cube 2 = rip × 2, rill × 2, ram × 2 |
| 2 Segmenting initial consonant clusters | Play the Sliding in game. Use the 4-phoneme frame. Place the letter b in the first box and the letters l and r below the second box. Tell the children that in this version of the Sliding in game they should listen out for the second phoneme in the word, sometimes it will be l, as in bled, sometimes as in bread, r, and sometimes neither as in bed.
Words: bled, bread, bed; beat, bleat; bite, blight, bright; break, bake; breed, bead, bleed; back, black; beat, bleat; breach, beach, bleach; branch, blanch.
Replace the b with f on the frame and play again: fed, fred, fled; fresh, flesh; flight, fight, fright; fake, flake; fame, frame, flame; fog, frog, flog. |
| 3 Spelling and reading CCVC words | Play Label game 1: clock, crash, cross, crib, crab. |
| 4 Learning to read and spell tricky words | Tricky words to be tested: next, blue.
Tricky words to be learned: because, they.
because – mnemonic – big elephants can always understand small elephants; look for words within the word.
they – stress not ‘ay’; word starts with ‘the’ – the + y. |
Aim
To segment consonants in CCVC words
To read and spell CCVC words

Materials
Pictures of clock, crash, cross, crib, crab (PCM 1.14) and children’s written labels from lesson 12;
Letters: l, p, t, w, s for Sliding in game;
Letters: s, l, c, f, i, a, p, ck, b for Full circle game;
Four cubes: cube 1 = s × 6; cube 2 = k × 2, w × 2,
p × 2; cube 3 = i × 6; cube 4 = ll × 2, n × 2, m × 2;
Sentence sheets (PCMs 1.32 and 1.33)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1 Reading Segmenting</td>
<td>Time: 5 mins Play Label Game 2 with clock, crash, cross, crib, crab. Play Sliding in game. Use the four-phoneme frame. Place the letter s in the first box and the letters l, p, t and w below the second box. Tell the children that in this version of the Sliding in game they should listen out for the second consonant in the word. (Not all the words have a second consonant.) spice, slice; sweet, seat, sleet; stop, swap, slop; stick, sick, slick, spick; slim, swim; slack, stack, sack; sting, sling, sing, swing.</td>
</tr>
<tr>
<td>2 Spelling and reading</td>
<td>Time: 5 mins Play Full circle game: slip, clip, flip, flap, slap, slack, black, flack, flick, slick, slip.</td>
</tr>
</tbody>
</table>
| 3 Reading                 | Time: 5 mins Play four-cube game: cube 1 s × 6  cube 2 k × 2, w × 2, p × 2;
cube 3 = i × 6  cube 4 = ll × 2, n × 2, m × 2. |
| 4 Learning to read and spell tricky words | Time: 5 mins Tricky words to be tested: because, they. Tricky words to be learned: you, play. you – play with words you, your, our. MS strategy. play – pl + ay; letter string ‘ay’; teach as day ‘ay’; Is the sun shining today? look at the days of the week. |
**Aim**
To manipulate phonemes in CCVC words
To read CCVC words and added **ing** to CCVC words, doubling final consonant

**Materials**
Letters: *a, u, sh, th, ck, g, c, r, t* for Full circle game;
Word strips for Thumbs in game (PCM 1.15);
Counters;
Verb cards for AddING game (PCM 1.16);
**ing** cards and letters *m* and *p* for each child;
Sentence sheets (PCMs 1.33 and 1.34)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
</table>
| 1 Manipulating CCVC words | Play Full circle game: letters *a* and *u* and *sh, th, ck, g, c, r, t*  
                            | *crack, track, trash, crash, crush, thrush, thrash, crash, crack.*  
                            | Continually point out instances of digraphs: two letters/one sound. |
| 2 Reading CCVC words      | Play Thumbs in game.                                                       |
                            | *cash clash crash crutch crush*  
                            | *fled Fred fetch fresh flesh*  
                            | *switch sing sling sting stick*  
                            | *grid glad grudge gruff glass*  
                            | *stretch stiff sniff stuff sledge* |
| 3 Adding **ing** to CCVC verbs | Play AddING game.                                                            |
                            | *trip, skip, smell, slip, splash, stop, grill, cluck, clap, cram, bring, swim, crash,*  
                            | *stick, fling, crack, drum, slam, switch, stretch.* |
| 4 Learning to read and spell tricky words | Tricky words to be tested: *you, play.*                                   |
                            | Tricky words to be learned: *one, back.*                                   |
                            | *one* – visual pattern as in *none*, e.g. – he has done *one* sum; MS strategy; stress number one 1. |
                            | *back* – ’ck’ (doubling of consonants) follows a short vowel sound; phonic approach. |
### Aim
To deconstruct and segment words containing final consonant clusters

### Materials
- Letters n and d for Sliding in game;
- Sentence sheets (PCMs 1.34 and 1.35)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
</table>
| 1 Deconstructing words containing final consonant cluster | Make or write **and** on the board. *Take off d and we’re left with? an.* Add the **d. an – d is and.**  
Next make ban **b-a-n** ban. Add **d. ban-d band.**  
Demonstrate **and** in joined up script three or four times using formation mnemonic (cool C) for **a and d** as you form those letters. Children practise five times, trying to speed up.  
Play Quickwrite: stand, hand, land, strand, grand. |
| 2 Segmenting words containing final consonant cluster | **What phonemes can you hear in the word** **bad?** Write **bad** on the board. And now **ban.**  
Write on board. And now **band.** Write on board. **What two phonemes do all three words start with?** Yes **b-a.** What do you notice about the ends? Yes, **bad ends in d, ban ends in n and band ends in both n and d.** Point to the words as you speak. **Now we are going to play the Sliding in game: listening for the ends of words. They all end in either n or d or nd together.**  
Play Sliding in game: letters n and d (use four-phoneme frame).  
Words – ban, bad, band; sad, sand, san; bed, bend, ben; len, led, lend; tend, ted, ten. |
| 3 Deconstructing words containing final consonant cluster | Write **hum** on the board. *Let’s read this together: hum. I’m going to add p. What have I made? Yes, hum-p hump.* Get the children to say **hump** several times and feel and hear the **m.**  
Repeat with **bum** (Expect giggles here!) and **rum.**  
Do Quickwrite: chump, dump, jump, thump, clump. |
| 4 Learning to read and spell tricky words | Tricky words to be tested: **one, back.**  
Tricky words to be learned: **why, your.**  
**why** – question word – refer to group m – what where, when, who; MS strategy essential.  
**your** – you + r; Your book belongs to you; also y + our; MS strategy. |
**Aim**
To spell CVCC words
To segment and manipulate phonemes in CVCC words

**Materials**
Letters m, p, a, t, r, d, c, l for Sliding in game;
Letters s, l, n, t for Sliding in game;
Letters b, s, t, l, n, p, m, e for Full circle game;
Sentence sheets (PCMs 1.35 and 1.36)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1</strong> Spelling CVCC words</td>
<td>We are going to play the Sliding in game but this time you are going to slide in the whole word not just the end. All the words end in m or p, or mp together. Play Sliding in game: letters for each child: m, p, a, t, r, d, c, l. Draw an extra square to make a five-phoneme frame. Words: ram, rap, ramp; dap, dam, damp; trap, tramp, tram; cam, cap, camp; clamp, cap, cam.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
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</tbody>
</table>
| **2** Segmenting CVCC words | This time we’ll play the Sliding in game where you only have three letters to choose from or you may not need any. Let me show you. All the words end in t so put a t at the end. Now have ready the letters s, l, and n. Now what consonant phoneme can you hear just before the t in the word list? Yes, s, slide it in. Now what about lilt? Yes l. Now lint? Yes n. Now listen to the word lit. No there isn’t one. So you don’t slide anything in front of the t. Let’s play the game.
Play Sliding in game: letters – s, l, n + t at the end.
Use the four-phoneme frame.
Words: most, moult, moat; jest, jet, gent; bolt, boat, boast; belt, bet, bent, best; colt, coast, coat; net, knelt, nest; debt, dent, dealt; west, west, went. |
| Time: 5 mins | |
| **3** Manipulating phonemes in CVCC words | Play Full circle game: letters – b, s, t, l, n, p, m, e.
Words: best, belt, bent, pent, pelt, melt, met, net, nest, best. |
| Time: 5 mins | |
| **4** Learning to read and spell tricky words | Tricky words to be tested: why, your.
Tricky words to be learned: would, love.
would – letter string ‘ould’; teach with could and should; draw attention to shape;
Mnemonic – o u lucky duck.
love – letter string ‘ove’; mention dove, above; not luv – no English word ends in v; MS strategy. |
| Time: 5 mins | |
**Aim**
To spell and read CVCC words

**Materials**
- Letters \( s, l, n, k, ck \) for Sliding in game;
- Letters \( i, l, s, t, f, g, n, k, r, ck, p \) for Full circle game;
- Word strips for Thumbs in game (PCM 1.17);
- Counters;
- Sentence sheets (PCMs 1.36 and 1.37)

### ACTIVITY | INSTRUCTIONS
--- | ---
**1** Deconstructing and segmenting CVCC words

Write the word *win* on the board. Read it together. Listen to what happens when we add \( k \) at the end. *win-k wink*. Repeat with *pin*. What happens if I want to change *pink* to *pick*? Yes, take the \( nnn \) away but that doesn’t look right does it? What’s missing?…Yes we don’t spell it with just a \( k \) we need a \( ck \). Write in the changes as you say them. We’ll now play a Sliding in game with words ending with \( k \). Usually there will be a consonant phoneme before the \( k \) but sometimes there isn’t. If a word ends only in the phoneme \( k \) you will need to slide in the \( ck \). Play Sliding in game: Letters – \( s, l, n, k \) and \( ck \).

Use the four-phoneme frame.

Words: *busk, bulk, bunk, buck; milk, mick, mink, sick, silk, sink; rick, risk, rink; hulk, hunk, husk; back, bank.*

**Time: 5 mins**

**2** Spelling and reading CVCC words

Play Full circle game: letters – \( i, l, s, t, f, g, n, k, r, ck, p \)

Words: *list, lift, gift, gilt, silt, silk, sink, rink, rick, lick, lip, lisp, list.*

**Time: 5 mins**

**3** Reading CVCC words

Play Thumbs in game.

*band bank back bend bent
disk desk dent damp dump
wimp wind whisk west went
held hump hand hulk hunt
must musk mist milk mint.*

**Time: 5 mins**

**4** Learning to read and spell tricky words

Tricky words to be tested: *would, love.*

Tricky words to be learned: *brother, like.*

*brother* – \( br + \) other; letter string ‘other’, e.g. Here is my mother and another brother; er is a common ending; ‘th’ not ‘v’ in middle, use mirror to check pronunciation.

*like* – letter pattern ‘ike’; I *like* to ride my *bike.*

**Time: 5 mins**
Aim
To spell CVCC words
To segment and manipulate phonemes in CVCC words

Materials
Letters s, l, n, t for Sliding in game;
Letters b, s, t, l, n, p, m, e for Full circle game;
Sentence sheets (PCMs 1.37 and 1.38)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
</table>
| **1** Spelling CVCC words  
*Time: 5 mins* | Play Quickwrite. Draw an extra square on the 4-phoneme chart on each child’s board to make a five-phoneme frame.  
Words: ram, rap, ramp; dap, dam, damp; trap, tramp, tram; cam, cap, camp; clamp, cap, cam. |
| **2** Segmenting CVCC words  
*Time: 5 mins* | We’ll play the Sliding in game where you only have three letters to choose from or you may not need any. Let me show you. All the words end in t so put a t at the end. Now have ready the letters s, l, and n. Now what consonant phoneme can you hear just before the t in the word list? Yes, s, slide it in. Now what about lilt? Yes l. Now lint? Yes n. Now listen to the word lit, no there isn’t one. So you don’t slide anything in front of the t. Let’s play the game.  
Play Sliding in game: Letters – s, l, n + t at the end.  
Use the four-phoneme frame.  
Words: most, moult, moat; jest, jet, gent; bolt, boat, boast; belt, bet, bent, best; colt, coast, coat; net, knelt, nest; debt, dent, dealt; west, west, went. |
| **3** Manipulating phonemes in CVCC words  
*Time: 5 mins* | Play Full circle game: letters – b, s, t, l, n, p, m, e.  
Words: best, belt, bent, pent, pelt, melt, met, net, nest, best. |
| **4** Learning to read and spell tricky words  
*Time: 5 mins* | Tricky words to be tested: brother, like.  
Tricky words to be learned: yes, another.  
Yes – phonically regular but with only one s.  
Another – find words within, e.g. an, no, not, other, her, the, he. Break into an-other. |
AIM
To spell and read CVCC words

MATERIALS
Letters/cards n, k, ck, ng for Sliding in game;
Letters/cards i, l, s, t, f, g, n, k, r, ck, p for Full circle game;
Word strips for Thumbs in game (PCM 1.17);
Counters;
Sentence sheets (PCMs 1.38 and 1.39)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Segmenting final consonants of CVCC words</td>
<td>Write the word sin on the board. Read it together. Listen to what happens when we add g at the end: sing. Remove the g and put a k, sink. Remove the n and replace with a c, sick. We'll now play a Sliding in game. All you have to do is to slide in the letters you hear at the end of the words. Play Sliding in game: letters – n, k, ng or ck. Use the four-phoneme frame. sin, sick, sing, sink; rick, ring, rink; bunk, buck, bun, bung; ban, bank, bang, back; sting, stick, stink; win, wing, wink.</td>
</tr>
<tr>
<td>2 Spelling and reading CVCC words</td>
<td>Play Full circle game: letters – i, l, s, t, f, g, n, k, r, ck, p. Words: list, lift, gift, gilt, silt, silk, sink, rink, rick, lick, lip, lisp, list.</td>
</tr>
<tr>
<td>3 Reading CVCC words</td>
<td>Play Thumbs in game (as in Lesson 17; give different strip to each child). band bank back bend bent disk desk dent damp dump wimp wind whisk west went held hump hand hulk hunt must musk mist milk mint.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: yes, another. Tricky words to be learned: away, again. away – break into a-way; way, day, pay, etc. again – break into a-gain; in the North, ai phonically regular. In the South relate to ai in said.</td>
</tr>
</tbody>
</table>

Time: 5 mins
Aim
To sort varying lengths of words according to the numbers of phonemes they contain.
To read and spell words ending in *ing*.

Materials
- Word cards for Phoneme counting (PCM 1.18) and numbers 2–6;
- Word cards for Word choice (PCM 1.19);
- Word strips for Word sort (PCM 1.20);
- Sentence sheets (PCM 1.39).

### ACTIVITY | INSTRUCTIONS
---|---
1. Reading and recognising where two letters represent one phoneme
   *Time: 5 mins*
   | Play Phoneme count. Words: *plot, add, crash, thin, think, thing, thrush, ash, well, crab, witch, web, scrub, bump, spend, it, bill, crack, sprint, puff, hiss, spring, scrunch, match, edge, bridge, itch.*

2. Reading CCVC and CVCC *ing* words
   *Time: 5 mins*
   | Play Word choice (5 × 5 matrix).
   | *jumping, resting, lifting, milking, winking, hunting, lisping, risking, cracking, springing, smashing, belting, switching, landing, spending, melting, trusting, checking, missing, drilling, whisking, scratching.*

3. Spelling words with *ing*
   *Time: 5 mins*
   | Play Word sort.

4. Learning to read and spell tricky words
   | Words to be tested: *away, again.*
   | Spelling words with *ing*
   *Time: 5 mins*
   | Play Quickwrite: *drumming, sinking, mashing, bending, flipping, swimming, running.*
Photocopy onto A4 for children to use.
Enlarge and photocopy onto A3 for teacher’s use.

a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z
The National Literacy Strategy  Additional Literacy Support
MODULE 1 LESSON 1 Letters
Photocopy onto A4 for children to use.
Enlarge and photocopy onto A3 for teacher’s use.

ch  sh  th  ck

ea  ll  ss  ff

ng  wh  tch  dge
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bank  desk  wind  hump  musk

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It was Sunday night and people were in bed.

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Kneejerk the dog *was going to* sleep. 
PCHOWWWW!

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<td>sleep.</td>
<td>PCHOWWWW!</td>
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PCHOWWWW! Kneejerk got **out** of his bed.

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<th>PCHOWWWW!</th>
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</table>
He went over to the back door.
“I can’t see where I am going,” he said.

“I can’t see where I am going,” he said.
The dog was **little**, but **he** wanted to **look**.

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<th>The</th>
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<td><strong>look</strong>.</td>
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</table>
He ran **all** the way to the **tree**.

I can sit down there.
He had to jump the last bit.
He was just about to pull back the twigs.
What was that?
Next to the tree were two blue aliens.

<table>
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<tr>
<th>Next</th>
<th>to</th>
<th>the</th>
<th>tree</th>
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<tbody>
<tr>
<td>were</td>
<td>two</td>
<td>blue</td>
<td>aliens.</td>
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</table>
He didn’t move because they were so big.
“Do you want to stay and play?” he said.

<table>
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<th><strong>you</strong></th>
<th><strong>want</strong></th>
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<td>stay</td>
<td><strong>and</strong></td>
<td><strong>play?</strong></td>
<td>he</td>
</tr>
<tr>
<td><strong>said.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
He took two steps back.

One of them took two steps back.
“Why don’t you tell me your name?” said Kneejerk.
“I would love to call you Zap,” said Kneejerk.

“I would love to call you Zap,”
call you Zap,” said Kneejerk.
“And what name would your brother like?” said Kneejerk.
“Yes, that must be another space name,” said Kneejerk.

<table>
<thead>
<tr>
<th>“Yes,”</th>
<th>that</th>
<th>must</th>
<th>be</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>space</td>
<td>name,</td>
<td>“said”</td>
</tr>
</tbody>
</table>
“Don’t run away again, please,” said Kneejerk.
Introduction

In a guided reading session, or ‘mini lesson’, pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group.

Guided reading sessions have a similar format

- the teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information
- pupils read independently, problem-solving their way through the text. More fluent readers will read silently. The teacher is available to offer help when it is needed and then guides the pupils to appropriate cues, for example, use of syntax, picture cues, initial letter
- the teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

Supported reading is designed to complement guided reading, which is led by the class teacher. Working with the same group of pupils and using the same text introduced during the teacher-led guided reading, supported reading will provide extra opportunities for pupils to respond to text and extend their independent reading skills. Each supported reading session will follow a common structure with the adult prompting pupils to: summarise, locate key events and characters, identify effective problem solving strategies and develop extended responses to texts. Twenty-minute supported reading sessions will be delivered by trained classroom assistants.

The staff delivering supported reading work closely with the class teacher to provide an extra opportunity for pupils to re-visit texts for further work and analysis. During the Additional Literacy Support programme each group works with a range of texts linked to the Framework of teaching objectives. Each group will receive either one session of guided reading delivered by the teacher or one session of supported reading delivered by classroom assistants once every week.

Extra opportunities to re-visit the selected texts, practise and apply new skills will be provided through

1. shared reading during the Literacy Hour
2. independent work in the Literacy Hour
3. reading texts across the curriculum
4. independent reading time in school
5. homework activities.

Guided and supported reading are planned to develop independent reading as quickly as possible. The teaching materials are designed to promote accelerated learning and provide the pupils with the skills they need to access the curriculum planned for their class.

Module outline

Each of the four modules is designed for eight weeks. During this time the pupils receive four guided reading sessions led by the class teacher and four supported reading sessions led by a trained classroom assistant.

Each module includes

- an entry profile
- a brief description of what pupils should be able to do before beginning the module
- the teaching objectives (taken from the Framework of teaching objectives)
- the recommended text type for each week of the module.
Guide sheets for teachers delivering guided reading and for classroom assistants for supported reading are included. The guide sheets include the structure of each session and suggested teaching prompts. Teachers and classroom assistants will not use all of the prompts in any single session. Careful selection will be necessary to meet the objectives for the session and the opportunities provided by the selected text.

**Module 1**

**Ensure that children can**
- track the text locating known words
- make one to one correspondence between written and spoken words
- use contextual cues and grammatical awareness to predict and check when reading familiar texts.

**Summary module objective**
Children should be taught to
- use phonemic, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and make sense of what they read.

**Word recognition, graphic and phonic knowledge**
- to discriminate and segment all three phonemes in CVC words
- to blend phonemes to read CVC words in rhyming and non-rhyming sets
- to blend phonemes in words with clusters for reading
- read on sight high-frequency words appropriate to the graded texts
- to recognise the critical features of words, for example length, common spelling patterns, word endings and words within words to support their reading.

**Grammatical and contextual knowledge**
- retell stories giving the main points in sequence focusing particularly on beginnings and endings
- compare and contrast characters with reference to the text and to become aware of dialogue
- discuss reasons for the incidents in stories
- identify preferences and give reasons
- locating parts of text which give particular information
- read aloud with appropriate expression and intonation taking note of punctuation
- re-reading to check predictions using grammatical and contextual knowledge
- recognise and use full stops when reading.

**Text type**
Module 1 texts are selected from appropriate level texts, such as those in *Reading Recovery* (RR) book bands 3/4 (published by the Reading Recovery National Network, Institute of Education, 20 Bedford Way, London, WC1H 0AL).

**Week 1–2** Stories in familiar settings exhibiting predictable language with dialogue.

**Week 3–4** Poems from a range of cultures with patterned and predictable structures.

**Week 5–6** Stories about fantasy worlds with patterned and predictable structures.

**Week 7–8** An information text: a recount of an observation, visit or event.

NB: From Week 4, please choose a text which includes unfamiliar CVC words to give children practice in applying their ability to decode CVC words. From Week 3 choose a text which includes one or more words ending in ‘ead’, e.g. head, bread, read, stead.

From Week 6, please choose a text which includes unfamiliar CCVC words to give children practice in applying their ability to decode these words. In Week 8, include a text including unfamiliar CVCC words.
<table>
<thead>
<tr>
<th>PHASE OF GUIDED READING</th>
<th>TEACHING PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Today we are going to read a … (name text type) and we are going to learn (teaching objective).</td>
</tr>
<tr>
<td>Identify teaching objective</td>
<td>What is the title? Look at the cover (or the first few pictures).</td>
</tr>
<tr>
<td>Establish text type</td>
<td>Does anyone know any other books about …?</td>
</tr>
<tr>
<td>Encourage reader to make links to existing knowledge and experience</td>
<td>Does anyone know what … means?</td>
</tr>
<tr>
<td>Generate questions for discussion</td>
<td>Look through the book – what is happening?</td>
</tr>
<tr>
<td>Recall recently introduced reading strategies</td>
<td>There are some new words in this book. Can you find …? What does it begin with/what is at the end? Can you see a word within that word that you know?</td>
</tr>
<tr>
<td>Identify points of potential difficulty</td>
<td>What other ways are there of working out new words?</td>
</tr>
<tr>
<td>Prompt for the use of a broad range of reading strategies and for reading with expression</td>
<td>Remember to read with expression and to use the full stops.</td>
</tr>
<tr>
<td>Generate questions for resolution during independent reading</td>
<td>Read … and find out why … did …</td>
</tr>
</tbody>
</table>

| **Independent reading** | |
|-------------------------| Read pages … |
| Support individual readers selecting from a range of prompts | Re-read that sentence and look right through the word. |
| Careful use of specific praise | It could be … now look at the middle of the word. |
| Prompt for phrased and fluent reading | Re-read the sentence and think what would make sense and look right. |
| | Re-read the sentence and make it sound more like talking. |

| **Returning to text** | Who can tell me the story so far? |
|----------------------| I liked the way you were reading … this part. (Naming a specific example.) |
| Answer questions posed earlier | Who had difficulty with a word? How did you solve it? |
| Summarise | Who can find … (CVC or other word)? Request/demonstrate how to blend phonemes; clarify use of full stops. |
| Praise use of emerging reading strategies | What happened at the beginning/end …? |
| Generate questions to identify successful problem-solving strategies | Listen to me read this part, what do you notice? |
| Question to develop understanding at the word/sentence/text levels | |
| Teacher demonstration of effective reading | |

| **Responding to text** | What will you remember most about the story? |
|------------------------| Which part did you like best? (extend responses) |
| Prompt for personal response to text | I want you to think about (name a specific reading strategy or behaviour) next time you read. |
| | What have we learned today? |

| **Targets for supported reading** | |
|--------------------------------| |
### Module 1  Fiction  Supported Reading (Classroom assistant)

<table>
<thead>
<tr>
<th>PHASE OF SUPPORTED READING</th>
<th>TEACHING PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td></td>
</tr>
<tr>
<td>Identify text type</td>
<td>You read this book with your teacher last week.</td>
</tr>
<tr>
<td>Identify characters</td>
<td>What kind of text is it?</td>
</tr>
<tr>
<td></td>
<td>Tell me about it?</td>
</tr>
<tr>
<td></td>
<td>Who are the main characters?</td>
</tr>
<tr>
<td><strong>Recalling key features</strong></td>
<td></td>
</tr>
<tr>
<td>Locating parts of text that give particular information</td>
<td>What are the main incidents in this story?</td>
</tr>
<tr>
<td><strong>Strategy check</strong></td>
<td></td>
</tr>
<tr>
<td>Prompting children to use all information sources (searchlights model)</td>
<td>Look at page …, can you find …?</td>
</tr>
<tr>
<td></td>
<td>(Location of a CVC word)</td>
</tr>
<tr>
<td></td>
<td>Can you tell me a way of working this word out?</td>
</tr>
<tr>
<td></td>
<td>How can we check it is right?</td>
</tr>
<tr>
<td><strong>Independent reading</strong></td>
<td></td>
</tr>
<tr>
<td>(Re-reading the text)</td>
<td>Read pages …</td>
</tr>
<tr>
<td>Give purpose for the reading</td>
<td>Re-read that sentence and look right through the word.</td>
</tr>
<tr>
<td>Support individual reader selecting from a range of prompts</td>
<td>It could be … now look at the middle of the word.</td>
</tr>
<tr>
<td>Careful use of specific praise</td>
<td>Well done, you self-corrected that word.</td>
</tr>
<tr>
<td>Prompting for phrasing and fluency</td>
<td>Re-read the sentence and think what would make sense and look right.</td>
</tr>
<tr>
<td></td>
<td>Re-read the sentence and make it sound more like talking.</td>
</tr>
<tr>
<td><strong>Returning to the text</strong></td>
<td></td>
</tr>
<tr>
<td>Answer posed questions</td>
<td>What happened in the beginning/next and end?</td>
</tr>
<tr>
<td>Sequence focusing particularly on beginnings and endings</td>
<td>Who was your favourite character? Why?</td>
</tr>
<tr>
<td>Identify preferences and give reasons</td>
<td>What is … and … like and how are they different?</td>
</tr>
<tr>
<td>Compare and contrast characters</td>
<td>What was the most important thing that happened?</td>
</tr>
<tr>
<td>Discuss reasons for the incidents in stories</td>
<td>Do we think it was a good story?</td>
</tr>
<tr>
<td>Praise use of emerging reading strategies</td>
<td>I noticed … was checking/self-correcting as they read.</td>
</tr>
<tr>
<td>Adult demonstration of effective reading</td>
<td>Do you still like …?</td>
</tr>
<tr>
<td>Final summary</td>
<td></td>
</tr>
</tbody>
</table>

### Feedback to teacher
**PHASE OF SUPPORTED READING** | **TEACHING PROMPTS**
--- | ---
**Summary**  
Identify text type | You read this book with your teacher last week.  
What kind of text is it?  
Tell me about it.

**Recalling key features**  
Locating parts of text that give particular information | What can you use to find information in this book?

**Strategy check**  
Prompting children to use all cue sources | Look at page …, can you find …?  
(Location of a CVC word)  
Can you tell me a way of working this word out?  
How can we check it is right?

**Independent reading**  
(Re-reading the text)  
Prompting when children miscue on the text  
Prompting for phrasing and fluency | Read pages …  
Re-read that sentence and look right through the word.  
It could be … now look at the middle of the word.  
Re-read the sentence and think what would make sense and look right.  
Re-read the sentence and make it sound more like talking.

**Returning to the text**  
Answer posed questions  
Give the main points of a recount  
Praise use of emerging reading strategies  
Adult demonstration of effective reading  
Final summary | What information are we given in this recount?  
Who is it about?  
When did it happen?  
Tell me an important fact about …?  
I liked the way you were reading … this part (naming a specific example).  
Who had difficulty with a word? How did you solve it?  
Listen to me read this part, what do you notice?  
What more have you found out?  
What can you tell me about recounts?

**Feedback to teacher**
Appendix 1

Guidance for classroom assistants: management of group behaviour

Always maintain high expectations of children’s behaviour. Smile and use your own body language to create a friendly, but brisk and purposeful atmosphere.

Trust the activities to work. Start the first game as soon as most children are assembled – don’t wait for every child’s attention before you begin. This will usually gain children’s attention.

If anyone is still not participating, after the first minute, praise those children who are joining in. If this does not work, then speak to the child concerned politely and firmly, stating clearly what you want her/him to do (e.g. “Marcia, please come and join us now,” will be more effective than “Marcia, what do you think you are doing?”)

If the child still refuses to participate after two or three requests, calmly state what the sanction will be (and follow it up later!)

Use praise generously and genuinely. Every session, make a point of praising all children in the group, noting effort and good behaviour as well as correct answers. When you praise, try to state what you are praising, e.g. “Nazma, I really like the way you’re waiting for your turn,” or “Well done, Ben, you’ve remembered what we said last week about phrases and sentences.”

Try to avoid confrontations. Ignore minor disruptions and carry on with the activity. If the situation is more serious, remember to stay calm and polite. Tell the child(ren) what you want her/him to do. Make sure the consequences of refusing are clear, but give the child a choice.

Ensure children know that you work as a team with the class teacher. Make sure:

- you know the class rules, rewards and sanctions – use them regularly and consistently
- you know when and how you should intervene in response to difficult behaviour, e.g. what rewards and sanctions should you use?
- you know which kinds of incident you should deal with and which you should refer to the class teacher
- the children see that you communicate frequently and work as a team.
Appendix 2

Assessment flowchart

Placing a child on the ALS programme

Can child read these words: sliding, cloudburst, investigate, unbearable, prehistoric?
Can child spell these words: window, coldframe, begging, marked, playground, wetter, delighted?

Yes

Child has no need of ALS.

No

Can child spell these words: lend, prod, wink, sprint?
Can child read these words: dent, grin, blink, scrunch?

Yes

Child could start ALS Module 2.

No

Can child write initial and final phonemes of these words: leg, hem, yet, red, web?

Yes

Child could start ALS Module 1.

No

Can child tell you final phoneme in fuss, hum, pet, drop?

Yes

Teach child to recognise letters.

No

Teach child to identify final phoneme in words.
Appendix 3

Homework activities that could be used to practise ‘tricky words’

At each phonics lesson children will be given a page from the story about the two aliens. It would be helpful first for parents to discuss with their child the story so far. They can then read the new page of the story together a few times until the child is very good at reading it on their own.

Reading games

There are a number of reading games that parents could play with their child using a page from the story. To prepare, the child can cut across the line that is at the centre of each page of the story and then cut out the individual words to form individual word cards.

Sentence Maker

Parents can ask their child to make the sentence with the word cards and then read the sentence aloud. At first, the child may need to copy the complete sentence on the page.

Word Thief

Once the child has made the sentence with the word cards, they close their eyes while the Word Thief (parent, brother, sister, etc.) removes one word. The child then opens their eyes and reads the sentence aloud, shouting “STOP [missing word] THIEF” when they reach the missing word. Their parent can then give the missing word card to the child, ask them to check if they were correct and put the word back in the correct place. The game can be played again with the child as the Word Thief.

Word Thief – gap closed

This game is played exactly like Word Thief except that when the word is removed, the rest of the words in the sentence are moved together to fill the gap.

Scruffy Sentences

Parents can put the word cards face up on the table but in the wrong order. When they say “Go”, their child can try and put them in the right order as quickly as possible and then read the sentence aloud.

Silly Sentences

Children can try and make other sentences using all or most of the word cards. Most of them will turn out to be very ‘silly’.

Spelling

In school, children will have looked carefully at the two underlined words in each sentence. Parents can ask their child how they are going to remember each word and then ask them to write down the words from memory.

Tips for parents

The following points can help parents to ensure that the time they spend reading and playing with their children is most productive:

■ there is no need to drill the words in – the games suggested here will do the job in a relaxed, light-hearted way;
■ if their child cannot recognise a word, parents should pause for a moment and give them time to think before telling them the word;
■ different members of the family can join in the games; and
■ parents should report back to their child’s teacher, their child’s successes and any concerns they may have.
Glossary of terms used in Additional Literacy Support (ALS)

This glossary lists and explains selected terms used in ALS, using definitions from the full Glossary in the NLS Framework for teaching.

**adjective** a word or phrase which is added or linked to a noun to describe or modify it. It may come before or after the noun:

- the red dress/the dress was red.

There are different sorts of adjective:

- **number** six, three, hundreds
- **quantity** more, all, some, half, more than enough
- **quality** relates to colour, size, smell, etc: lime green
- **possessive** my, his, theirs, your
- **interrogative** which, whose, what
- **demonstrative** this, that, these, those

Adjectives have different degrees of intensity:

- **nominative** names the quality (tall)
- **comparative** describes degrees of a quality: more/less + adjective or adjective + *er* (more tall = taller). This form should be used when comparing two examples: she is the taller of the two
- **superlative** describes limit of a quality: most/least + adjective or adjective + *-est* (most tall = tallest)

Many adjectives can be transformed into adverbs by addition of -ly: true – truly; serious – seriously

**adverb** a word or phrase which describes or modifies a verb. Many adverbs have the suffix -ly: happily, quickly, angrily. There are some additional categories of adverb:

- **manner** happily, lazily, angrily, slowly, truthfully
- **time** later, soon, now, hourly
- **place** here, near, far, there
- **degree** modifies another adverb: very, rather

**affix** a morpheme which is not in itself a word, but is attached to a word. See: prefix, suffix.

**apostrophe (’)** a punctuation mark indicating:

- **contraction** two words are shortened into one. An apostrophe is placed where letters have been dropped. The contraction is usually less formal than the full form. With the auxiliary verbs to be and to have, the contraction links subject and auxiliary verb: it’s; I’m; we’ve (This can sound like of: should’ve).

  In negative forms, the verb is linked to not: didn’t. New nouns may be contracted. If the short form becomes more common, the apostrophe may be dropped: ‘phone.

  Also used with missing figures: 1997/’97; the ‘60s.

- **possession** Originally, the possessive form was shown by a noun and the word his: Andrew his bath. This became contracted; the apostrophe marks the missing hi.

  The rule came to be applied to all possessives marked by s, except its. With a single noun or collective noun, the apostrophe is added before the s: the cat’s tail; the girl’s frock; child’s book; children’s work; the people’s princess. When a plural is marked by s, the apostrophe is added after the s: cats’ tails; the girls’ toilets.

- **ascender** In written or typed script, many letters have the same height: a, c, e, m, n, o,
r, s, u, v, w, x, z, (although in some scripts, z has a descender). Some letters have parts which extend beyond this: b, d, f, h, i, k, l, t: These parts are called ascenders.

blend the process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, st, str, nt, cl, ng.

colon (:) a punctuation mark used to introduce: a list, a quotation or a second clause which expands or illustrates the first: he was very cold: the temperature was below zero. See also: semi-colon. Also used in numerical notation.

comma (,) punctuation mark marking the relationship between parts of a sentence, or used to separate items in a list.

compound word a word made up of two other words: football, headrest, broomstick.

comprehension the level of understanding of a text.

literal the reader has access to the surface details of the text, and can recall details which have been directly related.

inferential the reader can read meanings which are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc. and from characters' behaviour and dialogue.

evaluative the reader can offer an opinion on the effectiveness of the text for its purpose.

consonant a sound which is produced when the speaker uses lips, tongue and teeth to cause some sort of friction, or burst of air. All letters of the alphabet except a, e, i, o, u form consonants. The letter y can act as a vowel or a consonant.

Contrast with vowel sounds, which are formed by changing the shape of the mouth and airway.

cue a source of information. In reading, children may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check.

descender In written or typed script, many letters have the same height: a, c, e, m, n, o, r, s, u, v, w, x, z. Some letters have parts which extend below this: f, g, j, p, q, y. These parts are called descendens. (In some fonts, z has a descender.)

dialogue a conversation between two parties. May be spoken or written.

digraph two letters representing one phoneme: bath; train; ch/u/s/ur/ch.

exclamation mark punctuation mark used at the end of a sentence to indicate great emotion, such as joy, anger, surprise, humour, pain, shock. Also used with interjections.

fiction text which is invented by a writer or speaker. Characters, settings and events are created by the originator. In some cases, one of these elements may be factual: for example, the setting may be a named city or area; the text may be based on an historical event.
**flowchart**  a diagrammatic representation of either:
   a) events in a story;
   b) a process;
   c) an activity.

A flowchart illustrates sequences of events and explores possible consequences of decisions.

**grapheme**  written representation of a sound; may consist of one or more letters.

**grammar**  the conventions which govern the relationships between words in any language. Includes the study of word order and changes in words: use of inflections, etc. Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication.

**guided reading**  a classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a ‘mini lesson’. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

Guided reading sessions have a similar format:
   a) the teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information;
   b) pupils read independently, problem-solving their way through the text. More fluent readers will read silently. The teacher is available to offer help when it is needed. S/he then guides pupils to appropriate cues, for example use of syntax, picture cues, initial letter;
   c) the teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

**guided writing**  a classroom activity in which pupils are grouped by writing ability.

The teacher works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a ‘mini lesson’. Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

**intonation**  the tone of voice selected by a speaker or reader to convey further information to the listener. Intonation adds to the actual words chosen by the speaker/writer. In the case of reading, different readers may use different intonation.

**letter string**  a group of letters which together represent a phoneme or morpheme.

**mnemonic**  a device to aid memory, for instance to learn particular spelling patterns or spellings: *I Go Home Tonight; There is a rat in separate.*

**modelling**  in literacy, this refers to demonstration of an aspect of reading or writing by an expert for learners. This would support direct instruction.

**morpheme**  the smallest unit of meaning. A word may consist of one morpheme (*house*), two morphemes (*house/s; house/ing*) or three or more morphemes (*house/keep/ing; un/happi/ness*).

Suffixes and prefixes are morphemes.

**noun**  a noun is a word that names a thing or feeling. Nouns can be singular (only one)
or plural (more than one).

There are four main types of nouns:

- **proper** a specifically named person or thing: John, London, France, April. Proper nouns start with capital letters.
- **common** a non-specific reference to a thing: man, dog, shop.
- **collective** names a group of people or things: army, flock, crowd, gaggle. Treated as singular nouns.
- **abstract** names a concept or idea: love, justice, sympathy.

**paragraph** a section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.

A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph. Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.

**phoneme** the smallest unit of sound in a word. There are approximately 44 phonemes in English. A phoneme may be represented by one, two, three or four letters: to, shoe, through.

**poem** a text which uses features such as rhythm, **rhyme** or **syntax** and vocabulary to convey ideas in an intense way. Poets may also use alliteration, figurative language and other techniques. Prose may sometimes be poetic in effect.

**portmanteau** a word made up from blending two others: swurse = swear + curse; picture + dictionary = pictionary; smoke + fog = smog; breakfast + lunch = brunch.

**prefix** a *morpheme* which can be added to the beginning of a word, to change its meaning: in-finite; in-conclusive; in-edible.

**punctuation** a way of marking written text to help readers’ understanding. The most commonly used marks in English are: apostrophe, capital letter, colon, comma, dash, ellipsis, **exclamation mark**, full stop, hyphen, **question mark**, semi-colon, speech mark.

May also refer to ways of marking texts: use of italics, emboldened print, capitalisation, layout, etc.

**question mark (?)** punctuation mark used at the end of a sentence to denote a question.

**rap** a form of oral poetry which has a very strong rhythm and rapid pace. Associated with Caribbean and Afro-Caribbean cultures, has now been assimilated into other literary traditions. Rap is often used in modern music.

**rhyme** words containing the same rime in their final syllable are said to rhyme: acrobat, chat; down; clown.

**root word** a word to which **prefixes** and **suffixes** may be added to make other words; for example in unclear, clearly, cleared, the root word is clear.

**segment** to break a word or part of a word down into its component phonemes, for example: c-a-t; ch-a-t; ch-art; g-r-ou-n-d; s-k-i-n.
semi-colon (;)  a punctuation mark used to separate phrases or clauses in a sentence. It is stronger than a comma, but not as strong as a full stop. Semi-colons may be used more flexibly than colons. The semi-colon can be used to separate two clauses, when they are of equal weight; in these cases it acts as a connective: *I love Indian food; John prefers Chinese.*

It can also be used to separate items in a list, particularly if the items are **phrases** or **clauses** rather than words: *I need large, juicy Italian tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelli; a jar of black olives.*

**sentence**  a sentence is a unit of written language which makes sense on its own.

There are four types of sentence:

- **declarative**  *I am happy.*
- **interrogative**  *Are you happy?*
- **imperative**  *Cheer up!*
- **exclamatory**  *You look happy today!*

In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. Most sentences have a subject and predicate. However, sentences with different structures have come to be accepted in literature. Sentences may have a range of constructions:

- **simple**  sentences with only one clause: *Fluffy bit him.*
- **compound**  a sentence made up of simple sentences joined by conjunctions. Each sentence makes a clause, and the clauses are equal in weight. A compound sentence is easy to divide into short sentences: *Fluffy bit him and then she ran away.*
- **complex**  a sentence containing a main clause and subordinate clause or clauses: *Fluffy bit him because he pulled her tail again; Fluffy will bite him, if he pulls her tail again.*

**shared reading**  in shared reading the teacher, as an expert reader, models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of cues and strategies such as syntax, initial letter, re-reading. Learners have opportunities to join in with the reading – singly or chorally, and are later encouraged to re-read part or all of the text.

**shared writing**  a classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.

**suffix**  a **morpheme** which is added to the end of a word. There are two main categories:

- **inflectional**  changes the tense or status of the word: from present to past (*talk-ed*); from singular to plural (*clown-s*) and so on.
- **derivational**  changes the class of word: verb to noun (*walk-er*); noun to adjective (*logical*) and so on.

**syllable**  each beat in a word is a syllable. Words with only one beat (*cat, fright, jail*) are called **monosyllabic**; words with more than one beat (*super, coward, superficiality*) are **polysyllabic**.

**syntax**  the grammatical relationships between words, phases and clauses.
text language organised to communicate. Includes written, spoken and electronic forms.

text type this term describes texts which share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features – patterns of language, structure, vocabulary – which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.

Texts may consist of mixed genres: for example, a guide-book may contain procedural text (the path or route) and report (information about exhibits).

trigraph three letters representing one phoneme: high, fudge.

verb word/group of words which names an action or state of being. Verbs may be in different tenses:

- past I ate, I have eaten
- present I am eating, I eat, I do eat
- future I will eat, I will be eating

Verbs can be expressed in the first person (I eat), the second person (you eat) or third person (she, he, it eats).

Verbs can be active or passive:

- active The dog bit Ben.
- passive Ben was bitten by the dog.

auxiliary verb a verb which changes the voice or mood of another verb in a verb phrase. They are: to be, to have, to do, can, could, may, might, must, ought, shall, will, would, to need, to dare and used. An auxiliary verb indicates things that might happen: can/may, etc. or tell us that things happen or happened: have/did/was. The auxiliary verb takes a participle or infinitive to make a verb phrase: We might go home later; we have been eating more fresh fruit.

vowel a phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (maid or a combination of vowels and consonants (start; could).
Appendix 5

**Phonemes**

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Representative words</th>
<th>Consonants</th>
<th>Representative words</th>
<th>Consonants</th>
<th>Representative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>baby</td>
<td>/n/</td>
<td>nut, knife, gnaw</td>
<td>/z/</td>
<td>zebra, please, is</td>
</tr>
<tr>
<td>/d/</td>
<td>dog</td>
<td>/p/</td>
<td>paper</td>
<td>/θ/</td>
<td>thin</td>
</tr>
<tr>
<td>/f/</td>
<td>field, photo</td>
<td>/r/</td>
<td>rabbit, wrong</td>
<td>/θ/</td>
<td>thin</td>
</tr>
<tr>
<td>/g/</td>
<td>game</td>
<td>/s/</td>
<td>sun, mouse, city, science</td>
<td>/ch/</td>
<td>chip, watch</td>
</tr>
<tr>
<td>/h/</td>
<td>hat</td>
<td>/t/</td>
<td>tap</td>
<td>/sh/</td>
<td>ship, mission, chef</td>
</tr>
<tr>
<td>/j/</td>
<td>judge, giant, barge</td>
<td>/v/</td>
<td>van</td>
<td>/zh/</td>
<td>treasure</td>
</tr>
<tr>
<td>/k/</td>
<td>cook, quick, mix, chris</td>
<td>/w/</td>
<td>was</td>
<td>/ng/</td>
<td>ring, sink</td>
</tr>
<tr>
<td>/l/</td>
<td>lamb</td>
<td>/wh/</td>
<td>where (regional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/m/</td>
<td>monkey, comb</td>
<td>/y/</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Representative words</th>
<th>Vowels</th>
<th>Representative words</th>
<th>Vowels</th>
<th>Representative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>cat</td>
<td>/e/</td>
<td>tried, light, my, shine, mind</td>
<td>/or/</td>
<td>torn, door, warn (regional)</td>
</tr>
<tr>
<td>/æ/</td>
<td>pig, wanted</td>
<td>/oi/</td>
<td>road, blow, bone, cold</td>
<td>/au/</td>
<td>haul, law, call</td>
</tr>
<tr>
<td>/i/</td>
<td>log, want</td>
<td>/u/</td>
<td>blue, moon, grew, tune</td>
<td>/er/</td>
<td>wooden, circus, sister</td>
</tr>
<tr>
<td>/u/</td>
<td>plug, love</td>
<td>/oʊ/</td>
<td>look, would, put</td>
<td>/ow/</td>
<td>down, shout</td>
</tr>
<tr>
<td>/ʊ/</td>
<td>pain, day, gate, station</td>
<td>/ə/</td>
<td>cart, last (regional)</td>
<td>/aʊ/</td>
<td>coin, boy</td>
</tr>
<tr>
<td>/u/</td>
<td>sweet, heat, thief, these</td>
<td>/ɑː/</td>
<td>burn, first, term, heard, work</td>
<td>/aɪ/</td>
<td>stairs, bear, bare</td>
</tr>
<tr>
<td>/ə/</td>
<td></td>
<td>/ɛ/</td>
<td></td>
<td>/eə/</td>
<td>tear, bear, here</td>
</tr>
</tbody>
</table>