The National Literacy Strategy

Additional Literacy Support

Module 2

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

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Phonics and Spelling
Reading (Guided and Supported)
Writing (Shared and Supported)
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword by Professor Michael Barber</td>
<td>4</td>
</tr>
<tr>
<td>National Literacy Strategy:</td>
<td></td>
</tr>
<tr>
<td>Additional Literacy Support (ALS)</td>
<td>5</td>
</tr>
<tr>
<td>Phonics and Spelling</td>
<td></td>
</tr>
<tr>
<td>Phonic Games and Activities</td>
<td>16</td>
</tr>
<tr>
<td>Tricky Words</td>
<td>36</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>38</td>
</tr>
<tr>
<td>Photocopy Masters</td>
<td>55</td>
</tr>
<tr>
<td>Sentence Sheets – Story 2: The Aliens meet the family</td>
<td>91</td>
</tr>
<tr>
<td>Reading (Guided and Supported)</td>
<td></td>
</tr>
<tr>
<td>Guide Sheets</td>
<td>110</td>
</tr>
<tr>
<td>Writing (Shared and Supported)</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>114</td>
</tr>
<tr>
<td>Photocopy Masters</td>
<td>122</td>
</tr>
<tr>
<td>Example Lesson Scripts</td>
<td>137</td>
</tr>
<tr>
<td>Making a Sentence Holder</td>
<td>151</td>
</tr>
<tr>
<td>Appendix 1</td>
<td></td>
</tr>
<tr>
<td>Guidance for classroom assistants: management of group behaviour</td>
<td>152</td>
</tr>
<tr>
<td>Appendix 2</td>
<td></td>
</tr>
<tr>
<td>Assessment flowchart: placing a child on the ALS programme</td>
<td>153</td>
</tr>
<tr>
<td>Appendix 3</td>
<td></td>
</tr>
<tr>
<td>Homework activities</td>
<td>154</td>
</tr>
<tr>
<td>Appendix 4</td>
<td></td>
</tr>
<tr>
<td>Glossary of terms</td>
<td>155</td>
</tr>
<tr>
<td>Appendix 5</td>
<td></td>
</tr>
<tr>
<td>Phonemes</td>
<td>160</td>
</tr>
</tbody>
</table>
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 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 19981, and OFSTED’s evaluation of the National Literacy Project (NLP), on which the literacy strategy is based2.

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.

**OFTSTED’s evaluation of the NLP**
OFTSTED’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
reading (guided and supported) – this will teach pupils to apply word level skills in accurate and fluent reading, and will be taught by the teacher and the classroom assistant in alternate weeks

writing (shared and supported) – this will teach pupils to apply word and sentence level skills in their writing, and will be taught by the classroom assistant and the teacher in alternate weeks

B guidance for teachers on managing ALS, including the supervision of classroom assistants

C an accompanying training video.

**Timetabling ALS**

**Size of groups**

ALS has been designed to be delivered to groups of five pupils, during the group work session of the Literacy Hour, over a period of 24 consecutive weeks. This means that if a school begins to deliver it in September, it will be finished by the end of March.

**Modules**

The programme is made up of four separate modules. Each module is designed to be delivered in eight weeks, so an individual pupil would expect to complete three of these in the 24 weeks of ALS. They should start at either Module 1 or Module 2 depending on their attainment when beginning ALS. The teaching materials in this pack include criteria to help teachers decide which starting point would be appropriate for particular pupils.

Module 1 covers phonics and reading only, with a particular emphasis on helping pupils to consolidate early phonics work. Modules 2, 3 and 4 cover phonics, reading and writing. The table on pages 8–9 gives an overview of the contents of each module.

**Weekly plans**

Each week the programme will consist of

- three 20 minute group work sessions delivered by the classroom assistant, supervised by the teacher
- one 20 minute group work session delivered by the teacher.

The following example weekly plans show how the programme can be timetabled in the 20 minute group work sessions of the Literacy Hour.

**Module 1**

<table>
<thead>
<tr>
<th>Components: Phonics, Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1,3,5,7</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<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>Components: Phonics, Reading</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>Independent Work</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>Overview of modules</td>
<td>MODULES 1–4</td>
<td>MODULES 1–4</td>
<td>MODULES 2–4</td>
</tr>
<tr>
<td></td>
<td>Module 1 contains 20 phonics lessons of 20 minutes each. Modules 2–4 contain 16 lessons of 20 minutes. The classroom assistant teaches all lessons each week. All sessions can be taught during the group work session of the Literacy Hour.</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>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></td>
<td>MODULES 1</td>
<td>Children taught:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ reading and spelling CVC, CCVC, CVCC words</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Objectives: Y1, Term 1 and Term 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MODULES 2</td>
<td>Children taught:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ vowel digraphs;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ adding <em>ing</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ two syllable words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives: Y1, Term 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MODULES 3</td>
<td>Children taught:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ as above</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ to read with sufficient concentration, text length and range.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives: Y2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RR book bands 4/6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MODULES 4</td>
<td>Children taught:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ as above</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ to recognise and produce sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ sentence boundaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ phrases and punctuation e.g. exclamation marks, question marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ to expand simple sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ the use of temporal connectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives: Y1/2</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.

<table>
<thead>
<tr>
<th>Title of ALS component (cont.)</th>
<th>PHONICS (word level) (cont.)</th>
<th>READING (GUIDED AND SUPPORTED) (word/sentence/text level)</th>
<th>WRITING (SHARED AND SUPPORTED) (sentence level) (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 3</td>
<td>Children taught:</td>
<td>Children taught:</td>
<td>Children taught:</td>
</tr>
<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 RR book bands 8/10</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></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></td>
<td>Objectives: Y2</td>
</tr>
</tbody>
</table>

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

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*Note: The table continues with additional information on specific modules and objectives.*
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.

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**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

Contents

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sliding in game</td>
<td>page 17</td>
</tr>
<tr>
<td>2</td>
<td>Quickwrite</td>
<td>page 18</td>
</tr>
<tr>
<td>3</td>
<td>Full circle game</td>
<td>page 19</td>
</tr>
<tr>
<td>4</td>
<td>Word sort</td>
<td>page 21</td>
</tr>
<tr>
<td>5</td>
<td>Label games 1 and 2</td>
<td>page 24</td>
</tr>
<tr>
<td>6</td>
<td>Cube game</td>
<td>page 25</td>
</tr>
<tr>
<td>7</td>
<td>AddING (and variations ed, er etc.)</td>
<td>page 26</td>
</tr>
<tr>
<td>8</td>
<td>Thumbs in game</td>
<td>page 28</td>
</tr>
<tr>
<td>9</td>
<td>Phoneme counting</td>
<td>page 29</td>
</tr>
<tr>
<td>10</td>
<td>Word choice</td>
<td>page 29</td>
</tr>
<tr>
<td>11</td>
<td>Reading long words demo and reading long words worksheet</td>
<td>page 30</td>
</tr>
<tr>
<td>12</td>
<td>Phoneme spotter parts 1 and 2</td>
<td>page 32</td>
</tr>
<tr>
<td>13</td>
<td>Rhyming words</td>
<td>page 34</td>
</tr>
<tr>
<td>14</td>
<td>Flashcards</td>
<td>page 34</td>
</tr>
<tr>
<td>15</td>
<td>Hunt the phoneme game</td>
<td>page 34</td>
</tr>
<tr>
<td>16</td>
<td>Prefix game</td>
<td>page 35</td>
</tr>
<tr>
<td>17</td>
<td>Dictation</td>
<td>page 35</td>
</tr>
</tbody>
</table>

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 lower-case 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 slice.)

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: 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.)
5 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, can.

**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.**

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**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.

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**6 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: $b \times 2$, $s \times 2$, $m \times 2$;
cube 2: $a \times 2$, $e \times 2$, $i \times 2$; cube 3: $d \times 2$, $t \times 2$, $ll \times 2$.

**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.) 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
- line

So now we can read the first part of the word by reading the consonants round the vowels – m-ai-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.

(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 2.36–2.50) 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 Lesson 16, 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      | Reading two-syllable words  
        | Adding **ing** to words ending in one or two consonants |
| 2      | Adding **ing** to verbs  
        | Revising 2/3 letters = 1 phoneme |
| 3      | Revising the vowel digraph representing the phoneme **e**  
        | Investigating the spelling pattern **wa**  
        | Reading two-syllable words |
| 4      | Exploring the spelling choices **ee, ea, e, ie** |
| 5      | Exploring the spelling choices **ee, ea, e, ie**  
        | Spelling some common **ee and ea** words |
| 6      | Exploring the spelling choices **y, ie, igh, i-e** |
| 7      | Reading and writing words containing the split digraph **i-e** |
| 8      | Exploring the spelling choices **y, ie, i-e, igh** |
| 9      | Practising vowel digraphs  
        | Practising two-syllable words |
| 10     | Adding **ing** to words containing **ee, ea, ie, y, igh, i-e** |
| 11     | Exploring the spelling choices **ay, a-e** |
| 12     | Exploring the spelling choices **ay, ai, a-e** |
| 13     | Exploring the spelling choices **ow, oe, o-e** |
| 14     | Exploring the spelling choices **ow, oe, oa, o, o-e**  
        | Reading o phoneme words |
| 15     | Exploring the spelling choices **ow, oe, oa, o, o-e** |
| 16     | Revising vowel digraphs  
        | Reading two-syllable words |
Aim
To practise reading two-syllable words
To practise adding ing to words ending in one or two consonants

Materials
Worksheet (PCM 2.2);
Word cards (PCM 2.3) for Word choice;
Word strips (PCM 1.20) for Word sort;
Sentence sheet (PCM 2.36)

ACTIVITY | INSTRUCTIONS
--- | ---
1 Reading two-syllable words | Teach the vowel rap to children starting the course with Module 2; say it through a couple of times with children who have completed Module 1. Write a e i o u on the board saying them as you write. These are very important vowels but this term we are going to learn how all the other vowel sounds are written. You can now read any short word you come across using these vowels. Words like bring. Which vowel can you hear in the middle of bring? … Yes, i, (point to it). What about shop? … and hedge? Do Reading long words (demo): tiptop, flipflop, milkman.

Time: 4 mins

2 Reading two-syllable words | Do Reading long words (worksheet): milkman, wigwam, backpack, catnap, tenpin, cannot, sunset, laptop, lipstick, grandad, handbag, shellfish, logjam, hamstring, matchbox, Patrick. Play Word choice (same words as on the worksheet).

Time: 5 mins


Time: 6 mins

4 Learning to read and spell tricky words | Tricky words to be learned: lived, girl.
lived – live + ed; drop final e if you add an ending beginning with a vowel.
girl – letter string ir; MS strategy – see page 37; teach with bird, birthday; ‘It was the first birthday of the girl.’

Time: 5 mins
MODULE 2  
Phonics and spelling  
LESSON 2

Aim
To consolidate understanding of effect of adding **ing** to words
To revise 2/3 letters = 1 phoneme

Materials
Word cards (PCM 2.4) for AddING game + **ing** cards and letters **n** and **t** for each child;
Letters **s, c, r, m, b, w, p, ng, a, i, tch, ck** (PCMs 1.4 and 1.5) for Full circle game;
Words for Phoneme counting game (PCM 2.5) and numbers 2–6;
Sentence sheets (PCMs 2.36 and 2.37)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
</table>
| 1 Adding **ing** to verbs  
**Time:** 5 mins | Say the vowel rap a couple of times (See Module 1 Lesson 8 Activity 3).
Play AddING game – making words using **ing** cards and spare letters **n** and **t**. Words: **pin, pinch, grit, plan, risk, fish, crunch, win, catch, wet, bring, wink, bend.** |
| 2 Revision of consonant clusters and digraphs  
**Time:** 5 mins | Play Full circle game with letters **s, c, r, m, b, w, p, tch, ck, ng, a, i.** Words: **scratch, scram, cram, crack, crick, brick, bring, ring, sing, swing, switch, pitch, patch, catch, scratch.** |
| 3 Revision of phonemes and digraphs, trigraphs and clusters  
**Time:** 5 mins | Play Phoneme counting game using words containing consonant digraphs, trigraphs and silent letters: **gnat, knack, knot, knock, knit, knob, wrong, wreck, wren, scrunch, bring, bridge, badge, batch, thatch, itch, off, wink, slink, thrush, tenth.** When you make **thatch** and **bridge**, emphasise the trigraphs **tch** and **dge.** |
| 4 Learning to read and spell tricky words  
**Time:** 5 mins | Tricky words to be tested: **lived, girl.**
Tricky words to be learned: **house, meet.**
**house** – emphasise **ou** surrounded by h – se; letter string **ouse**, mention **mouse**.
**meet** – letter string **ee**; teach with **see, bee**: ‘I see a bee in the tree.’ |
Aim
To revise the vowel digraph representing the phoneme e
To investigate the spelling pattern wa
To practise reading two-syllable words

Materials
Word cards (PCM 2.6) for Word sort;
Word cards (PCM 2.7) for W special;
Reading long words (worksheet) (PCM 2.8);
Word cards (PCM 2.9) for Word choice;
Sentence sheets (PCMs 2.37 and 2.38)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Play Rhyming words. Generate words rhyming with bed. Possible words: bread, bled, dead, dread, fed, head, lead, read, said, tread, wed, shed, stead, thread. Play Word sort. <em>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.'</em> Let's start a list of words with the letters ea in the middle which are pronounced e. We can put all these ead words on and I know a couple more: deaf and health. As you find them in your reading, ask your teacher to put them up on this list on the wall.</td>
</tr>
<tr>
<td>2</td>
<td>Listen to these words as I read them. Show and read the word want. What are the phonemes you hear? ... Yes, w – o – n – t. But what letter is used for the o sound in the middle? ... Yes, the letter a. Repeat with was. Now I'll read the other words. Look how an a is used each time for the phoneme o – watch, wash, what. And even when we put an s at the front the o sound, it is still spelled with an a – swan, swamp, swap. We call this the W special. Do Quickwrite: write wa joined up five times and was, wash, watch.</td>
</tr>
<tr>
<td>3</td>
<td>Do Reading long words (worksheet): tactic, suntan, flapjack, kidnap, slapstick, bedhead, swapping, watchstrap, washstand, wanting, swamping, breadbin, treadmill, dreading, rapid, subject, object, injecting. Play Word choice.</td>
</tr>
<tr>
<td>4</td>
<td>Tricky words to be tested: house, meet. Tricky words to be learned: having, brown. having – teach have + ing; letter string ing. brown – letter string ow; teach with now, cow, how.</td>
</tr>
</tbody>
</table>
Aim
To explore the spelling choices ee, ea, e, ie

Materials
Letters i (PCM 1.4) and ee (PCM 2.1) for Sliding in game;

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introducing principle of vowel phonemes represented by two letters</td>
<td>What are the phonemes in the word ship? You say them; I’ll write them on the board. How many phonemes? ... Yes, three. How many letters for each phoneme? ... Yes, two for sh and one each for i and p. Repeat with word sheep. Discuss the similarities and differences in ship and sheep. Play Sliding in game to practice identifying the middle phoneme in words using a three-phoneme frame with i and ee – ship, teeth, keep, been, tip, seen, lick, spill, street, hit, list, queen.</td>
</tr>
<tr>
<td>2 Segmenting and blending CVC words</td>
<td>Play Full circle game with letters: i, ee, t, s, n, p, l – teen, tin, sin, seen, seep, sip, steep, sleep, slip, sip, tip, tin, teen. Reiterate the two letters in the digraph ee.</td>
</tr>
<tr>
<td>3 Spelling choices</td>
<td>Play Phoneme spotter, part 1. The dream team. The crowd screams as Owen comes out on to the green pitch. He nudges the ball behind him with his heel. It is picked up on the feet of number three who speeds up the field towards the goal. He pushes a weak pass to his right. The opposition steals the ball and passes it out to the wing. Owen sees his chance, reaches across, leaps over the ball and sends it streaking to Shearer who is free on the left. A late tackle brings him to the ground. Blood streams down his cheek. The chief trainer briefly kneels beside him. “Keep still, please,” he says as he cleans him up and slaps on some cream. The bleeding stops. “It'll heal!” Owen doesn’t speak. He’s keen to get back to the team. Write the word read on the board and ask the children to read it. Tell them that it can also be pronounced read as in ‘Yesterday I read a good book’. Remind them that they have come across this before and that when they see ead at the end of a word it is usually pronounced ead as in bread, dead, head, spread, thread. But in almost every other word ea is pronounced ee as in mean.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: having, brown. Tricky words to be learned: with, sister. with – stress th not f sound; use mirror to check pronunciation. sister – chunk sis/ter; note is in sister; er is a common word ending.</td>
</tr>
</tbody>
</table>
**Aim**
To explore the spelling choices **ee**, **ea**, **e**, **ie**
To practise spelling some common **ee** and **ea** words

**Materials**
Large-format version of story ‘The dream team’ (PCM 2.10);

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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<tbody>
<tr>
<td>1</td>
<td>Play Phoneme spotter, part 2.</td>
</tr>
<tr>
<td></td>
<td><strong>Spelling choices</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time: 5 mins</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Spelling choices</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time: 5 mins</strong></td>
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<tr>
<td>3</td>
<td>Ask the children to read these sentences over again until they know them off by heart. It will help them to remember which common words are written with <strong>ea</strong> and which with double <strong>ee</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Fixing correct spelling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time: 5 mins</strong></td>
</tr>
<tr>
<td>4</td>
<td>Tricky words to be tested: <strong>with</strong>, <strong>sister</strong>.</td>
</tr>
<tr>
<td></td>
<td>Tricky words to be learned: <strong>there</strong>, <strong>were</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Learning to read and spell tricky words</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time: 5 mins</strong></td>
</tr>
<tr>
<td></td>
<td><strong>there</strong> – look for the little words within: <strong>there</strong>, <strong>there</strong>, <strong>there</strong>, <strong>there</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>were</strong> – sounds like <strong>wur</strong>, part of verb ‘to be’; letter string <strong>ere</strong> as in <strong>here</strong>, <strong>where</strong>, <strong>there</strong>: MS strategy.</td>
</tr>
</tbody>
</table>

Five child-size versions of ‘The dream team’ (PCM 2.11) from previous lesson;
Word cards (PCMs 2.12 and 2.13) for Word sort;
Sentence sheet **ee** or **ea** (PCM 2.13);
Sentence sheets (PCMs 2.39 and 2.40)
Aim
To explore the spelling choices y, ie, igh, i-e

Materials
Word cards (PCM 2.14) for Word sort;
Sentence sheets (PCMs 2.40 and 2.41)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</thead>
<tbody>
<tr>
<td>1 Spelling choices</td>
<td>Rhyming words. Generate six rhyming words from the word sky. Possible words: by, cry, die, dry, fry, fly, lie, my, pie, sty, spy, sigh, tie, why.</td>
</tr>
<tr>
<td>Time: 3 mins</td>
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</tr>
<tr>
<td>2 Spelling choices</td>
<td>Play Word sort using the set of y, ie, igh cards: by, cry, dry, fry, fly, lie, my, pie, sty, spy, sigh, tie, why. Ask the children to learn ‘With pie on my tie I will lie till I die’ so that they can remember all four words ending in ie.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td></td>
</tr>
<tr>
<td>3 Introducing i-e</td>
<td>Digraph splitting. Write the word tie on the board. What is this word again? … Yes, tie. Tell me the phonemes? Yes, t-ie (point as you say them). Now listen to this word – time. What are the phonemes in time? … Yes, t-ie-m (write as you say them). Does this look right? … No. We have to split the ie sound and put the m in the middle. It’s called a split digraph. (Write time.) That’s how to write time. Let’s do some more. Let’s start with pie. (Write it on the board.) How should I write pine? … Yes, split the digraph with the n … And die (write it). How can we write dice? Do Quickwrite: ice × 5; dice, slice, nice, rice, spice, lice, mice, price, twice, ice (× 2 each).</td>
</tr>
<tr>
<td>Time: 7 mins</td>
<td></td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: there, were. Tricky words to be learned: who, are. who – question word – refer to what, why, when, where; emphasise wh at beginning; only one o as in no, sq, do, family. are – not just letter r; part of verb ‘to be’; MS strategy – see page 37.</td>
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### ACTIVITY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>1 Reading and spelling i-e words</td>
<td>Play Full circle game with letters m, l, n, w, h, c, f, d, p, k (PCM 1.4) for Full circle game;配件 that contain the split digraph i-e</td>
</tr>
<tr>
<td>2 Reading and spelling i-e words</td>
<td>Play Cube game: Cube 1: w, r, l, m, n, p + Cube 2: ipe, ice, ine.</td>
</tr>
<tr>
<td>3 Reading y, ie, i-e, igh words</td>
<td>Play Thumbs in game: wipe, white, while, wife, life, like, bike, bite, mine, mind, mile, might, hide, ride, ripe, write, smile, strike, side, slime.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: who, are.</td>
</tr>
</tbody>
</table>

Tricky words to be learned: here, friend. **here** – look for the words within: here, here; a place word – link with there and where. **friend** – *Put your friend in before the end* (draw face in dot over i); look at beginning of word: fri, Friday; make a sentence with Friday and friend. |

**Materials**

Letters m, l, n, w, h, i, c, f, d, p, k (PCM 1.4) for Full circle game; two cubes for Cube game: cube 1 = w, r, l, m, n, p; cube 2 = ipe, ice, ine; Word strips (PCM 2.15) for Thumbs in game; Counters; Sentence sheets (PCMs 2.41 and 2.42).
**Aim**

To explore the spelling choices **y**, **ie**, **i-e**, **igh**

**Materials**

- Enlarged version of 'The kind knight' (PCM 2.16);
- 5 child-size versions of 'The kind knight' (PCM 2.17);
- Word cards (PCM 2.18) for Word sort;
- Sentence sheets (PCMs 2.42 and 2.43)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</table>
| **1** Spelling choices | Play Phoneme Spotter, part 1.  
The **kind knight**  
It is a **mild night**. The wind is **sighing** in the **pine** trees as the **kind knight** rides **by** the light of the **bright** stars in the **sky**. The twelve **chimes** of the clock **strike** the **time** – midnight.  
Suddenly his **white** horse rears in **fright**. There is a **child** **lying** in the path, **crying** softly. He is **tied** up. The **wise knight** slices the rope with his **knife**, **dries** the child’s **eyes** and hugs him **tightly**. “**Sh**, I **myself** will find the **wild** **tribe** who did this **crime**.” |
| **2** Spelling choices | Play Phoneme Spotter, part 2. |
Write the word **chief** on the board and ask the children to read it. Ask them to say the middle phoneme. Tell them that sometimes both /**ee**/ and /**ie**/ are represented by the letters i and e together. They should try the word out one way and then the other to hear which is a word. Write **thief** on the board – ask them if this is **thife** or **theef**. Repeat with **tried**, **field** and then **cries**. |
| **4** Learning to read and spell tricky words | Tricky words to be tested: **here**, **friend**.  
Tricky words to be learned: **see**, **where**.  
**see** – letter string ee (s + ee); teach with **tree**, **bee**. ‘I **see a bee in the tree’; ee in word looks like eyes.  
**where** – question word; refer to **why**, **who**, **what**, **when**; place word; relate to **there** and **here**; note **he**, **here**, **her** within the word. |
**Aim**
To practise vowel digraphs
To practise two-syllable words

**Materials**
Flashcards ee, ea, ie, y, i-e, igh (PCM 2.1);
Word strips for Thumbs in game (PCM 2.19);
Counters;
Reading long words (worksheet) (PCM 2.19);
Word cards (PCM 2.20) for Word choice;
Sentence sheets (PCMs 2.43 and 2.44)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</table>
| **1** Revision of e and i digraphs | Practise Flashcards ee, ea, ie, y, i-e, igh.  
Play Thumbs in game:  
**sheet, shine, street, sheep, shy**  
please, line, piece, pile, pies  
**clean, cream, keen, kind, kite**  
**wheat, white, wipe, wheel, weed**  
**light, leek, leaf, like, life.**  |
| Time: 5 mins |  |
| **2** Reading two-syllable words | Do Reading long words (demo): teatime, meanwhile, midnight, bedside, beside, unwind, nineteen.  |
| Time: 4 mins |  |
| **3** Reading two-syllable words | Do Reading long words (worksheet): unwind, nineteen, inside, unkind, offside, combine, myself, sunlight, invite, peanut, untied, outside.  
Play Word choice.  |
| Time: 6 mins |  |
| **4** Learning to read and spell tricky words | Tricky words to be tested: see, where.  
Tricky words to be learned: them, something.  
**them – the + m; reinforce other the stem words.**  
**something – chunk some/thing; relate to come (letter string one); thing (letter string ing); stress th not f sound; use mirror to check pronunciation.**  |
| Time: 5 mins |  |
Aim
To learn how to add **ing** to words containing **ee**, **ea**, **ie**, **y**, **igh**, **i-e**

Materials
- Word strips (PCM 2.22) for Word sort;
- Word cards (PCM 2.23) for AddING game and **ing** cards for each child;
- Word cards (PCM 2.24) for Word choice;
- Sentence sheets (PCMs 2.44 and 2.45)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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<tbody>
<tr>
<td><strong>1</strong> Adding <strong>ing</strong> for spelling</td>
<td>Play Word sort, sorting by how words change when <strong>ing</strong> is added (e.g. dropping e, doubling final letter): sigh – sighing; hide – hiding; speak – speaking; cry – crying; fight – fighting; drive – driving; kneel – kneeling; find – finding; like – liking; try – trying; bite – biting; scream – screaming; sleep – sleeping; clean – cleaning; smile – smiling; dine – dining; dry – drying; creep – creeping.</td>
</tr>
<tr>
<td><strong>2</strong> Spelling <strong>ing</strong> words</td>
<td>Play AddING game: spy, dream, slide, light, meet, grind, file, read, wipe, like, cry.</td>
</tr>
<tr>
<td><strong>3</strong> Reading words containing <strong>ing</strong></td>
<td>Play Word choice: bleating, riding, making, fighting, finding, filing, piping, cheating, dreaming.</td>
</tr>
</tbody>
</table>
| **4** Learning to read and spell tricky words | Tricky words to be tested: them, something.  
Tricky words to be learned: came, from.  
came – letter string ame as in ‘I came to play the same game’.  
from – phonically regular. |
**Aim**
To explore the spelling choices ay, a-e

**Materials**
Flashcards ee, ea, y, ie, i-e, igh (PCM 2.1);
Letters m, d, l, p, n, c, f, g, r, a, e (PCM 1.4) for Full Circle game;
Two cubes for Cube game: cube 1 = f, l, sh, w, t, s;
  cube 2 = ake, ame, ave;
Sentence sheets (PCMs 2.45 and 2.46)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>1 Spelling choices</strong>&lt;br&gt;<strong>Time:</strong> 5 mins</td>
<td>Practise Flashcards ee, ea, y, ie, i-e, igh. Rhyming words. Generate six rhyming words from the word day. The children can write them as there are almost no spelling variations*. Possible words: bay, clay, day, gay, lay, pay, pray, play, ray, say, stay, stray, spray, way, they*.</td>
</tr>
<tr>
<td><strong>2 Spelling choices</strong>&lt;br&gt;<strong>Time:</strong> 5 mins</td>
<td>Ask children which phoneme has to be added to make day into date (t). Write it. Play Full circle game with letters m, d, l, p, n, c, f, g, r, a, e – made, male, pale, pane, lane, lace, face, page, rage, cage, cane, mane, made.</td>
</tr>
<tr>
<td><strong>3 Spelling choices</strong>&lt;br&gt;<strong>Time:</strong> 5 mins</td>
<td>Play Cube game: Cube 1: f, l, sh, w, t, s + Cube 2: ake, ame, ave.</td>
</tr>
<tr>
<td><strong>4 Learning to read and spell tricky words</strong>&lt;br&gt;<strong>Time:</strong> 5 mins</td>
<td>Tricky words to be tested: came, from. Tricky words to be learned: liked, because. liked – like + ed. because – mnemonic: 'Big elephants can always understand small elephants'; look for the words within the word: because, because, because.</td>
</tr>
</tbody>
</table>
## Activity Instructions

### Activity 1

**Spelling choices**

**Time:** 5 mins

Play Phoneme spotter, part 1.

**Whale for sale**

A great whale lay in a cage

Under the water.

He could not stray;

No place to play; he had to stay.

Eight chains enslave him.

Shame!

Brave Dave saves his wages to pay for the whale.

He came with Jake to take him away.

They pay.

They have to break the chains.

The whale is in pain.

It is a race against time.

In his rage Jake uses all his weight.

The cage opens.

Slowly the tail sways.

The whale sails away through the waves.

### Activity 2

**Spelling choices**

**Time:** 5 mins

Play Phoneme spotter, part 2.

### Activity 3

**Spelling choices**

**Time:** 5 mins

Play Word sort: whale, sale, great, lay, cage, stray, play, stay, chains, enslaved, shame, brave, Dave, saves, wages, pay, came, Jake, take, away, they, pay, break, pain, race, against, rage, Jake, weight, cage, tail, sways, sails, away, waves.

### Activity 4

**Learning to read and spell tricky words**

**Time:** 5 mins

Tricky words to be tested: liked, because.

Tricky words to be learned: his, so.

his – h + is; sounds like hiz; few words end in z; emphasise s.

so – rhymes with go and no.
**Aim**
To explore the spelling choices *ow, oe, o-e*

**Materials**
Word cards (PCM 2.28) for Word sort; Sentence sheets (PCMs 2.47 and 2.48)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</thead>
<tbody>
<tr>
<td>1  Spelling choices</td>
<td>Time: 3 mins  Rhyming words. Generate six rhyming words from the word <em>show</em>. Possible words: <em>bow, blow, crow, dough, flow, go, grow, glow, hoe, Joe, low, mow, no, row, slow, stow, snow, sow, toe, though, show, woe.</em></td>
</tr>
<tr>
<td>2  Spelling choices</td>
<td>Time: 5 mins  Play Word sort: <em>bow, blow, crow, dough, flow, go, grow, glow, hoe, Joe, low, mow, no, row, slow, stow, snow, sow, toe, though, show, woe.</em></td>
</tr>
<tr>
<td>3  Reading and writing</td>
<td>Time: 7 mins  Digraph splitting. Write the word <em>Joe</em> on the board. <em>What is this word again? … Yes, Joe. Tell me the phonemes? … Yes, J-oe</em> (point as you say them). <em>Now listen to this word – joke. What are the phonemes in joke? … Yes, j-oe-k (write as you say them.) Does this look right? … No. We have to split the oe sound and put the k in the middle. Write joke</em>. That's how to write joke. Do Quickwrite: <em>oke × 5; and coke, bloke, choke, poke, stoke, stroke, smoke, spoke, woke, broke</em> (× 2 each).</td>
</tr>
<tr>
<td>4  Learning to read and</td>
<td>Time: 5 mins  Tricky words to be tested: <em>his, so.</em>  Tricky words to be learned: <em>have, water.</em>  <em>have</em> – stress final e; highlight this letter; no English words end in v; MS strategy.  <em>water</em> – letter string <em>wa</em>; include such words as <em>was, want, wash</em>; <em>I wash in water</em>; MS strategy.</td>
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<td>read and spell tricky</td>
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<td>words</td>
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</table>
**Aim**

To explore the spelling choices *ow*, *oe*, *oa*, *o*, *o-e*

**Materials**

Letters (PCM 1.4) for Full circle game; *h*, *p*, *P*, *s*, *t*, *c*,
*r*, *d*, *l*, *n*, *k*, *m*, *o*, *e*;

Word strips (PCM 2.29) for Thumbs in game;

Counters;

Sentence sheets (PCMs 2.48 and 2.49)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</table>
| **1** Reading and spelling *o-e* words  
*Time: 5 mins* | Play Full circle game with letters *h*, *p*, *P*, *s*, *t*, *c*,
*r*, *d*, *l*, *n*, *k*, *m*, *o*, *e* – hope, Pope, pole, stole, stone, strode, stroke, stole, dole, dome, home, hope. |
| **2** Reading and spelling *oe* and *oa* words  
*Time: 7 mins* | Rhyming words. Generate six rhyming words from the word *note*. Possible words: *note*, throat, boat, wrote, coat, quote, float, goat, moat.  
Do Quickwrite: *oa* and loan, coat, toast, foul, boat, toad, coal, moat, road, coast (*× 2 each). |
| **3** Reading *o* phoneme words  
*Time: 3 mins* | Play Thumbs in game: coal, cold, coast, code, coke  
goal, gold, goat, ghost, groan  
mole, moan, moat, most, mode  
strode, stroll, stole, stroke, stone  
toad, told, toll, toast, tone. |
| **4** Learning to read and spell tricky words  
*Time: 5 mins* | Tricky words to be tested: have, water.  
Tricky words to be learned: why, did.  
*why* – question word; refer group to *when*, *what*, *where*, *who*; also in family with *my*, *by*, *try*; English words never end in *i*.  
did – use phonics; stress correct formation of *d* to eliminate *b/d* confusion; belonging to *c-o-a-d-q* family. |
**Aim**
To explore the spelling choices *ow, oe, o, o-e, oa*

**Materials**
- Large-format version of ‘The troll and the toad’ (PCM 2.30);
- Five child-size versions of ‘The troll and the toad’ (PCM 2.31);
- Word cards (PCM 2.32) for Word sort;
- Sentence sheets (PCMs 2.49 and 2.50)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>1</strong> Reading and spelling words containing: <em>ow, oe, o, o-e, oa</em>&lt;br&gt;Time: 3 mins</td>
<td>Play Phoneme spotter, part 1. &lt;br&gt;The troll and the toad &lt;br&gt;The troll strode home in the snow, his cloak flowing over his shoulder. A toad sat in the road under a stone. He croaked. He was old and cold. His throat was sore. He was all alone. He moaned and groaned. The bold troll rolled the stone with his toe. He saw the soaked toad. “Oh no,” choked the toad. “Don’t poke me.”</td>
</tr>
<tr>
<td><strong>2</strong> Reading and spelling words containing: <em>ow, oe, o, o-e, oa</em>&lt;br&gt;Time: 7 mins</td>
<td>Play Phoneme spotter, part 2.</td>
</tr>
<tr>
<td><strong>3</strong> Reading and spelling words containing: <em>ow, oe, o, o-e, oa</em>&lt;br&gt;Time: 5 mins</td>
<td>Play Word sort: troll, strode, home, snow, cloak, flowing, over, shoulder, toad, road, croaked, old, cold, throat, alone, moaned, groaned, bold, rolled, stone, toe, soaked, oh, no, choked, don’t, poke.</td>
</tr>
</tbody>
</table>
| **4** Learning to read and spell tricky words<br>Time: 5 mins | Tricky words to be tested: *why, did.*<br>Tricky words to be learned: *here, us.*<br>*here* – look for the words within the word: *here, here*; place word, relate to *there* and *where.*<br>*us* – use phonics; *us* as in *bus, octopus:* ‘There was no room for *us* on the *bus* because of the *octopus.*’
Aim
To revise vowel digraphs
To practise reading two-syllable words

Materials
Flashcards ay, ai, a-e, ow, oa, oe, o, o-e (PCM 2.1);
Word strips (PCM 2.33) for Thumbs in game;
Counters;
Reading long words Worksheet (PCM 2.34);
Word cards (PCM 2.35) for word choice;
Sentence sheet (PCM 2.50)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</table>
| 1  
Revision of a and o digraphs  
_Time: 5 mins_ | Practise Flashcards ay, ai, a-e, ow, oa, oe, o, o-e.  
Play Thumbs in game:  
may, most, make, mole, moan  
spray, spoke, Spain, sprain, sprite  
pole, pail, paint, paste, post  
drain, drone, day, date, drake  
laid, lake, loaf, load, lane.  |
| 2  
Reading two-syllable words  
_Time: 5 mins_ | Do Reading long words (demo): mainline, pancake, snowman, milkshake, unload, disgrace, maiden, haystack, railway.  |
| 3  
Reading two-syllable words  
_Time: 5 mins_ | Do Reading long words (worksheet): haystack, railway, goalpost, handmade, caveman, postman, unfold, hostess, mistrust, gravestone, away.  
Play Word choice.  |
| 4  
Learning to read and spell tricky words  
_Time: 5 mins_ | Tricky words to be tested: here, us.  
Dictation: We liked them because they were good fun. We went to meet their sister who lived in a small house in the next street.  |
<table>
<thead>
<tr>
<th>ee</th>
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<td>e</td>
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<td>i-e</td>
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### Additional Literacy Support

<table>
<thead>
<tr>
<th>PCM 2.2</th>
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<tbody>
<tr>
<td>milkman</td>
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<tr>
<td>wigwam</td>
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<td>catnap</td>
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The dream team

The crowd screams as Owen comes out on to the green pitch. He nudges the ball behind him with his heel. It is picked up on the feet of number three who speeds up the field towards the goal. He pushes a weak pass to his right. The opposition steals the ball and passes it out to the wing. Owen sees his chance, reaches across, leaps over the ball and sends it streaking to Shearer who is free on the left. A late tackle brings him to the ground. Blood streams down his cheek. The chief trainer briefly kneels beside him. “Keep still, please,” he says as he cleans him up and slaps on some cream. The bleeding stops. “It’ll heal!” Owen doesn’t speak. He’s keen to get back to the team.
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The dream team – a real deal, e-a.
I see the sea.
We meet in the street, double e.
I've been to see the queen, double e.

ee or ea
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<tr>
<td>smile</td>
<td>smiling</td>
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<td>dine</td>
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<tr>
<td>dry</td>
<td>drying</td>
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<tr>
<td>creep</td>
<td>creeping</td>
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<td></td>
<td>spy</td>
<td>dream</td>
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<tr>
<td></td>
<td>light</td>
<td>meet</td>
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<td></td>
<td>file</td>
<td>read</td>
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<tr>
<td></td>
<td>like</td>
<td>cry</td>
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<tr>
<td></td>
<td>ing</td>
<td>ing</td>
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<tr>
<td>bleating</td>
<td>riding</td>
<td>making</td>
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<tr>
<td>fighting</td>
<td>finding</td>
<td>filing</td>
</tr>
<tr>
<td>piping</td>
<td>cheating</td>
<td>dreaming</td>
</tr>
</tbody>
</table>
Whale for sale

A great whale lay in a cage
Under the water
He could not stray;
No place to play; he had to stay.
Eight chains enslave him.
Shame!
Brave Dave saves his wages to pay for the whale.
He came with Jake to take him away.
They pay.
They have to break the chains.
The whale is in pain;
It is a race against time.
In his rage Jake uses all his weight.
The cage opens.
Slowly the tail sways.
The whale sails away through the waves.
Whale for sale

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Slowly the tail sways.
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<table>
<thead>
<tr>
<th>whale</th>
<th>sale</th>
<th>great</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay</td>
<td>cage</td>
<td>stray</td>
</tr>
<tr>
<td>play</td>
<td>stay</td>
<td>chains</td>
</tr>
<tr>
<td>enslaved</td>
<td>shame</td>
<td>brave</td>
</tr>
<tr>
<td>Dave</td>
<td>saves</td>
<td>wages</td>
</tr>
<tr>
<td>pay</td>
<td>came</td>
<td>Jake</td>
</tr>
<tr>
<td>take</td>
<td>away</td>
<td>they</td>
</tr>
<tr>
<td>pay</td>
<td>break</td>
<td>pain</td>
</tr>
<tr>
<td>race</td>
<td>against</td>
<td>rage</td>
</tr>
<tr>
<td>Jake</td>
<td>weight</td>
<td>cage</td>
</tr>
<tr>
<td>tail</td>
<td>sways</td>
<td>sails</td>
</tr>
<tr>
<td>away</td>
<td>waves</td>
<td></td>
</tr>
<tr>
<td>bow</td>
<td>blow</td>
<td>crow</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>dough</td>
<td>flow</td>
<td>go</td>
</tr>
<tr>
<td>grow</td>
<td>glow</td>
<td>hoe</td>
</tr>
<tr>
<td>Joe</td>
<td>low</td>
<td>mow</td>
</tr>
<tr>
<td>no</td>
<td>row</td>
<td>slow</td>
</tr>
<tr>
<td>stow</td>
<td>snow</td>
<td>sow</td>
</tr>
<tr>
<td>tow</td>
<td>though</td>
<td>show</td>
</tr>
<tr>
<td>woe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
coal
goal

code
groan

cost
goat

cold
gold

coke
mode

coast
most

coal
mole

strove
stone
The troll and the toad

The troll strode home in the snow, his cloak flowing over his shoulder. A toad sat in the road under a stone. He croaked. He was old and cold. His throat was sore. He was all alone. He moaned and groaned. The bold troll rolled the stone with his toe. He saw the soaked toad. “Oh no,” choked the toad. “Don’t poke me.”
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<table>
<thead>
<tr>
<th>troll</th>
<th>strode</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>cloak</td>
<td>flowing</td>
</tr>
<tr>
<td>over</td>
<td>shoulder</td>
<td>toad</td>
</tr>
<tr>
<td>road</td>
<td>croaked</td>
<td>old</td>
</tr>
<tr>
<td>cold</td>
<td>throat</td>
<td>alone</td>
</tr>
<tr>
<td>moaned</td>
<td>groaned</td>
<td>bold</td>
</tr>
<tr>
<td>rolled</td>
<td>stone</td>
<td>toe</td>
</tr>
<tr>
<td>soaked</td>
<td>oh</td>
<td>no</td>
</tr>
<tr>
<td>choked</td>
<td>don’t</td>
<td>poke</td>
</tr>
<tr>
<td>moan</td>
<td>sprite</td>
<td>post</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>mole</td>
<td>sprain</td>
<td>paste</td>
</tr>
<tr>
<td>make</td>
<td>Spain</td>
<td>paint</td>
</tr>
<tr>
<td>most</td>
<td>spoke</td>
<td>pail</td>
</tr>
<tr>
<td>may</td>
<td>spray</td>
<td>pole</td>
</tr>
</tbody>
</table>
haystack

railway

goalpost

handmade

caveman

postman

unfold

hostess

mistrust

gravestone

away
<table>
<thead>
<tr>
<th>haystack</th>
<th>railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>goalpost</td>
<td></td>
</tr>
<tr>
<td>handmade</td>
<td>caveman</td>
</tr>
<tr>
<td>postman</td>
<td></td>
</tr>
<tr>
<td>unfold</td>
<td>hostess</td>
</tr>
<tr>
<td>mistrust</td>
<td></td>
</tr>
<tr>
<td>gravestone</td>
<td>away</td>
</tr>
</tbody>
</table>
The small dog lived with a little girl and boy.
He took the aliens into the **house** to **meet** them.

<table>
<thead>
<tr>
<th>He</th>
<th>took</th>
<th>the</th>
<th>aliens</th>
</tr>
</thead>
<tbody>
<tr>
<td>into</td>
<td>the</td>
<td><strong>house</strong></td>
<td>to</td>
</tr>
<tr>
<td>meet</td>
<td>them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dad was at home **having** some **brown** bread.

<table>
<thead>
<tr>
<th>Dad</th>
<th>was</th>
<th>at</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>having</td>
<td>some</td>
<td>brown</td>
<td>bread.</td>
</tr>
</tbody>
</table>
Christopher was watching television with his sister.
They saw **there were** two aliens by the door.

<table>
<thead>
<tr>
<th>They</th>
<th>saw</th>
<th>there</th>
<th>were</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>two</td>
<td>aliens</td>
<td>by</td>
<td>the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>door.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Who are you?” said the children.
“Here is my friend and his baby brother,” said Kneejerk.

<table>
<thead>
<tr>
<th>“Here”</th>
<th>is</th>
<th>my</th>
<th>friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>his</td>
<td>baby</td>
<td>brother,”</td>
</tr>
<tr>
<td>said</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kneejerk.</td>
</tr>
</tbody>
</table>
“They just want to see where we live,” said the dog.

<table>
<thead>
<tr>
<th>“They”</th>
<th>just</th>
<th>want</th>
<th>to</th>
</tr>
</thead>
</table>
| see    | where | we   | live, |”
| said   | the  | dog. |    |
“Can we give them something to eat and drink?” said Phoebe.
Zap came back from the table with a book.

<table>
<thead>
<tr>
<th>Zap</th>
<th>came</th>
<th>back</th>
<th>from</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>table</td>
<td>with</td>
<td>a</td>
</tr>
<tr>
<td>book.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Zap liked the book because it tasted good!

<table>
<thead>
<tr>
<th>Zap</th>
<th>liked</th>
<th>the</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>it</td>
<td>tasted</td>
<td>good!</td>
</tr>
</tbody>
</table>
His brother wanted a drink so he was not watching.
He could not wait to **have** water in a cup.

<table>
<thead>
<tr>
<th>He</th>
<th>could</th>
<th>not</th>
<th>wait</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>have</td>
<td>water</td>
<td>in</td>
</tr>
<tr>
<td>a</td>
<td>cup.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why did Mum and Dad get so upset?
"Do you want to stay here with us?" said Dad.
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 which 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 providing 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 2

Ensure that children can
- discriminate, segment and blend phonemes to read CVC words
- read at least 100 high frequency words on sight from Appendix List 1 in the
  Framework of teaching objectives
- use a variety of cues to predict, check and self-correct when reading.

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
- read, with sufficient concentration, text of increasing length and range.

Word recognition, graphic and phonic knowledge
- identify and blend long and short vowel phonemes when reading
- read words containing common consonant digraphs
- read and understand new words of personal interest
- read on sight high-frequency words appropriate to the graded texts
- recognise the critical features of words, for example, common prefixes and suffixes.

Grammatical and contextual knowledge
- retell stories, comparing and evaluating the impact of setting on events and behaviour
- discuss characters referring to words and phrases from the text to support personal views
- use the blurb, title and illustration to predict the content of an unknown text
- read poems, attending to patterns of rhythm, rhyme and other features of sound
- locate examples of words and phrases that link sentences
- re-read to check predictions using grammatical and contextual knowledge
- recognise and use speech marks and exclamation marks when reading.

Text type
Module 2 texts are selected from appropriate level texts, such as those in Reading Recovery (RR) book bands 4/6 (published by the Reading Recovery National Network, Institute of Education, 20 Bedford Way, London, WC1H 0AL).
- Week 1–2  Riddles, tongue-twisters and humorous verse
- Week 3–4  Non-fiction – instructions
- Week 5–6  Extended traditional stories
- Week 7–8  Non-fiction – non-chronological reports
NB: In Weeks 1 and 2 please choose a text which includes consonant clusters at the ends of words.

For Weeks 3 and 4 choose texts containing vowel digraphs ‘ee’, and ‘ea’. If possible, include one or more words ending in ead, e.g. head, bread, read, and instead.

In Weeks 5 and 6 choose texts containing vowel digraphs/trigraphs for the /igh/ phoneme, e.g. ‘y’, ‘ie’, ‘igh’, ‘i-e’, and ‘i’. If possible, choose a text which includes one or more words containing the letter string ie to emphasise the different pronunciations, as in thief and cried.

In Week 7 choose texts containing digraphs for the /ay/ phoneme, e.g. ‘ai’, ‘ay’, ‘a-e’.

In Week 8 choose texts containing digraphs for the /oa/ phoneme, e.g. ‘oa’, ‘o-e’, ‘ow’. 
## Module 2  Guided Reading

<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? Read the blurb and tell me what the book is about. Name another book like this one.</td>
</tr>
<tr>
<td>Establish text type</td>
<td>Look through the book – what is happening?</td>
</tr>
<tr>
<td>Encourage reader to make links to existing knowledge and experience</td>
<td>There are some new words in this book. Can you find...? Which letters can you see at the beginning/end?</td>
</tr>
<tr>
<td>Recall recently introduced reading strategies</td>
<td>What other ways are there of working out new words?</td>
</tr>
<tr>
<td>Identify points of potential difficulty</td>
<td>Read the first ... pages and find out where the story takes place/identify a main character.</td>
</tr>
<tr>
<td>Prompt for integrated use of a broad and inclusive range of reading strategies</td>
<td></td>
</tr>
<tr>
<td>Generate questions to motivate independent reading</td>
<td></td>
</tr>
<tr>
<td>Name characters</td>
<td></td>
</tr>
<tr>
<td><strong>Independent reading</strong></td>
<td>Read pages ...</td>
</tr>
<tr>
<td>Sample reading, provide appropriate prompts and specific praise</td>
<td>Is there a part of that word you know?</td>
</tr>
<tr>
<td>Generate questions to monitor understanding</td>
<td>Show me the hard part of the word.</td>
</tr>
<tr>
<td><strong>Returning to text</strong></td>
<td>Re-read that sentence – is there something wrong?</td>
</tr>
<tr>
<td>Answer posed questions</td>
<td>Who can tell me the ... so far?</td>
</tr>
<tr>
<td>Summarise</td>
<td>I liked the way you were reading this part (name a specific example).</td>
</tr>
<tr>
<td>Praise use of reading strategies</td>
<td>Who had difficulty with a word? How did you read it?</td>
</tr>
<tr>
<td>Generate questions to identify successful problem solving strategies</td>
<td>Can you find a word on page ... that links two sentences?</td>
</tr>
<tr>
<td>Question to develop understanding at the word/sentence/text levels</td>
<td>Where would I look in the contents/index/glossary to find ... ?</td>
</tr>
<tr>
<td>Teacher demonstration of effective reading</td>
<td>Look on page ... Can you find any rhyming words?</td>
</tr>
<tr>
<td><strong>Responding to text</strong></td>
<td>Where and when did this ... take place? How do you know?</td>
</tr>
<tr>
<td>Prompt for personal response to text</td>
<td>Listen to me read this section. What do you notice?</td>
</tr>
<tr>
<td>Return to teaching objectives</td>
<td>Tell me about ... (name character). Find a part of the book which tells us about him/her.</td>
</tr>
<tr>
<td><strong>Targets for supported reading</strong></td>
<td>Which character did you like best? (extend responses)</td>
</tr>
<tr>
<td></td>
<td>Which part of the poem is funny? Why?</td>
</tr>
<tr>
<td></td>
<td>I want you to think about (name a specific reading strategy or behaviour) next time you read.</td>
</tr>
<tr>
<td></td>
<td>What have we learnt today?</td>
</tr>
</tbody>
</table>
## Module 2  Supported Reading (Fiction)

<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 setting</td>
<td>Tell me about it.</td>
</tr>
<tr>
<td></td>
<td>What kind of text is it?</td>
</tr>
<tr>
<td></td>
<td>Where was the story set?</td>
</tr>
<tr>
<td><strong>Recalling key features</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss characters, referring to words and phrases from the text to support personal views</td>
<td>Where was the story set?</td>
</tr>
<tr>
<td></td>
<td>Think of a character. How did the author describe him/her?</td>
</tr>
<tr>
<td></td>
<td>Think of a place. How did the author describe it?</td>
</tr>
<tr>
<td><strong>Strategy check</strong></td>
<td></td>
</tr>
<tr>
<td>Prompting children to integrate all cue sources</td>
<td>Look at page … Can you find …?</td>
</tr>
<tr>
<td></td>
<td>How did you work the word out?</td>
</tr>
<tr>
<td></td>
<td>Do you know another way?</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 reading</td>
<td>Is there a part of that word you know?</td>
</tr>
<tr>
<td>Support individual reader using a range of prompts</td>
<td>Show me the hard part of the word.</td>
</tr>
<tr>
<td>Praise use of problem-solving including self-correction</td>
<td>Re-read that sentence. Is there something wrong?</td>
</tr>
<tr>
<td>Emphasise use of speech marks and exclamation marks when reading</td>
<td>Read that again and use all the punctuation to make your reading more exciting.</td>
</tr>
<tr>
<td><strong>Returning to text</strong></td>
<td></td>
</tr>
<tr>
<td>Answer questions posed earlier</td>
<td>Tell me something more about the place where the story is set.</td>
</tr>
<tr>
<td>Question to develop understanding at the word/sentence/text levels</td>
<td>What more have you found out by re-reading the book?</td>
</tr>
<tr>
<td>Discuss characters, referring to words and phrases from the text to support personal views</td>
<td>Has your view of any of the characters changed? If so, why?</td>
</tr>
<tr>
<td></td>
<td>Think of a character. How did the author describe him/her?</td>
</tr>
<tr>
<td>Discuss development of character and setting</td>
<td>Think of a place. How did the author describe it?</td>
</tr>
<tr>
<td>Emphasise value of new words of personal interest</td>
<td>What new and interesting words have you read today? What do they mean?</td>
</tr>
<tr>
<td>Identify preferences and give reasons</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback to teacher**
<table>
<thead>
<tr>
<th>PHASE OF SUPPORTED READING</th>
<th>TEACHING PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>You read this book/section with your teacher last week.</td>
</tr>
<tr>
<td>Identify text type</td>
<td>What kind of text is it?</td>
</tr>
<tr>
<td></td>
<td>What is it about?</td>
</tr>
<tr>
<td><strong>Recalling key features</strong></td>
<td>How can I find out about … in this book?</td>
</tr>
<tr>
<td>Locating parts of text that give</td>
<td>Tell me another way of finding out about …?</td>
</tr>
<tr>
<td>particular information</td>
<td>How do the headings help us find information?</td>
</tr>
<tr>
<td>Question generation prior to</td>
<td>Think of a new question about … that you can try and answer today.</td>
</tr>
<tr>
<td>reading</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy check</strong></td>
<td>Look at page. Can you find …?</td>
</tr>
<tr>
<td>Prompting pupils to integrate all</td>
<td>How did you work the word out?</td>
</tr>
<tr>
<td>cue sources</td>
<td>Do you know another way?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Re-reading the text</strong></td>
<td>Read pages … (Support individual reader using a range of prompts):</td>
</tr>
<tr>
<td>Prompting when pupils miscue on</td>
<td>Is there a part of that word you know?</td>
</tr>
<tr>
<td>the text</td>
<td>Show me the hard part of the word.</td>
</tr>
<tr>
<td></td>
<td>Re-read that sentence. Is there something wrong?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Returning to the text</strong></td>
<td>What important and interesting words have you learned from this text?</td>
</tr>
<tr>
<td>To read and understand new words</td>
<td>Can you tell me something about this kind of text?</td>
</tr>
<tr>
<td>of personal interest</td>
<td>What more have you found out by re-reading the book?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Final summary</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback to teacher</strong></td>
<td></td>
</tr>
</tbody>
</table>
Contents

Lesson 1  What is a sentence?  (Classroom assistant)
- To ensure pupils can identify a sentence, i.e. it begins with a capital letter, ends with a full stop, and makes complete sense.

Lesson 2  Sentences and meaning  (Teacher)
- To develop recognition of sentence boundaries within a short simple text.
- To show how sentence punctuation helps readers make sense of texts.

Lesson 3  Phrases, sentences and questions  (Classroom assistant)
- To establish that question marks are also full stops, and that they mark sentences which should be read in a particular tone of voice.
- To establish the difference between a phrase and a sentence.
- To show how to turn a phrase into a sentence.

Lesson 4  Making sentences, making meaning  (Teacher)
- To practise splitting text into sentences, and changing phrases into sentences.
- To establish that exclamation marks are also full stops, marking sentences which should be read in a particular tone of voice.

Lesson 5  Adding words to a sentence  (Classroom assistant)
- To demonstrate that a simple sentence may be expanded by adding descriptive words and phrases.
- To show that expanding a sentence in this way can make it more informative and interesting.

Lesson 6  Adding words to text  (Teacher)
- To show how text can be made more informative and interesting by adding descriptive words and phrases.

Lesson 7  Deleting ‘and then’ – making sentences  (Classroom assistant)
- To alert children to the overuse of ‘and then’ in narrative text.
- To practise splitting text into sentences.

Lesson 8  Deleting ‘and then’ – making links  (Teacher)
- To alert children to the over-use of ‘and then’ in non-fiction text.
- To introduce alternative linking words.
## Aims

To ensure children can identify a sentence.
- It begins with a capital letter.
- It ends with a full stop.
- It makes complete sense.

## Materials

- Reading book; PCM 2.51 copied on to card; PCM 2.52 enlarged;
- Container for paper strips; Scissors;
- Board/flip chart and pens

## Preparation

- Cut up the strips on PCM 2.51. Retain strips from Section A.
- Put strips from Section B into a container.
- Read through the Example Lesson Script (see page 137), relating it to this lesson plan and PCMs.

---

### Introduction: What is a sentence?

**Time: 2.5 mins**

Today we're going to look at sentences. Do you know what a sentence is? Can you show me a sentence in your reading book? Discuss, covering all three main points listed in Aims above.

### Activity 1: Is this a sentence?

**Time: 5 mins**

Take the three strips from PCM 2.51 Section A. Read each, relate it to the picture on PCM 2.52. When children have spotted the character each time, return to the strip and ask: Is this a sentence? How do you know?

**Cut the strips as shown:**

- Nodrog is a little monster with big feet.
- The big furry monster is called Foz.
- TBN is a robot who helps them.

Ask children to hold up and read aloud each new strip. Is this a sentence? How can you tell? Ask children to put the sentences back together.

### Activity 2: Spot the Sentences

**Time: 5 mins**

I'm going to take a paper strip out of this box. It will have a group of words on it. Feel around for a strip (make a meal of it, as if choosing a raffle ticket). Read the strip without showing it to the children. Is it a sentence? Does it make complete sense? When they have responded, say: Let's check to see if it has a capital letter and a full stop. Show them the words, let them read. Decide whether it’s a sentence or not. Do the same for all the strips. Sort into two piles: sentences and not sentences.

### Activity 3: Making sentences

**Time: 5 mins**

Can you match up the 'not sentence strips' to make two more sentences?

Choose reader(s) to read all seven sentences. If time: Let's make up some more complete sentences about the characters in the picture. Give cues if necessary, e.g. How many aerials does the TBN have? Which monster is wearing a skirt? What other creatures can you see? Where are they?

Scribe sentences for the children, ensuring that each makes complete sense. Encourage them to mention capital letters/full stops.

### Conclusion

**Time: 2.5 mins**

Next week you will be doing Sentence Level work with your teacher. It's your job to make sure he/she knows exactly what we've covered today. There are three important points about sentences for you to tell him/her – what are they?

Ask for examples of (a) a complete sentence, (b) words which aren’t a sentence.
**Aims**
To revise the three-part definition of a sentence.
To develop recognition of sentence boundaries within a short simple text.
To show how sentence punctuation helps readers make sense of texts.

**Materials**
- Copies of PCMs 2.53, 2.54, 2.55 for each child;
- PCMs 2.54, 2.55 enlarged;
- Highlighter pens (at least two colours)

---

**Introduction: Sentences and meaning**

*Time: 2 mins*

Ask children to recap the main points of last week’s lesson: *What is a sentence?* Ensure they remember that it begins with a capital letter, ends with a full stop, makes complete sense.

*When people write stories or non-fiction texts, they write in sentences. This helps readers make sense of what they’ve written. Sentences help make your meaning clear.*

---

**Activity 1: Reading sentences**

*Time: 5 mins*

Give out copies of PCM 2.53. Guided reading of first section. Give help as necessary and pay particular attention to punctuation to help make meaning clear.

*What is the first sentence? How do you know?*

*How many sentences are there in the text we just read?*

Ask children to **highlight** complete sentences in different (or alternate) colours. (First section only.)

*We split text into sentences to help make its meaning clear.*

*Now you have different colours to show where each sentence begins and ends, let’s read the bit of text again. Use your voice to show how it’s split into sentences.*

*If time:* Ask children to highlight the sentences in the second section in the same way, and use highlighting to help read for meaning.

---

**Activity 2: Making sense of a text – fiction**

*Time: 5 mins*

Display the enlarged copy of PCM 2.54.

*This text has not been split into sentences. Let’s read it and see where the full stops and capitals should go to make it make sense.*

Help the children read and make sense of the first section. Add capital letters and full stops to divide the text into sentences.

Choose reader(s) to read your edited text.

Remove the enlarged text. Hand out individual copies of PCM 2.54.

*Try splitting the same text into sentences yourself.*

Give help as required. Children who cope easily can go on to the second section.

---

**Activity 3: non-fiction**

*Time: 5 mins*

Stop work now. Let’s look at a different sort of text.

Give out copies of PCM 2.55.

Proceed as for Activity 2.

---

**Conclusion**

*Time: 3 mins*

*Next week you will be doing Sentence Level work with the classroom assistant. Can you tell him/her what we’ve covered today?*

- Why do writers split texts into sentences?
- How do sentences help you make sense of what you read?
- How do you know where one sentence ends and another begins?
**Phrases, sentences and questions (Classroom assistant)**

**Aims**
- To revise the three-part definition of a sentence, and the difference between sentences and non-sentences.
- To establish that question marks are also full stops; that they mark sentences which should be read in a particular tone of voice.
- To establish the difference between a phrase and a sentence, and how to turn a phrase into a sentence.

**Materials**
- PCM 2.56 enlarged for shared reading;
- Sheet of paper large enough to cover the questions on each ‘quiz sheet’, leaving the answers visible;
- Board/flip chart and pens

**Preparation**
Read through the Example Lesson Script (see page 140), relating it to this lesson plan and PCMs.

<table>
<thead>
<tr>
<th><strong>Introduction: Questions and sentences</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask children to recap the main points of last week’s lesson. Ensure they remember that writers split text into sentences to make their meaning clear.</td>
<td>PCM 2.56 enlarged for shared reading;</td>
</tr>
<tr>
<td>Revise the three-part definition of a sentence (capital/full stop/complete sense).</td>
<td>Sheet of paper large enough to cover the questions on each ‘quiz sheet’, leaving the answers visible;</td>
</tr>
<tr>
<td>Display the enlarged copy of PCM 2.56. Point to the first question mark.</td>
<td>Board/flip chart and pens</td>
</tr>
<tr>
<td><em>What is this called? What is it for?</em></td>
<td></td>
</tr>
<tr>
<td><em>If I took the squiggly bit away from the top what would be left?</em></td>
<td></td>
</tr>
<tr>
<td>Read the first question. <em>Is this a sentence?</em></td>
<td></td>
</tr>
<tr>
<td>Establish that questions are sentences, and question marks are a type of full stop.</td>
<td></td>
</tr>
<tr>
<td><em>What’s the difference between a question and an ordinary sentence?</em></td>
<td></td>
</tr>
<tr>
<td>Establish that our tone of voice changes in asking a question. The question mark alerts the reader to the need to change tone.</td>
<td></td>
</tr>
</tbody>
</table>

**Time:** 3 mins

<table>
<thead>
<tr>
<th><strong>Activity 1: Questions and phrases</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Display PCM 2.56. Help the children to read Quiz A. <em>Are all the questions sentences?</em></td>
<td>PCM 2.56 enlarged for shared reading;</td>
</tr>
<tr>
<td><em>(Check for capitals, full stops, complete sense).</em></td>
<td>Sheet of paper large enough to cover the questions on each ‘quiz sheet’, leaving the answers visible;</td>
</tr>
<tr>
<td>Cover the questions with a sheet of paper. <em>Are the answers sentences? Why not?</em></td>
<td>Board/flip chart and pens</td>
</tr>
<tr>
<td>Establish that they do not make sense unless you know the question.</td>
<td></td>
</tr>
<tr>
<td><em>These are not sentences. They are phrases.</em></td>
<td></td>
</tr>
<tr>
<td><em>Let’s see what they look like when we turn them into sentences.</em></td>
<td></td>
</tr>
<tr>
<td>Help the children read the final text.</td>
<td></td>
</tr>
</tbody>
</table>

**Time:** 5 mins

<table>
<thead>
<tr>
<th><strong>Activity 2: Phrases into sentences</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Help the children read Quiz B.</td>
<td>PCM 2.56 enlarged for shared reading;</td>
</tr>
<tr>
<td><em>Now let’s change these phrases into proper sentences.</em></td>
<td>Sheet of paper large enough to cover the questions on each ‘quiz sheet’, leaving the answers visible;</td>
</tr>
<tr>
<td>Use Foz’s text as a model. Scribe for the children to write a similar text about Nodrog.</td>
<td>Board/flip chart and pens</td>
</tr>
<tr>
<td>Draw attention to the ways in which you turn phrases into sentences.</td>
<td></td>
</tr>
</tbody>
</table>

**Time:** 5 mins

<table>
<thead>
<tr>
<th><strong>Activity 3: Making sentences</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an oral activity.</td>
<td>PCM 2.56 enlarged for shared reading;</td>
</tr>
<tr>
<td><em>Now answer the quiz questions for yourselves – first as a phrase, then as a sentence.</em></td>
<td>Sheet of paper large enough to cover the questions on each ‘quiz sheet’, leaving the answers visible;</td>
</tr>
<tr>
<td>Ask children one question at a time, e.g. <em>What is your name? Ian Bloggs. My name is Ian Bloggs. Betty Davies. My name is Betty Davies.</em></td>
<td>Board/flip chart and pens</td>
</tr>
</tbody>
</table>

**Time:** 5 mins

<table>
<thead>
<tr>
<th><strong>Conclusion</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Next week you will be doing Sentence Level work with your teacher. What have we covered today that you’ll have to tell him/her about?</td>
<td>PCM 2.56 enlarged for shared reading;</td>
</tr>
<tr>
<td><em>Which punctuation mark is a ‘special full stop’? What does a question mark tell the reader?</em></td>
<td>Sheet of paper large enough to cover the questions on each ‘quiz sheet’, leaving the answers visible;</td>
</tr>
<tr>
<td><em>Give me an example of a question.</em></td>
<td>Board/flip chart and pens</td>
</tr>
<tr>
<td><em>Give me an example of a phrase. Turn the phrase into a sentence.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Time:** 2 mins
## Making sentences, making meaning (Teacher)

### Aims
To practise creating grammatical sentences orally.
To use sentence punctuation to help make sense of text.
To split text into sentences.
To establish that exclamation marks are also full stops and that they mark sentences which should be read in a particular tone of voice.

### Materials
- PCM 2.57;
- Copies of PCM 2.58 for each child;
- Highlighter pens (at least two colours)

### Preparation
Cut out the question strips from PCM 2.57 and place in a container for use in Activity 1.

### Introduction: Questions, sentences and phrases

<table>
<thead>
<tr>
<th>Time: 2.5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask children to recap the main points of last week’s lesson. Ensure they remember that questions are a type of sentence, and the question mark is a specialised full stop (indicating tone of voice).</td>
</tr>
<tr>
<td>Revise the three-part definition of a sentence (capital/full stop/complete sense).</td>
</tr>
<tr>
<td>Ask the question: <em>What is your name?</em></td>
</tr>
<tr>
<td>Draw attention to the difference between a phrase (e.g. <em>Joe Bloggs</em>) and a sentence (e.g. <em>My Name is Joe Bloggs</em>).</td>
</tr>
</tbody>
</table>

### Activity 1: Answer in a sentence!

<table>
<thead>
<tr>
<th>Time: 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an oral activity. The aim is to encourage children to generate questions and grammatical sentences.</td>
</tr>
<tr>
<td>Appoint one child to be ‘It’.</td>
</tr>
<tr>
<td>The rest of the group take the question strips from PCM 2.57 out of the container. They take it in turn to ask ‘It’ a question.</td>
</tr>
<tr>
<td>‘It’ must answer in a complete sentence.</td>
</tr>
<tr>
<td>Count the number of questions ‘It’ answers successfully. If ‘It’ answers with a phrase, ‘It’ is out and the questioner becomes ‘It’.</td>
</tr>
<tr>
<td>Once children have run out of question strips, they can make up their own questions. Keep them going with questions of your own if necessary.</td>
</tr>
</tbody>
</table>

### Activity 2: Sentences and meaning

<table>
<thead>
<tr>
<th>Time: 5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give out copies of PCM 2.58. Read the complete text to the children.</td>
</tr>
<tr>
<td>Ask them to highlight complete sentences in different (or alternate) colours.</td>
</tr>
<tr>
<td>Ask children to read the text, one sentence each, round the group.</td>
</tr>
<tr>
<td><em>Can you find any questions in this text?</em></td>
</tr>
<tr>
<td><em>Can you find any other special full stop?</em></td>
</tr>
<tr>
<td>Draw attention to the final exclamation mark, and establish its name. Establish that again it is a special sort of full stop, alerting the reader to the tone of voice to be used.</td>
</tr>
</tbody>
</table>

### Conclusion

<table>
<thead>
<tr>
<th>Time: 2.5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next week you will be doing Sentence Level work with the classroom assistant. What have we covered today that you will have to tell her about?</td>
</tr>
<tr>
<td>There are two punctuation marks that are ‘special full stops’. What are they?</td>
</tr>
<tr>
<td>What does a question mark tell the reader? Give me an example of a question.</td>
</tr>
<tr>
<td>What does an exclamation mark tell the reader?</td>
</tr>
<tr>
<td>Give me an example of a phrase.</td>
</tr>
<tr>
<td>NB: Retain one copy of PCM 2.58 for use next week.</td>
</tr>
</tbody>
</table>
**Aims**
To revise previous sentence work.
To demonstrate how a simple sentence may be expanded by adding descriptive words and phrases.
To show that expanding a sentence in this way makes it more informative and interesting.

**Materials**
PCM 2.58 from last week’s lesson; Copies of PCM 2.59 for each child;
Sentence holders (see page 151);
PCM 2.60 (on thin card), enlarged for shared reading;
Board/flip chart and pens

**Preparation**
Make two sentence holders (see page 151).
Cut out the sentence and word strips from PCM 2.60.
Write the following on the board: ‘The monster was in the garden.’
Read through the Example Lesson Script, relating it to this lesson plan and PCMs.

<table>
<thead>
<tr>
<th>Introduction: Sentences and meaning</th>
<th>Time: 1.5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover the following questions:</td>
<td></td>
</tr>
<tr>
<td>Why do we split text into sentences? How do we show the start of a new sentence? How do we show the end of a sentence? What are the two ‘special full stops’? As well as showing the ends of sentences, how else do question marks and exclamation marks help the reader to read the text as the author intended?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 1: Revision of dividing text into sentences</th>
<th>Time: 7 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>You highlighted some sentences in a non-fiction text last week. Can you remember what it was about? Read PCM 2.58 to the children. Do not display the text. Hand out PCM 2.59. This is the same text with the punctuation missing. Split it into sentences by putting in capital letters and full stops. Sometimes you may need to use a question mark or an exclamation mark. Children can check their work against PCM 2.58.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2: Which monster?</th>
<th>Time: 5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place the sentence strip from PCM 2.60 (The monster was in the garden) on the sentence holder. Look at this sentence. It’s definitely a sentence – how do we know? But does it tell us much? Encourage children to note that we have no details on the monster in question. Which monster? Show picture from PCM 2.60. Say: It was the small monster here. Which of these could we add to the sentence to show it was this monster? Display the words and phrases. Help children select little, bald, with big feet. Where would the words fit in? Discuss, then cut the sentence into three: The monster was in the garden. Help children add in the words and read the new sentence. Show them the sentence on the board. Discuss how words can be added in here. Demonstrate how to use arrows to make: little bald with big feet The monster was in the garden.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 3: Which monster?</th>
<th>Time: 5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>But what if it were the other monster in the picture? Help children select alternative words and phrases – big, furry, with a little skirt. Place these in the correct positions on the sentence holder. Ask children to add these to the sentence at the top of PCM 2.60, using your work on the board as a model.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Time: 1.5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened when we added describing words to the sentence? Encourage children to note that the expanded sentences were (a) more informative (b) more interesting. Help them also see that the same sentence could be expanded in different ways.</td>
<td></td>
</tr>
</tbody>
</table>
## Adding words to text (Teacher)

### Aims
To revise how words and phrases can be added to a sentence.
To show how text can be made more informative and interesting by adding descriptive words and phrases.

### Materials
PCM 2.61 enlarged for shared reading;
Copies of PCMs 2.61 and 2.62, for each pair of children;
Board/flip chart and pens

### Preparation
Fold copies of PCM 2.62 in half to make small booklets.

| **Introduction:** Adding words to a sentence | Ask children to recap what they did in last week's lesson. Ensure they remember that descriptive words and phrases make text more informative (clearer, less open to mistakes), and more interesting. On the board, write the sentence: The monster was in the garden. Scribe for the children, adding words or phrases to answer the question Which monster? |
| **Time:** 2.5 mins | |
| **Activity 1:** Adding words to a text | Display enlarged copy of PCM 2.61. This text is part of a story about the little bald monster called Nodrog. He's been playing football on his own and the ball has gone over the wall into a strange house. Foz and the TBN aren't there to help him get it back, so he decides to go and ask for it himself. (Ensure children know that this is a silly thing to do. Monsters are unfortunately not as bright as they are!) Guided reading of PCM 2.61. Does this piece of text tell us much about the place and the woman who opened the door? What do the class want the place to be – nice or scary? (Probably scary!) Give out PCM 2.62 to each pair and explain how to use it. Discuss suitable words and phrases to describe: – the path – the house – the door – the woman – her eyes, nose and mouth. Scribe for the children to add the chosen words and phrases to the text. Read and discuss the finished product together, focusing on how it is now more informative and interesting. |
| **Time:** 10 mins | |
| **Activity 2:** Adding words to a text | Give each pair of children a copy of PCM 2.61. Can they use PCM 2.62 to add words and phrases which make the text tell the opposite story (e.g. a nice house)? Give help as necessary. |
| **Time:** 5 mins | |
| **Conclusion** | Choose a successful version (write one yourself if necessary!) to read, discuss and compare with the version you wrote in Activity 1. How do these descriptive words and phrases improve the text? |
| **Time:** 2.5 mins | |
Deleting ‘and then’ – making sentences  
(Classroom assistant)

Aims
To revise adding words and phrases to a sentence.  
To practise splitting text into sentences.  
To alert children to the over-use of ‘and then’ in narrative text.

Materials
PCM 2.63 enlarged for shared reading;
Spare copy of above, in case of accidents! (It has to be passed on to be used in next week’s lesson);  
Pens, including a thick black marker for deleting text

Preparation
Read through the Example Lesson Script (see page 147), relating it to this lesson plan and PCMs

<table>
<thead>
<tr>
<th>Activity: Adding words to a text</th>
<th>Time: 5 mins</th>
</tr>
</thead>
</table>
| Ask children to recap what they did in last week’s lesson. Ensure they remember that descriptive words and phrases make text more informative (clearer, less open to mistakes) and more interesting.  
*Here is a version of the story you worked on last week.* Shared reading of PCM 2.63, Section A. Discuss the effects of adding descriptive words and phrases. |

<table>
<thead>
<tr>
<th>Activity 1: And then and then and then</th>
<th>Time: 7.5 mins</th>
</tr>
</thead>
</table>
| Another way of making text sound better is to get rid of the words ‘and then’. Some people use ‘and then’ far too often. On the whole, it is usually better to start another sentence. Shared reading of PCM 2.63, Section B. Draw attention to the breathless length of the two sentences, and the boring repetition of ‘and then’.  
Ask one child to delete every ‘and then’ in the passage.  
Ask other children to put full stops and capital letters to make each resultant chunk of text into a sentence. Guided reading of the finished text. |

<table>
<thead>
<tr>
<th>Activity 2: Adding words to text</th>
<th>Time: 5 mins</th>
</tr>
</thead>
</table>
| The story sounds better without all those ‘and thens’, but the sentences are still not interesting enough. How can we make them more interesting?  
Put arrows as shown:  
Nodrog looked at the woman and then he looked at the house; and then he wished he hadn’t come; and then she asked him to come inside; and then Nodrog turned and ran away down the path. And then he could hear the woman shouting after him; and then he nearly fell over a root; and then his legs were shaking like jelly.  
Help children choose words to add detail and interest to the story.  
Add further words or phrases if suggested, e.g. *In a low, squeaky voice, she asked him to come inside.*  
Read the revised version of the story together. If time, re-read Sections A and B together, and discuss how effective they are in creating a scary atmosphere. |

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Time: 2.5 mins</th>
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</thead>
</table>
| I’ll pass this improved text on to the teacher.  
Next week you’ll have to explain to him/her how you improved it. What exactly did you do?  
Ensure children are aware that they: removed the ‘and thens’; made each remaining chunk of text into a sentence; improved the sentences by adding descriptive words and phrases. |

NB: Keep amended version of PCM 2.63 for next week’s lesson.
### Aims
- To practise splitting text into sentences.
- To alert children to the over-use of ‘and then’ in non-fiction text.
- To introduce alternative linking words.

### Materials
- Amended copy of PCM 2.63 from last week’s lesson;
- PCMs 2.64 and 2.65 enlarged for shared reading;
- Copies of PCM 2.65 for each pair of children; (teacher shares with 5th child)
- Board/flip chart and pens

<table>
<thead>
<tr>
<th>Activity 1: Deleting ‘and then’ in non-fiction</th>
<th>Time: 5 mins</th>
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<tbody>
<tr>
<td>Display PCM 2.64.</td>
<td></td>
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<tr>
<td>Use the diagram at the top to revise the fact that the Earth is one of many planets going round the sun. Check that children remember/can read the other names.</td>
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<tr>
<td>Ask a child to read the sentence below the diagram</td>
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</tr>
<tr>
<td>What do you think is wrong with the way this sentence has been written?</td>
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<tr>
<td>Invite a child to delete the ‘and thens’.</td>
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<tr>
<td>Invite another to add full stops and capital letters, turning the resultant chunks into four sentences.</td>
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<tr>
<td>Read the text again. What do the children think?</td>
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<tr>
<td>This time, deleting ‘and thens’ has made the text meaningless. The ‘and thens’ were holding it together, showing what came next.</td>
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<tr>
<td>How can we make it make sense?</td>
<td></td>
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<tr>
<td>Display PCM 2.65. Ask a child to read Section A. Identify the sentence openings which now hold the text together.</td>
<td></td>
</tr>
<tr>
<td>Underline them and then write them on the board: The next planet ...</td>
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<tr>
<td>The planet after that is ...</td>
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<tr>
<td>Beyond Earth comes ...</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Activity 2: Deleting ‘and then’, adding connectives</th>
<th>Time: 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared reading of Section B of PCM 2.65.</td>
<td></td>
</tr>
<tr>
<td>Ensure children understand the text and the following diagram, and that they know the names of the planets.</td>
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<tr>
<td>Shared reading and discussion of the final piece of text (Section C).</td>
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<tr>
<td>What do you think is wrong with it? How would you put it right?</td>
<td></td>
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<tr>
<td>In discussion, guide them towards</td>
<td></td>
</tr>
<tr>
<td>■ deleting the ‘and thens’</td>
<td></td>
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<tr>
<td>■ making the chunks into sentences</td>
<td></td>
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<tr>
<td>■ adding alternative sentence openings (point out the models on the board).</td>
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</tr>
<tr>
<td>Children in pairs work on improving Section C of PCM 2.65.</td>
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</table>

### Conclusion
Choose a successful version to read and discuss.
Have any children thought of original sentence openings?
* e.g. The last planet of all is Pluto.
The big furry monster is called Foz.

The TBN is a robot which helps them.

Section A
Cut out the strips below.

Nodrog is a little monster with big feet.

Nodrog and Foz are jumping up and down.

There is a cat in the tree.

The TBN is under the tree.

It is a lovely sunny day.

Section B
Cut out the strips below.
Put strips in a box for Spot the Sentence game.
The TBN is a robot. It can walk about but it is not alive. Sometimes it walks on short little legs near to the ground. Sometimes its legs get longer so it can reach up tall.

The TBN belongs to Foz and Nodrog. They have a control box to make it work. If they press a button on the control box the robot will walk. If they press another button its legs will get longer. They press the control box to tell it which way to go.
Foz and Nodrog are two monsters. Foz is bigger and more furry than Nodrog. Nodrog has the biggest feet. They are best friends. Every morning, Foz calls for Nodrog. They play football together all day. They have a robot called TBN.

Sometimes, Foz and Nodrog kick the football over the wall. Their robot can help get it back. It has arms that can get longer and longer. It can reach over the wall and pick up the ball.
We live on Planet Earth. Earth is one of the planets that go round the sun. The sun is a burning ball of gas.

There are nine planets going round the sun. The planet nearest to the sun is called Mercury. It is much smaller than Earth. The next planet is called Venus. Earth is the third planet from the sun.
Quiz A

What is your name? Foz
Are you a boy or a girl? girl
How old are you? 9 years old
What activity do you like best? playing football
What is your favourite food? beans on toast
Who is your best friend? Nodrog

The big monster’s name is Foz. She is a girl. She is nine years old. The activity she likes best is playing football. Her favourite food is beans on toast. Her best friend is Nodrog.

Quiz B

What is your name? Nodrog
Are you a boy or a girl? boy
How old are you? 10 years old
What activity do you like best? watching TV
What is your favourite food? fish and chips
Who is your best friend? Foz
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name?</td>
<td>Who is your best friend?</td>
</tr>
<tr>
<td>Are you a girl or a boy?</td>
<td>How many days are there in a week?</td>
</tr>
<tr>
<td>How old are you?</td>
<td>What is your favourite food?</td>
</tr>
<tr>
<td>What colour are your eyes?</td>
<td>What planet do we live on?</td>
</tr>
<tr>
<td>What colour is the sun?</td>
<td>What colour is the sea?</td>
</tr>
<tr>
<td>What colour is grass?</td>
<td>What day is it?</td>
</tr>
<tr>
<td>What colour is your hair?</td>
<td>What is your favourite fruit?</td>
</tr>
<tr>
<td>Which school do you go to?</td>
<td>Which country do you live in?</td>
</tr>
<tr>
<td>How many brothers do you have?</td>
<td>What is your favourite TV programme?</td>
</tr>
<tr>
<td>How many sisters do you have?</td>
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</tbody>
</table>
Do you know what a star is? It is an enormous ball of burning gas. Stars look small in the sky but they are really very big indeed. They are all much bigger than Planet Earth.

Our sun is a star. Do you think it’s a big star or a small one? In fact it’s quite small. It looks bigger than the stars at night because it is much closer to Earth than they are.

The sun looks smaller than Earth but really it’s enormous. It looks bigger than the other stars but really it’s smaller than most of them. Sometimes you just can’t believe your eyes!
do you know what a star is it is an enormous ball of burning gas stars look small in the sky but they are really very big indeed they are all much bigger than Planet Earth

our sun is a star do you think it’s a big star or a small one in fact it’s quite small it looks bigger than the stars at night because it is much closer to Earth than they are

the sun looks smaller than Earth but really it’s enormous it looks bigger than the other stars but really it’s smaller than most of them sometimes you just can’t believe your eyes
The monster was in the garden.

- little
- big
- furry
- bald
- fierce
- scaly

- with big feet
- with sharp teeth
- with a little skirt
- with bulging eyes
Nodrog went down the path. At the end he saw a house. He went to the door and rang the bell.

A woman opened the door. She had eyes, a nose and a mouth.
Section A

Nodrog went down the long winding path. At the end he saw an eerie old house with black shadowy windows and four tall towers. He went to the huge wooden door and rang the ancient bell. A strange old woman opened the door. She had tiny sinister eyes, a long crooked nose and a twisted mouth.

Section B

Nodrog looked at the woman and then he looked at the house and then he wished he hadn’t come and then she asked him to come inside and then Nodrog turned and ran away down the path. And then he could hear the woman shouting after him and then he nearly fell over a root and then his legs were shaking like jelly.
The nearest planet to the sun is Mercury and then it is Venus and then it is Earth and then it is Mars.
Section A

The nearest planet to the sun is Mercury. The next planet is Venus. The planet after that is Earth. Beyond Earth is Mars.

Section B

After Mars there is a band of asteroids. These are millions of lumps of rock, from little tiny ones to lumps nearly as big as a planet. If you went past the asteroids, you would find five more planets some of them giants.

Section C

The first planet after the asteroids is Jupiter and then it is Saturn and then it is Uranus and then it is Neptune and then it is Pluto.
Example Lesson Scripts

These Example Scripts are provided for the lessons given by the classroom assistant. They are not meant to be followed in the lesson. They are provided to give a feel of the lesson beforehand – the sort of vocabulary to use, the sort of encouragement to give the children – a general overview of how a “perfect lesson” might go.

Lesson 1: What is a sentence?

Introduction: What is a sentence? (3 mins)

CLASSROOM ASSISTANT: Today we're going to start to find out about sentences. Who can tell me something they already know about a sentence?

CHILD A: A sentence begins with a capital letter.

CLASSROOM ASSISTANT: Well done. Yes, a sentence does begin with a capital letter. Can anyone else tell me something more about a sentence?

CHILD B: A sentence ends with a full stop.

CLASSROOM ASSISTANT: Excellent. Yes, a sentence ends with a full stop. I'm really pleased that you already seem to know so much about sentences. Now I'm going to tell you something else about a sentence. A sentence makes complete sense all on its own. Now, all of you show me the beginning of a sentence in your books. And now, the end of the sentence. Yes, that's right, the sentence ends at the full stop.

CLASSROOM ASSISTANT: Well done everyone, that's right. Let's repeat together the three important things that we've found out about a sentence.

ALL TOGETHER: ■ A sentence begins with a capital letter.
               ■ A sentence ends with a full stop.
               ■ A sentence makes complete sense.

Activity 1: Is this a sentence? (5 mins)

Produce the three cut out strips from PCM 2.51 Section A.

CLASSROOM ASSISTANT: Let's read these three sentences together.

Now show the children the picture on PCM 2.52.

CLASSROOM ASSISTANT: Can you point to Nodrog in the picture?

Children point to Nodrog.

CLASSROOM ASSISTANT: Hold up the strip showing the sentence about Nodrog.

CHILD: Yes.

CLASSROOM ASSISTANT: How do you know?

CHILD A: Because it begins with a capital letter and has a full stop at the end.

CLASSROOM ASSISTANT: Well done, that's right. Is there another reason?

CHILD B: Yes, it's a sentence because it makes complete sense.

Hold up the other two strips.

CLASSROOM ASSISTANT: Now find Foz and TBN.
The children point to each character in turn.

CLASSROOM ASSISTANT: Well done. Do the words on these two strips make sentences?

CHILD: Yes, because they begin with capital letters and end with full stops.

CLASSROOM ASSISTANT: Who can give us the third reason that tells us that these strips all contain sentences?

CHILD: Because each one makes complete sense.

Now cut up the sentences.

[Images of strips: Nodrog is a little monster with big feet. The big furry monster is called Foz. TBN is a robot who helps them.]

Hold up one of the strips.

CLASSROOM ASSISTANT: Read this strip. Is this a sentence?

CHILD: No.

CLASSROOM ASSISTANT: Why isn't it a sentence?

CHILD A: It's not a sentence because it doesn't make sense on its own.

CHILD B: It doesn't begin with a capital letter/end with a full stop.

Hold up each strip in turn and repeat this process.

CLASSROOM ASSISTANT: Now let's put the sentences back together. Well done everyone.

Activity 2: Spot the sentences (5 mins)

Now use the strips from Section B. Feel around in the box for a strip – make a meal of it, as if choosing a raffle ticket. Don’t show it to the children.

CLASSROOM ASSISTANT: This strip has a group of words on it. I'm going to read it to you, so listen carefully: 'are jumping'. Is it a sentence?

CHILD: No.

CLASSROOM ASSISTANT: Why not?

CHILD: Because it doesn’t make complete sense.

CLASSROOM ASSISTANT: That's right. Good.

Show the strip to the children.

CLASSROOM ASSISTANT: Now that you can see the strip, can you give me any more clues that tell you that the group of words don’t make a sentence.

CHILD A: Yes, it hasn’t got a capital letter at the beginning or a full stop at the end.

Now pull out another strip.

CLASSROOM ASSISTANT: Listen carefully again while I read the group of words on this strip to you: ‘It is a lovely sunny day.’ Do you think this is a sentence?

CHILD: Yes.

CLASSROOM ASSISTANT: Why do you think it's a sentence?

CHILD: Because it makes complete sense.
CLASSROOM ASSISTANT: Yes, well done, that's right. It is a sentence. Now look at it and tell me two more reasons why you can see that it's a sentence.

CHILD: Because it begins with a capital letter and ends with a full stop.

CLASSROOM ASSISTANT: How many sentences have we got?

CHILD: Two.

CLASSROOM ASSISTANT: Are you sure? Let's check. We'll make two piles – one for sentences and one for groups of words that aren't sentences. I'm going to give each one of you a strip and I want you to place yours in the correct pile.

Distribute the strips around the group. Get the children to place their strips in the correct pile. Give support in a positive way if it is required.

CLASSROOM ASSISTANT: Well done, everyone. You really seem to be remembering the three things that tell you whether or not a group of words make a sentence.

Activity 3: Making sentences  (5 mins)

CLASSROOM ASSISTANT: Now we're going to make the five strips in the 'not sentences' pile into sentences. How many sentences are we going to be able to make?

CHILD: Two.

CLASSROOM ASSISTANT: Brilliant. How did you know that?

CHILD: Because there are two full stops.

CLASSROOM ASSISTANT: Excellent. Now we can identify the two sentence endings.

CHILD A: One is: 'up and down.'

CHILD B: The other is: 'a cat in the tree.'

CLASSROOM ASSISTANT: Well done. Now, what about the beginnings?

CHILD A: Nodrog and Foz …'

CHILD B: 'There is …'

CLASSROOM ASSISTANT: Now, can we match the beginnings with the endings?

CHILD: 'There is a cat in the tree.'

CLASSROOM ASSISTANT: Yes. There's a group of words we haven't used yet. What does this strip say?

CHILD: ‘... are jumping’. They don't begin with a capital or end with a full stop.

CLASSROOM ASSISTANT: No they don't. Where do they fit?

CHILD: I know. They belong in the middle of this sentence: 'Nodrog and Foz are jumping up and down.'

CLASSROOM ASSISTANT: Well done, everyone. Let's read all of the sentences together.

If time:

Make up some more complete sentences about the characters in the picture. If the children find this difficult, give them some clues to help them, e.g. How many aerials does the TBN have?
Which monster is wearing a skirt? What other creatures can you see? Where are they?

Scribe the sentences for the children, ensuring that each makes complete sense. Encourage them to mention the capital letters and full stops.

Conclusion (2.5 mins)

CLASSROOM ASSISTANT: Next week you will be doing Sentence Level work with your teacher. I want you to be able show him/her how hard we’ve all worked today by being able to tell him/her exactly what you’ve learned. You’ll be asked about sentences. So, tell me now, what are the three things that you’ve learned about a sentence?

CHILD A: A sentence has to begin with a capital letter.

CHILD B: A sentence has to end with a full stop.

CHILD C: A sentence has to make complete sense.

CLASSROOM ASSISTANT: That’s excellent. Can someone give me an example of a complete sentence?

CHILD: The TBN is under the tree.

CLASSROOM ASSISTANT: Is he right?

ALL CHILDREN: Yes.

CLASSROOM ASSISTANT: Now tell me a group of words that isn’t a sentence.

CHILD: ‘up and down’

CLASSROOM ASSISTANT: Is she right?

ALL CHILDREN: Yes.

CLASSROOM ASSISTANT: That’s great. Now let’s repeat together the three things you need to make a sentence.

CLASSROOM ASSISTANT: ■ A sentence begins with a capital letter.

AND CHILDREN: ■ A sentence ends with a full stop.

■ A sentence makes complete sense.

Lesson 3: Phrases, sentences and questions

Introduction: Questions and sentences (3 mins)

CLASSROOM ASSISTANT: You learned some more about sentences with your teacher last week. Why do writers split up text into sentences?

CHILD: To make it easier to understand.

CLASSROOM ASSISTANT: Yes, to make the meaning clear. So, what do writers use to show where one sentence ends and another begins?

CHILD: Capital letters and full stops.

CLASSROOM ASSISTANT: Good, a full stop at the end of a sentence and a capital letter at the beginning of the next sentence. You also noticed last week that when you are reading aloud your voice changes a bit; it usually goes down at the end of the sentence.

Display the shared copy of PCM 2.56. Point to the first question mark.
CLASSROOM ASSISTANT: What is this called?
CHILD: A question mark.

CLASSROOM ASSISTANT: Good, what is it for?
CHILD: A question.

CLASSROOM ASSISTANT: Yes, it shows that the sentence is asking a question. If I took the squiggly bit away from the top what would be left?
CHILD: A dot.

CLASSROOM ASSISTANT: Yes, just a full stop.

CLASSROOM ASSISTANT: Read the first question on PCM 2.56.

CLASSROOM ASSISTANT: ‘What is your name?’ Is this a sentence?
CHILD: No, it’s a question.

CLASSROOM ASSISTANT: It is a question – you’re right – but it is also a sentence. It makes sense and has a capital letter and full stop. But the full stop has an extra squiggly bit on top that shows it is also a question. When you speak, what’s the difference between a question-sentence and an ordinary sentence? Listen: (in a questioning voice) ‘Where do you live?’ (in an answering voice) ‘I live in London.’

CHILD: Your voice goes up at the end when you ask a question.

CLASSROOM ASSISTANT: Yes, that’s right.

Activity 1: Questions and phrases  (5 mins)

Display PCM 2.56

CLASSROOM ASSISTANT: Now let’s read these questions in Quiz A altogether. Read the six questions only.

CLASSROOM ASSISTANT: Are all the questions sentences?
CHILD: I don’t know. Not really.

CLASSROOM ASSISTANT: Let’s look at them. What should a sentence have?
CHILD: A capital letter and a full stop.

CLASSROOM ASSISTANT: ‘What is your name?’ Does that have a capital letter and a full stop?
CHILD: It has a capital letter.

CHILD: And it has a special sort of full stop with a squiggly bit.

CLASSROOM ASSISTANT: Yes, and what is the special sort of full stop called?
CHILD: A question mark.

CLASSROOM ASSISTANT: Does a question make complete sense? Read it and see. Points to first question.

CHILD: ‘What is your name?’ Yes.

CLASSROOM ASSISTANT: Yes, they all have capital letters, special full stops called question marks, and they make complete sense.

Cover the questions with a sheet of paper.

CLASSROOM ASSISTANT: Now let’s look at the answers. Are the answers sentences?
CHILD: No.
CLASSROOM ASSISTANT: No. Why not?
CHILD: They don’t have full stops.
CHILD B: Some of them have capital letters.
CLASSROOM ASSISTANT: The capital letters are for names, aren’t they. Do the phrases make sense?
CHILD: Yes.
CLASSROOM ASSISTANT: Yes, they make sense, but only because they are next to the question. If you just said ’9 years old’ on its own would that tell you anything? You wouldn’t know who it was about. It could be about anyone or anything that is 9 years old. A group of words that doesn’t make complete sense isn’t a sentence. It’s a phrase. Let’s see what these phrases look like when we turn them into sentences. Let’s read this together.
Read the paragraph about Foz together.

Activity 2: Turning phrases into sentences  (5 mins)
CLASSROOM ASSISTANT: Now let’s read these questions in Quiz B together. Read the six questions only. Point to the answers.
CLASSROOM ASSISTANT: Now let’s change these phrases into proper sentences about Nodrog. I’ll write it down; you tell me what to say. What’s the first question? ’What is your name? Nodrog.’ How do we make that into a sentence? Let’s look at the paragraph about Foz. ’The big monster’s name is Foz.’ Now we are talking about Nodrog, so we start: ’The little … ?’
CHILD: The little monster’s name is Nodrog.
CLASSROOM ASSISTANT: Yes good. Write on the board while saying, ’The little monster’s name is Nodrog.’ ’Are you a boy or a girl?’ What’s the answer? What is he?
CHILD: A boy.
CLASSROOM ASSISTANT: Now make that into a sentence: ’He …?’
CHILD: He is a boy.
CLASSROOM ASSISTANT: Write on the board and say ’He is a boy.’ ’How old are you?’
CHILD: He is ten years old.
CLASSROOM ASSISTANT: Very good. Write ’He is ten years old.’ ’What’s next?’
CHILD: The activity he likes best is watching TV.
CLASSROOM ASSISTANT: Yes. Write ’The activity he likes best is watching TV.’ ’What’s his favourite food?’
CHILD: Fish and chips
CLASSROOM ASSISTANT: ’Is that a sentence?’
CHILD: ’He likes fish and chips.’ ’And his best friend?’
CHILD: His best friend is Foz.
CLASSROOM ASSISTANT: Write ’His best friend is Foz.’
Activity 3: Making sentences  (5 mins)
CLASSROOM ASSISTANT: Now you answer the quiz questions about yourselves. We won't write them down, just say the answers. Give me each answer first as a phrase, then as a sentence. To Child A. What is your name?
CHILD: Ian Bloggs.
CLASSROOM ASSISTANT: Now change that into a full sentence.
CHILD: My name is Ian Bloggs.
CLASSROOM ASSISTANT: Yes, that’s right. To Child B. What is your name?
CHILD: Jane Smith. My name is Jane Smith.
CLASSROOM ASSISTANT: To Child C. Are you a boy or a girl?
CHILD: A girl. I am a girl.

Conclusion  (2 mins)
CLASSROOM ASSISTANT: Next week you will be doing Sentence Level work with your teacher. What have we covered today that you’ll have to tell him/her about? Which punctuation mark is a ‘special full stop’?
CHILD: A question mark.
CLASSROOM ASSISTANT: What does a question mark tell the reader?
CHILD: That it’s a question.
CLASSROOM ASSISTANT: Give me an example of a question.
CHILD: How old are you?
CLASSROOM ASSISTANT: Good, now give me an example of a phrase.
CHILD: 8 years old.
CLASSROOM ASSISTANT: Now, turn that into a sentence.
CHILD: I am 8 years old.

Lesson 5: Adding words to a sentence
Introduction: Sentences and meaning  (2.5 mins)
CLASSROOM ASSISTANT: You learned even more things about sentences with your teacher last week, so I’m sure you’ll be able answer these questions. Why do writers split text up into sentences?
CHILD: To make it easier to understand.
CLASSROOM ASSISTANT: Well done, that’s right. Now another question. How do writers show where one sentence ends and another begins?
CHILD: Capital letters and full stops.
CLASSROOM ASSISTANT: Yes, of course. A capital letter to begin a sentence, and a full stop to end it. Since that was so easy, here’s a slightly more difficult question. What are the two ‘special full stops’ that writers sometimes use?
CHILD: One of them is a question mark.
CLASSROOM ASSISTANT: Good. Tell me when we use question marks.
CHILD: It shows that a question has been asked.
CLASSROOM ASSISTANT: When you speak, how do you show the difference between an ordinary sentence and a question-sentence?

CHILD: Your voice goes up at the end when you ask a question, and down a little bit when it’s an ordinary sentence.

CLASSROOM ASSISTANT: Well done. Now what about that other ‘special full stop’?

CHILD: The exclamation mark.

CLASSROOM ASSISTANT: Yes. What does an exclamation mark look like and when do we use it?

CHILD A: It looks like a line with a full stop at the bottom.

CHILD B: We use it when we want to make something loud.

CLASSROOM ASSISTANT: Yes, it gives the reader a signal about how the writer wants us to read that sentence. It shows the writer wants us to emphasise that sentence. Good, everyone, well remembered.

Activity 1: Revision of dividing text into sentences (5 mins)

CLASSROOM ASSISTANT: Last week we highlighted some sentences in a non-fiction text. Can you remember what it was about?

Read PCM 2.58 to the children without showing them the text.

Distribute PCM 2.59.

CLASSROOM ASSISTANT: What do you notice about this piece of text?

CHILD: It says the same as the piece you’ve just read.

CLASSROOM ASSISTANT: Yes, that’s right. But do you notice anything else about it?

CHILD: There’re no full stops or capital letters.

CLASSROOM ASSISTANT: Yes, the text has not been split up into sentences. I want you to split the text into sentences by adding the capital letters and full stops in the right places. Write directly onto the sheets I have given you. Can you think of any other marks that you might need to make?

CHILD A: Question marks.

CHILD B: Exclamation marks.

CLASSROOM ASSISTANT: That’s right. Now begin, working on your own quietly.

The children work individually.

CLASSROOM ASSISTANT: Now let’s check how you’ve done. This is how the author split it into sentences. How close have you got?

Place PCM 2.58 on the table so that all of the children can see it. Run through each sentence in turn, commenting positively on the work of each member of the group.

Activity 2: Which monster? (5 mins)

Place the sentence strip from PCM 2.60 on the sentence holder (see page 151) so that all of the children can see it.

CLASSROOM ASSISTANT: Look at this sentence. Point to ‘The monster was in the garden.’ How do we know that this group of words is a sentence?

CHILD A: Because it begins with a capital letter.
CHILD B: Because it ends with a full stop.

CHILD C: Because it makes complete sense.

CLASSROOM ASSISTANT: Yes, well done. This group of words includes the three things that tell us it is a proper sentence. Do you think that it is a good sentence? Does it tell us very much?

CHILD: It only tells us that there is a monster in the garden.

CLASSROOM ASSISTANT: Yes, that's right. What other things do you think it could tell us about?

CHILD: It might tell us what the monster was like.

CLASSROOM ASSISTANT: Yes, it could give us some more details about the monster. What does it look like? Is it good or evil? What is it doing? We also need to know more about the garden.

Show the children the picture on PCM 2.60.

CLASSROOM ASSISTANT: Let's look at the small monster in this picture.

Display the words and phrases.

CLASSROOM ASSISTANT: Which of these words would be useful if we were describing the small monster?

CHILD: 'little'

CLASSROOM ASSISTANT: Good, I think we'd definitely need that one. Any others?

CHILD: ‘… with big feet …’

CLASSROOM ASSISTANT: Good, yes, his feet are enormous, aren't they? And one more, perhaps. It's quite difficult to read, so I'll tell you. 'Bald'. Yes, I think that's all.

Display these strips and cut up the sentence like this:

```
The  monster was  in the garden.
```

CLASSROOM ASSISTANT: Where would we put these words in our sentence?

As the children make suggestions, get them to move the words around.

CHILD: We could put 'little' in front of monster.

CLASSROOM ASSISTANT: Yes, let's read it together like that.

CLASSROOM ASSISTANT AND CHILDREN: The little monster was in the garden.'

CLASSROOM ASSISTANT: Does that sound all right?

CHILDREN: Yes.

CLASSROOM ASSISTANT: What about 'with big feet'? Where might that go?

CHILD: We could put those words after 'monster'.

CLASSROOM ASSISTANT: All right, let's try it together.

CLASSROOM ASSISTANT AND CHILDREN: The little monster with big feet was in the garden.'

CLASSROOM ASSISTANT: What about that now? Does it still seem all right?

CHILDREN: Yes.

CLASSROOM ASSISTANT: Now the last word 'bald'. Where should we put that?
CHILD: I think that ‘bald’ could also go in front of ‘monster’.

CLASSROOM ASSISTANT: Do you mean like this: ‘The bald, little monster with big feet was in the garden.’ Or like this: ‘The little, bald monster with big feet was in the garden.’ Which do you like best? Does it make any difference?

CHILD A: I like: ‘The little, bald monster with big feet was in the garden.’

CHILD B: I like: ‘The bald, little monster with big feet was in the garden.’

CLASSROOM ASSISTANT: What about the rest of you? What do you think? Let’s take a vote. Who likes ‘The little, bald monster with big feet was in the garden.’ best? Three of you. What about ‘The bald, little monster with big feet was in the garden.’ Two. Well the first version wins. Write the sentence on the board.

CLASSROOM ASSISTANT: Let me show you how to add words into a piece of text. To add words or phrases, draw an arrow underneath, and between the words where the addition is to be placed. Then, write the actual words to be added, above the text. Look, watch me while I do it with ‘little’ and ‘bald’. Now, I’d like one of you to draw in the arrow in the right place so that we can add the words ‘with big feet’.

Child adds the arrow.

CLASSROOM ASSISTANT: Well done, that’s right. Now can someone show us where we would write the actual words?

Another child points to the place and then writes in the words.

CLASSROOM ASSISTANT: Very good. That’s not easy to do.

Activity 3: Which monster? (5 mins)

CLASSROOM ASSISTANT: Now let’s look at the other monster in the picture. Which words from the list would we use to describe him?

Children look at the strips again.

CHILD: I think that we’d need the word ‘big’ for the other monster.

CLASSROOM ASSISTANT: Yes, I think you’re right. What else?

CHILD A: What about ‘furry’?

CHILD B: We could also use ‘with a little skirt’.

CLASSROOM ASSISTANT: All right. I think that’s enough for now. Show me where you’d put these words in the sentence. I’d like Shane and Natalie to move them around in the sentence holder until they’re happy with the order. The rest of you can watch what they’re doing.

The two children work together, moving the words around, reading them aloud and discussing the order until they come to some agreement.

CLASSROOM ASSISTANT: Are you happy with the order now? Read it to me altogether.

CHILDREN: ‘The big, furry monster with a little skirt was in the garden.’

CLASSROOM ASSISTANT: Well done. That sounds very good. Much better that the original sentence. It tells us so much more. Now I want you all to add these words to the same sentence at the bottom of your sheet.
Remember how we did it before? Put the arrows in the right place below the sentence, and the words above the sentence. Look at mine on the board to help you.

The children write on their own sheets.

CLASSROOM ASSISTANT: Well done, everyone.

Conclusion (2.5 mins)

CLASSROOM ASSISTANT: What have we been doing?

CHILD: We've been adding words to sentences.

CLASSROOM ASSISTANT: Yes, we have. Words and phrases. What effect did this have on the sentences?

CHILD: It told us more about the monster.

CLASSROOM ASSISTANT: Yes, that's right. It gave us more information. Anything else?

CHILD: It made the sentences better.

CLASSROOM ASSISTANT: Yes, it also made the sentences more interesting. Do you think that we could have used different words from the ones we chose?

CHILD: Yes, I think so. We could choose any words we wanted.

CLASSROOM ASSISTANT: I think you're right. We can change the meaning of sentences by choosing different words. The monster could have been sad or happy. He could have been huge or small. It is important to choose words that describe the type of monster that we want. So, what have you learned today?

CHILD A: How to make sentences more interesting.

CHILD B: How to make sentences give us more information.

CLASSROOM ASSISTANT: Good, and the words you choose are very important because they can change the meaning of a piece of text.

Lesson 7: Deleting ‘and then’ – making sentences

Introduction: Adding words to a text (5 mins)

CLASSROOM ASSISTANT: What did you do in last week's session? Can anyone tell me?

CHILD: We practised how to add words to a text.

CLASSROOM ASSISTANT: I see. What kind of words?

CHILD: Descriptive words.

CLASSROOM ASSISTANT: Who can tell us how we improve a text by adding descriptive words and phrases?

CHILD: We make it clearer.

CLASSROOM ASSISTANT: Yes, by adding specific details a text becomes more informative. Anything else?

CHILD: We also make it more interesting.

CLASSROOM ASSISTANT: Yes, adding descriptive words and phrases also makes a text more interesting.

Show the children PCM 2.63.

CLASSROOM ASSISTANT: Can you remember the story you worked on last week? Here is one version of it.
Shared reading of PCM 2.63, Section A, with the whole group.

CLASSROOM ASSISTANT: What happened to the story when you added descriptive words and phrases?

CHILD A: The story become more interesting.

CHILD B: And we made it clearer because we added more information.

CLASSROOM ASSISTANT: Yes, that’s right. The quality of the writing was improved because you added descriptive words and phrases.

Activity 1: And then and then and then (7.5 mins)

CLASSROOM ASSISTANT: We can improve texts in other ways. Quite often when people write, they join the text together by using the phrase ‘and then’ over and over again. This can make it sound boring. If you find yourself writing the phrase ‘and then’, it is probably best to start another sentence instead. Let’s read Section B together so you understand what I mean.

Shared reading of PCM 2.63, Section B, demonstrating that there are no indications of where to stop for breath.

CLASSROOM ASSISTANT: What happened when we were reading this text?

CHILD: It was difficult to read all at once because there weren’t enough places to stop and take a breath.

CLASSROOM ASSISTANT: Yes, I think we all found that. Do you know why couldn’t we take a breath?

CHILD: Because there weren’t enough full stops.

CLASSROOM ASSISTANT: That’s right. The whole piece was written in two very long sentences. The text should have been broken up into shorter sentences. Did anyone notice anything else that wasn’t very good about the text?

CHILD: The words ‘and then’ were used too many times.

CLASSROOM ASSISTANT: Yes, I thought that the repetition of the words ‘and then’ became boring. It would have been better to find some different ways of joining the text together. Let’s see what happens if we change these two things. Gopal, I want you to cross out every ‘and then’.

Gopal deletes every ‘and then’.

CLASSROOM ASSISTANT: What else did I say we could do to improve the text?

CHILD: We could make the sentences shorter. So we can breathe.

CLASSROOM ASSISTANT: Right, I’d like Anna to add capital letters and full stops in all the places where Gopal took out the ‘and then’ phrases.

Anna adds the capital letters and full stops.

CLASSROOM ASSISTANT: Now let’s read the new version of the text. I want each one of you to read it on your own.

Support the children – as in guided reading – as they read the revised text.
Activity 2: Adding words to text  (5 mins)

CLASSROOM ASSISTANT: *Do you think the text sounds better now?*
CHILDREN: Yes.

CLASSROOM ASSISTANT: *Can you think of any ways in which we could make it even better?*

CHILD: We could make it more interesting by adding some descriptive words and phrases like we did before.

CLASSROOM ASSISTANT: *That's an excellent idea. We could mark the text with arrows in places where we think we could add some details. Who would like to start?*

CHILD: We could add something in front of 'woman' to describe what she looked like.

CLASSROOM ASSISTANT: *Come on then, show us how to mark that place on the text.*

The child marks an arrow on the text.

CLASSROOM ASSISTANT: *Now what could we add there?*

CHILD: What about 'old'?

CLASSROOM ASSISTANT: *That would do for a start. Has anyone got any other ideas?*

CHILD: What about 'weird, old woman'.

CLASSROOM ASSISTANT: *Yes, that's even better because it adds more detail and makes the text sound even more interesting. I'm going to add some more arrows to the text while you think of words and phrases to add to those places.*

Nodrog looked at the woman, and then he looked at the house, and then he wished he hadn't come, and then she asked him to come inside and then Nodrog turned and ran away down the path. And then he could hear the woman shouting after him and then he nearly fell over a root, and then his legs were shaking like jelly.

CLASSROOM ASSISTANT: *Let's look at each arrow in turn and see if we can come up with some words and phrases to make it more interesting.*

Work together to add suggestions to the text, writing them onto the large copy. Read each sentence as extra words are added.

CLASSROOM ASSISTANT: *Now let's read our improved version of this story together.*

Shared reading of the text.

If time:

Re-read Sections A and B together. Discuss how effective each piece of text is in creating a scary atmosphere. Ask questions such as: *Which words help to make the text scary? Do you think Section A or B is the most scary? Why?*
Conclusion (2.5 mins)

CLASSROOM ASSISTANT: I’ll give this improved text to your teacher. Next week you’ll have to explain to him/her what you did to improve it. So, what did you do?

CHILD: First of all we got rid of all the ‘and thens’.

CLASSROOM ASSISTANT: That’s right. Why did we do that?

CHILD: Because they made the text boring.

CLASSROOM ASSISTANT: Good. What did we do next?

CHILD: We added capital letters and full stops.

CLASSROOM ASSISTANT: Yes. Why did we have to do that?

CHILD: We did that to make the text into complete sentences.

CLASSROOM ASSISTANT: What was the last thing that we did?

CHILD: We added words and phrases to make the sentences more interesting.

CLASSROOM ASSISTANT: That’s right. Well done. We added descriptive words and phrases to make the text more interesting and more informative. Keep the amended version of PCM 2.63 for use in the next session.
Making Sentence Holders
Sentence holders for use in Writing Lesson 5 (page 118) may be made from folded A4-size cards.

1 Fold the cards thus:

2 Put two or more folded cards end to end so that the sentence holder will be long enough for the activity:
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. “Nazraa, 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 a copy of 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.
Appendix 4

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,
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 descenders. (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/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; hous/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, shag, 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-ar-t; g-r-o-u-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 (*logic-al*) 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, judge.

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. 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, gnat</td>
<td>/z/</td>
<td>zebra, please, is</td>
</tr>
<tr>
<td>/d/</td>
<td>dog</td>
<td>/p/</td>
<td>paper</td>
<td>/th/</td>
<td>then</td>
</tr>
<tr>
<td>/f/</td>
<td>field, photo</td>
<td>/r/</td>
<td>rabbit, wrong</td>
<td>/sh/</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>/k/</td>
<td>judge, giant, hangie</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>/m/</td>
<td>monkey, comb</td>
<td>/y/</td>
<td>where (regional)</td>
<td>//</td>
<td>yes</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>/ie/</td>
<td>tried, light, my, shine, mind</td>
<td>/ar/</td>
<td>torn, door, warm (regional)</td>
</tr>
<tr>
<td>/e/</td>
<td>pie, bread</td>
<td>/oe/</td>
<td>road, blow, bone, cold</td>
<td>/au/</td>
<td>haul, law, call</td>
</tr>
<tr>
<td>/i/</td>
<td>pig, wanted</td>
<td>/ow/</td>
<td>blue, moon, grew, tune</td>
<td>/er/</td>
<td>wooden, circus, sister</td>
</tr>
<tr>
<td>/o/</td>
<td>plug, love</td>
<td>/oo/</td>
<td>look, would, put</td>
<td>/ow/</td>
<td>down, shout</td>
</tr>
<tr>
<td>/u/</td>
<td>pain, day, gate, station</td>
<td>/ar/</td>
<td>cart, last (regional)</td>
<td>/oi/</td>
<td>coin, boy</td>
</tr>
<tr>
<td>/ue/</td>
<td>sweet, heat, lived, these</td>
<td>/ur/</td>
<td>burn, first, hear, heard, work</td>
<td>/ai/</td>
<td>stairs, bear, bare</td>
</tr>
<tr>
<td>/e/</td>
<td>eat</td>
<td>/er/</td>
<td>ear</td>
<td>/e/</td>
<td>here</td>
</tr>
</tbody>
</table>