The National Literacy Strategy

Additional Literacy Support

Module 3

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

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Reading (Guided and Supported)
Writing (Shared and Supported)
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Foreword

The Literacy Hour is now well established and having a positive impact in primary schools. This should ensure that all pupils receive good quality literacy teaching from the time they start school. Pupils who are already in Key Stage 2 will not, however, have been taught the Literacy Hour from the beginning of primary school, and many would now benefit from further support.

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

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

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

Professor Michael Barber

Head of Standards and Effectiveness Unit
Introduction to ALS

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

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

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

Which pupils will benefit from ALS?

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

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

The evidence base of ALS

ALS has been informed and shaped by findings from QCA’s analysis of the Key Stage 1 and 2 English test results for 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.

¹ Standards at Key Stage 1 – English and mathematics and Standards at Key Stage 2 – English, mathematics and science. Copies available from QCA Publications, PO Box 99, Sudbury, Suffolk CO10 6SN. Tel: 01787 884 444.
QCA have identified the specific features of Level 2C readers and writers as follows:

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

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

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

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

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

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

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

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

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

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

**Teaching and learning principles in ALS**

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

**Teaching**

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

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

**Learning**

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

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

**Content of ALS materials**

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

ALS materials include:

- 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 10–11 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.

<table>
<thead>
<tr>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components: Phonics, Reading</td>
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</table>

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

<table>
<thead>
<tr>
<th>Components: Phonics, Reading</th>
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</thead>
<tbody>
<tr>
<td>Weeks 1,3,5,7</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Phonics</td>
</tr>
<tr>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Guided Reading</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Guided Writing</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Phonics</td>
</tr>
<tr>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Supported Writing</td>
</tr>
<tr>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Supported Reading</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<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 &amp; SUPPORTED) (word/sentence/text level)</th>
<th>WRITING (SHARED &amp; 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>MODULE 1</td>
<td>Children taught:</td>
<td>Children taught:</td>
<td>Children taught:</td>
</tr>
<tr>
<td></td>
<td>■ reading and spelling</td>
<td>■ to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and make sense of what they read.</td>
<td>■ to recognise and produce sentences</td>
</tr>
<tr>
<td></td>
<td>CVC, CCVC, CVCC words</td>
<td></td>
<td>■ sentence boundaries</td>
</tr>
<tr>
<td></td>
<td>Objectives: Y1, Term 1 and Term 2</td>
<td>Objectives: Y1 Reading Recovery (RR) book bands 3/4</td>
<td>■ phrases and punctuation e.g. exclamation marks, question marks</td>
</tr>
<tr>
<td></td>
<td>■ as above</td>
<td>■ as above</td>
<td>■ to expand simple sentences</td>
</tr>
<tr>
<td></td>
<td>■ to read with sufficient concentration, text length and range.</td>
<td>■ to read with sufficient concentration, text length and range.</td>
<td>■ the use of temporal connectives.</td>
</tr>
<tr>
<td></td>
<td>Objectives: Y2 RR book bands 4/6</td>
<td></td>
<td>Objectives: Y1/2</td>
</tr>
<tr>
<td>Title of ALS component (cont.)</td>
<td>PHONICS (word level) (cont.)</td>
<td>READING (GUIDED &amp; SUPPORTED) (word/sentence/text level)</td>
<td>WRITING (SHARED &amp; SUPPORTED) (sentence level) (cont.)</td>
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<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>MODULE 3</strong></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>■ knowledge to predict from the text, read on, leave a gap and return to correct their reading.</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>■ Objectives: end of Term 1, Y3</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>RR book bands 8/10</td>
<td>Objectives: Y2</td>
</tr>
<tr>
<td><strong>MODULE 4</strong></td>
<td>Children taught:</td>
<td>Children taught:</td>
<td>Children taught:</td>
</tr>
<tr>
<td></td>
<td>■ to spell words with affixes</td>
<td>■ as above, but with unfamiliar texts</td>
<td>■ to use pronouns</td>
</tr>
<tr>
<td></td>
<td>■ spelling conventions.</td>
<td>■ to read silently, sustaining interest in longer texts</td>
<td>■ to write direct speech, revising the difference between 'speech written down' and direct speech.</td>
</tr>
<tr>
<td></td>
<td>Objectives: Y2/3</td>
<td>■ to solve most unfamiliar words on the run</td>
<td>Objectives: Y2/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ to search for and find information from a range of non-fiction texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives: end of Term 2 Y4 Level 3 (National Curriculum) texts (R.A)</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Management of ALS**

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

**The classroom assistant in ALS**

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

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

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

### Qualities of ALS classroom assistants

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

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

### Duties of ALS classroom assistants

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

More specifically, the classroom assistant will

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

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

### The role of the teacher in ALS

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

In relation to children, teachers will

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

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

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

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

OFSTED inspection findings and research evidence show that homework can make an important contribution to pupils’ progress at school and ensure that teaching time has maximum effect. The DfEE has published homework guidelines for schools\(^3\). 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\(^4\). This will help teachers to provide the necessary support that ALS pupils will require in the later part of Key Stage 2 in order to achieve Level 4 in their tests at age 11.
Rationale

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

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

Preparation for each module

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

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

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

Storage

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

Materials needed for the phonics lessons

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

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

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

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

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

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

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

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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 hot hit pit pot lock lick tock tick lit lot song sing.

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

Children: shop.

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

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

*Repeats with the rest of the words.*

## 2 Quickwrite

**Object**
To practise handwriting
To practise spelling

**Materials**
Writing board for each child; a dry wipe pen

**Procedure**

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

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

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

Play **Quickwrite game**
- **Ice** × 5 and **dice**, **slice**, **nice**, **rice**, **spice**, **lice**, **mice**, **price**, **twice**, **ice** (2 each)

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

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

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

*Child: r – ice.*

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

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

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

Imran: slice, twice.

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

Imran: Cake.

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

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

3 Full circle game

Object
To identify phonemes in different positions in words

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

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

Continue round the table.

Ask the children to keep a look out to see whether they are back to the starter word; this provides an edge to the game as time may run out before you get back to the beginning.

Example of game from Module 1 Lesson 3 Activity 3
Play Full circle game with f, t, p, c, n, a – fat, pat, cat, can, pan, fan, fat.

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

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

Children: fat.

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

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

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

Sean: p, at the beginning.

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

Abdul: p-a-t.

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

Abdul: The p.

Classroom assistant: And what letter do you need?

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

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

Paula: pat.
Classroom assistant: And what phonemes are in it?
Paula: p-a-t.
Classroom assistant: And read the word one last time.
Paula: pat.
Classroom assistant: And why do you think Paula’s so specially good at writing that p at the beginning?
Steven: Because her name begins with p.
Classroom assistant: Ah, yes I should think so. Now Abdul, tell us what word you have made, say the phonemes and read the word again.
Abdul: pat, p-a-t, pat.
Classroom assistant: Very good, now slide the word round to Carrie. Carrie, please will you make the word cat.
Classroom assistant and group repeat this process with the words can and pan.
Classroom assistant: Remember I said this game is called Full circle. The word we started with is on the board, fat. The game ends when we come back to that word by continually changing one letter each time. We’re not back there yet are we? Now Steven you change pan into fan, and Sean, please could you write fan on your board?
Both children produce the correct words.
Classroom assistant: Back to you again Abdul, can you change fan into fat?
Abdul: Fat! That’s the starter word!
Classroom assistant: Well spotted, Abdul. Full circle! That’s what you say when we get back to the beginning. Full circle!

4 Word sort

Object
To categorise words according to their spelling pattern

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

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

Procedure 1
Object – to differentiate the spelling patterns used to represent the same phoneme
- Spread the cards face up on the table.
- Ask a child to read one of the words and say the phonemes.
- Ask him/her to write the letters which represent the vowel phoneme on a card. (A Post-It label is useful as it can be stuck on the table and folded to stand vertical.)
- Point to a word containing a different spelling of the vowel phoneme and ask a child to read it.
- Ask him/her to write the letters which represent the vowel phoneme on another card or Post-It label.
If there are other spellings of the same phoneme, proceed as before.
Continue until all the different spellings are on separate labels.
Put the labels in a line making column headings.
Ask the children to read words in turn and place them in a line in front of the correct label.
The points you wish to make from this categorisation will differ with the phoneme.
Often it will be important to look at the position of the spelling pattern in the word.
For instance the spelling pattern \textit{ay} occurs only at the ends of words whereas the spelling pattern for the same phoneme \textit{ai} occurs inside words.

\textbf{Example of Word sort (Procedure 1) from Module 2 Lesson 8 Activity 3}

Play \textit{Word sort game} with the words:
\begin{itemize}
\end{itemize}

\textit{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.

\textit{Sean}: right.

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

\textit{Carrie}: \textit{kind} (\textit{Classroom assistant gives Carrie a label}).

\textit{Classroom assistant}: Good, and now you Abdul.

\textit{Abdul}: \textit{crying} (\textit{Classroom assistant gives Abdul a label}).

\textit{Classroom assistant}: Good, Paula?

\textit{Paula}: \textit{slices} (\textit{Classroom assistant gives Paula a label}).

\textit{Classroom assistant}: Which letters represent the /ie/ phoneme?

\textit{Paula}: The /ie/ . . . and also the /ee/

\textit{Classroom assistant}: Good. Steven?

\textit{Steven}: \textit{eyes} (\textit{Classroom assistant gives Steven a label}).

\textit{Classroom assistant}: Who can see if there are any more?

\textit{Carrie}: I?

\textit{Classroom assistant}: In a way but look, \textit{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.

\textit{Classroom assistant}: Good, now stick your labels along here (\textit{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.

\textit{Paula}: \textit{crime}.

\textit{Classroom assistant}: Which spelling pattern does it belong in?

\textit{Paula}: With \textit{slices}. (\textit{puts the card in line with the word slices}).

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

\textit{Abdul}: \textit{Mild} and it goes with \textit{kind}.

\textit{Classroom assistant}: Good, it certainly does.

\textit{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, cap; cat, c-a-t, cat; cub, c-u-b, cub; 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.

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.

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 × 2, s × 2, m × 2; cube 2: a × 2, e × 2, i × 2; cube 3: d × 2, t × 2, ll × 2.

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

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

Play AddING game 1 with **chat, bat, tap, fit, sing, hiss, fish, shop, hug, wish, rock, beg, chop, hop, whip, mash, miss, fill, huff, lick, ring**.

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. drill – drilling.*

*Steven: drill – drilling.*

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

*Game continues as before.*

**11 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.

Carrie: ai (points).

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

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

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

main  ling

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

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

12 Phoneme spotter parts 1 and 2

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

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

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

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

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

Classroom assistant reads the story.

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

Imran: /ie/

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

Classroom assistant takes down enlarged text.

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

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

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

Sean: Kind and knight.

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

Carrie: Mild and night.

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

Sean: Wind.

Carrie: Not wind ...

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

Sean: Because it has an I in it.

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

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

Procedure for part 2

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

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

Materials
Large board and pen

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

14 Flashcards

Object
To practise the vowel digraphs

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

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

15 Hunt the phoneme game

Object
To practise the vowel digraphs

Materials
Word cards as indicated in the lesson instructions

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

16 Prefix game

Object
To read words containing prefixes

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

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

17 Dictation

Object
To practise spelling words in context.

Materials
Writing boards and pens

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

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

**Materials**
The words from last lesson’s sentence on individual cards; new sentence sheet
(PCMs 3.35–3.49) 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.*
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<td>3</td>
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<td>9</td>
<td>Exploring the spelling choices er, ir, ur, ear, w(or)</td>
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<td>10</td>
<td>Practising reading two-syllable words containing the phoneme ur</td>
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<td>16</td>
<td>Reading and spelling words ending in ed</td>
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</table>
Aim
To revise long vowel digraphs a, e, i, o in one- and two-syllable words

Materials
Flashcards ai, ay, a-e, ee, ea, ie, y, igh, i-e, oa, ow, o-e (PCM 3.1);
Word strips for Word sort (PCM 3.2);
Word cards for Word sort (PCM 3.3);
Sentence sheet (PCM 3.35)

ACTIVITY | INSTRUCTIONS
--- | ---
1 Adding *ing* to a, e, i, o words ending in single consonant and those containing a split digraph | Practise Flashcards of digraphs ai, ay, a-e, ee, ea, ie, y, igh, i-e, oa, ow, o-e. We are going to do a word sort now. Here are cards with two words on. One word is the *ing* version of the other word. What happens to words when *ing* is added? Look at *hop* and *hopping* ... Yes, it has an extra *p*. Now look at *hope* and *hoping* ... Yes, the *e* disappears. We can put all these pairs of words into sets. Play Word sort (PCM 3.2): *hop* – *hopping*; *hope* – *hoping*; *win* – *winning*; *whine* – *whining*; *tap* – *tapping*; *tape* – *taping*; *pin* – *pinning*; *pine* – *pining*; *whip* – *whipping*; *wipe* – *wiping*; *back* – *backing*; *bake* – *baking*; *like* – *licking*; *lick* – *licking*; *sit* – *sitting*; *site* – *siting*; *fill* – *filling*; *file* – *filing*; *slop* – *slopping*; *slope* – *sloping*.

2 Reading words ending in *ing* | Play Word sort (PCM 3.3). Spread the words on the table, face up. Children take it in turns to pick up a word and find the *ing* partner, e.g. *hope* – *hoping*. They read both words. Others check if correct: *hop*, *hope*; *win*, *whine*; *tap*, *tapping*; *pin*, *pinning*; *pin*, *pining*; *whip*, *whipping*; *wipe*, *wiping*; *back*, *backing*; *bake*, *baking*; *like*, *licking*; *lick*, *licking*; *sit*, *sitting*; *site*, *siting*; *fill*, *filling*; *file*, *filing*; *slop*, *slopping*; *slope*, *sloping*. Do Quickwrite: *hopping*, *hoping*; *licking*, *licking*.

3 Spelling choices | What are the phonemes in the word *seen*. You say them; I’ll write them on the board. How many phonemes? ... Yes, three. Repeat with word *soon*. Discuss the similarities and differences between *seen* and *soon*. Play Sliding in game with letter cards *ee* and *oo*: *tooth*, *teeth*, *seen*, *soon*, *peel*, *pool*, *stool*, *steel*, *cool*, *keel*, *feel*, *fool*. Do Quickwrite: *oo* joined up five times and *cool*, *moon*, *food*.

4 Learning to read and spell tricky words | Tricky words to be learned: *Monday*, *school*. *Monday* – chunk *Mon/day*; letter string *ay*; refer to *play*. ‘On *Monday* they went to *school*.’ *school* – teach *sch* (highlight *c* within the letter pattern); letter string *oo* as in *moon*.
### Aim
To explore the spelling choices **oo, u-e, ue, ew**

### Materials
- Word cards for Word sort (PCM 3.4);
- Two cubes for Cube game: 1 = dr, bl, fl, cr, m, b;
  2 = y (× 2), ow (× 2), ew (× 2);
- Sentence sheets (PCMs 3.35 and 3.36)

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<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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<tbody>
<tr>
<td>1 Spelling choices</td>
<td>Play Rhyming words. Generate words rhyming with <strong>cool</strong>. Possible words: tool, stool, rule, pool, fool, school. Generate words rhyming with <strong>moon</strong>. Possible words: June, spoon, soon, tune. Generate words rhyming with <strong>boot</strong>. Possible words: fruit, shoot, brute, flute, suit, hoot, cute.</td>
</tr>
<tr>
<td>Time: 4 mins</td>
<td></td>
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<tr>
<td>2 Spelling choices</td>
<td>Play Word sort: bruise, tool, suit, June, spoon, tune, stool, flute, pool, cruise, fruit, school, brute, rule, boot, fuse, soon, cute, tube, fool, shoot.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
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<tr>
<td>3 Spelling choices</td>
<td>Write <strong>cute</strong> on the board. Here’s one of the words we’ve just been looking at. What is it again? ... Yes, cute. Now close your eyes and say the phonemes in cute. ... Now say cute without the last phoneme t. What are you left with? ... Yes, cue, a snooker cue. Now open your eyes. I shall rub out the t in cute, close the gap so the digraph is no longer split and we have cue, a snooker cue. Play Rhyming words. Generate 6 words rhyming with cue. Possible words: boo, blue, brew, clue, crew, due, drew, do, few, flew, glue, grew, Jew, new, pew, queue, Sue, to, view, zoo. Play Cube game: dr, bl, fl, cr, m, b + y (× 2), ow (× 2), ew (× 2).</td>
</tr>
<tr>
<td>Time: 6 mins</td>
<td></td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: Monday, school. Tricky words to be learned: boys, girls. boys – letter string oy; teach with toy, joy, enjoy; ‘The boy will enjoy his toy’. MS strategy – see page 37. girls – letter string ir; teach with bird, birthday; ‘It was the first birthday of the girl’. s on the end of a word means more than one.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td></td>
</tr>
</tbody>
</table>
Aim
To revise the spelling choices oo, u-e, ue, ew
To explore the spelling choices oo, pu, coul

Materials
Word cards for Word sort (PCM 3.5);
Word strips for Thumbs in game (PCM 3.6A);
Worksheet (PCM 3.6B);
Sentence sheets (PCMs 3.36 and 3.37)

<table>
<thead>
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<tr>
<td>1 Spelling choices</td>
<td>Play Word sort: boo, blue, brew, cue, clue, crew, due, drew, do, few, flew, glue, grew, Jew, new, pew, queue, Sue, to, view, zoo, fruit, school, flute, droop, June, bruise, moon, cruise, pool, rude, fuse, rule, stool, tube, tune, suit, Luke. Draw conclusions here about which spelling patterns are most common in the middle and end of words.</td>
</tr>
<tr>
<td>2 Reading ew, ue, oo, o, u-e words</td>
<td>Play Thumbs in game: cool, cute, crew, cruise, cue fuse, flute, fruit, fume, few boot, brute, bruise, blue, broom stew, stool, spoon, school, Sue rule, roost, root, rude, roof.</td>
</tr>
<tr>
<td>3 Hearing (p)u(t) phoneme</td>
<td>Write look on the board. Here’s a word you know very well. What is the phoneme in the middle? ... Yes, oo (pronounced like u in put). But the words we’ve been looking at with double o in the middle were pronounced oo like moon and cool. In look the phoneme is different. There are lots more words with this phoneme in the middle but not necessarily spelled the same. Play Phoneme spotter, part 1. He took the bull out of the shed. “Should we put him in the wood?” he called. “Yes,” he replied. “I would help if only I could pull this off. Can you push him out on your own?” Play Phoneme spotter, part 2.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: boys, girls. Tricky words to be learned: Tuesday, some. Tuesday – remember ‘Tuesday is a u eat sweets day.’ some – refer to one pattern: come, home.</td>
</tr>
</tbody>
</table>
**Aim**

To revise digraphs learned so far
To practise adding *ing* to words
To practise reading two-syllable words containing *u* phoneme

**Materials**

Flashcards ee, ea, e, ie, igh, i-e, y, ay, ai, a-e, ow, oa, oe, o-e, uc, ew, ui, oo, u-e (PCM 3.1);
Word strips for Thumbs in game (PCM 3.7);
Word cards for AddING game (PCM 3.8);
Reading long words Worksheet (PCM 3.9);
Sentence sheets (PCMs 3.37 and 3.38)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Practising digraphs</strong></td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Practise Flashcards ee, ea, e, ie, igh, i-e, y, ay, ai, a-e, ow, oa, oe, o-e, uc, ew, ui, oo, u-e.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Adding <em>ing</em></strong></td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Play AddING game: stew, prune, hoot, rule, tune, roost, groom, pull, put, push, look.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Reading two-syllable words containing <em>u</em> phoneme</strong></td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Do Reading long words (demo): moonlight, stewpot, suitcase. Do Reading long words Worksheet: football, toolshed, moonlight, poolside, Tuesday, rudeness, pruning, ruler, undo, booster, bookshelf, ringpull, knighthood, tuneful, bushman, woodman, woman. Keep the Worksheets for the next lesson.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Learning to read and spell tricky words</strong></td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Tricky words to be tested: Tuesday, some. Tricky words to be learned: himself, three. <strong>himself</strong> – chunk him/self; phonics approach but highlight <em>l</em> in self. <strong>three</strong> – ee family as before; thr – emphasis on additional <em>r</em>; use mirror to help correct pronunciation.</td>
</tr>
</tbody>
</table>
### ACTIVITY | INSTRUCTIONS
--- | ---
1 **Reading two-syllable words containing u phoneme**<br>**Time:** 5 mins | Play Word choice: football, toolshed, moonlight, poolside, Tuesday, rudeness, pruning, ruler, undo, booster, bookshelf, ringpull, knighthood, tuneful, bushman, woodman, woman.

2 **Past tense verbs**<br>**Time:** 5 mins | Write this sentence on the board. *We turned up late but we waited for Zap while he jumped around.* What do you notice about all the words which are underlined? ... Yes, they are all verbs ending in *ed*. (Refer to e-d by letter names.) Do they sound as though they should end in *ed*. What about *turned*? Well that sounds as though it should be *nd*. *Waited? that sounds as if it is *id*. *Jumped?* That sounds like *pt*. So why do they have to end in *ed*? Why doesn’t it say *We turn up late but we wait for Zap’? ... Good, because it’s telling us what happened some time ago not what is happening now. It doesn’t matter what it sounds like; if it’s a verb in the past it is very likely to end in *ed*. So here is an *ed* card each. I am going to read some more of the story and I want you to put up your *ed* cards when you hear a verb which ends in *ed* and I will put a mark on the board every time there is an *ed* word and then we can count how many there are.

Kneejerk bumped his head as he hunted for the light. He switched it on and played alone for ten minutes. Then Zap bounced in. He asked Kneejerk what he wanted for breakfast. Kneejerk explained that he liked munchies best.

Count up the marks on the board.

3 **Past tense verbs**<br>**Time:** 5 mins | Show the children the story and with them count how many *ed* words. *Did we get it right? Do the *ed* words sound as though they end in *ed*. If they don’t, how do we know to write *ed*? ... Because they are verbs.*

Do Quickwrite: *ed* joined up five times.

Dictation: Kneejerk bumped his head as he hunted for the light. He switched it on and played alone.

4 **Learning to read and spell tricky words**<br>**Time:** 5 mins | Tricky words to be tested: *himself, three.*

Tricky words to be learned: *after, too.*

*after* – chunk *af/ter*; *er* is a common word ending; suggest a search for words ending in *er*; appropriate dialect will help, e.g. Yorkshire – ‘after’.

*too* – two meanings: ‘as well’ and ‘more than enough’, e.g. ‘Me too!’, ‘I’m too late’; idea of optimising – unlikely to meet *too* very frequently; if unsure choose *to*; remember letter pattern: *oo* as in *moon*.
**Aim**

To read and spell *ar* words

**Materials**

Letters *ed* for each child (PCM 3.12);
Large-format version of ‘The farm’ for verbs (PCM 3.13);
Sentence sheets (PCMs 3.39 and 3.40)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</table>
| **1** Recognise past tense verbs | *Here is an *e-d* (ed) card for each of you. I am going to read you a short story. When I say a verb which happened in the past such as *glowed* or *whimpered* which has *e-d* on the end, put up your *e-d* card in the air. I will put a mark on the board each time we hear an *e-d* word and then we can check how many we have got and whether we were right.*  
Read ‘The farm’ to the group. (They should not see the large-format version at this point.)  
*The farm*  
Last night when it was dark Bill *motor*ed to the farm. He parked his car in the garden. Only the stars showed him the way as he started to run up the garden path between the plants. He scuttled very fast past the barn. Far away an alarm *sounded.*  
Read the story to the children and check they counted all the *e-d* words. |
| Time: 5 mins |

| **2** Alternative spelling for phoneme *ar* | Play Phoneme spotter, part 1.  
*The farm*  
Last night when it was dark Bill motored to the farm. He parked his car in the yard. Only the stars showed him the way as he started to run up the garden path between the plants. He scuttled very fast past the barn. Far away an alarm sounded.  
Note: in some regions the words *last, fast, past, path* and *plants* are not in this phoneme group and should be ignored.  
Play Phoneme spotter, part 2.  
Finally, ask the children how this phoneme is spelled. All children will say *ar*; in some regions it can be spelled with just an *a.* |
| Time: 5 mins |

| **3** Spelling *ar* words | Do Quickwrite: *ar* × 5  
shark, park, dark, bark, spark (one word each)  
chart, cart, start, dart, part (one word each). |
| Time: 5 mins |

| **4** Learning to read and spell tricky words | Tricky words to be tested: *after, too.*  
Tricky words to be learned: *two, going.*  
*two* – for number 2; highlight *w* (*two*); MS strategy – see page 37.  
*going* – *go* + *ing*; *go* rhymes with *no, so.* |
### Aim
To explore the spelling choices **augh, al(k), ar, aw**

### Materials
Flashcards ee, ea, e, i-e, igh, ie, y, ay, ai, a-e, ow, oa, o, o-e, ue, ew, ui, oo, or, u-e, ar (PCM 3.1);
Letters for Sliding in game **or** and **ar** (× 5) (PCM 3.12);
Letters for Full circle game: **or** (PCM 3.12); **b, c, f, p, k, s, m, t, d, n** (Module 1, PCM 1.3);
Large-format version of story (PCM 3.16);
Five child-size versions of story (PCM 3.17);
Sentence sheets (PCMs 3.40 and 3.41)

### Activity Instructions

<table>
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<tr>
<th>Activity</th>
<th>Instructions</th>
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</table>
| **1** | Practise Flashcards ee, ea, e, i-e, igh, ie, y, ay, ai, a-e, ow, oa, o, o-e, ue, ew, ui, oo, or, u-e, ar.  
Play Sliding in game using **or** and **ar** letters: barn, born, park, pork, cord, card, lard, lord, part, port, far, for. |
| **2** | Play Full circle game with letters **or**, **b, c, f, p, k, s, m, t, d, n**: born, corn, cord, ford, fort, port, pork, fork, stork, storm. (2 changes) torn, born. |
| **3** | It was **dawn**. Kneejerk **walked** across the frosty **lawn**, jumped over the **wall** and **caught** the bus out into the country. As he went past the pond he **saw** some frogs’ **spawn**. It was getting **warmer**. It had started to **thaw**. All at once he spotted a **small** **fawn** almost hidden by tall **stalks**. He **crawled** towards it.  
Play Phoneme spotter, part 2. |
| **4** | Tricky words to be tested: **two**, **going**.  
Tricky words to be learned: **wanted**, **home**.  
**wanted** – chunk **wan/ted**; stress no **h** after **w** but **n** before **t**; see **an** and **ant**; as before, sounds like ‘**wantid**’ but **ed** ending.  
**home** – **ome** letter pattern; see **me** in **home**; ‘**Come home with me**.’ |
### MODULE 3
**Phonics and spelling**

**LESSON 8**

**Aim**
To revise the spelling choices *augh*, *al(k)*, *ar*, *aw*
To revise spelling past tense verbs using *ed*

**Materials**
- Word cards for Word sort (PCM 3.18);
- Large-format version of story (PCM 3.19);
- Word cards for matching activity (PCM 3.20);
- Sentence sheets (PCMs 3.41 and 3.42)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
</table>
| 1 Spelling choices | Play Word sort: *dawn*, *walked*, *lawn*, *wall*, *caught*, *saw*, *spawn*, *warmer*, *thaw*, *all*, *small*, *fawn*, *almost*, *tall*, *stalks*, *crawled*, *towards*.
| Time: 4 mins |
| 2 Past tense verbs | As in Lesson 6 read the story, ask the children to put up their *ed* cards when they hear *ed* words and record each *ed* word with a mark on the board. Show the children the story and check they counted them all.

*Kneejerk crawled* to the *fawn*. He *parted* the stalks and *started* talking to it. It *yawned*. He *talked* very softly. The fawn *closed* its eyes and *drifted* off to sleep. Suddenly a shot *echoed* across the valley. A flock of geese *flapped* their wings and *glided* past. The fawn *leaped* away.
| Time: 3 mins |
| 3 Spelling *ing* and *ed* words | Spread the word cards on the table, face up. Ask one child to pick a short word, e.g. *bump*. He/she reads it out, shows it to the next child, who finds the matching card with *ing* (*bumping*), reads it and puts the two together on the table in columns. A third child finds the *ed* word (*bumped*) and starts another column. Carry on round the table taking turns in this way until all the cards are collected and put in the columns. NB: Keep up a brisk pace!

*bump*, *bumping*, *bumped*, *pat*, *patting*, *patted*, *lift*, *lifting*, *lifted*, *skip*, *skipping*, *skipped*, *hiss*, *hissing*, *hissed*, *rest*, *resting*, *rested*, *milk*, *milking*, *milked*, *stop*, *stopping*, *stopped*, *beg*, *begging*, *begged*, *mend*, *mending*, *mended*.

Say the vowel rap. *What do you know about a, e, i, o, u* words when *ing* is added? ... Good, there always has to be two consonants between the vowel and the *ing*. So what happens to a word like *beg* which has only one consonant after the vowel? ... Yes, we have to add another one. Look at these words. *What can you tell me about adding ed*? ... Yes, exactly the same.
| Time: 8 mins |
| 4 Learning to read and spell tricky words | Tricky words to be tested: *wanted*, *home*.

Tricky words to be learned: *we*, *now*.

*we* – group with *he*, *she* and *me*.

*now* – letter string *ow*; teach with *cow*, *how*.
Aim
To explore the spelling choices er, ir, ur, ear, (w)or

Materials
Flashcards ee, ea, e, i-e, igh, ie, y, ay, ai, a-e, ow, oa, o, o-e, ue, ew, ui, oo, or, u-e, ar, aw, all (PCM 3.1);
Worksheet for Phoneme spotter, part 2 (PCM 3.21);
Word cards for Word sort (PCM 3.22);
Sentence sheets (PCMs 3.42 and 3.43)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Spelling choices</td>
<td>Practise Flashcards ee, ea, e, i-e, igh, ie, y, ay, ai, a-e, ow, oa, o, o-e, ue, ew, ui, oo, or, u-e, ar, aw, all. Play Rhyming words. Generate five rhyming words with turn. Possible words: burn, learn, earn, stern, churn, fern. Generate three rhyming words with bird. Possible words: heard, third, curd, word. Generate three rhyming words with birth. Possible words: earth, worth, girth, mirth.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td></td>
</tr>
<tr>
<td>2 Spelling choices</td>
<td>Play Phoneme spotter, part 2: turn, burn, learn, stern, bird, heard, curd, word, birth, earth, worth.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td></td>
</tr>
<tr>
<td>3 Spelling choices</td>
<td>Play Word sort: burn, learn, skirt, burst, germ, earth, worth, firm, girth, mirth, earn, worm, nurse, heard, third, kerb, hurt, word, stern, churn, fern, worst, first, herb, jerk, girl, whirl, thirst, birch, burnt, year, shirt, purse, her, sir, worth, worse.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td></td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: we, now. Tricky words to be learned: make, laugh. make – letter string ake; refer to take, cake, bake. laugh – augh pattern; see caught, taught; mnemonic appropriate: ‘ants under green hats’.</td>
</tr>
<tr>
<td>Time: 5 mins</td>
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</tbody>
</table>
**Aim**
To practise reading two-syllable words containing phoneme *ur*

**Materials**
- Reading long words Worksheet (PCM 3.23);
- Word cards for Word choice (PCM 3.24);
- Sentence sheets (PCMs 3.43 and 3.44)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</thead>
<tbody>
<tr>
<td>1 Reading 2-syllable words containing phoneme <em>ur</em></td>
<td>Time: 6 mins Do Reading long words (demo): <em>herself, homework, perhaps.</em> Do Reading long words Worksheet: <em>workshop, birthday, thirsty, Thursday, earthworks, urgent, thirteen, person, worship, backward, thirty, perfect, forward, worksheet, furnish, burden, earthquake, surname, mermaid.</em></td>
</tr>
<tr>
<td>2 Reading two-syllable words containing phoneme <em>ur</em></td>
<td>Time: 4 mins Play Word choice (same words as on Worksheet).</td>
</tr>
<tr>
<td>3 Handwriting letter <em>d</em></td>
<td>Time: 5 mins Do Quickwrite: <em>d</em> (∗5); and <em>damp, dart, drink, drip, doll, drill, duck, desk, dump, dry, dent, drift, dark, dress, day</em> (∗3 each).</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Time: 5 mins Tricky words to be tested: <em>make, laugh.</em> Tricky words to be learned: <em>want, do.</em> <em>want</em> – stress no <em>h</em> after <em>w</em> but <em>n</em> before <em>t</em>; see <em>an</em> and <em>ant.</em> <em>do</em> – see word family <em>to, who</em>, etc; emphasis on correct formation of <em>d</em> to eliminate <em>b/d</em> confusion; only one <em>o</em> and no <em>w.</em></td>
</tr>
</tbody>
</table>
Aim
To practise reading and spelling words ending in **ing** and **ed**

Materials
Large-format version of story for Word choice (PCM 3.25);
Sentence sheets (PCM 3.25B) for Play Word;
Word cards (PCM 3.26) and letters **ed** (PCM 3.12) and **t, n, g, p** (Module 1, PCM 1.3) for each child for AddED game;
Sentence sheets (PCMs 3.44 and 3.45)

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<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>1 Past tense verbs</strong></td>
<td>As in Lessons 6 and 8 read the story, ask the children to put up their <strong>ed</strong> cards when they hear <strong>ed</strong> words and record each <strong>ed</strong> word with a mark on the board. Show the children the story and check they counted them all. <strong>Zap called</strong> for Kneejerk. They <strong>played</strong> in the park. Zap <strong>pushed</strong> Kneejerk on the swing. Kneejerk <strong>liked</strong> it and he <strong>laughed</strong> a lot. Kneejerk <strong>pulled</strong> Zap round on the roundabout. Zap <strong>shouted</strong> to Kneejerk to stop. Next day it <strong>snowed</strong> and <strong>railed</strong> and <strong>hailed</strong>.</td>
</tr>
<tr>
<td><strong>2 Reading ed words</strong></td>
<td>Play Word choice but have the children choose a sentence rather than just a single word to read. <strong>Zap called</strong> for Kneejerk. They <strong>played</strong> in the park. Zap <strong>pushed</strong> Kneejerk on the swing. Kneejerk <strong>liked</strong> it and he <strong>laughed</strong> a lot. Kneejerk <strong>pulled</strong> Zap round on the roundabout. Zap <strong>shouted</strong> to Kneejerk to stop. Next day it <strong>snowed</strong> and <strong>railed</strong> and <strong>hailed</strong>.</td>
</tr>
<tr>
<td><strong>3 Spelling</strong></td>
<td>Play AddED game – making words using <strong>ed</strong> cards and letters <strong>t, n, g, p</strong> for each child. Words: <strong>rested, batted, slipped, begged, fanned, shopped, lifted, mended, fitted, pinned</strong>.</td>
</tr>
<tr>
<td><strong>4 Learning to read and spell tricky words</strong></td>
<td>Tricky words to be tested: <strong>want, do</strong>. Tricky words to be learned: <strong>very, put</strong>. <strong>very</strong> – note <strong>er</strong> pattern in word (highlight <strong>er</strong>); note change of sound when <strong>er</strong> is within a word instead of at the end; write sentences containing <strong>er</strong> within words, e.g. ‘<strong>Every day was very cold.</strong>’ <strong>put</strong> – <strong>in pu</strong> family, e.g. <strong>push, pull</strong>; make sentence ‘<strong>Put the brush in the bottle and pull and push</strong>’; MS strategy – see page 37 – if necessary.</td>
</tr>
</tbody>
</table>
Aim
To revise vowel digraphs
To explore the spelling choices **ow, ou**

Materials
Flashcards **ee, ea, e, i-e, igh, ie, y, ay, ai, a-e, ow, oa, o, o-e, ue, ew, ui, oo, wa, or, u-e, ar, ir, aw, all, ear, ur, er** (PCM 3.1);
Letter cards **ow** and **ou** for each child for Sliding in game (PCM 3.12);
Word cards for Word sort (PCM 3.27);
Sentence sheets (PCMs 3.45 and 3.46)

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<tr>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Introducing ow, ou</strong> &lt;br&gt;Time: 5 mins</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Spelling choices</strong>&lt;br&gt;Time: 5 mins</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Spelling choices</strong>&lt;br&gt;Time: 5 mins</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Learning to read and spell tricky words</strong>&lt;br&gt;Time: 5 mins</td>
</tr>
</tbody>
</table>
Aim
To explore spelling choices **air, are, ear** and **oy, oi**

Materials
Word cards for Finding pairs (PCM 3.28); Sentence sheets (PCMs 3.46 and 3.47)

**ACTIVITY** | **INSTRUCTIONS**
---|---
1 **The are/air/ear phoneme** | Do you like pears? ... No? I do. I ate a pair of pears yesterday. How many pears did I eat? ... A pair, two. (Write on the board ‘a pair of pears’; continue writing as you speak, as required.) There are lots of words like these – two words which sound the same but mean completely different things and are spelled differently. Lots of them also rhyme with pear. Let’s make three columns on the board and I will write **pear** at the top of the first one and **pair** at the top of the second one. We’ll leave the third one in case there’s a different spelling. Now let’s think of as many words as we can which rhyme with **pear** and I will write them in the correct column depending on the spelling and we will see which column wins. Write the **are** words in the third column; put the words with an asterisk separately at the bottom. Rhyming words: hare, hair, bare, bear, fair, fare, where*, wear, there*, their*, chair, stair, flair, flare, tear, dare, stare, share, care, glare, mare, rare, spare, stare, snare.

Time: 6 mins

2 **Reading homophones** | Play Finding pairs. Spread the word cards on the table, face up. Ask one child to pick a word, e.g. **stair**. He/she reads it out, shows it to the next child, who finds the matching card, **stare**. He/she puts them both on the table side by side. The next child picks up a card and so on until all the cards are paired up. Words: hare, hair, bare, bear, fair, fare, where, wear, there, their, stair, stare, flair, flare, pear, pair, for, four, to, two, be, bee, sea, see, bean, been, dew, due, blew, blue, knew, new, toe, tow, so, sow.

Time: 5 mins

3 **Spelling choices** | Write **boy** on the board. Who can read this? ... Good, **boy** – b-oy. We can put another letter on the end but we have to change the **y** to an **i** (Write **boil**). What’s this then? ... Yes, **boil**, ‘boil the kettle for tea’. I’ll rub out the **b** and we are left with what? ... Yes, **oil**. Let’s all write **oil**.

Do Quickwrite: **oil** joined up five times and **boil, toil, soil, foil, coil; coin, join, spoil, boy, toy** (× 1).

Time: 4 mins

4 **Learning to read and spell tricky words** | Tricky words to be tested: **saw, made**.

Tricky words to be learned: **helped, them**.

**helped** – **help** + **ed**; phonic approach – highlight **ed** even though sounds like t.

**them** – **the** + **m**; reinforce other **the** stem words.

Time: 5 mins
### Aim
To revise the full range of vowel digraphs within monosyllabic words

### Materials
- Flashcards (PCM 3.1);
- Letters t, s, c, l, r, m, d (Module 1, PCM 1.3) and ou, or, ea, oa, igh (PCM 3.1) for Full circle game;
- Word strips for Thumbs in game (PCM 3.29);
- Sentence sheets (PCMs 3.47 and 3.48)

### ACTIVITY INSTRUCTIONS

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<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1 Revision of vowel digraphs</td>
<td>Practise Flashcards ee, ea, e, i-e, igh, ie, y, ay, ai, a-e, ow, oa, o, o-e, uc, ew, ui, oo, air, are, oi, oy, wa, wor, u-e, ar, ir, aw, all, ear, ur, er. Play Full circle game with letters t, s, c, l, r, m, d, ou, or, ea, oa, igh, ar. Words: might, moat, coat, coast, roast, road, read, lead, lard, loud, cloud, clout, stout, start, smart, mart, might.</td>
</tr>
<tr>
<td>2 Revision of vowel digraphs</td>
<td>Play Thumbs in game: fight, feet, fort, foot, fright boast, beast, boost, best, bust crown, croak, cream, crawl, cry cheat, chain, charm, cheap, chest bright, brown, broom, brain, brand.</td>
</tr>
<tr>
<td>3 Spelling words with vowel digraphs</td>
<td>Do Quickwrite: oa, ou, ea, ar, or, joined up five times and load, loud, lead, lard, lord; morn, mark, moan, mouth, mean; clout, clean, cart, corn, coat. Whisper a different word to each child. They must choose the vowel from the ones they just practised.</td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: helped, them. Tricky words to be learned: was, could. was – sounds like wos; highlight a in was; mostly wa says wo, e.g. wash, swan (w special); teach with as, has. could – letter stringould; teach with would and should; draw attention to shape; mnemonic: ‘o u lucky duck.’</td>
</tr>
</tbody>
</table>

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53
**Aim**
To revise full range of vowel digraphs within two-syllable words

**Materials**
- Reading long words Worksheet (PCM 3.30);
- Word cards for Word choice (PCM 3.31);
- Word cards for matching activity (PCM 3.32);
- Sentence sheets (PCMs 3.48 and 3.49)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong>&lt;br&gt;Reading two-syllable words&lt;br&gt;<em>Time: 5 mins</em></td>
<td>Do Reading long words (demo): airstrike, worthless, housework.&lt;br&gt;Do Reading long words worksheet: bedside, aircraft, seashore, nineteen, chairlift, forget, homework, fortnight, upstairs, pushchair, lakeside, weekend, framework, peanut, Margate, outrage, daylight, tuneful, outline, cookbook, birthday, firsthand, nightgown, cowshed, barnowl, farmyard, northern.</td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;Reading two-syllable words&lt;br&gt;<em>Time: 5 mins</em></td>
<td>Play Word choice (same words as on Worksheet).</td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;Reading words containing split digraphs with ing&lt;br&gt;<em>Time: 5 mins</em></td>
<td>Say the vowel rap.&lt;br&gt;Matching activity. Write hop and hopped; hope and hoped on the board and ask the children to read them and describe to you what happens to each word when ing is added. Spread the words on the table, face up. Children take it in turns to pick up a word and find the ed partner, e.g. hope, hoped. They read both words. Others check if correct.&lt;br&gt;Words: hop, hope, tap, tape, pin, pine, whip, wipe, back, bake, like, lick, fill, file, slop, slope, hoped, hopped, tapped, taped, pinned, pined, whipped, wiped, baked, backed, licked, liked, filled, filed, slopped, sloped.</td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;Learning to read and spell tricky words&lt;br&gt;<em>Time: 5 mins</em></td>
<td>Tricky words to be tested: was, could.&lt;br&gt;Tricky words to be learned: said, good.&lt;br&gt;said – mnemonic: Sally Ann is d… – ask the children to choose a word beginning with d (possibly drawing, diving, doodling).&lt;br&gt;good – oo pattern as in hood, hook, moon, look, book; MS strategy – see page 37; look for patterns in this sentence: ‘Have a good look in this school book.’</td>
</tr>
</tbody>
</table>
### Aim
To read and spell words ending in **ed**

### Materials
- Word cards (PCM 3.33) and letters **ed** (PCM 3.12) and **m, p, n, t, g** (PCM 3.15) for AddED game;
- Word cards for making and reading pairs (PCM 3.34);
- Sentence sheet (PCM 3.49)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>1 Making past tense verbs</strong></td>
<td><strong>Time: 5 mins</strong>  Say the vowel rap.  Play AddED game – making words using ed cards and the letters m, p, n, t, g. Words: slam, shame, fuse, fuss, bake, back, whip, wipe, can, cane, mate, mat, shin, shine, cone, con, hum, lift, last, help, trip, plug.</td>
</tr>
<tr>
<td><strong>2 Reading past tense verbs</strong></td>
<td><strong>Time: 5 mins</strong>  Making and reading pairs. Spread the words on the table, face up. Children take it in turns to pick up a word and find the ed partner, e.g. droop, drooped. They read both words. Others check if correct: droop, drooped; crown, crowned; talk, talked; play, played; hoot, hooted; raid, raided; push, pushed; switch, switched; flap, flapped; mend, mended; jerk, jerked; churn, churned; harm, harmed; shop, shopped; shout, shouted, cloud, clouded, vow, vowed, snow, snowed, hail, hailed, leap, leaped, walk, walked, yawn, yawned.</td>
</tr>
<tr>
<td><strong>3 Writing past tense verbs</strong></td>
<td><strong>Time: 5 mins</strong>  Do Quickwrite. Ask the children to write down just the verbs in each of these sentences. Sam soaked the tyre. He mended the puncture. He fitted the wheel. He tested his brakes. He cleaned the frame. He screwed up the lights. He oiled the chain. He chatted to Ben.</td>
</tr>
<tr>
<td><strong>4 Learning to read and spell tricky words</strong></td>
<td><strong>Time: 5 mins</strong>  Tricky words to be tested: said, good. Dictation: He was only three. He wanted to go home. His mum said if he was very good he could go.</td>
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© Crown copyright 1999  NLS Additional Literacy Support
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He took the bull out of the shed. “Should we put him in the wood?” he called. “Yes,” he replied. “I would help if only I could pull this off. Can you push him out on your own?”
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</table>
Kneejerk bumped his head as he hunted for the light. He switched it on and played alone for ten minutes. Then Zap bounced in. He asked Kneejerk what he wanted for breakfast. Kneejerk explained that he liked munchies best.
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</table>
The farm

Last night when it was dark Bill motored to the farm. He parked his car in the garden. Only the stars showed him the way as he started to run up the garden path between the plants. He scuttled very fast past the barn. Far away an alarm sounded.
The farm

Last night when it was dark Bill motored to the farm. He parked his car in the garden. Only the stars showed him the way as he started to run up the garden path between the plants. He scuttled very fast past the barn. Far away an alarm sounded.
The farm

Last night when it was dark Bill motored to the farm. He parked his car in the garden. Only the stars showed him the way as he started to run up the garden path between the plants. He scuttled very fast past the barn. Far away an alarm sounded.
It was dawn. Kneejerk walked across the frosty lawn, jumped over the wall and caught the bus out into the country. As he went past the pond he saw some frogs’ spawn. It was getting warmer. It had started to thaw. All at once he spotted a small fawn almost hidden by tall stalks. He crawled towards it.
It was dawn. Kneejerk walked across the frosty lawn, jumped over the wall and caught the bus out into the country. As he went past the pond he saw some frogs’ spawn. It was getting warmer. It had started to thaw. All at once he spotted a small fawn almost hidden by tall stalks. He crawled towards it.
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Kneejerk crawled to the fawn. He parted the stalks and started talking to it. It yawned. He talked very softly. The fawn closed its eyes and drifted off to sleep. Suddenly a shot echoed across the valley. A flock of geese flapped their wings and glided past. The fawn leaped away.
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<tr>
<td>mermaid</td>
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</table>
Zap called for Kneejerk. They played in the park. Zap pushed Kneejerk on the swing. Kneejerk liked it and he laughed a lot. Kneejerk pulled Zap round on the roundabout. Zap shouted to Kneejerk to stop. Next day it snowed and rained and hailed.
1 Zap called for Kneejerk.

2 They played in the park.

3 Zap pushed Kneejerk on the swing.

4 Kneejerk liked it and he laughed a lot.

5 Kneejerk pulled Zap round on the roundabout.

6 Zap shouted to Kneejerk to stop.

7 Next day it snowed and rained and hailed.
<table>
<thead>
<tr>
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<td>t t t t</td>
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<tr>
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The National Literacy Strategy Additional Literacy Support
MODULE 3 LESSON 15 Word cards (continued)
<table>
<thead>
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<td>plug</td>
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<td></td>
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<td>drooped</td>
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<td>played</td>
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<td>raid</td>
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<td>churned</td>
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<tr>
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<td>harmed</td>
<td>shop</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-------</td>
</tr>
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<td>shouted</td>
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<td>walked</td>
</tr>
<tr>
<td>yawn</td>
<td>yawned</td>
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</table>
On Monday they went to school for the first time.

<table>
<thead>
<tr>
<th>On</th>
<th>Monday</th>
<th>they</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>school</td>
<td>for</td>
<td>the</td>
</tr>
<tr>
<td>first</td>
<td>time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please come and play with us!

All the **boys** and **girls** ran to meet them.

<table>
<thead>
<tr>
<th>All</th>
<th>the</th>
<th><strong>boys</strong></th>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>girls</strong></td>
<td>ran</td>
<td><strong>to</strong></td>
<td>meet</td>
</tr>
<tr>
<td>them.</td>
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<td></td>
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</tr>
</tbody>
</table>
On **Tuesday**, they took home **some** books to read.

<table>
<thead>
<tr>
<th>On</th>
<th><strong>Tuesday</strong>,</th>
<th>they</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td>home</td>
<td><strong>some</strong></td>
<td>books</td>
<td>to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>read.</td>
</tr>
</tbody>
</table>
But Zap could not stop **himself** and ate three.

<table>
<thead>
<tr>
<th>But</th>
<th>Zap</th>
<th>could</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td><strong>himself</strong></td>
<td>and</td>
<td>ate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>three.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
His brother had to stay in after school too!
The two aliens did not like going to school very much.

<table>
<thead>
<tr>
<th>The</th>
<th>two</th>
<th>aliens</th>
<th>did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not</td>
<td>like</td>
<td>going</td>
<td>to</td>
</tr>
<tr>
<td>school</td>
<td>very</td>
<td>much.</td>
<td></td>
</tr>
</tbody>
</table>
But you should go to school.

They **wanted** to stay at **home** and cook with Mum.

<table>
<thead>
<tr>
<th>They</th>
<th><strong>wanted</strong></th>
<th>to</th>
<th>stay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at</td>
<td><strong>home</strong></td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>with</td>
<td>Mum.</td>
<td></td>
</tr>
</tbody>
</table>
“But we can read and write now,” they said.
What is black and white and read all over?

Mum wanted to make them laugh at their books.
Oh come on you two!

Zap and Zowee still did not want to do any writing.

<table>
<thead>
<tr>
<th>Zap</th>
<th>and</th>
<th>Zowee</th>
<th>still</th>
</tr>
</thead>
<tbody>
<tr>
<td>did</td>
<td>not</td>
<td>want</td>
<td>to</td>
</tr>
<tr>
<td>do</td>
<td>any</td>
<td>writing.</td>
<td></td>
</tr>
</tbody>
</table>
They were very silly.

They were very silly and put their books in a black bin.
Now that is just silly!

Mum saw what they did and made them stop.
Mum sat with them and **helped** them to write.

<table>
<thead>
<tr>
<th>Mum</th>
<th>sat</th>
<th>with</th>
<th>them</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>helped</td>
<td>them</td>
<td>to</td>
</tr>
<tr>
<td>write.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Zowee and zap-zap!

Zap was happy now he could write his name.
The teacher **said** that Zowee and Zap were **good** readers and writers.

<table>
<thead>
<tr>
<th>The teacher</th>
<th><strong>said</strong></th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zowee</td>
<td><strong>and</strong></td>
<td>Zap</td>
</tr>
<tr>
<td><strong>good</strong></td>
<td><strong>readers</strong></td>
<td><strong>and</strong></td>
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</table>
**Introduction**

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

Guided reading sessions have a similar format

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

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

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

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

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

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

**Module outline**

Each of the four modules is designed for eight weeks. During this time the pupils receive four guided reading sessions led by the class teacher and four supported reading sessions led by a trained additional 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); and
- the recommended text type for each week of the module.
Guide sheets for teachers delivering guided reading and for classroom assistants for supported reading are included. The guide sheets include the structure of each session and suggested teaching prompts. Teachers and classroom assistants will not use all of the prompts in any single session. Careful selection will be necessary to meet the objectives for the session and the opportunities provided by the selected text.

Module 3

Ensure that children can
- read texts of increasing length and range
- read words containing common consonant digraphs
- discriminate syllables when reading
- identify and blend long and short vowel phonemes when reading
- re-read to check predictions using grammatical and contextual knowledge.

Summary module objective
Children should be taught to:
- use phonemic, contextual, grammatical and graphic knowledge to check their reading, predict from the text, read on, leave a gap and return to correct their reading.

Word recognition, graphic and phonic knowledge
- infer the meaning of unknown words from context
- read words containing common consonant digraphs
- identify and blend long short vowel phonemes when reading
- use the term ‘definition’
- use the terms ‘singular’ and ‘plural’ appropriately.

Grammatical and contextual knowledge
- recognise and use commas to mark pauses when reading
- express how dialogue is presented and discuss the choice of words that describe and create impact
- read play scripts
- identify typical story themes and compare story settings
- identify characters, evaluate their behaviour and justify views
- locate information, using contents, index, headings, sub-headings, bibliographies
- identify the main points of information texts by noting the key words or phrases
- read and identify the different purposes of instruction texts, and how they are organised.

Text type
Module 3 texts are selected from appropriate texts, such as Reading Recovery (RR) book bands 8/10 (published by the Reading Recovery National Network, Institute of Education, 20 Bedford Way, London, WC1H 0AL)

Week 1–2  Plays
Week 3–4  Explanations
Week 5–6  Myths, legends, fables
Week 7–8  Information books on topics of interest
NB: Please choose texts with the following phonemes. Week 1: /oa/ phoneme, e.g. oa, o, o-e, ow. Weeks 2 and 3: /ue/ phoneme, e.g. ue, ew, u-e, oo. Week 4: /ar/ phoneme. Week 5: /er/ phoneme, e.g. ur, er, ir, ear, wor. Week 6: /ow/ phoneme, e.g. ow, ou. Weeks 7 and 8: 2/3 syllable words.
<table>
<thead>
<tr>
<th>PHASE OF GUIDED READING</th>
<th>TEACHING PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Today we are reading a … book (name text type) and we are going to learn (teaching objective).</td>
</tr>
<tr>
<td>Identify teaching objective</td>
<td>Look at the cover (and pictures). What do you think this is about?</td>
</tr>
<tr>
<td>Establish text type</td>
<td>Does anyone know any other books about …?</td>
</tr>
<tr>
<td>Encourage reader to make links to existing knowledge and experience</td>
<td>Look at the rest of the book. What is happening?</td>
</tr>
<tr>
<td>Recall recently introduced reading strategies</td>
<td>There are some new words in this book. Can you find …? Which letters can you see at the beginning/middle/end?</td>
</tr>
<tr>
<td>Identify points of potential difficulty</td>
<td>There are … syllables in this word. Can you identify the syllables at the beginning/middle/end?</td>
</tr>
<tr>
<td>Prompt for integrated use of a broad and inclusive range of reading strategies</td>
<td>What other ways are there of working out new words?</td>
</tr>
<tr>
<td>Generate questions for resolution during independent reading</td>
<td>Read the first … pages and find out what happened to … and why… . What are the main points … ?</td>
</tr>
<tr>
<td><strong>Independent reading</strong></td>
<td>Read the first … pages.</td>
</tr>
<tr>
<td>Sample reading, provide appropriate prompts and specific praise</td>
<td>Read that again, read on, and think what would fit and make sense.</td>
</tr>
<tr>
<td>Generate questions to monitor comprehension</td>
<td>Now re-read the whole sentence.</td>
</tr>
<tr>
<td></td>
<td>What part of that word do you know? Now look at the other syllables at the beginning/middle/end and think about what would fit and sound right.</td>
</tr>
<tr>
<td></td>
<td>Were you happy with that? Read it again, use the commas and check your reading makes sense.</td>
</tr>
<tr>
<td><strong>Returning to text</strong></td>
<td>Who can tell me the … so far?</td>
</tr>
<tr>
<td>Summarise</td>
<td>I noticed that … was … (name use of a specific reading strategy) as they were reading. That is a good thing to do.</td>
</tr>
<tr>
<td>Praise use of reading strategies</td>
<td>Who had difficulty with a word? How did you solve it?</td>
</tr>
<tr>
<td>Generate questions to identify successful problem solving strategies</td>
<td>What is the definition of … ? What is the singular of … ?</td>
</tr>
<tr>
<td>Question to develop understanding at the word/sentence/text levels</td>
<td>Why did the author use commas on page … ?</td>
</tr>
<tr>
<td>Teacher demonstrating effective reading</td>
<td>Why did the author use sub-headings on page … ?</td>
</tr>
<tr>
<td>Turn to page … Discuss how the dialogue has been presented. Why has the author used …?</td>
<td>Listen to me read this bit. What do you notice?</td>
</tr>
<tr>
<td><strong>Responding to text</strong></td>
<td>Tell me how to play/make … Would you play/make … Now?</td>
</tr>
<tr>
<td>Prompt for personal response to text</td>
<td>Which character made you feel sad/cross/happy? Why? What was their behaviour like?</td>
</tr>
<tr>
<td></td>
<td>What part of the dialogue do you think created impact? How did the author achieve this?</td>
</tr>
<tr>
<td></td>
<td>Was the use of sub-headings/diagrams/photographs effective?</td>
</tr>
<tr>
<td></td>
<td>I want you to think about … (name a specific reading strategy) next time you read.</td>
</tr>
<tr>
<td>Return to teaching objectives</td>
<td>What have we learned today?</td>
</tr>
</tbody>
</table>

**Feedback to teacher**
### Module 3  Supported Reading (Non-fiction)

<table>
<thead>
<tr>
<th>Phase of Supported Reading</th>
<th>Teaching Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong>&lt;br&gt;Identify text type</td>
<td>You read this book/section with your teacher.&lt;br&gt;Tell me about it.&lt;br&gt;What kind of text is it?&lt;br&gt;What are the main ideas in this text?</td>
</tr>
</tbody>
</table>
| **Recalling key features**<br>Locate parts of text that give particular information<br>Identify the different purposes for instructional texts<br>Identify the key features of instructional texts | How can I find out ... about (contents/index/bibliographies) in this book?<br>Tell me another way of finding out about ... .
How is the information presented (headings/sub-headings)?
What sort of text would I use if I wanted to ... play a game? Why?
How is the text organised?
What was the most important thing you learned? |
| **Strategy check**<br>Prompt pupils to integrate all cue sources | Look at page. Can you find ... ?
How did you work the word out?
Do you know another way? |
| **Re-reading the text**<br>Give purpose for the reading | Read pages ... and tell me two new things that you have learned today.
What is the first/next thing you must do when following these instructions?
What materials do I need to make ... ?
Read that again. Use the commas when reading and check your reading makes sense.
What part of that word do you know? Now look at the beginning/middle/ending and think about what would sound right.
Try that again. Make it sound and look right.
Try that again and think what would make sense. |
| **Returning to the text**<br>Answer questions posed earlier<br>Identify the main points<br>Infer the meaning of unknown words from the context<br>Use the terms definition/singular/plural<br>Locate information using sub-headings | On page ... what are the key words or phrases?
Summarise what you have read.
What new and interesting words have you read today and what do they mean? How do you know?
What is the definition of ... ? Is it singular or plural?
Turn to page ... and find the paragraph about ... 
What more have you found out? |
| **Feedback to teacher** | |
### Module 3  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/section with your teacher.</td>
</tr>
<tr>
<td>Identify typical story themes and compare story settings</td>
<td>Tell me about it.</td>
</tr>
<tr>
<td>Identify characters</td>
<td>What kind of text is it?</td>
</tr>
<tr>
<td></td>
<td>What is the theme of this story/play?</td>
</tr>
<tr>
<td></td>
<td>What other books have you read that have the same setting?</td>
</tr>
<tr>
<td></td>
<td>Who are the characters, what are they like?</td>
</tr>
<tr>
<td><strong>Recalling key features</strong></td>
<td></td>
</tr>
<tr>
<td>Locate parts of text that give particular information</td>
<td>What happened at the beginning?</td>
</tr>
<tr>
<td></td>
<td>What is the problem/conflict/resolution in this story/play?</td>
</tr>
<tr>
<td></td>
<td>How can I find out who the characters are and stage directions in this play?</td>
</tr>
<tr>
<td></td>
<td>Tell me another way of finding out about … .</td>
</tr>
<tr>
<td><strong>Strategy check</strong></td>
<td></td>
</tr>
<tr>
<td>Prompt pupils 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>Re-reading the text</strong></td>
<td></td>
</tr>
<tr>
<td>Give purpose for the reading</td>
<td>Why did … behave as they did?</td>
</tr>
<tr>
<td></td>
<td>Think about why the author wrote the dialogue on p… as he did.</td>
</tr>
<tr>
<td></td>
<td>Read that again. Use the commas when reading and check your reading makes sense.</td>
</tr>
<tr>
<td>Prompt and praise when pupils miscue and problem-solve on the text</td>
<td>Read that again, read on, and think what would fit and make sense. Now re-read the whole sentence.</td>
</tr>
<tr>
<td></td>
<td>What part of that word do you know? Now look at the beginning/middle/ending and think about what would sound right.</td>
</tr>
<tr>
<td>Use speech marks and exclamation marks when reading</td>
<td>Try that again and think what would make sense.</td>
</tr>
<tr>
<td></td>
<td>Read that again and use all the punctuation to make your reading more exciting.</td>
</tr>
<tr>
<td><strong>Returning to the text</strong></td>
<td></td>
</tr>
<tr>
<td>Answer questions posed earlier</td>
<td>On page … why did … behave as they did? Was that a good/bad/helpful way to behave? Would you behave like that?</td>
</tr>
<tr>
<td>Discuss characters, evaluate their behaviour and justify views</td>
<td>Turn to page … Why has the author used bold print/italic print/speech bubbles? What adjectives has the author used? Why?</td>
</tr>
<tr>
<td>Identify preferences and give reasons</td>
<td>What new and interesting words have you read today and what do they mean? How do you know?</td>
</tr>
<tr>
<td>Express how dialogue is presented and discuss the choice of words that describe and create impact</td>
<td>What is the definition of … ? Is it singular or plural?</td>
</tr>
<tr>
<td>Infer the meaning of unknown words from the context</td>
<td>What more have you found out by re-reading the book?</td>
</tr>
<tr>
<td>Use the terms definition/singular/plural</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback to teacher**
Lesson 1  How to make a sentence  (Classroom assistant)
- To ensure pupils can identify and compose grammatical sentences.
- To ensure they know that question marks and exclamation marks are specialised full stops.

Lesson 2  Making sentences into text (fiction)  (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  Making phrases into sentences  (Classroom assistant)
- To practise converting phrases into sentences.
- To practise sequencing sentences to create a text.

Lesson 4  Making sentences into text (non-fiction)  (Teacher)
- To practise composing and writing sentences in response to questions.
- To practise sequencing these sentences to create a text.

Lesson 5  Varying sentence structure  (Classroom assistant)
- To practise improving sentences, especially sentence openings, by avoiding repetition, and varying sentence construction.

Lesson 6  Deleting ‘and’ – varying sentence structure  (Teacher)
- To practise splitting a loosely-linked text into simple sentences.
- To practise improving sentences (especially sentence openings).
- To practise avoiding repetition and varying sentence structure.

Lesson 7  Expanding sentences  (Classroom assistant)
- To practise improving sentences by adding descriptive words and phrases, and by changing weak to powerful verbs.
- To practise composing written sentences in response to a pictorial stimulus.

Lesson 8  Deleting ‘and’ – expanding sentences  (Teacher)
- To practise splitting a loosely linked text (long compound sentence) into simple sentences.
- To practise improving sentences, using the techniques practised in Lesson 7.
## How to make a sentence (fiction) (Classroom assistant)

### Aims
To ensure children can identify and compose grammatical sentences.
To reiterate that a sentence begins with a capital letter, ends with a full stop, and makes complete sense.
To ensure recognition of question marks and exclamation marks as ‘special full stops’ for ‘special sorts of sentences’.

### Materials
- PCMs 3.50, 3.52 enlarged;
- PCM 3.51 copied onto card;
- Box;
- Paper and pencils for children

### Preparation
Cut up PCM 3.51 and put strips in box.
Read through the Example Lesson Script (see page 151), relating it to this lesson plan and PCMs.

### Introduction:

<table>
<thead>
<tr>
<th>What is a sentence?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong> 3 mins</td>
</tr>
<tr>
<td><em>Today we’re revising the meaning of the word ‘sentence’. What is a sentence?</em> Display PCM 3.50 and use it to elicit the points listed in Aims above. Point out that ? and ! both contain a full stop (but also indicate the tone of voice in which the sentence should be read).</td>
</tr>
</tbody>
</table>

### Activity 1:

<table>
<thead>
<tr>
<th>Activity 1: Sentences and not sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong> 4 mins</td>
</tr>
<tr>
<td><em>I’m going to take some strips out of the box. Each will have a group of words on it. You have to tell me whether it is a sentence or not.</em> Take the strips from the box (PCM 3.51) and help children read them. As children identify them, make two piles – ‘sentences’ and ‘not sentences’.</td>
</tr>
</tbody>
</table>

### Activity 2: The Sentence-Making Game

| Time: 7 mins |
| Show PCM 3.52. *These children and their teacher are playing the Sentence-Making Game. Each player says one word. If someone completes a sentence, the next player must say “Full stop.” The next player must say “Capital letter” before giving a word.* |

Suggestions for topics:
- what we do at school
- things you do in your spare time
- favourite foods
- programmes you watch on the TV
If children are flagging, join in and supply a word to get them on the way again.

### Activity 3: Writing sentences

| Time: 4 mins |
| *For the last few minutes, I want you to write as many sentences as you can. You can make up your own, or you can think of ways of turning these groups of words into sentences (i.e. the card strips from Activity 1).* Praise children for complete sentences and diligent work! Give help as necessary with spelling. Ensure all sentences start with a capital, end with a full stop and make complete sense. Sentences do not have to be in any way connected with each other. |

### Conclusion

| Time: 2 mins |
| *Next week you’ll be working with your teacher. How will you explain to him/her how the Sentence-Making Game works?* |
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 PCM 3.53 for each child;
- PCM 3.54 enlarged

Introduction: Revision
Time: 2.5 mins
Ask children to demonstrate how to play the Sentence-Making Game.

How can you recognise a sentence? (! ? . /capital/makes sense)

Activity 1: Story into sentences
Time: 5 mins
When you know how to make a sentence, the next thing is to be able to split your writing up into sentences.
Writers split their text up into sentences to make it easier to read and understand.
Give out PCM 3.53.
This is how one boy started writing the story of Goldilocks.
He told the story well but he didn’t put in the full stops and capital letters, so it was very difficult to read. Listen while I read it and you follow on your sheets.
When children have heard the story, ask them to put in full stops and capitals.
Give help as necessary.

Activity 2: Sentences in stories – spoken
Time: 5 mins
Now we’ll play a game a bit like the Sentence-Making Game, but this time each person will give a whole sentence.
Look at how the children in the picture are playing the game.
Display PCM 3.54. Depending on the ability level of the children, ask them to tell
- the story of Goldilocks (as just rehearsed, although obviously not verbatim!)
- the rest of the Goldilocks story, from where they left off
- another familiar tale, e.g. Cinderella.
Help children recognise when they have reached the end of a sentence (e.g. if anyone starts ‘and thenning’, say I think you might be going on to a new sentence).

Activity 3: Sentences in stories – written
Time: 5 mins
How do we know that we’ve come to the end of a sentence and need to put a full stop?
Look for answers like:
- You’ve said a complete thought.
- It makes sense.
- You’re going on to a new bit of information.
Continue the game above, but now scribe each sentence as the child provides it.

Conclusion
Time: 2.5 mins
Ask children to read back the part of the story you have written, one sentence each.
Next week you will be doing Sentence Level work with the Classroom assistant. Can you tell him/her how you decide when to put a full stop in your writing? How do you know that you’ve come to the end of a sentence?
Why do writers split their texts into sentences?
### Aims
To revise
- the three-part definition of a sentence
- that question marks are also full stops
- that they mark sentences which should be read in a particular tone of voice
- the difference between a phrase and a sentence.
To practise converting phrases into sentences and sequencing sentences to create a text.

### Materials
- PCM 3.55 enlarged;
- Copies of PCM 3.56 for each child;
- Sheet of paper large enough to cover the questions on the PCMs leaving the answers visible;
- Paper and pencils for children

### Preparation
Read through the Example Lesson Script (see page 154), relating it to this lesson plan and PCMs.

### Introduction: Questions, phrases and sentences
**Time:** 3 mins
Ensure children remember that writers split text into sentences to make meaning clear. Display the enlarged copy of PCM 3.55. Point to the first question mark. *What is this called? What's it for? If I took the squiggly bit away from the top what would be left?* Establish that questions are sentences, and question marks are a type of full stop. *What's the difference between a question and an ordinary sentence?* Establish that your tone of voice changes in asking a question. The question mark alerts the reader to the need to change tone.

### Activity 1: Questions and phrases
**Time:** 5 mins
Help the children to read the questions about Queen Elizabeth on PCM 3.55. *Are all the questions sentences?* (Check for capitals, full stops, complete sense.) Cover the questions with a sheet of paper. *Are the answers sentences? Why not?* Establish that they do not make sense unless you know the question. *These are not sentences. They are phrases. Can you turn each one into a sentence?* Help the children answer each question in a complete sentence. Help them see how you use part of the question to create the answer-sentence. Give out PCM 3.56. Help the children read the Elizabeth I text at the top. Show that by answering the questions in sentences, you can create a complete text.

### Activity 2: Writing sentences to create a text
**Time:** 10 mins
Help children read the questions and answers about Sir Isaac Newton. Ask them to write the answers in complete sentences, to make a text like that about Elizabeth I. Ensure they see how to use words from the question to create the answer-sentence. (Point out that these words are available as models for spelling when writing.) Give help as necessary as children write their sentences about Sir Isaac Newton.

**If time**
Choose a successful piece of writing from Activity 2 to share. Explain how
- each sentence gives one clear chunk of information
- these chunks of information build up to make a text.

### Conclusion
**Time:** 2 mins
NB: Retain one copy of PCM 3.56 and a successful piece of writing on Isaac Newton for use next week.
**Aims**

To revise
- the three-part definition of a sentence
- that question marks are also full stops
- the difference between a phrase and a sentence.

To practise composing and writing sentences in response to questions.

To practise sequencing these sentences to create a text.

**Materials**

- PCM 3.56 from last week’s lesson, enlarged;
- One successful piece of writing about Sir Isaac Newton (last week’s Activity 2), enlarged;
- Copies of PCM 3.57 for each child;
- Paper and pencils for children

---

### Introduction: Questions, phrases, sentences, text

Display PCM 3.56 and Sir Isaac Newton writing. Ask children to recount what they did in the last session.

Ensure children remember:
- the difference between a sentence and a phrase
- how to use part of the question to make a sentence.

Show them how in the Isaac Newton writing:
- each sentence gives one clear chunk of information
- these chunks of information build up to make a text.

**Time:** 2.5 mins

### Activity 1: Writing sentences to make text

Give out PCM 3.57.

Help the children to read the questions.

*Are all the questions sentences?* (Check for capitals, full stops, complete sense.)

Go round the group asking children to answer one question each first as a phrase (e.g. Joe Bloggs), then as a sentence (e.g. My name is Joe Bloggs).

Children can then use the questions as cues to write a short text composed of seven sentences about themselves.

Encourage them to use part of the question to begin the answer – this should give a variety of sentence openings.

Children who finish early can think of further sentences to write about themselves.

**Time:** 10 mins

### Activity 2: Checking text for sentences

Shared reading of children’s work. As you read each piece check that every sentence:

- begins with a capital letter
- ends with a full stop
- makes complete sense.

Where this isn’t the case, ask the child in question to remedy it (give help as necessary).

**Time:** 6.5 mins

### Conclusion

Each sentence expresses one complete chunk of information. The questions help you focus on the chunks of information one at a time.

When you are writing in future, try to think in sentences – one chunk of information at a time.

Remember capital letters and full stops to show where each sentence starts and finishes.

**Time:** 1 min

NB: Retain children’s writing from Activity 1 for use next week.
### Aims
To revise sentences and sentence boundaries within text.
To practise improving sentences (especially sentence openings) by avoiding repetition and varying sentence construction.

### Materials
- A piece of successful writing from Activity 1 Lesson 4 (enlarged);
- All children’s writing from Activity 1 Lesson 4;
- PCMs 3.58, 3.59 enlarged;
- Board/flip chart and pens

### Preparation
Read through the Example Lesson Script (see page 158), relating it to this lesson plan and PCMs.

### Introduction: Sentences and text
Display enlarged piece of writing from last lesson. Read it with the group. Ask children to recount what they did in the last session.
Ensure children remember:
- the difference between a sentence and a phrase
- how to use part of the question to make a sentence
- how each sentence in a piece of text gives one clear chunk of information
- how these chunks of information build up to make the text.

**Time:** 2.5 mins

### Activity 1: Boring or not boring?
Display PCM 3.58. *Here are two versions of the same text.*

**Shared reading of the two texts.**

Help children recognise that both pieces of writing are technically correct (i.e. they are written in sentences and correctly spelled and punctuated) but that teachers would like one piece better than the other. *Which do you think teachers like best? Why?*

By exaggerated reading, help children notice the repetitive nature of the first text. Can they spot that every sentence starts with “I” and that three in a row start with “I like”?

Ask children to look at their own writing from the last lesson. *Have you done the same thing?* (With any luck, no, as the questions were designed to avoid it.)

Display PCM 3.59. *Each pair of sentences says the same thing, but the second version has more variety.* Can children work out how the writer has got this variety?
- The first two sentences use different words for the same thing.
- The last three use the same words but in a different order.

**Time:** 8 mins

### Activity 2: It’s not what you say, it’s the way that you say it
How many sentences can children think of to say the following?
- My birthday is 5th May. / It is a sunny day. / We watch TV after school.

Write up their suggestions on the board.

In doing so, stress capital letters, full stops and that the sentence must make sense.

For example: I was born on 5th May. / 5th May is my birthday. / 5th May is the day I was born. / The day I was born is 5th May. / My date of birth is 5th May.

**Time:** 7 mins

### Conclusion
How are you going to explain to your teacher what we have done today?
Ensure children are aware that
- repetition in text can be boring – especially if all sentences start in the same way
- there are many different ways of saying the same thing
- repetition can be avoided by using different words or a different order.

**Time:** 2.5 mins
**Aims**
To alert children to the overuse of “and”.
To practise
- splitting a loosely-linked text into simple sentences.
- improving sentence openings.
- avoiding repetition and varying sentence construction.

**Materials**
- PCMs 3.60, 3.61 enlarged;
- Board/flip chart and pens, including one thick black marker for deleting text

### Introduction
**Time:** 3 mins
Establish that in Lesson 5 children worked on making text more interesting by avoiding repetition; varying sentence structure (especially varying sentence openings); changing word order to make sentences more interesting.

**How many ways can you think of to say ‘My favourite colour is red’?**
For example: Red is my favourite colour. / I like red best of all the colours. / The colour I like best is red. / Red is the colour I like best.
Write up suggestions on the board.
In doing so, stress capital letters, full stops and that the sentence must make sense.

### Activity 1: Getting rid of “and”
**Time:** 3 mins
Another way of making text sound better is to get rid of some of the “ands”.

**Very often “and” is a signal that you’re going on to a new chunk of information and should really start a new sentence.**

Shared reading of PCM 3.60. Point out the breathless length of the text, and the boring repetition of “and”. Ask one child to delete every “and” in the passage. Ask other children to put full stops and capital letters to make each resultant chunk of text into a sentence.

It should look like this:

Sir Isaac Newton was born in 1642. He was born in a village called Woolsthorpe in Lincolnshire. He was born on Christmas Day. He was brought up by his mother and stepfather. He did not do very well at school to start with. He did better when he got older. He went to Cambridge University after school. He was very poor. He had to do odd jobs to earn money for the fees.

Guided reading of the resultant text.

### Activity 2: Improving a text
**Time:** 9 mins

Now we’ve got rid of the “ands”, we’re left with a lot of boring sentences. What makes them so boring? How can we make them less boring?

Talk about ways of improving the text by: avoiding repetition of “He” and “He was born”; varying sentence structure.

Scribe for the children, making deletions and changes as required, to improve the text.

Shared reading of the children’s final version.

### Activity 3: Discussion
**Time:** 3 mins
Shared reading of PCM 3.61. Compare the children’s version to this one. Note any differences in the way it has been improved and the effect this has on the sound of the text and its meaning.

### Conclusion
**Time:** 2 mins
Which version do children prefer and why? Remind them of the main points of the lesson: too many “ands” are boring – cut them out to create simple sentences; try to delete or change repeated phrases; vary sentence structure by changing words or word order.
**Expanding sentences (Classroom assistant)**

**Aims**
To practise improving sentences by
- adding descriptive words and phrases
- changing weak to powerful verbs.
To practise composing and writing sentences in response to a pictorial stimulus (and questioning).

**Materials**
- PCMs 3.62, 3.63, 3.64 enlarged;
- Board/flip chart, and pens; Paper and pencils

**Preparation**
Read through the Example Lesson Script (see page 161), relating it to this lesson plan and PCMs.

### Introduction:
**Time:** 2.5 mins

What did you do in the last lesson?
Ensure children remember improving text by
- deleting “and” to create simple sentences
- deleting or changing repeated phrases
- varying sentence structure by changing words or word order.

### Activity 1:
**Making words paint a picture**

Write up the following sentence, ‘The cat went in the leaves’. Try to elicit these points:

**Good:** It has a full stop, capital letter and makes sense.

**Bad:** It doesn’t tell you much. It could be any cat, any leaves. It needs more detail. The verb is boring. “Went” is not a powerful verb.

Display PCMs 3.62, 3.63. The sentence could be about either of these two pictures.

Let’s improve it to fit the first picture (tiger).
As you improve the sentence, read the revised version aloud after every change.

First of all, we need a more powerful verb.
Looking at the tiger, help children select a better verb, e.g. prowled, stalked, crouched.

Now let’s add some adjectives to tell us more about the cat and the leaves.
Draw an omission-arrow before cat, and help children select adjectives, e.g. fierce, stripy, hunting, sly. Draw an omission arrow before leaves and help children select adjective(s), e.g. exotic, jungle, gleaming.

What about more detail on how the cat moved?
Draw an omission arrow after the verb and help children answer the question “how” with words or phrases, e.g. smoothly, silently, on soft paws, without a sound.

Read the completed sentence. Are the children quite happy with it? Help them ensure that it is grammatically correct, and effective in describing the picture.

**Time:** 5 mins

### Activity 2:
**Time:** 5 mins

Repeat procedure from Activity 1 for PCM 3.63.

### Activity 3:
**Try it yourself**

**Time:** 5 mins

Display PCM 3.64. Children in pairs work on the sentence: The cat sat on the mat.

### Conclusion
**Time:** 2.5 mins

Review children’s efforts, praising successful work.
Help them remember that boring sentences can be improved by changing weak to powerful verbs; adding adjectives; adding words or phrases which explain “how” it happened.

NB: Retain copies of children’s work from Activity 3 for use next week.
Expanding sentences, creating a text (Teacher)

### Aims
To revise how sentences can be improved by adding adjectives; changing weak to powerful verbs; adding adverbials.

To revise how removing the word “and” can create simple sentences which can then be improved.

### Materials
- Copies of children’s work from Activity 3 Lesson 7;
- PCMs 3.65, 3.67 enlarged;
- PCM 3.66 enlarged;
- Board/flip chart and pens, including one thick black marker for deleting text

### Preparation
On the board, write up
- one of the cat sentences from last week
- a successful expanded version of the same sentence.

<table>
<thead>
<tr>
<th>Time: 2.5 mins</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Introduction: Adding words to a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask children to recap what they did in last week’s lesson, using the sentences on the board as an illustration.</td>
</tr>
<tr>
<td>Ensure they remember that expanding sentences can make text more informative (clearer, less open to mistakes) and more interesting. Elicit that this can be done by</td>
</tr>
<tr>
<td>- adding adjectives</td>
</tr>
<tr>
<td>- changing weak verbs to powerful verbs</td>
</tr>
<tr>
<td>- adding “words and phrases that tell you how something happened”.</td>
</tr>
</tbody>
</table>

**Time: 2.5 mins**

<table>
<thead>
<tr>
<th>Activity 1: Getting rid of the “ands”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another way of making text sound better is to get rid of the “ands”.</td>
</tr>
<tr>
<td>Some people use “and” far too often. Very often “and” is a signal that you’re going on to a new chunk of information and should really start a new sentence.</td>
</tr>
<tr>
<td>Shared reading of PCM 3.65. Draw attention to</td>
</tr>
<tr>
<td>- the breathless length of the sentence</td>
</tr>
<tr>
<td>- the boring repetition of “and”</td>
</tr>
<tr>
<td>- the fact that the passage is not very informative.</td>
</tr>
<tr>
<td>Ask one child to delete every “and” in the passage. Ask other children to put full stops and capital letters to make each resultant chunk of text into a sentence.</td>
</tr>
<tr>
<td>Guided reading of the resultant text.</td>
</tr>
</tbody>
</table>

**Time: 5 mins**

<table>
<thead>
<tr>
<th>Activity 2: Adding words to text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without the “ands” we have six simple sentences. But they’re very short and boring. Can we add more words and phrases to make them more interesting?</td>
</tr>
<tr>
<td>Show children the picture of Elizabeth I on PCM 3.66. Explain that she dressed so magnificently to impress her people and convince them of her importance (it wasn’t easy for a woman to be a ruler in those days).</td>
</tr>
<tr>
<td>Discuss where you could</td>
</tr>
<tr>
<td>- add adjectives</td>
</tr>
<tr>
<td>- change weak verbs to more powerful verbs</td>
</tr>
<tr>
<td>- add words or phrases to answer the question ‘how’</td>
</tr>
<tr>
<td>to make the description tell more about her magnificence (and her desire to be regal).</td>
</tr>
<tr>
<td>Scribe for the group as they decide on improvements. Read the revised version of each sentence aloud after every change.</td>
</tr>
<tr>
<td>Shared reading and discussion of the finished text.</td>
</tr>
</tbody>
</table>

**Time: 10 mins**

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare your text with PCM 3.67. Which do children prefer and why?</td>
</tr>
</tbody>
</table>

**Time: 2.5 mins**
A sentence is a group of words that make sense.

Is this a sentence?

Some sentences go on for a long time but others are quite short.

Some sentences want you to notice them!
<table>
<thead>
<tr>
<th><strong>a big red car</strong></th>
<th>The car is red.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>taking a break</strong></td>
<td>I have a pet dog.</td>
</tr>
<tr>
<td><strong>a scary story</strong></td>
<td>Reading is fun!</td>
</tr>
<tr>
<td><strong>when the wind blows</strong></td>
<td>Where do you live?</td>
</tr>
<tr>
<td><strong>animals in the zoo</strong></td>
<td>I enjoyed myself very much.</td>
</tr>
</tbody>
</table>
I ... like ... eating ... chips ... FULL STOP ... Capital letter ... It ... is ...
once upon a time there were three bears they lived in a little cottage in the woods one day Mother Bear made fresh creamy porridge for breakfast she put it into three bowls it was a bit hot so she left it to cool down

while the porridge was cooling the bears went for a walk a little girl called Goldilocks came along and saw that the door was open Goldilocks went inside to have a look

she smelled the lovely smell of fresh creamy porridge it made her feel very hungry she went over to the table and picked up a spoon
Once upon a time there were three bears. (FULL STOP)

(Capital letter) They lived in a cottage in the woods. (FULL STOP)

(Capital letter) One day they made some porridge but it was too hot to eat. (FULL STOP)
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was Elizabeth I?</td>
<td>a famous Queen of England</td>
</tr>
<tr>
<td>When was she born?</td>
<td>1533</td>
</tr>
<tr>
<td>Who was her father?</td>
<td>Henry VIII</td>
</tr>
<tr>
<td>What colour hair did she have?</td>
<td>red</td>
</tr>
<tr>
<td>When did she become Queen?</td>
<td>1558</td>
</tr>
<tr>
<td>What did her people call her?</td>
<td>Good Queen Bess</td>
</tr>
<tr>
<td>When did she die?</td>
<td>1603</td>
</tr>
</tbody>
</table>
Elizabeth I was a famous Queen of England. She was born in 1533. Her father was Henry VIII. She had red hair. She became Queen in 1558. Her people called her Good Queen Bess. She died in 1603.

Who was Isaac Newton? a famous scientist
When was he born? 1642
Where did he study? Cambridge University
What did he study? maths and science
What did he discover? gravity
What did he write a famous book about? light and colour
When did he die? 1727
What is your name?

How old are you?

What school do you go to?

What is your favourite lesson?

At playtime what do you like to do?

Which TV programmes do you like best?

What do you want to be when you are older?
I am called Alexander Splott. I am ten years old. I go to Sink Street School. I like Maths best. I like playing football at playtime. I like the TV programme Animal Hospital best. I want to be a doctor when I am older.

My name is Alexander Splott. I am ten years old. I go to Sink Street School. My favourite lesson is Maths. At playtime I like playing football. The TV programme I like best is Animal Hospital. When I am older I want to be a doctor.
I am called Alexander Splott.
My name is Alexander Splott.

I like Maths best.
My favourite lesson is Maths.

I like playing football at playtime.
At playtime I like playing football.

I like the TV programme Animal Hospital best.
The TV programme I like best is Animal Hospital.

I want to be a doctor when I am older.
When I am older I want to be a doctor.
Sir Isaac Newton was born in 1642 and he was born in a village called Woolsthorpe in Lincolnshire and he was born on Christmas Day and he was brought up by his mother and stepfather and he did not do very well at school to start with and he did better when he got older and he went to Cambridge University after school and he was very poor and he had to do odd jobs to earn money for the fees.
Sir Isaac Newton was born in 1642 in a village called Woolsthorpe in Lincolnshire. He was born on Christmas Day. His mother and stepfather brought him up. To start with he was not very good at school. When he got older, he did better. After school he went to Cambridge University. He was very poor so he had to do odd jobs to earn money for fees.
Elizabeth is looking at us and she has a dress with sleeves and one hand has a fan with a handle and she has jewellery and her ruff has lace on the edges and she has a wig.
By courtesy of the National Portrait Gallery
Elizabeth is staring at us sternly. She is wearing a long black dress with beautifully embroidered sleeves. One hand holds a feathery fan with a jewel-encrusted handle. She is covered in rich jewellery. Her high white ruff has delicate fancy lace on the edges. She is wearing a red, tightly-curled wig.
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 sorts of vocabulary to use, the sort of encouragement to give the children – a general overview of how a “perfect lesson” might go.

Lesson 1: How to make a sentence (fiction)

Introduction: What is a sentence? (3 mins)

CLASSROOM ASSISTANT: Today we’re going to make sure that we all remember and understand what makes a sentence.

Display PCM 3.50.

CLASSROOM ASSISTANT: Who can tell us one thing that they know about a sentence? You can look at this sheet to help you.

CHILD: A sentence begins with a capital letter.

CLASSROOM ASSISTANT: Yes, that’s right. What else?

CHILD: It ends with a full stop.

CHILD: It makes complete sense.

CLASSROOM ASSISTANT: Well done everyone. You seem to have remembered the three main points about a sentence. I wonder if anyone can remember anything about some special kinds of full stops?

CHILD: Well, there’s the question mark which we use at the end of a question sentence.

CLASSROOM ASSISTANT: Good, and what about the last thing? Look at the last statement on the sheet. Is that a sentence?

CHILD: Yes, and it ends with an exclamation mark because the writer wants you to take notice of their words.

CLASSROOM ASSISTANT: That’s brilliant everyone. You’ve remembered just about everything. Just one more thing – what do question marks and exclamation marks tell you about how the writer wants you to read their sentence?

CHILD: They tell you to change your tone of voice.

Activity 1: Sentences and not sentences (4 mins)

Take the cut out strips from PCM 3.51 out of the box and show each of them to the children.

CLASSROOM ASSISTANT: I want you to look at these strips. Each one has a group of words on it. We’re going to read them together and decide which ones are sentences and which aren’t. Then we’ll make two piles – one called “sentences” and one called “not sentences”.

Read each strip in turn with the children.

CLASSROOM ASSISTANT AND CHILDREN: “a big red car” – Is this group of words a sentence?
CHILD A: No, because it doesn’t begin with a capital letter or end with a full stop.

CHILD B: And, it doesn’t make complete sense.

CLASSROOM ASSISTANT: Good, that’s right. So, which pile do you want to put it in?

CHILD: “Not sentences”.

Hold up another strip and ask the children to read it with you.

CLASSROOM ASSISTANT: “I have a pet dog.” Is this one a sentence?

CHILD: Yes, because it makes complete sense, and it begins with a capital letter and ends with a full stop.

CLASSROOM ASSISTANT: That’s very good. You gave me all of the reasons. So, we can put it in the “sentence” pile.

Hold up another strip.

CLASSROOM ASSISTANT: What about this one? “Reading is fun!”

CHILD A: Yes, that’s a sentence.

CHILD B: It ends with an exclamation mark.

CLASSROOM ASSISTANT: Why do you think it ends with an exclamation mark, rather than just a full stop?

CHILD: Because it wants to make you take notice of what it says.

CLASSROOM ASSISTANT: Yes. It wants to emphasise the fact that reading is fun!

Continue this process for each of the sentences.

The Sentence-Making Game (7 mins)

Show PCM 3.52 and describe what it shows.

CLASSROOM ASSISTANT: This shows a group of children and their teacher playing a game called “The Sentence-Making Game”. I’m going to explain how to play it and then we can have a go. Each player says one word. The next person adds another. If someone completes a sentence, the next player has to say “full stop” instead of another word. The player after this one has to say “capital letter” before giving their own word which will begin another sentence. Do you all understand, or does it seem very complicated? The best thing is to try and do it. Come on, I’ll start by saying capital letter, “I ...”.

CHILD A: “like ...”

CHILD B: “eating ...”

CHILD C: “chips ...”

CHILD D: Full stop

CHILD E: “It ...”

CLASSROOM ASSISTANT: Is that right, or have we missed something out?

CHILD: Timothy forgot to say “capital letter” before starting the next sentence.

CLASSROOM ASSISTANT: That’s right. So, Timothy, can you begin that sentence again?

CHILD E: Capital letter. “It ...”
CLASSROOM ASSISTANT: “is ...”. Well done. That was easy, wasn’t it? Now let’s try it again by making up a sentence of our own. Matthew can start this time.

CHILD A: Capital letter. “I ...”
CHILD B: “like ...”
CHILD C: “eating ...”
CHILD D: “sweets ...”
CHILD E: Full stop.

CLASSROOM ASSISTANT: Capital letter. “My ...
CHILD A: “dog ...”
CHILD B: “likes ...”
CHILD C: “going ...”
CHILD D: “for ...”
CHILD E: “long ...”

CLASSROOM ASSISTANT: “walks ...”
CHILD A: Full stop.

CLASSROOM ASSISTANT: Well done everyone. Do you all understand what to do now? This time we must try to be even faster. Remember, a sentence doesn’t just have to finish with a full stop. You could use a question mark or an exclamation mark instead.

Continue playing this game until time runs out. As the children become more proficient it may be possible for you just to listen, rather than participate. Some suggestions for topics are:

- what we do at school
- things you do in your spare time
- favourite foods
- programmes you watch on TV
- places you have visited
- pets, etc.

Activity 3: Writing sentences (4 mins)

CLASSROOM ASSISTANT: During the last few minutes, I want you to write as many sentences as you can. You can make up your own, or you may be able to remember some of the sentences from the game we’ve just played. Or, you can think of ways of turning these groups of words into sentences.

Make the card strips from Activity 1 available.

CLASSROOM ASSISTANT: Before you begin, let’s remind ourselves about the things that are needed to make a sentence.

CHILD A: A sentence starts with a capital letter and ends with a full stop.

CHILD B: It can also end with a question mark or an exclamation mark.

CHILD C: And it has to make complete sense.

CLASSROOM ASSISTANT: Well done everyone. Now, working on your own, write as many complete sentences as you can.

Help any children who find this difficult or run out of ideas.
Praise the children as they work and give any necessary help with spellings. The sentences do not have to be in any way connected to each other.

CLASSROOM ASSISTANT: Everyone is working really hard. Remember to use capital letters and full stops. Some of your sentences could be questions. Has anyone ended one of their sentences with an exclamation mark? Read aloud some of the better sentences.

Conclusion (2 mins)

CLASSROOM ASSISTANT: Stop working now as it's nearly the end of the session. Next week you'll be working with your teacher and you'll need to explain to him/her how to play the Sentence-Making Game. Who thinks that they will be able to do this? Let's remind ourselves now.

CHILD A: The first person says capital letter and one word to begin a sentence.

CHILD B: The next person says another word to add to the sentence, and so on, until the sentence is finished.

CLASSROOM ASSISTANT: Good. So what do you say if you're the one who finishes the sentence?

CHILD: Full stop.

CLASSROOM ASSISTANT: That's right, they don't give another word, they say "full stop". And what happens next?

CHILD: The next person has to say "capital letter" before they say the first word in the next sentence.

CLASSROOM ASSISTANT: Well done, that's right. So you all think you'll be able to tell your teacher how to play the Sentence-Making Game next week?

CHILDREN: Yes, of course we will.

Lesson 3: Making phrases into sentences

Introduction: Questions, phrases and sentences (3 mins)

CLASSROOM ASSISTANT: Who can remember what you did last week about sentences?

CHILD: We talked about the three things that make a sentence.

CLASSROOM ASSISTANT: That's right. So, what are they?

CHILD A: Sentences begin with a capital letter and end with a full stop.

CHILD B: Or a question mark, or an exclamation mark.

CLASSROOM ASSISTANT: What does a question mark or exclamation mark tell you about a sentence?

CHILD: That you have to read it in a particular way.

CLASSROOM ASSISTANT: Good, yes, you have to change your tone of voice. And the third thing?

CHILD: It has to make complete sense.

CLASSROOM ASSISTANT: Well done, that's everything. But, why do writers split their texts up into sentences?

CHILD: Because it helps to make the meaning clear.
CHILD B: And, because the writer is moving on to a new thought.

Display the enlarged copy of PCM 3.55 and point to one of the question marks.

CLASSROOM ASSISTANT: What’s this called?
CHILDREN: A question mark.

CLASSROOM ASSISTANT: What’s it for?

CHILD: It shows when a sentence is a question sentence.

Cover the top of the question mark with your hand.

CLASSROOM ASSISTANT: That’s right. If I took the squiggly bit away from the top, what would be left?

CHILDREN: A full stop.

CLASSROOM ASSISTANT: That’s right, so it reminds you that a question mark can also be used to show the end of a sentence, just like a full stop. Now, read this first question.

The children read the first question together.

CLASSROOM ASSISTANT: Is this a sentence?
CHILDREN: Yes. It’s a question sentence.

CLASSROOM ASSISTANT: Yes. What’s the difference between a question and an ordinary sentence?

CHILD: A question asks you something, and you need to give an answer.

CLASSROOM ASSISTANT: Good. Does the question mark help us to read the question in any way?

CHILD: It tells the reader how to read it. You have to change your voice so it shows you’re asking a question.

CLASSROOM ASSISTANT: Well done. Yes the question mark signals to the reader that he has to change his tone of voice.

Activity 1: Questions and phrases (5 mins)

CLASSROOM ASSISTANT: Now we’re going to read all of the questions on this sheet.

Shared reading of all of PCM 3.55.

CLASSROOM ASSISTANT: What do you think all of these questions are about?

CHILD: Queen Elizabeth I.

CLASSROOM ASSISTANT: That’s right. Are all of the questions sentences?

CHILD A: Yes.

CLASSROOM ASSISTANT: Are you sure? Have you checked them all? Have they all got all of the characteristics needed to make a sentence?

CHILD A: Well, they all end with question marks.

CHILD B: And they start with capital letters.

CHILD C: And I think they all make sense.

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

Cover the questions with a sheet of paper and point to the answers.
CLASSROOM ASSISTANT: *Are these sentences?*

CHILDREN: No.

CLASSROOM ASSISTANT: *Why not? Some of them begin with capital letters.*

CHILD: *But none of them end in full stops, and they don’t make sense on their own.*

CLASSROOM ASSISTANT: *What do you think they are?*

CHILD: *I think they must be the answers to the questions.*

CLASSROOM ASSISTANT: *That’s right. They aren’t sentences, they’re just phrases. They only make sense if you know the question as well. They don’t make complete sense on their own. Let’s try and turn them into sentences. We can use the words in the questions to help us. Listen, I’ll show you. If I asked the first question, “Who was Queen Elizabeth?” You could give the answer in a complete sentence like this: “Elizabeth I was a famous Queen of England.” Can you see how I did that? I used some of the words from the question. Let’s try the next one. Read it altogether first.*

CHILDREN: *“When was she born?”*

CLASSROOM ASSISTANT: *Good. Now who’s going to give me the answer in a complete sentence by using some of the words in the question?*

CHILD: *She was born in 1533.*

CLASSROOM ASSISTANT: *Well done. That wasn’t easy, but you got it right first time. Who’s going to be brave enough to try the next one?*

CHILD: *I am.*

CLASSROOM ASSISTANT: *All right, Samantha. So let’s read the question together again first.*

CHILDREN: *“Who was her father?”*

CLASSROOM ASSISTANT: *Good. Come on then, Samantha.*

CHILD: *Her father was Henry VIII.*

CLASSROOM ASSISTANT: *Who thinks that she’s right? Did Samantha answer the question in a complete sentence?*

CHILDREN: *Yes, she did.*

CLASSROOM ASSISTANT: *Well done everyone. Now we’re going to turn each of these answers into sentences, and you’re all going to do at least one each.*

Repeat the process described above for each question, making sure that each child in the group has a turn. When you’ve finished and praised the children appropriately, give out PCM 3.56.

CLASSROOM ASSISTANT: *Let’s read the text at the top of this sheet together.*

Shared reading of the text about Elizabeth I.

CLASSROOM ASSISTANT: *What does this text tell you?*

CHILD: *It’s all about Queen Elizabeth I.*

CLASSROOM ASSISTANT: *That’s right. Does the information sound familiar?*
CHILD: Yes, it tells us the same things that were in the questions and answers that we’ve just done.

CLASSROOM ASSISTANT: Yes, well done. The same information has been written in sentences and turned into a complete piece of text. Isn’t that clever? Do you think that you could do that?

CHILDREN: Yes, it’s easy!

Activity 2: Writing sentences to create a text (10 mins)

CLASSROOM ASSISTANT: Let’s read the next set of questions and answers.

Shared reading of all of the questions and answers about Sir Isaac Newton.

CLASSROOM ASSISTANT: I want you to turn these questions and answers into a piece of text, just like the one about Queen Elizabeth I. All you have to do is to answer each of the questions, using the same words to help you, and write the answers one after the other. Sounds easy, doesn’t it?

CHILD: I don’t know how to do it.

CLASSROOM ASSISTANT: Don’t worry, I’ll help you. So let’s start together. What’s the answer to the first question – “Who was Isaac Newton?” Remember, give me the answer in a sentence.

CHILD A: Isaac Newton was a famous scientist.

CLASSROOM ASSISTANT: Good. Now let’s decide what the second sentence should be. What’s the answer to the question: “When was he born?”

CHILD: 1642.

CLASSROOM ASSISTANT: That’s right. Now put the answer into a sentence.

CHILD: He was born in 1642.

CLASSROOM ASSISTANT: Everyone write that sentence down. Now I want you to try and do the rest by yourself. If you have a problem, just ask me. I want you to really concentrate on this, and work quietly and quickly.

The children work individually asking for help as they need it. Be as positive and encouraging as possible throughout the ten minutes.

CLASSROOM ASSISTANT: I want everyone to stop now. That wasn’t as difficult as you thought it would be, was it?

If time

Choose one of the successful pieces of writing about Sir Isaac Newton and read it aloud together.
CLASSROOM ASSISTANT: Can you see and hear how each sentence gives one clear chunk of information? If you put a few of these sentences together, all of the chunks of information build up into a whole text. You should all be really proud of the pieces of writing you managed to do today. You all wrote a piece of informational text. Well done.

**Conclusion (2 mins)**

CLASSROOM ASSISTANT: Now what are you going to tell your teacher we learned today?

CHILD: We learned how to make sentences from the answers to questions.

CLASSROOM ASSISTANT: Well done. Do you put a full stop at the end of a question?

CHILD: No. You have to put a question mark.

CLASSROOM ASSISTANT: Do we always answer questions in complete sentences?

CHILD: No. Sometimes we just give an answer in one word.

CLASSROOM ASSISTANT: Do you think you can all remember how to use the words in a question to make the answer into a sentence?

CHILD: Yes.

NB: Retain one copy of PCM 3.56 and a successful piece of writing about Sir Isaac Newton from Activity 2 for the teacher’s use next week.

**Lesson 5: Varying sentence structure**

**Introduction: Sentences and text (2.5 mins)**

CLASSROOM ASSISTANT: Look at this piece of text. Can you remember it from last week? Let's read it together.

Shared reading of the enlarged piece of writing from Activity 1 lesson 4.

CLASSROOM ASSISTANT: Can you remember how you composed this piece of text?

CHILD: We answered some questions about ourselves.

CLASSROOM ASSISTANT: Well done. How did you use the questions to help you with your writing?

CHILD: You can use the words in the questions when you write the answers in sentences.

CLASSROOM ASSISTANT: That's an excellent answer. Can you also remember the difference between a sentence and a phrase?

CHILD: A sentence makes complete sense, but a phrase doesn't.

CLASSROOM ASSISTANT: You must have listened really well last week. Well done. I hope you also remember that each sentence gives one clear chunk of information and if you write the sentences one after the other you can make a complete text.

**Activity 1: Boring or not boring? (8 mins)**

CLASSROOM ASSISTANT: Let's look at this sheet and read it together.

Shared reading of the two texts on PCM 3.58.

CLASSROOM ASSISTANT: What can you tell me about these two texts?
CHILD: They’re both about the same thing.

CLASSROOM ASSISTANT: But are they exactly the same?

CHILDREN: No.

CLASSROOM ASSISTANT: Well is there anything wrong with either of them?

CHILD: No, I don’t think so.

CLASSROOM ASSISTANT: That’s right. Both pieces are written in sentences. The punctuation and spelling is correct. But I like one piece better than the other. Read them to yourselves again and tell me what you think?

CHILD: I think that the second one sounds better than the first.

CLASSROOM ASSISTANT: What do the rest of you think?

CHILDREN: I like the second one best too.

CLASSROOM ASSISTANT: That’s good, because that’s the one I like most too. Why do you like it better?

CHILD: I don’t know, but it just sounds better.

CLASSROOM ASSISTANT: Listen while I read them both to you again.

Teacher reads the texts in an exaggerated way to emphasise the repetitive nature of the first text.

CHILD: I think I know the reason you like the second one better. It’s because the first one keeps saying I. It sounds the same, over and over again.

CLASSROOM ASSISTANT: That’s right. In the first piece of writing, all of the sentences begin with the word “I”. Three of the sentences even start with “I like”. In the second piece, the sentences all begin with different words, so it sounds more interesting. Now look at the writing you did last week. Have you done the same thing? Do all your sentences begin with the same words?

CHILD: Mine doesn’t.

CLASSROOM ASSISTANT: Well done. Do you think that sometimes your writing does use the same words to begin the sentences?

CHILDREN: Yes.

CLASSROOM ASSISTANT: Can you hear what a difference it makes if you give your sentences a variety of openings?

CHILDREN: Yes, it does sound better.

Display and read together PCM 3.59.

CLASSROOM ASSISTANT: Each pair of sentences means the same, but the second version sounds more interesting because it has more variety. Do you understand what I’m talking about? Can you hear what I mean?

CHILD: Yes, the sentences all start with different words.

CLASSROOM ASSISTANT: Yes, that’s right. Can you explain any other differences?

CHILD: The last three sentences use the same words, but in a different order. In the third pair, the words “at playtime” are at the end of the first sentence and the beginning of the second one.
CLASSROOM ASSISTANT: Well done. That was very difficult to work out. You’ve done really well, so let me tell you something about the first two sentences. They use different words for the same thing. Can you see what I mean?

CHILD: Yes. The first sentence uses the word “called”, and the second uses the word “name”, but they both mean the same.

CLASSROOM ASSISTANT: Yes. And in the second pair the words “best” and “favourite” mean the same.

Activity 2: It’s not what you say, it’s the way that you say it (7 mins)

CLASSROOM ASSISTANT: I’m going to write some simple sentences on the board and I want us to think up as many ways as possible of saying the same thing. Let’s start with this sentence: ‘My birthday is 5th May’. Who’s going to start?

CHILD: I know, I’ve got one: I was born on 5th May.

CLASSROOM ASSISTANT: Good. Let me write that on the board. Now read it together. I’ll have a go now. My date of birth is 5th of May.

CHILD: 5th of May is my date of birth.

CLASSROOM ASSISTANT: Excellent. Let’s write them up. Read them with me. That’s right. Can anyone think of any others?

CHILD: 5th May is my birthday.

CLASSROOM ASSISTANT: Well done. You’re getting very good at this. Perhaps I should try another version. The day I was born was 5th May. Read that one together. Can anyone think of a way of turning around the one I’ve just written?

CHILD: 5th May is the day I was born.

CLASSROOM ASSISTANT: Yes, that’s right. Well, we managed to think of quite a few for that sentence. What about trying some others?

The group go through the same process using a variety of simple sentences, e.g. It is a sunny day. We watch TV after school.

Conclusion (2.5 mins)

CLASSROOM ASSISTANT: You’ll be following this work up with your teacher next week, and you’ll have to be able to explain to him/her what we’ve done today.

CHILD: We’ve been finding out more ways of improving pieces of writing.

CLASSROOM ASSISTANT: That’s right. Can someone tell me about those ways?

CHILD: We’ve been trying not to use the same words all of the time because it’s boring.

CLASSROOM ASSISTANT: Yes. So, if we always begin sentences about ourselves with the word “I”, it becomes repetitious. We have to vary the beginnings to make the writing more interesting. Can you think of anything else?

CHILD: We have to try and find different ways of saying the same thing.
Lesson 7: Expanding sentences

Introduction (2.5 mins)

CLASSROOM ASSISTANT: Tell me what you did in the last lesson with your teacher. I think you were working on more ways of improving writing.

CHILD: We learned about not joining too many thoughts with the word “and”.

CLASSROOM ASSISTANT: Why is it a bad idea to use “and” too many times?

CHILD: Because it can make sentences too long and complicated.

CLASSROOM ASSISTANT: That’s right, it can. What else did you do last week?

CHILD: It’s best to try to use different words for the same things so that the text doesn’t become boring.

CLASSROOM ASSISTANT: Well done. These things aren’t easy to remember. Was there anything else?

CHILD: Yes. You also need to try not to begin sentences in the same way all of the time.

CLASSROOM ASSISTANT: You mean, not to start all sentences with the word “I” if you’re writing about yourself. How do you do that?

CHILD: You can turn the sentences around.

CLASSROOM ASSISTANT: Well done everyone. I hope that you try to remember these things when you do your writing.

Activity 1: Making words paint a picture (part 1) (5 mins)

Write the following sentence on the board: The cat went in the leaves.

CLASSROOM ASSISTANT: Is this a sentence?

CHILDREN: Yes.

CLASSROOM ASSISTANT: How do you know?

CHILD A: It begins with a capital letter and ends with a full stop.

CHILD B: And it makes complete sense.

CLASSROOM ASSISTANT: That’s right, well done. But, do you think that it’s a “good” sentence?

CHILD A: It’s not very interesting.

CHILD B: It doesn’t give you very much information.

CHILD C: You could make it better by adding more details about the cat.

CLASSROOM ASSISTANT: Well done. That’s a good idea. Can you think of any other ways of improving it?

CHILD: The verb is boring.
CLASSROOM ASSISTANT: Yes. The verb isn’t very powerful. It doesn’t really tell you how the cat was moving. Let’s look at these two pictures (PCMs 3.62, 3.63). Which one do you think the sentence is about?

CHILD: I think it’s about the kitten.

CLASSROOM ASSISTANT: Well, it might be. But, couldn’t it also be about the tiger because a tiger is a type of cat too? So, is this a good sentence?

CHILDREN: No.

CLASSROOM ASSISTANT: Let’s try and improve this sentence so that it really describes what’s happening in the first picture about the tiger. What should we start with? I know, let’s try and make the verb more powerful. Has anyone got any ideas?

Every time a suggestion is made, write it up on the board and read the revised version aloud.

CHILD: What about “prowled”?

CLASSROOM ASSISTANT: “The cat prowled in the leaves.” Yes, that sounds much better, doesn’t it? Any other suggestions?

CHILD: “Crouched”.

CLASSROOM ASSISTANT: Yes, that’s another good one. “The cat crouched in the leaves”.

Continue this process, adding suggestions of your own, for as long as the children are having good ideas.

CLASSROOM ASSISTANT: All right. I think that’s enough ideas for improving the verb. Now let’s concentrate on some other parts of the sentence.

CHILD: We could add details about the cat.

CLASSROOM ASSISTANT: Yes, and how would we do that?

CHILD: By adding adjectives to describe the cat so that you know its a tiger and not a kitten.

CLASSROOM ASSISTANT: Good. Any suggestions?

Draw an omission arrow in front of the word cat and add words as the children suggest them. Remember to read the revised version of the sentence after every change.

CHILD: What about “fierce”?

CLASSROOM ASSISTANT: I like that. Then the sentence really couldn’t be about the kitten. Has anyone else got a suggestion?

CHILD A: “Stripy”.

CHILD B: “Sly”.

CHILD C: “Hunting”.

CLASSROOM ASSISTANT: All good ideas, but we’ll have to make a decision about the one we like most. What about the other noun in the sentence – “leaves”?

Has anyone got any ideas about words we could use to describe them in more detail?

Draw another omission arrow in front of “leaves”.

CHILD A: What about “jungle”?

CHILD B: “Wet”.

CHILD C: “Gleaming”.
CLASSROOM ASSISTANT: Let’s read together what we’ve got so far.
“The fierce stripy cat prowled in the gleaming jungle leaves.”

CLASSROOM ASSISTANT: What do you think? I think we’ve already made it much better, but I think that there’s something more we could do. Has anyone any ideas about more improvements we could make?

CHILD: I can’t think of anything else.

CLASSROOM ASSISTANT: All right, I’ll tell you. We could add more detail on how the cat moved.
Draw an omission arrow after the verb.

CLASSROOM ASSISTANT: How does the cat move? Think about words like “smoothly”.

CHILD: I know one – “silently”.

CLASSROOM ASSISTANT: Yes, that’s a good idea. You might want to use more than one word like, “on soft paws”.

CHILD: Or, “without a sound”.

CLASSROOM ASSISTANT: Yes, that’s another good suggestion. So, which one shall we choose? Now let’s read the sentence together.
“The fierce stripy cat prowled without a sound in the gleaming jungle leaves.”

CLASSROOM ASSISTANT: Well, what do you think?

CHILD: I think it’s really good. Much better that the sentence we started with.

CLASSROOM ASSISTANT: Is everyone happy with it?

CHILDREN: Yes!

CLASSROOM ASSISTANT: Are we sure that it’s a complete sentence?

CHILDREN: Yes!

Point to the picture of the tiger.

CLASSROOM ASSISTANT: And does it now describe this picture in great detail?

CHILDREN: Yes!

Activity 2: Making words paint a picture (part 2) (5 mins)

Point to the picture of the kitten (PCM 3.63).

CLASSROOM ASSISTANT: Now we’re going to do exactly the same for this picture. Who can tell me what we did last time?

CHILD: First, we looked at the verb and tried to make it more powerful.

CLASSROOM ASSISTANT: That’s right, well done. So which word is that?

CHILD: “Went”.

CLASSROOM ASSISTANT: Good. What did we do next?

CHILD: We added details by putting adjectives in front of the nouns.

CLASSROOM ASSISTANT: Excellent. And the last stage?

CHILD: Details about the verb.

CLASSROOM ASSISTANT: Good. So, let’s begin.

Repeat the process described above.
Activity 3: Try it yourself (5 mins)

Show the children PCM 3.64.

CLASSROOM ASSISTANT: *Now look at this picture and this sentence.*

Write “The cat sat on the mat” on the board. Read the sentence together.

CLASSROOM ASSISTANT: *Do you think that this is a “good” sentence for describing what you can see in the picture?*

CHILDREN: *No!*

CLASSROOM ASSISTANT: *Of course it isn’t. So, I’m going to ask you to make it into a “good” sentence. I want you to work in pairs. Remember the way we worked on the other two sentences and do exactly the same as that. If you need any help, just ask.*

The children work on the sentence while you support them by offering suggestions whenever necessary.

Conclusion (2.5 mins)

CLASSROOM ASSISTANT: *Let’s hear some of your new sentences.*

Ask the children to read each of their sentences in turn.

CLASSROOM ASSISTANT: *That’s very good. You’ve all worked really hard and should be very proud of the way you’ve been able to turn those boring sentences into such interesting ones. Now, I want you to tell me again what you did to achieve this.*

CHILD: *First we changed the verb to make it more powerful.*

CLASSROOM ASSISTANT: *Good.*

CHILD: *Then we added some words to describe the things in the sentence.*

CLASSROOM ASSISTANT: *Yes, you added adjectives to the nouns.*

CHILD: *Next we added words to explain “how” it happened.*

CLASSROOM ASSISTANT: *Well done. Yes, you added words, or phrases, to describe the verb. You’ve all worked very hard today, and I’m sure you’ll remember these ways of making sentences more interesting.*

NB: Retain copies of children’s work from Activity 3 for use next week.
Appendix 1

Guidance for classroom assistants: management of group behaviour

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

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

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

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

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

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

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

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

Assessment flowchart

Placing a child on the ALS programme

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

- **Yes**
  - Child has no need of ALS.
- **No**
  - Can child spell these words: *lend, prod, wink, sprint*?
  - Can child read these words: *dent, grin, blink, scrunch*?
    - **Yes**
      - Child could start ALS Module 2.
    - **No**
      - Can child write initial and final phonemes of these words: *leg, hem, yet, red, web*?
        - **Yes**
          - Child could start ALS Module 1.
        - **No**
          - Can child tell you final phoneme in *fuss, hum, pet, drop*?
            - **Yes**
              - Teach child to recognise letters.
            - **No**
              - Teach child to identify final phoneme in words.
Appendix 3

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

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

**Reading games**

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

**Sentence Maker**

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

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

Adjectives have different degrees of intensity:

1. **nominative**  names the quality (tall)
2. **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
3. **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:

1. **manner**  happily, lazily, angrily, slowly, truthfully
2. **time**  later, soon, now, hourly
3. **place**  here, near, far, there
4. **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:

1. **contraction**  two words are shortened into one. An apostrophe is placed where letters have been dropped. The contraction is usually less formal than the full form.

With the auxiliary verbs *to be* and *to have*, the contraction links subject and auxiliary verb: it’s; I’m; we’ve (This can sound like of: *should’ve*).

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

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

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

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

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

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

character an individual in a story, play or poem whose personality can be inferred from their actions and dialogue. Writers may also use physical description of the individual to give readers clues about a character.

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 descendents. (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, shoo, 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; char-t; g-round; s-kin*.
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, phrases and clauses.
text  language organised to communicate. Includes written, spoken and electronic forms.

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

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

trigraph  three letters representing one phoneme: *high: fudge*.

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

*present*  *I am eating, I eat, I do eat*

*future*  *I will eat, I will be eating*

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

Verbs can be active or passive:

*active*  *The dog bit Ben.*

*passive*  *Ben was bitten by the dog.*

auxiliary verb  a verb which changes the voice or mood of another verb in a verb phrase. They are: to be, to have, to do, can, could, may, might, must, ought, shall, will, would, to need, to dare and used. An auxiliary verb indicates things that might happen: *can/may*, etc. or tell us that things happen or happened: *have/did/was*.

The auxiliary verb takes a participle or infinitive to make a verb phrase: *We might go home later; we have been eating more fresh fruit*.

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

**Appendix 5**

**Phonemes**

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<tr>
<th>Vowels</th>
<th>Representative words</th>
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<tbody>
<tr>
<td>/a/</td>
<td>cat</td>
</tr>
<tr>
<td>/e/</td>
<td>peg, bread</td>
</tr>
<tr>
<td>/i/</td>
<td>pig, wanted</td>
</tr>
<tr>
<td>/o/</td>
<td>log, want</td>
</tr>
<tr>
<td>/u/</td>
<td>plug, love</td>
</tr>
<tr>
<td>/ae/</td>
<td>pain, day, gate, station</td>
</tr>
<tr>
<td>/ee/</td>
<td>sweet, heat, thief, these</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Vowels</th>
<th>Representative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>tried, light, my, shine, mind</td>
</tr>
<tr>
<td>/e/</td>
<td>road, blow, bone, cold</td>
</tr>
<tr>
<td>/oe/</td>
<td>blue, moon, grew, tune</td>
</tr>
<tr>
<td>/oo/</td>
<td>look, would, put</td>
</tr>
<tr>
<td>/ar/</td>
<td>cart, fast (regional)</td>
</tr>
<tr>
<td>/ur/</td>
<td>burn, first, term, heard, work</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Vowels</th>
<th>Representative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>zebra, please, is</td>
</tr>
<tr>
<td>/e/</td>
<td>then</td>
</tr>
<tr>
<td>/i/</td>
<td>chip, watch</td>
</tr>
<tr>
<td>/o/</td>
<td>ship, mission, chef</td>
</tr>
<tr>
<td>/u/</td>
<td>treasure</td>
</tr>
<tr>
<td>/h/</td>
<td>ring, sink</td>
</tr>
<tr>
<td>/z/</td>
<td>torn, door, warn (regional)</td>
</tr>
<tr>
<td>/au/</td>
<td>haul, law, call</td>
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<tr>
<td>/er/</td>
<td>wooden, circus, sister</td>
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<tr>
<td>/ow/</td>
<td>down, shout</td>
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<tr>
<td>/ai/</td>
<td>coin, boy</td>
</tr>
<tr>
<td>/ay/</td>
<td>states, bare, hare</td>
</tr>
<tr>
<td>/ear/</td>
<td>tear, beer, here</td>
</tr>
</tbody>
</table>