The National Literacy Strategy

Additional Literacy Support

Module 4

- 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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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

A four separate teaching modules, with components covering

- phonics – this will teach pupils the word level work they may not have mastered at Key Stage 1, and will be taught by the classroom assistant, supervised by the teacher
■ reading (guided and supported) – this will teach pupils to apply word level skills in accurate and fluent reading, and will be taught by the teacher and the classroom assistant in alternate weeks
■ writing (shared and supported) – this will teach pupils to apply word and sentence level skills in their writing, and will be taught by the classroom assistant and the teacher in alternate weeks

B guidance for teachers on managing ALS, including the supervision of classroom assistants
C an accompanying training video.

Timetabling ALS

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

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

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

Weekly plans
Each week the programme will consist of
■ three 20 minute group work sessions delivered by the classroom assistant, supervised by the teacher
■ one 20 minute group work session delivered by the teacher.

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

Module 1

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

## Modules 2,3,4

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

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

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

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

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

#### The classroom assistant in ALS

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

In 1996, the DfEE launched the Specialist Teacher Assistant scheme to provide trained support in literacy and numeracy in Key Stage 1. Evaluations of this scheme, and of the use of classroom assistants generally, point to the positive effect they can have on standards, but also to variations in the level of support that assistants receive both from schools and LEAs.

<table>
<thead>
<tr>
<th>Title of ALS component (cont.)</th>
<th>PHONICS (word level) (cont.)</th>
<th>READING (GUIDED AND SUPPORTED) (word/sentence/text level)</th>
<th>WRITING (SHARED AND SUPPORTED) (sentence level) (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 3</td>
<td>Children taught:</td>
<td>Children taught:</td>
<td>Children taught:</td>
</tr>
<tr>
<td></td>
<td>■ vowel digraphs</td>
<td>■ to use phonological, contextual, grammatical and graphic</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</td>
<td>■ to sequence sentences to make a text</td>
</tr>
<tr>
<td></td>
<td>■ to spell words ending in ing</td>
<td>and return to correct their reading.</td>
<td>■ to improve sentences through openings e.g. adding</td>
</tr>
<tr>
<td></td>
<td>and ed.</td>
<td>Obiectives: end of Term 1, Y3 RR book bands 8/10</td>
<td>adjectives, weak to powerful verbs.</td>
</tr>
<tr>
<td></td>
<td>Obiectives: Y2</td>
<td>Obiectives: Y2</td>
<td>Obiectives: Y2</td>
</tr>
<tr>
<td>MODULE 4</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</td>
</tr>
<tr>
<td></td>
<td>Obiectives: Y2/3</td>
<td>■ to solve most unfamiliar words on the run</td>
<td>between ‘speech written down’ and direct speech.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ to search for and find information from a range of</td>
<td>Obiectives: Y2/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-fiction texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obiectives: end of Term 2 Y4 Level 3 (National Curriculum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>texts (R.A)</td>
<td></td>
</tr>
</tbody>
</table>
The Government’s Green Paper, *Teachers meeting the challenge of change*, welcomed the fact that classroom assistants are playing an increasingly important role in schools and said that the Government would provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. The funding for additional classroom assistants to deliver ALS is the first step in meeting this commitment. ALS provides a structured programme, with teaching resources and some training, to ensure that classroom assistants are well supported as they deliver the programme. Evaluation of ALS will inform decisions about the wider deployment of classroom assistants.

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

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**Qualities of ALS classroom assistants**

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

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

**Duties of ALS classroom assistants**

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

More specifically, the classroom assistant will

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

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

**The role of the teacher in ALS**

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

In relation to **children**, teachers will

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

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

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

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

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

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

Progress in reading and spelling ‘tricky words’ (Activity 4 in each phonics lesson) is largely dependent upon children practising outside the lesson. While this practice will usually take place at home, where this is not possible alternative arrangements can be made in school (e.g. reading buddies). Appendix 2 suggests homework activities that could be used to practise ‘tricky’ words. That page may be adapted or photocopied for parents.

**What happens after ALS?**

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

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

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

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

Preparation for each module

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

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

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

Storage

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

Materials needed for the phonics lessons

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

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

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

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

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

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

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<td>AddING (and variations ed, er etc.)</td>
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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?

(Classroom assistant demonstrates with one of the children’s frames.) You are going to decide whether to slide the i or the o into the middle square; shop – all say shop.

Children: shop.

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

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

Repeats with the rest of the words.

2 Quickwrite

Object
To practise handwriting
To practise spelling

Materials
Writing board for each child; a dry wipe pen

Procedure

Handwriting

■ The instructions for the lesson state the letter or letters, the number of times they are to be practised and whether they should be joined.

■ In handwriting practice always refer to letters by their names. These are indicated on the lesson plan by capital letters C, A, G, but obviously the children write in lower-case letters c, a, g.

■ Demonstrate the letter formation a couple of times before asking the children to do it.

Spelling

■ Dictate the words for the children to write. Check that they are written correctly.

■ When children are saying out loud the phonemes in the words for spelling (c-a-t) they should obviously use the letter-sounds (phonemes). But, in the later modules, when children are adding ed and other word endings to words, the letters within these word endings should be referred to by their letter names.

■ Whenever the children write a word, they should read back the words they have written. However, sometimes the instructions for the lesson state ‘two words per child’. In this instance the assistant should whisper a different word to each child and then, when they have all written their word, should whisper their second word to them. When the children have finished writing their two words, they should pass their boards round the group to be read by another child.

Example of Quickwrite from Module 2 Lesson 6 Activity 3

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

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

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

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

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

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

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

Imran: slice, twice.

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

Imran: Cake.

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

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

3 Full circle game

Object
To identify phonemes in different positions in words

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

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

Continue round the table.

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

Example of game from Module 1 Lesson 3 Activity 3

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

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

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

*Children: fat.*

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

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

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

*Sean:* p, at the beginning.

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

*Abdul:* p-a-t.

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

*Abdul:* The p.

*Classroom assistant:* And what letter do you need?

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

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

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

4 Word sort

Object
To categorise words according to their spelling pattern

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

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

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

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

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

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

Sean: right.

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

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

Classroom assistant: Good, Paula?

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

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

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

Classroom assistant: Good. Steven?

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

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

Carrie: I?

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

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

Paula: crime.

Classroom assistant: Which spelling pattern does it belong in?

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

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

Abdul: Mild and it goes with kind.

Classroom assistant: Good, it certainly does.

Group continues classifying the words.
Procedure 2

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

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

The rules are:

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

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

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

Label game 1

Object
To spell and then read words

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

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

Example of Label Game 1 from Module 1 Lesson 5 Activity 3

Play Label game 1 with cap cat cup can cub (PCM 1.8).

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

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

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

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

Classroom assistant: Yes. Now your turn, Carrie.

Group continues until all labels are back under the pictures.

Save the labels for next lesson.

Label game 2

Object
To read words

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

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

Cube Game

Object
To read words

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

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

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

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

Classroom assistant: Today we are going to play the Cube game. Which cube has the first letter of the word? Sean?
Sean: The red one.
Classroom assistant: And the next letter?
Steven: The orange and the last letter is the green.
Classroom assistant: Good. Paula, you roll them first. (Paula rolls the cubes.) Now put them together in the right order. Red, yes turn it round, now...yes the orange. What word have you got?
Paula: s-e-t, set.
Classroom assistant: What does everyone else think? Look at the letters.
Children: set.
Carrie: Can I write it?
Classroom assistant: Yes, which column? Words or not words. Set.
Abdul: Words. A set of felt tips.
Classroom assistant: Yes, set is a word, thanks Carrie, you write this one...Paula do you want to roll? Let’s see how many words we can find today.

The group repeats the process.

7  AddING game

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

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

Procedure
- Place the words face down in a pile in the middle of the table.
Give each child an **ing** card and also extra letters if stipulated in the instructions for the lesson.

The children play in pairs. (Teacher plays with 5th child.)

One child in each pair takes a card from the pile, reads it and together they decide how they will add the **ing**.

In all games there is a choice between just placing the **ing** beside the word card, or modifying the word card in some way either by adding an extra letter (e.g. **running**) or by covering the e in the word with the **ing** card (**making**).

The second child writes the word on his/her board, then puts the word card back at the bottom of the pile and takes another card from the top.

He/she then discusses with his/her partner how to add **ing**. His partner writes down the new word.

Allow four minutes for this activity.

When all the children have made and written their words they show them to the group to see who can read them (one minute).

### AddED

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

---

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

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


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

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

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

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

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

Children: hopping.

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

Abdul: whipping.

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

The three pairs play simultaneously and stop after four minutes.

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

Carrie: Eight.

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

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

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

Abdul: Hugging, begging, hissing, shopping.

Carrie: Not hissing. It had two ss already.

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

Children continue to read the words of the remaining pairs.

8 Thumbs in game

Object

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

Materials

One word strip for each child; counters
Procedure

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

9 Phoneme counting

Object
To reinforce the correspondence between two letters and one sound

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

Procedure

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

10 Word choice

Object
To practise reading words

Materials
Word cards; Blu-tack

Procedure

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

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

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

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

**Example of Word choice from Module 1 Lesson 20 Activity 2**

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

**Classroom assistant puts the word grid on the board.**

**Classroom assistant:** Here’s the grid of words. Do you remember how to do it? Find a word you want to read, then look to the left hand side and find the letter and look to the top to find the number and then we will know which word you’ve chosen. I’ll do the first one. (**Classroom assistant points to the word he/she wants to read, traces his/her finger along to the letter on the left and then up to the number at the top.**) C3.

I’m going to ignore the **ing** for a minute and read the first part: **s-w-i-t-ch – switch,** now add the **ing – switch – switching.** Now your turn, Steven. Find a word you want to read, don’t worry about the **ing** bit, do the beginning. Have you chosen? Good, where is it?

**Steven:** Er… A…. 4

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

**Steven:** **drill – drilling.**

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

**Game continues as before.**

**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
(PCM 4.36–4.50) for each child

**Procedure**
The last activity (activity 4) of each lesson teaches children to read and spell the most frequently used words in English, many of which have irregular spellings. This activity follows exactly the same procedure every lesson: testing the children’s reading of the sentence given at the last lesson and the two words for spelling, and then giving them the new sentence sheet to learn to read and teaching them how to spell the two focus words.

There is a slight variation in the procedure in the first and last lessons of each module. In Lesson 1 there are no words to be tested and in Lesson 16, and in the last lesson no new words to be learned.

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

Use the words on the bottom half of the sentence sheet for the following sequence of activities:

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

**Teaching spelling**
Children learn to spell by examining words. There are lots of ways of doing this including:

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

**Multi-sensory strategy (MS)**

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

**Procedure**

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

*Note to Schools – Information in Appendix 2 must be passed to parents.*
<table>
<thead>
<tr>
<th>LESSON</th>
<th>CONTENTS</th>
</tr>
</thead>
</table>
| 1      | Revision of vowel digraph words  
         | Word ending *ly* |
| 2      | Adding *ing* and *ed*  
         | Revision of word ending *ly* |
| 3      | Doubling letters  
         | Word ending *le* |
| 4      | Revision of word ending *le*  
         | Comparatives *er, est* |
| 5      | Spelling plurals and two-syllable words  
         | Prefixes *un, dis* |
| 6      | Prefixes *de, re, pre*  
         | Revision of vowel digraphs  
         | Spelling words using split digraph *a-e* |
| 7      | Word endings *ful, less*  
         | Revision of word ending *ly* |
| 8      | Revision of vowel digraphs  
         | Adding *ed*  
         | Word endings *tion, sion, ture* |
| 9      | Spelling plurals *y/ies, f/ves*  
         | Revision of vowel digraphs |
| 10     | Contractions  
         | Reading two- and three-syllable words |
| 11     | Consonant digraphs *ph* and *ch*  
         | Prefixes *un, re and dis*  
         | Adding word endings *er* and *y* |
| 12     | Spelling words ending *er* and *y*  
         | Reading four- and five-syllable words |
| 13     | Revision of *sion, tion* and *ture* |
| 14     | Contractions  
         | Spelling three-syllable words |
| 15     | Adding *ed* to words ending in *y* and *er*  
         | Prefixes *non, ex* and *mis* |
| 16     | Adding word ending *ly*  
         | Vowel digraph revision and spelling assessment |
### ACTIVITY | INSTRUCTIONS
--- | ---
1 **Sorting words**<br>by vowel phoneme | Play Hunt the phoneme game with the words: made, mine, hope, burn, blue as column headers.
Words to be sorted: brain, plate, made, waiting, grave, faint, slow, toasted, floating, rope, bold, bone, kind, spine, wise, tight, cried, bright, new, smooth, glue, tune, food, rude, firm, further, burning, term, heard, worm.
Leave the cards in place for the next activity.

2 **Adverbs with ly** | Let's look at one way of making some of these words longer, by adding on the end. What's the part of a word, added on the end called? That's right a suffix. Some words end in the suffix ly like quickly, joyfully, happily.
Let's go down each column reading the words and adding -ly like this brain-ly, plate-ly, made-ly. Some of these don't make any sense. We'll take them away.
Remove the nonsense words and leave: grave, faint, slow, bold, kind, wise, tight, bright, smooth, rude, firm, term.
Who's going to put an ly card on the end of one of these words? Good, now let's all read the new word. Who's going to do the next one? Good. Continue until all words have ly added. Put them away.
Quickwrite: ly joined up × 5; slowly brightly firmly smoothly rudely (×1 each).

3 **Spelling**<br>Time: 5 mins | Dictation: Dad was burning the toast. ‘Look out!’ shouted Mum loudly. They had to scrape off the black bits.

4 **Learning to read and spell tricky words**<br>Time: 5 mins | Tricky words to be learned: come, home.
come – ‘ome’ letter string: Refer to some, home; MS strategy;
home – ‘ome’ letter pattern; See me in home – come home with me.
Aim
To revise *ly*
To add *ed* and *ing* to create three-syllable words

Materials
Wordcards for AddING and AddED (PCM 4.3);
Reading long words worksheet (PCM 4.4);
Wordcards from Lesson 1 (PCM 4.2 grave, faint, slow, bold, kind, wise, tight, bright, smooth, rude, firm, term);
Flashcards *ly* (PCM 4.5);
Sentence sheets (PCMs 4.36 and 4.37)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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</thead>
</table>
| 1 Reading two syllable words | Time: 5 mins  
Play Reading long words (demo): employ, appoint, compete.  
Play Reading long words (worksheet): annoy, dislike, display, enjoy, explode, delay, delete, complain, delight, distort. |
| 2 Past and continuous tense verbs | Time: 5 mins  
Play AddING and AddED game with annoy, dislike, display, enjoy, explode, delay, delete, complain, delight, distort.  
What would you tell someone in the infants if they wanted to write *ed* or *ing* on a verb; what is the SA rule? |
| 3 Revision of *ly* | Time: 5 mins  
Spread out wordcards: faint, slow, bold, kind, wise, tight, bright, smooth, rude, firm and ten *ly* cards.  
Take two wordcards from the table and put a *ly* card at the end of each. Let’s read them out in turn. Good, now each of you is going to take turns in being the teacher. Everyone needs their writing board. Who’s going to start? OK you read one of your words to us and we will all write it down ... all finished? Now hold up your boards. Do we all agree? Check it with the wordcard. Now who else is going to read out one of their words for us all to write? Continue till all the children have read out one word each for the others to write. |
| 4 Learning to read and spell tricky words | Time: 5 mins  
Tricky words to be tested: come, home.  
Tricky words to be learned: had, to.  
**had** – Phonically regular; ‘ad’ pattern.  
**to** – Same family as do and who; Stress no ‘w’ at the end; Most common of to/too/two family. Notice that in the sentence ‘He had to go’, the d in **had** is not pronounced. It sounds like ‘hatto’. |
Aim
To revise double letters after a e i o u when ing, ed are added
To apply the same rule to adding le

Materials
Wordcards for AddING and AddED game (PCM 4.6) + ed and ing cards (PCM 4.3) and letters g, p, and b for each child (PCM 1.3);
Wordcards for Word sort (PCM 4.7);
Sentence sheets (PCMs 4.37 and 4.38)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revision of ing and ed with aeiou</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Say the vowel rap (see Module 1 Lesson 8 Activity 3).</td>
</tr>
<tr>
<td></td>
<td>Play AddING and AddED game – shop, drag, flap, strip, brand, crash, lift, fish, want, scrub.</td>
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<tr>
<td></td>
<td>What is the SA rule here?</td>
</tr>
<tr>
<td>2</td>
<td>Introducing the le spelling convention</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Rhyming words: generate one or two words to rhyme with each of the following: cattle (rattle, battle), riddle (fiddle, middle), cuddle (muddle, puddle), ramble, (scramble, bramble), jumble, (crumble, bumble), dimple, (simple, pimple). Clap or tap the two syllables as you say each word.</td>
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<tr>
<td></td>
<td>What’s the SA rule here? ... Yes, all these words are aeiou words and all have two consonants between the vowel and the le.</td>
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<tr>
<td></td>
<td>How would you write ‘Wimbledon’?</td>
</tr>
<tr>
<td>3</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Do Quickwrite: le joined up × 5 + little joined up × 5 + battle, rattle, bottle, settle, kettle × 1 each.</td>
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<tr>
<td></td>
<td>Dictation: Who takes their old bottles to the bottle-bank?</td>
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<tr>
<td>4</td>
<td>Learning to read and spell tricky words</td>
</tr>
<tr>
<td>Time: 5 mins</td>
<td>Tricky words to be tested: had, to.</td>
</tr>
<tr>
<td></td>
<td>Tricky words to be learned: wanted, brothers.</td>
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<tr>
<td></td>
<td>wanted – Chunk word – want/ed; Stress no ‘h’ after ‘w’ but ‘n’ before ‘t’; See an and ant; Sounds like wantid but ‘ed’ past tense ending.</td>
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<td></td>
<td>brothers – br + other; Letter string ‘other’, e.g. Here is my mother and another brother; er is a common ending; ‘th’ not ‘v’ in middle, use mirror to check pronunciation; Additional ‘s’ means ‘more than one’ – plural word.</td>
</tr>
</tbody>
</table>
MODULE 4  
Phonics and spelling  
LESSON 4

Aim
To revise the addition of le to words  
To explore the spelling of words when er, est are added

Materials
Words for sorting into columns (PCM 4.8);  
Words for adding er and est and er and est cards (PCM 4.9);  
Letters t, g, n, m, for each child (PCM 1.3);  
Sentence sheets (PCMs 4.38 and 4.39)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
</table>
| 1        | **Revising le**  
  **Time:** 5 mins  
Write the words kettle, bubble, apple, crack, start, tick, pick, spark, hand, sing, bang, steep on the board.  
Say the vowel rap (see Module 1 Lesson 8 Activity 3). Why do kettle, bubble, apple have a double letter in the middle? ... Good, because they are aeiou words and there have to be two consonants between the vowel and the le. Now look at these words. Point to crack, start, tick, etc. on the board. Let’s read them ... what happens if I change them by putting le on the end? Write le after crack. Look, some words entirely change their meaning, e.g. sing/single. Does the two consonant SA rule still apply? ... Yes, but what about steep, spark and start. Underline the vowels ... Yes, these aren’t aeiou words so the two consonant rule doesn’t apply. |
| 2        | **Introducing comparatives er, est**  
  **Time:** 5 mins  
Ask three children to stand up in height order. Look, Tim is quite tall. John’s taller than Tim. Jenny is the tallest – tall, taller, tallest. Big, bigger biggest. What about soft, what comes next? Yes ... softer and next? ... Good, softest. Let’s do another one. I’ll say a word and then we go round in turn. Let’s have, loud, your turn ... Yes louder and now your turn ... good loudest. Continue with slow and then small.  
Play Word sort using tall, taller, tallest to make columns.  
slow, slower, slowest, quick, quicker, quickest, loud, louder, loudest, soft, softer, softest, hard, harder, hardest, light, lighter, lightest, big, bigger, biggest, thin, thinner, thinnest, fat, fatter fattest, hot, hotter, hottest, fit, fitter, fittest.  
Do all the words simply add er and est or are some of the root words changed? Yes, big has an extra g, so does fit. Why? Same reason as before. They are aeiou words. Well, so is quick, Yes but it already has two consonants. |
| 3        | **Spelling comparatives**  
  **Time:** 5 mins  
Adding er and est. Play as for AddING game.  
tall, slow, quick, loud, soft, hard, light, short, hot, big, thin, fat, slim + letters t, g, n, and m for each child. |
| 4        | **Learning to read and spell tricky words**  
  **Time:** 5 mins  
Tricky words to be tested: wanted, brothers.  
Tricky words to be learned: they, their.  
they – Stress not ‘ay’; Word starts with ‘the’ – they = the + y.  
their – Stress not ‘ie’; Word starts with ‘the’ – their = ‘the’ + ir; Indicates possession (belonging to), e.g. their books, their home, etc. |
MODULE 4
Phonics and spelling

LESSON 5

Aim
To investigate plural endings *s* and *es*
To learn how to divide words into syllables for spelling
To read words with prefixes *un* and *dis*

Materials
Worksheet with words written in two columns (PCM 4.10);
Wordcards for Prefix game and 6 *un* and 6 *dis* cards (PCM 4.11);
Sentence sheets (PCMs 4.39 and 4.40)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
</table>
| 1 Investigating plurals *s* and *es* | Give out the worksheet (PCM 4.10). *We’re being word detectives again, today.* Read the pairs of words together. Explain the terms *singular* and the word *single* (meaning one) and *plural*. In the second column, I want you to highlight or put a line through the singular word in the plural word. Show them how to do the first one making sure they don’t cover/delete any of the plural word ending. Allow them no more than 1 minute to complete. *Now look carefully at the plurals. What’s left in each word when you take out the singular?* ... *yes, an *s* or an *es*. *Let’s read them out loud together* – foxes, brushes, glasses, pitches, etc. *What do you notice?* ... *Yes they are all noisy, hissing or buzzing endings. Words that end in *sh, ch, ss, x* add *es*. *What happens if you try to put just *s* on the end of lunch, lunches:* it’s impossible to say it! *You will have noticed* place, house, bruise *which already have an *e* so they don’t need another*.
shop shops, fox foxes, flag flags, stool stools, brush brushes, place places, brick bricks, glass glasses, pitch pitches, chair chairs, box boxes, bus buses, ash ashes, gate gates, tile tiles, house houses, bruise bruises, church churches, lunch lunches.

| Time: 5 mins |

| 2 Spelling two-syllable words | Spelling long words (demo): *Clap twice as you say the word handcuff. How many claps?* ... *Yes, two claps, two syllables. What is the first syllable?* ... *Good, hand. How do you write hand?* Write hand on the board as a child tells you the letters. *Handcuff, how do you write cuff?* Complete handcuff on the board as child tells you the letters. Repeat with wardrobe (remember the *w* special). *Now it’s your turn.*
Play Quickwrite: railway, childish, chestnut, bedroom, steamboat, childlike, newlaid, boastful, mealtime, bathroom.

| Time: 5 mins |

| 3 Prefixes *un*, *dis* | Play Prefix game with wordcards: happy, common, pleasant, healthy, kind, true, obey, regard, approve, appear, trust, belief, connect, continue and six *un* and six *dis* cards.

| Time: 5 mins |

| 4 Learning to read and spell tricky words | Tricky words to be tested: they, their.
Tricky words to be learned: how, phone.
how – Letter string ‘ow’ in how; Teach with How now, brown cow.
phone – ph (pronounced *f*) + one; Refer to photo, Christopher, Philip, graph, elephant.

| Time: 5 mins |
**MODULE 4**
*Phonics and spelling*

## LESSON 6

### Aim
To read words with the prefixes **de**, **re**, **pre**
To revise vowel digraphs
To spell words using the split digraph **a-e**

### Materials
Wordcards for Prefix game and 14 **re** cards, 9 **de**, and 5 **pre** cards (PCM 4.12);
Wordcards for Hunt the phoneme game (PCM 4.13);
Sentence sheets (PCMs 4.40 and 4.41)

### ACTIVITY INSTRUCTIONS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>3</strong></td>
<td>Play Quickwrite: <strong>ade</strong> × 5 joined up + <strong>spade</strong>, <strong>trade</strong>, <strong>made</strong>, <strong>grade</strong>, <strong>fade</strong>, × 1 each. Dictation: <strong>She gave me space invaders.</strong></td>
</tr>
</tbody>
</table>
| **4**    | Tricky words to be tested: **how**, **phone**.  
Tricky words to be learned: **first**, **said**.  
**first** – ‘f’ + ‘ir’ + ‘st’; ‘ir family is difficult bit’; Letter string ‘ir’; highlight ‘ir’ within these words, ‘It was the first birthday of the girl’; MS strategy.  
**said** – Mnemonic – s-a-i-d, **Sally Ann is d**… Ask the children to choose a word beginning with ‘d’ (possible words: **drawing**, **diving**, **doodling**). |
**Aim**
To read words with the endings *ful, less, ly*

**Materials**
- Wordcards for Word sort (PCM 4.14);
- *ly* cards (PCM 4.5) for Activity 3;
- Sentence sheets (PCMs 4.41 and 4.42)

### ACTIVITY INSTRUCTIONS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</table>
| **1** Word endings *ful* and *less* | Write the words *painful, powerful, painless, powerless* on the board.  
Point to *painful*. What does this word mean? ... yes, or quite literally means 'full of pain'.  
Point to *powerful*, so this word means 'full of ...'? Point to *painless*. What about this word ...? Yes, 'without pain or no pain'; point to *powerless*. And so this means 'without ... or no ...'? Spread the words across the table: *powerful, pain, useless, cheerful, play, helpful, speechless, careless, beautiful, plenty, painless, hope, cheerless, power, painful, use, helpless, beauty, useful, help, cheer, plentiful, care, powerless, hopeless, playful, speech, hopeful, careful*. Collect up *hope* hopeful* and *hopeless* and place them on the table at the heads of three columns. Ask the children to find all the related words and to place them underneath *hope, hopeful* and *hopeless*. What do you notice? ... Not all words fill both columns, i.e. they don't all end both *ful* and *less*. What about the spelling of the root word when a word ending is added? Does anything change? No. You just add the word ending straight on except for *beauty* and *plenty*. Look at *beautiful* and *plentiful*. What's happened to the *y*? If a word ends in *y*, you change the *y* to *i* and add the word ending. Read the words across in word families, each child taking turns. |
| **2** Spelling words ending in *less* and *ful* | Play Quickwrite: *ful* and *less* × 5.  
Dictation  
*My tooth hurts. It is painful. I am not feeling very cheerful or playful. It is useless waiting for it to get better. I will have to go to the dentist.* |
| **3** Adding *ly* | Make a pile of the words in PCM 4.14. Place on the table face down. Give each child an *ly* card. In turn, the children take a wordcard from the pile and place their *ly* card on the end to see if it makes a meaningful word, e.g. *powerfully*. |
| **4** Learning to read and spell tricky words | Tricky words to be tested: *first, said*.  
Tricky words to be learned: *when, ear*.  
*when* – Question word, refer to what, when, why, who; Remember by w + hen;  
*ear* – Associate with the following – *hear, near, year* etc; 'You hear with your ear' – highlight the ‘ear’ pattern. |
### Aim

To revise vowel digraphs  
To add *ed* to words  
To read words ending in *tion, sion, ture*

### Materials

- Flashcards (PCM 4.1);  
- Wordcards for AddED game (PCM 4.15) and letters *t* and *g* for each child (PCM 1.3);  
- Worksheet (PCM 4.16);  
- Wordcards for Word choice (PCM 4.17);  
- Sentence sheets (PCMs 4.42 and 4.43)

### Activity Instructions

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<tr>
<th>Number</th>
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<tbody>
<tr>
<td>1</td>
<td>Revision of vowel digraphs</td>
<td>Practise Flashcards <em>ee, ea, e, ie, igh, i-e, y, ay, ai, a-e, ow, oa, oe, o-e, ue, ew, ui, oo, u-e, ar, or, aw, all, ur, ir, er, ear, air, are, oi, oy, ou, au</em>.</td>
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| 2      | Spelling words ending in *ed* | Play AddED game with wordcards: *limp, plot, flag, pick, like, soak, wait, hate, fit* + letters *t* and *g* for each child.  
Dictation: *He jumped into his car, slammed into first gear and blazed out of the car park.* |
| 3      | Reading words with word endings *sion, tion, ture* | Play Reading long words (demo): *station, mixture, vision.*  
Play Reading long words (worksheet): *caution, junction, pension, version, picture, future.*  
Play Word choice: *caution, junction, pension, version, picture, future.* |
| 4      | Learning to read and spell tricky words | Tricky words to be tested: *when, ear.*  
Tricky words to be learned: *crash, carpet.*  
*crash* – Chunk to *c/r/a/sh.*  
*carpet* – Chunk to *car/pet:* car has ‘ar’ pattern; Learn as ‘*Tarzan ar*’ He thumps his chest in the jungle and shouts *‘ar’ ‘ar’ ‘ar’.*  
|
**Aim**  
To investigate plurals ending in *y* and *f*  
To revise vowel digraphs  

**Materials**  
Worksheet with singular and plural words in adjacent columns (PCM 4.18);  
Wordcards for Hunt the phoneme game (PCM 4.19);  
Sentence sheets (PCMs 4.43 and 4.44)

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<tr>
<th>ACTIVITY</th>
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| 1    Investigating plurals    | **Time**: 5 mins  
Give out the worksheets (PCM 4.18). *We're being word detectives again, today.* Read the pairs of words together. Remind the children of the terms *singular* and *plural*. *In the second column, I want you to highlight or put a line through the singular word in the plural word.* Show them how to do the first one making sure they don’t cover/delete any of the plural word ending. *Can you take out the singular every time? What happens to some words when they become plural?* Children should notice that words ending in *f*, change to *v* and add *es*, and words ending in *y* change to *i* and then add *es*.  
*field fields, baby babies, shed sheds, window windows, body bodies, wife wives, story stories, shoe shoes, shelf shelves, lady ladies, life lives, yourself yourselves, fairy fairies, clown clowns, party parties, half halves.* |
| 2    Spelling plurals         | **Time**: 5 mins  
Dictation: *I went to market and I bought two bunches of leaves, three ice lollies, two boxes of sweets and two tooth brushes.* |
| 3    Revision of vowel digraphs | **Time**: 5 mins  
Play Hunt the phoneme game with: *knight, by, eye, tried, bride, blind; first, herb, burnt, learn, work, spurt; caught, lawn, stall, talk, fraud, fought; bowl, coat, most, phone, won’t, oh; brute, boot, fruit, newt, suit, flute; may, main, mane, grape, eight, they.* (Use underlined words as headers.) |
| 4    Learning to read and spell tricky words | **Time**: 5 mins  
Tricky words to be tested: *crash, carpet.*  
Tricky words to be learned: *that, there.*  
*that – t + hat or th + at; th – look at tongue position and use a mirror.*  
*there – Look for the little words within –there, there, there, there.* |
### Module 4
**Phonics and spelling**

**Lesson 10**

**Aim**
To read two and three syllable words
To investigate contractions

**Materials**
- Worksheet for Reading long words (PCM 4.20);
- Wordcards for Word choice (PCM 4.21);
- Wordcards for Contractions game (PCM 4.22);
- Sentence sheets (PCMs 4.44 and 4.45)

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<tr>
<th>ACTIVITY</th>
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| 1 Reading two/three syllable words | Play Reading long words (demo): Liverpool, Manchester.  
Play Reading long words (worksheet): Glasgow, Dorchester, Winchester, Southampton, Portsmouth, Hamilton, Cardiff, Newport, Cheltenham, Everton, Westminster, Buckingham. |
| **Time:** 5 mins | |
| 2 Reading two/three syllable words | Play Word choice. Liverpool, Manchester, Glasgow, Dorchester, Winchester, Southampton, Portsmouth, Hamilton, Cardiff, Newport, Cheltenham, Everton, Westminster, Buckingham.  
Play Quickwrite: flagpole, computer, hairdryer, bedroom, spotlight (× 1 each). |
| **Time:** 5 mins | |
| 3 Contractions | Write the word don’t on the board. Who can read this word? ... yes, don’t. When we speak we use lots of words like this, don’t, can’t, let’s, here’s. When we speak we shorten words. The inverted comma here (point to it) shows that there is a letter missing. What do you think don’t is short for? What letter is missing? ... good, do not, the o in not is missing and replaced by an inverted comma. We are going to play the contractions game now. Spread the wordcards on the table. Ask a child to pick up a card and read it. He/she passes it to the next child who finds its matched pair, e.g. do not and don’t. Words: can’t, I’ve, wouldn’t, haven’t, mustn’t, didn’t, could’ve, should’ve, might’ve, she’s, let’s, he’d, they’d, here’s, where’s, can not, I have, would not, have not, must not, did not, could have, should have, might have, she is, here is, where is, he had, they had, let us. |
| **Time:** 5 mins | |
| 4 Learning to read and spell tricky words | Tricky words to be tested: that, there.  
Tricky words to be learned: called, names.  
called – c + all + ed; Letter string ‘all’; Teach with ball, tall, wall, call: Needs two ‘l’s to keep him tall and not to fall;  
names – n + ame + s; Letter string ‘ame’ as in I came to play the same game; more than one name so plural –‘s’ is added. |
| **Time:** 5 mins | |
Aim
To read words containing consonant digraphs **ph** and **ch**
To revise prefixes **un**, **re** and **dis**
To investigate the addition of **y** and **er** to the spelling of words

Materials
Wordcards for Prefix game (PCM 4.23);
8 **un** cards (PCM 4.11);
8 **dis** cards (PCM 4.23)
9 **re** cards (PCM 4.12);
Investigation worksheets for adding **er** and **y** (PCM 4.24);
Sentence sheets (PCMs 4.45 and 4.46)

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<th>ACTIVITY</th>
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<tr>
<td><strong>1</strong> Consonant digraphs <strong>ph</strong> and <strong>ch</strong></td>
<td>Write Christopher on the board. Here’s is a boy’s name. Is he in your class? ... yes, it is Christopher. Look at the first two letters. Which phoneme do the letters <strong>ch</strong> usually represent? ... yes <strong>ch</strong> as in church. But in Christopher’s name they sound like just <strong>c</strong>. Do you know any more names which start with the sound <strong>c</strong> but are spelled <strong>ch</strong>? ... yes Chloe, Christine, Chris. Yes and Michael and Michaela have the <strong>ch</strong> in the middle. Look at Christopher again. There are two more letters in there which are unusual ... yes the <strong>ph</strong>. What phoneme do they represent? ... good, <strong>f</strong>. Do you remember learning to spell a word beginning with <strong>ph</strong> the other week? ... Yes, <strong>phone</strong>. I shall write more words which have the <strong>ph</strong> at the beginning. See if you can read them. Write <strong>phoneme</strong>, and <strong>photograph</strong>. What do you notice about <strong>photograph</strong>? ... yes, <strong>ph</strong> at the beginning and at the end.</td>
</tr>
<tr>
<td><strong>2</strong> Revision of prefixes <strong>un</strong>, <strong>re</strong> and <strong>dis</strong> Time: 6 mins</td>
<td>Play Prefix game with prefix cards – 8 <strong>un</strong>, 8 <strong>dis</strong>, 9 <strong>re</strong>, and wordcards, place, do, appear, grace, attach, play, fit, cord, planned, opened, able, moveable, organise, kind, like, mind.</td>
</tr>
<tr>
<td><strong>3</strong> Adding word endings <strong>y</strong> and <strong>er</strong> Time: 5 mins</td>
<td>Say the Vowel Rap. Investigation worksheet: fast faster; cold colder, wet wetter, big bigger, skip skipper, plod plodder, small smaller, faint fainter, red redder, farm farmer, hill hilly, snow snowy, skin skinny, wind windy, fat fatty, rain rainy, sun sunny, chum chummy, spot spotty, frost frosty. Give out the Investigation work sheets (list 1). <em>We’re being word detectives again, today.</em> Read the pairs of words together. <em>What do you notice about the first two pairs of words in the each column?</em> ... yes, the words on the right are the same as those on the left with the word ending <strong>er</strong> added. In the second column, I want you to highlight or put a line through the root word such as <strong>fast</strong>. Show them how to do the first one making sure they don’t cover/delete any of the word ending. <em>What do you notice?</em> Give them one minute to complete this and ask again what they notice. <em>Good, some words have an extra letter. Why is that?</em> Good, because the vowel in those words is an <strong>aeiou</strong> vowel. Repeat with the words ending with <strong>y</strong> (list 2).</td>
</tr>
<tr>
<td><strong>4</strong> Learning to read and spell tricky words Time: 5 mins</td>
<td>Tricky words to be tested: called, names. Tricky words to be learned: they, were. <em>they</em> – Stress not ‘ay’; Word starts with ‘the’ – they = the + y. <em>were</em> – sounds like ‘wur’; part of verb ‘to be’; letter string ‘ere’ as in here, where, there; MS strategy.</td>
</tr>
</tbody>
</table>
**Aim**

To spell words with word endings *er* and *y*
To read 4 and 5 syllable words
To revise consonant and vowel digraphs

**Materials**

Wordcards for AddING game (PCM 4.25);
*er* and *y* cards (PCM 4.25);
*t, g, p, d, n, m* for each child (PCM 4.27);
Worksheet for Reading long words (PCM 4.26);
Flashcards (PCM 4.1);
Wordcards for Word choice (PCM 4.27);
Sentence sheets (PCMs 4.46 and 4.47)

<table>
<thead>
<tr>
<th><strong>ACTIVITY</strong></th>
<th><strong>INSTRUCTIONS</strong></th>
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</thead>
</table>
| **1** Spelling words with word endings *er* and *y*  *
*Time: 5 mins*  |
| Adding *y* and *er* (AddING game): fast, cold, wet, big, skip, plod, small, faint, red, farm, hill, snow, skin, wind, fat, rain, sun, chum, spot, frost, begin; *er* and *y* cards; letters *t, g, p, d, n, m* for each child. |
| **2** Reading 4 and 5 syllable words  *
*Time: 5 mins*  |
| Play Reading long words (demo): wonderfully.  
Play Reading long words (worksheet): prehistoric, hesitated, magnificently, photography, uninhabited.  
Play Wordchoice: prehistoric, hesitated, magnificently, photography, uninhabited. |
| **3** Revision of consonant and vowel digraphs  *
*Time: 5 mins*  |
| Practise Flashcards ee, ea, e, ie, igh, i-e, y, ay, a-e, ow, oa, oe, o, o-e, ue, ew, ui, oo, u-e, ar, or, aw, all, ur, ir, er, ear, air, are, oi, oy, ou, au, sh, ch, th, wh, ph, ng, dge, tch, ck.  
Play Quickwrite: write two ways to spell the *er* phoneme (*er, ir, ur, ear*), the *ie* phoneme (*i, igh, i-e, ie*) and the *f* phoneme (*f, ph*). |
| **4** Learning to read and spell tricky words  *
*Time: 5 mins*  |
| Tricky words to be tested: they, were.  
Tricky words to be learned: could, their.  
*could* – letter string ‘ould’; teach with would and should. Draw attention to shape;  
mnemonic – o u lucky duck.  
*their* – their = the + *ir*; indicates possession (belonging to), e.g. their books, their home, etc; MS strategy. |
**Aim**
To read words ending *ture, tion, sion*
To spell words ending *ture*

**Materials**
- Worksheet for Reading long words (PCM 4.28);
- Wordcards for Word choice (PCM 4.29);
- Sentence sheets (PCMs 4.47 and 4.48)

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<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1 Reading words with word endings <em>ture, tion and sion</em>&lt;br&gt;Time: 5 mins</td>
<td>Play Reading long words (demo): <em>signature, publication, conversion.</em>&lt;br&gt;Play Reading long words (worksheet): <em>moisture, departure, capture, adventure, texture, puncture, punctuation, temptation, invitation, desperation, operation, confusion, diversion, extension, conclusion, possession, division, invasion, explosion, television.</em></td>
</tr>
<tr>
<td>2 Reading words with word endings <em>ture, tion and sion</em>&lt;br&gt;Time: 5 mins</td>
<td>Play Word choice: <em>moisture, departure, capture, adventure, texture, puncture, punctuation, temptation, invitation, desperation, operation, confusion, diversion, extension, conclusion, possession, division, invasion, explosion, television.</em></td>
</tr>
<tr>
<td>3 Spelling words with word ending <em>ture</em>&lt;br&gt;Time: 5 mins</td>
<td>Play Quickwrite: <em>ture × 5</em> (joined).&lt;br&gt;Dictation: <em>Mike wanted some adventure, but how? He could recapture the stolen picture but his bike had a puncture.</em></td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words&lt;br&gt;Time: 5 mins</td>
<td>Tricky words to be tested: <em>could, their.</em>&lt;br&gt;Tricky words to be learned: <em>many, night.</em>&lt;br&gt;<em>many</em> – <em>m + any</em>; stress not ‘eny’; mnemonic for any – <em>ants never yawn</em>; for many – <em>most ants never yawn</em>; MS strategy.&lt;br&gt;<em>night</em> – <em>n + ight</em>; letter string ‘ight’; mnemonic – <em>I go home tonight</em>; pattern includes right, tight, light, fight.</td>
</tr>
</tbody>
</table>
### Aim
To revise contractions
To revise vowel digraphs
To spell three-syllable words

### Materials
Wordcards for Contractions game (PCM 4.30);
Flashcards (PCM 4.1);
Sentence sheets (PCMs 4.48 and 4.49)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1 Contractions</td>
<td><strong>Time: 5 mins</strong></td>
</tr>
<tr>
<td>2 Spelling three syllable words</td>
<td><strong>Time: 7 mins</strong></td>
</tr>
<tr>
<td>3 Revision of vowel and consonant digraphs</td>
<td><strong>Time: 3 mins</strong></td>
</tr>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td><strong>Time: 5 mins</strong></td>
</tr>
</tbody>
</table>
Aim
To add \textit{ed} to words ending in the word endings \textit{er} and \textit{y}
To read words with prefixes \textit{ex}, \textit{non} and \textit{mis}

Materials
Wordcards for AddED game (PCM 4.31); \textit{ed} cards (PCM 4.3);
i cards (Module 1 PCM 1.3);
Worksheet (PCM 4.32);
Wordcards for Word choice (PCM 4.33);
Sentence sheets (PCMs 4.49 and 4.50)

<table>
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<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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<tbody>
<tr>
<td>4 Learning to read and spell tricky words</td>
<td>Tricky words to be tested: \textit{very}, \textit{much}. Tricky words to be learned: \textit{having}, \textit{time}. \textit{having} – \textit{have} + \textit{ing}: letter string ‘ing’; have like all words ending in ‘e’ drop the e before adding ‘ing’ – SA rule. \textit{time} – letter string ‘ime’; split digraph; teach with \textit{lime}, \textit{slime}, \textit{mime}, \textit{crime}, etc.</td>
</tr>
</tbody>
</table>
Aim
To revise vowel phonemes
To add word ending ly to words
To spell 2 and 3 syllable words

Materials
Wordcards for Hunt the phoneme game (PCM 4.34);
Wordcards for Adding ly game (PCM 4.35);
ly cards (PCM 5) plus letter i cards (PCM 4.35);
Sentence sheet (PCM 4.50)

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<thead>
<tr>
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<tbody>
<tr>
<td>1 Revision of vowel phonemes</td>
<td>Play Hunt the phoneme: spoon, cruise, crew, glue, cute, shoe; born, war, door, store, fork, warm; may, main, mane, grape, eight, they; these, keys, knees, fleas, he’s, priest; pound, scrounge, clown, drowned, sprout, house. (Use underlined words as headers.)</td>
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<td>Time: 5 mins</td>
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<tr>
<td>2 Adding word ending ly</td>
<td>Adding ly. Play as for AddING. Wordcards: beautiful, crazy, nervous, bright, complete, nasty, nice, windy, hopeless, real, powerful, tender + ly cards and letter i for each child.</td>
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<td>Time: 5 mins</td>
<td></td>
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<tr>
<td>3 Spelling</td>
<td>Tricky words to be tested: having, time.</td>
</tr>
<tr>
<td>Time: 10 mins</td>
<td>Dictation: The unhappy little girl looked at her boiled egg. It was runny and she really detested it. She would pretend she had a poorly tummy then she wouldn't have to eat it. She remembered the pudding, ice-cream, the nicest pudding in the world. Suddenly the egg disappeared!</td>
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place   places
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glass   glasses
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chair   chairs
box   boxes
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ash   ashes
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- cold  colder
- wet  wetter
- big  bigger
- skip  skipper
- plod  plodder
- small  smaller
- faint  fainter
- red  redder
- farm  farmer

### List 2
- hill  hilly
- snow  snowy
- skin  skinny
- wind  windy
- fat  fatty
- rain  rainy
- sun  sunny
- chum  chummy
- spot  spotty
- frost  frosty
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<td>main</td>
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<td>keys</td>
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<td>fleas</td>
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<td>scrounge</td>
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<td>drowned</td>
<td>sprout</td>
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<td>beautiful</td>
<td>crazy</td>
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<td>nervous</td>
<td>bright</td>
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<td>nasty</td>
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<td>nice</td>
<td>windy</td>
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</table>
When the time had come, the Aliens were asked why they had to go home. They replied, "Why do you have to go?"
Boys and girls wanted to know why the Aliens had to go.

<table>
<thead>
<tr>
<th>Boys</th>
<th>and</th>
<th>girls</th>
<th>wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>know</td>
<td>why</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>the</td>
<td></td>
</tr>
<tr>
<td>Aliens</td>
<td>had</td>
<td>to</td>
<td>go.</td>
</tr>
</tbody>
</table>
Mum and Dad also really **wanted** the **brothers** to stay.

<table>
<thead>
<tr>
<th>Mum</th>
<th>and</th>
<th>Dad</th>
<th>also</th>
</tr>
</thead>
<tbody>
<tr>
<td>really</td>
<td><strong>wanted</strong></td>
<td>the</td>
<td><strong>brothers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to</td>
<td><strong>stay.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Don’t stay on that phone all night.

They had to phone their Mum in their space home.

<table>
<thead>
<tr>
<th>They</th>
<th>had</th>
<th>to</th>
<th>phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>Mum</td>
<td>in</td>
<td>their</td>
</tr>
<tr>
<td>space</td>
<td>home.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
They did not know how to use the phone.
“You must pick up the phone first,” said Mum.
Zap had the phone in his **ear** when it rang.

<table>
<thead>
<tr>
<th>Zap</th>
<th>had</th>
<th>the</th>
<th>phone</th>
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</thead>
<tbody>
<tr>
<td>in</td>
<td>his</td>
<td>ear</td>
<td>when</td>
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<tr>
<td>it</td>
<td>rang.</td>
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</tbody>
</table>
He let it crash on the carpet.
"Who put that phone there?" said Dad.

<table>
<thead>
<tr>
<th>“Who”</th>
<th>put</th>
<th>that</th>
<th>phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>there?”</td>
<td>said</td>
<td>Dad.</td>
<td></td>
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</tbody>
</table>
They called their Mum and Dad by funny names.

<table>
<thead>
<tr>
<th>They</th>
<th>called</th>
<th>their</th>
<th>Mum</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>Dad</td>
<td>by</td>
<td>funny</td>
</tr>
<tr>
<td>names.</td>
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</tbody>
</table>
They **were** sad to go but **they** had a plan.
The dog **could** also go back to their **space** home.

<table>
<thead>
<tr>
<th>The</th>
<th>dog</th>
<th>could</th>
<th>also</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>back</td>
<td>to</td>
<td>their</td>
</tr>
<tr>
<td>space</td>
<td>home.</td>
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<td></td>
</tr>
</tbody>
</table>
The space-ship went many miles up in the black night sky.

<table>
<thead>
<tr>
<th>The</th>
<th>space-ship</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>miles</td>
<td>up</td>
</tr>
<tr>
<td>in</td>
<td></td>
<td></td>
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<tr>
<td>the</td>
<td>black</td>
<td>night</td>
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<tr>
<td></td>
<td>sky</td>
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</tbody>
</table>
They all missed Kneejerk very much.
Kneejerk was having the time of his life.
**Introduction**

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

Guided reading sessions have a similar format

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

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

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

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

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

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

**Module outline**

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

**Each module includes**

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

**Module 4**

**Ensure that children can**

- blend phonemes: (List)
- read an increasing number of high-frequency words with accuracy
- monitor and self correct their errors when reading
- read increasingly lengthy texts.

**Summary module objective**

Children should be taught to

- use phonic knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar texts
- read silently, sustaining interest in longer texts
- solve most unfamiliar words on the run
- search for and find information from a range of non-fiction texts.

**Word recognition, graphic and phonic knowledge**

- to continue to blend phonemes when reading
- to read high-frequency words with automatic recall
- to identify syllabic patterns in multi-syllabic words
- to collect and learn new words from reading
- to understand the use of prefixes and suffixes.

**Grammatical and contextual knowledge**

**Grammatical**

- identify common adverbs and discuss impact on meaning
- develop awareness of how tense relates to purpose and structure of text, e.g. narrative – past tense, explanatory – present tense/passive voice
- revise and extend work on adjectives.

**Text**

- distinguish between 1st and 3rd person accounts
- explore narrative order; (introduction – build up – climax/conflict – resolution)
- understand use of figurative language in poetry
- compare and contrast poems on similar themes
- identify main features of newspapers and magazines/predict content from evidence of headlines
- understand, differentiate between and use terms: ‘fact’ and ‘opinion’
- identify key features of explanatory texts
- offer and discuss interpretations of texts.
Text Type

Module 4 texts are Level 3 (NC) texts (R.A. approx. 8.0-9.0)
Week 1–2  Adventure or mystery stories, short novels
Week 2  Reports, articles from newspapers or magazines
Week 3  Poetry – common themes
Week 4  Explanatory Texts

NB: In Weeks 1 and 2 please choose a text which includes ly endings.
In Weeks 3 and 4 choose texts with prefixes un, dis, re, de, pre, and suffixes ful, less, tion, sion, ture.
In Weeks 6–8 choose texts with prefixes er, y, and prefixes non, ex, mis.
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<thead>
<tr>
<th>PHASE OF GUIDED READING</th>
<th>TEACHING PROMPTS</th>
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<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Today we are reading a ... book (name text type).</td>
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<tr>
<td>Establish text type</td>
<td>We are going to focus on ..., e.g. Effective story openings, plot development, use of appropriate vocabulary, etc.</td>
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<tr>
<td>Identify teaching objective</td>
<td>Look at the title, cover, blurb and glance through the book. Can you predict what the book is likely to be about? (Record predictions)</td>
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<tr>
<td>Discuss expectations for title, cover, blurb and a brief scan of book</td>
<td>Whilst you are reading, consider these questions ... (write focus questions on flipchart)</td>
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<tr>
<td>Generate questions for discussion/resolution</td>
<td>Scan the first few pages and find a new/unknown word. How could you work the word out? (list strategies)</td>
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<tr>
<td>Identify points of potential difficulty and discuss appropriate strategies</td>
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<tr>
<td>Identify specific features of text (vocabulary, spelling, grammar, punctuation)</td>
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<tr>
<td><strong>Independent reading</strong></td>
<td>Read page ... to page ... silently and think about ...</td>
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<tr>
<td>Prompt for use of broad and inclusive range of reading strategies</td>
<td>Teacher supports by helping children apply knowledge of strategies to solve text.</td>
</tr>
<tr>
<td>Teacher assesses individuals as they read aloud, providing appropriate support and feedback</td>
<td>Question understanding of text.</td>
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<tr>
<td>Monitor comprehension</td>
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<tr>
<td><strong>Returning to text</strong></td>
<td>How did you work this word out?</td>
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<tr>
<td>Praise use of appropriate strategies and successful problem-solving</td>
<td>You read this part ... (name specific example) very well.</td>
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<tr>
<td>Discuss any difficulties encountered in the text at word, sentence or text level</td>
<td>Did anyone find a new/unknown word?</td>
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<tr>
<td>Refer back to predictions</td>
<td>Were there any problems in understanding the text?</td>
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<tr>
<td>Answer questions generated earlier</td>
<td>We thought ... would happen. Were we correct?</td>
</tr>
<tr>
<td>Teacher demonstrates effective reading (expressive, phrased, fluent)</td>
<td>The questions we asked were ... (refer back). Can we answer them now? (Discuss their responses.)</td>
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<tr>
<td>Ask individual children to select short passage to read aloud</td>
<td>Listen to the way I read this section ...</td>
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<td>What do you notice?</td>
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<tr>
<td><strong>Responding to text</strong></td>
<td>Did you enjoy the story/text so far?</td>
</tr>
<tr>
<td>Prompt for personal response to text</td>
<td>Who was your favourite character and why?</td>
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<tr>
<td>Refer to learning objective</td>
<td>How did the author develop the theme?</td>
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<td>Did it reach a climax?</td>
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<td>What might happen next?</td>
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<td>What can you tell me about ...? What more have you learned about ...?</td>
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<tr>
<td><strong>Targets for supported reading</strong></td>
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<tr>
<td>PHASE OF SESSION</td>
<td>PROMPTS</td>
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</tr>
<tr>
<td><strong>Summary</strong></td>
<td>You read this book/chapter with your teacher. Tell me what it was about – tell me what has happened so far.</td>
</tr>
<tr>
<td>Retell events from chapter/section read, noting sequence of events and structure of story</td>
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</tr>
<tr>
<td><strong>Recalling key features</strong></td>
<td>How did the author introduce the plot and characters? How did the author develop the ideas/build up the tension? What was the climax? What tense is the story written in? – can you give me an example of a verb? Turn to page … and find the word ...(example of multi-syllabic word). How can you solve words like this? Did you find any new words and how did you work them out?</td>
</tr>
<tr>
<td>Discuss story opening and its impact Identify main and supporting characters Identify preferences and justify opinions Use of tense appropriate to the text</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy check</strong></td>
<td>If you come to a word you don’t know what can you do? (List the answers on a flip chart.)</td>
</tr>
<tr>
<td>Encourage children to use the most appropriate strategy to solve unknown words</td>
<td></td>
</tr>
<tr>
<td><strong>Re-reading/Further reading</strong></td>
<td>Can you tell me what will happen next? Read page … to page … silently and find out … Read page … to page … and be able to give a description of …. Write down any new words in your notebook. If children are to read out aloud, give appropriate prompts where necessary, e.g. Find the root word, do you know a word like that? Break the word into syllables.</td>
</tr>
<tr>
<td>Prediction Give purpose for the reading</td>
<td></td>
</tr>
<tr>
<td><strong>Returning to the text</strong></td>
<td>How has the story developed? What more can you tell me about …? Have you found any new words in the text? How did you work out how to read them/what they mean?</td>
</tr>
<tr>
<td>Discussion on text read – development of plot/characters Extension of vocabulary Discussion of strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback to teacher</strong></td>
<td></td>
</tr>
<tr>
<td>PHASE OF SUPPORTED READING</td>
<td>TEACHING PROMPTS</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>You read section/pages ... of this book with your teacher. What type of book is it? Can you explain how ...? How did you find out?</td>
</tr>
<tr>
<td><strong>Recalling key features</strong></td>
<td>Why would you use this book/what is its purpose? How is the information presented (text, pictures, photographs, diagrams, etc.)? Turn to page ... and find the paragraph about ... Is it easy to find the information you require? Why? Give me a fact about ... Now turn it into an opinion.</td>
</tr>
<tr>
<td><strong>Strategy Check</strong></td>
<td>Select word from text (compound word, multi-syllabic word). Write on flip chart ... How could we work that word out or how could we find out its meaning?</td>
</tr>
<tr>
<td><strong>Re-reading/Further reading</strong></td>
<td>Read pages ... or read 2 or 3 paragraphs silently and write down two important facts/think about why ... happened. Read pages ... and select an interesting paragraph to read to the rest of the group. Write down new vocabulary or look up any new vocabulary in the glossary/a dictionary.</td>
</tr>
<tr>
<td><strong>Returning to the Text</strong></td>
<td>Who has found out something interesting about ...? Who has learnt a new word ...? Is it a verb/noun/adjective/adverb?</td>
</tr>
</tbody>
</table>

**Targets for supported reading**

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**Module 4  Supported Reading (Non-fiction)**

(Classroom Assistant)
Contents

Lesson 1  Using pronouns (fiction)  (Classroom assistant)
- To demonstrate the effects on text of over-using pronouns (as in spoken language) and under-using pronouns (as in young children’s writing).
- To help children establish how pronouns should be used to create a satisfactory text.

Lesson 2  Using pronouns (non-fiction)  (Teacher)
- To revise the effects on text of under-using and over-using pronouns.
- To practise choosing when to use pronouns to create a satisfactory text.

Lesson 3  Writing to a model (non-fiction)  (Classroom assistant)
- To revise the use of pronouns in text.
- To practise composing a piece of non-fiction text (using a writing frame), with particular focus on the use of pronouns.

Lesson 4  Writing direct speech  (Teacher)
- To establish simple rules for layout and punctuation of direct speech: start each speaker on a new line; put speech marks round the words actually spoken; supply a reporting clause; separate direct speech from the reporting clause by a comma (unless the speech requires a question or exclamation mark).
- To practise changing speech bubble text into direct speech.

Lesson 5  Improving direct speech  (Classroom assistant)
- To revise the rules for direct speech as above.
- To practise changing speech bubble text into direct speech.
- To revise the use of pronouns to avoid repetition; the use of powerful verbs; the possibility of changing word order.

Lesson 6  Stories and speech  (Teacher)
- To revise the difference between “speech written down” and direct speech, correctly set out and punctuated.
- To identify the need for a narrative thread in a story.
- To demonstrate writing direct speech, and filling in the missing narrative.

Lesson 7  Making speech into a story  (Classroom assistant)
- To revise the difference between “speech written down” and direct speech.
- To revise the necessity for a narrative thread in a story.
- To practise punctuating direct speech, and adding narrative.

Lesson 8  Writing a story  (Teacher)
- To revise the difference between “speech written down” and direct speech.
- To practise composing a fictional text, including narrative and direct speech.
- To practise writing the text according to the conventions taught.
Using pronouns (fiction) (Classroom assistant)

**Aims**
- To demonstrate the effects on text of over-using pronouns, and under-using pronouns.
- To help children establish how pronouns should be used to create a satisfactory text.

**Materials**
- PCMs 4.51, 4.52, 4.53 enlarged;
- Paper to cover picture on Copymaster 4.51;
- Board/flip chart and pens

**Preparation**
Read through the Example Lesson Script (see page 155), relating it to this lesson plan and PCMs. Cover up illustration on PCM 4.51.

| Introduction: What is a pronoun? | Display PCM 4.51 (with picture covered) and read it with the children.  
*Can anyone recognise the story?* If yes, reveal the picture to confirm identification.  
If no, reveal the picture and ask again.  
*Why is it difficult to recognise the story from the text?* Establish that words like he, she, it, them do not give us enough information and that these words are called pronouns they stand in for the names of people, places, animals and things (i.e. nouns and noun phrases*). |
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| Activity 1: Pronouns to nouns | Help children identify and underline all the pronouns.  
*Now we’ll change all these pronouns into nouns and noun phrases.* Scribe for the children as they agree on substitutions.  
Read the completed text. *What’s the matter with it now?* Establish that removing all the pronouns leads to inelegant and unnecessary repetition. |
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| Activity 2: Some nouns to pronouns | Display PCM 4.52. *This is the author’s all-noun version.* Shared reading of text.  
*To read well, a text needs some nouns and some pronouns. Let’s go through it and work out which nouns should be changed to pronouns to make it sound better.* Scribe corrections as you direct discussion about which nouns should be changed.  
Your decisions will rely very much on the flow of the text – read the revised version aloud.  
At the end of each sentence stop and ask children *Does that sound right?* |
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| Activity 3: Comparing texts | Display PCM 4.53 alongside the children’s revised version. Appoint two readers – one to read their own version aloud, one to read the PCM. Discuss any differences and which sounds better, and why.  
There are no hard and fast rules about the use of pronouns, and many decisions depend upon the rhythm of the text. But some general rules of thumb are that you need the noun or noun phrase:  
■ for first mention of the person/place/animal/thing  
■ if you are writing about more than one main noun, again in the next sentence  
■ wherever there might be confusion about who/what/where is meant  
■ if the name has not been mentioned for some time. |
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| Conclusion | *Next week you’ll have to explain to your teacher what we did today.*  
Ensure children remember  
■ the terms and concepts ‘pronoun’ and ‘noun’ (and possibly noun phrase)  
■ that both over-use and under-use of pronouns creates unsatisfactory texts. |
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* A noun phrase is a group of words operating together in the sentence like a noun.
### Using pronouns (non-fiction) (Teacher)

#### Aims

- To revise the effects on text of over-using pronouns, and under-using pronouns.
- To practise choosing when to use pronouns to create a satisfactory text.

#### Materials

- PCM 4.53 from last week’s lesson;
- PCMs 4.54, 4.55, 4.56 enlarged;
- Copies of PCM 4.54 for each pair of children;
- Board/flip chart and pens

| Introduction: Nouns and pronouns | Ask children to explain what they did last week with reference to PCM 4.53. Ensure children remember:
| Time: 3 mins | ■ the terms and concepts ‘pronoun’ and ‘noun’ (and possibly noun phrase)
| | ■ that both over-use and under-use of pronouns creates unsatisfactory texts. |

| Activity 1: Pronouns to nouns | Display PCM 4.54 and read it with the children.
| Time: 5 mins | *Can anyone work out what it is about?*
| | Display PCM 4.57 and discuss how it relates to the text.
| | Help children identify and underline all the pronouns.
| | *Let’s try to change all these pronouns into nouns and noun phrases.*
| | Scribe for the children as they discuss substitutions.
| | It is much more difficult (especially the middle section) than the text they have tried previously.
| | At the end, read the completed text. *Does it make sense?*
| | Display PCM 4.55. *This is the author’s all-noun version.* Shared reading of this text. *Does it correspond with your own?* |

| Activity 2: Some nouns to pronouns | Work on the shared copy of PCM 4.55. *What’s the matter with this text?*
| Time: 5 mins | Establish that removing all the pronouns leads to inelegant and unnecessary repetition.
| | *To read well, a text needs some nouns and some pronouns.*
| | *In pairs you are going to work out which nouns should be changed to pronouns to make it sound better.*
| | Revise the general rules of thumb for using a noun or noun phrase:
| | ■ for first mention of the person/place/animal/thing
| | ■ if you are writing about more than one main noun, again in the next sentence (for consolidation)
| | ■ wherever there might be confusion about who/what/where is meant
| | ■ if the name has not been mentioned for some time.
| | Advise children to read their revised version aloud after every change. |

| Activity 3: Comparing texts | Display PCM 4.56 and read it aloud for children to compare with their own versions.
| Time: 5 mins | Discuss which sounds better, and why. |

| Conclusion | Ensure children remember:
| Time: 2 mins | ■ the terms and concepts ‘pronoun’ and ‘noun’ (and possibly noun phrase)
| | ■ that both over-use and under-use of pronouns creates unsatisfactory texts. |
Aims
■ To revise the use of pronouns in text.
■ To practise composing a piece of non-fiction text (using a writing frame), with particular focus on the use of pronouns.

Materials
■ PCMs 4.57, 4.58, 4.59 enlarged;
■ PCM 4.60 for each pair of children;
■ Board/flip chart and pens;
■ Paper and pencils for children

Preparation
Read through the Example Lesson Script (see page 159), relating it to this lesson plan and PCMs.

### Introduction: Nouns and pronouns
**Time:** 2 mins
Display PCMs 4.57, 4.58 which provide a diagram and text about the life cycle of a butterfly.
Read the text to the group.
*What name do we give the underlined words (on PCM 4.58)?
What job do they do in the sentence?*

### Activity 1: Planning to write
**Time:** 3 mins
Display PCM 4.59. Give out PCM 4.60.
*Here’s a writing frame for writing about the life cycle of a frog. How is it like the butterfly text? Why is it similar? Note patterning of PCM 4.58 and 4.60.*
Discuss the five stages in a frog’s life and how they will fit in the writing frame. Ensure children are comfortable with the content, and write any significant spelling words on the board.
*You are going to use the writing frame to write a short text about the life cycle of a frog. You haven’t got long, so don’t waste any time. There is one thing I specially want you to remember – use pronouns instead of nouns where it sounds better.*

### Activity 2: Writing a non-fiction text
**Time:** 10 mins
Help children as necessary with sentence construction and spelling. Try to ensure as many children as possible finish their writing in the time available.

### Activity 3: Reading aloud and editing
**Time:** 2 mins
*Stop writing now.*
*Read through your work aloud (quietly, under your breath) and check that it sounds OK. Listen especially for times when you might have used
■ a noun or noun phrase when a pronoun would sound better
■ a pronoun when a noun or noun phrase would make your writing clearer.*

### Conclusion
**Time:** 3 mins
Choose a couple of successful pieces of work to share with the group. Read the whole piece aloud, then comment on successful use of pronouns.
You may also be able to comment on questionable use of nouns/pronouns (but without undermining the child concerned).

*If time if all goes smoothly and there is time for further discussion:
*What tense is this piece of writing in? Why do you think it’s not written as though it happened in the past, like a story (e.g. The female frog laid her eggs in the water. The eggs hatched into little tadpoles)? Are all your verbs in the present tense?*
**Aims**

To establish and practise simple rules for layout and punctuation of direct speech:

- start each speaker on a new line
- put speech marks round the words actually spoken
- supply a reporting clause
- separate direct speech from the reporting clause by a comma (unless the speech requires a question or exclamation mark).

**Materials**

- PCMs 4.61, 4.62, 4.63 enlarged;
- Paper to cover parts of PCMs 4.61, 4.62;
- Board and large sheet of paper/flip chart and pens (for scribing rules to be carried to next lesson)

**Preparation**

Cover Section B on both PCMs 4.61, 4.62.

**Writing direct speech (Teacher)**

| Introduction: Direct speech | Display PCM 4.61 (Section A only) and ask two children to read the parts of Jack and his mother. *What is a speech bubble for?*  
*The speeches written down might look like this.* Display PCM 4.62 (Section A) only.  
Ask a child to read it aloud. *What's the matter with this way of writing down speeches?* |
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**Activity 1: Rules for direct speech**

- Through discussion if possible, establish that:
  - we must start each new speaker on a new line to show who’s speaking
  - we must put speech marks round the spoken words to show which words were actually spoken.

Make sure children know what speech marks look like.

- Uncover Section B on PCM 4.62. Ask a child to read it.
  - If each new speaker starts on a new line, it's much easier to see who's speaking.

- Invite a child to put speech marks round the two speeches (e.g. Where does the first speech start? finish? etc.)
  - *Now we need to make it clear who’s speaking. Each speech needs a reporting clause like this: at the end of the first speech, add said Jack's mother.*

- Change the full stop to a comma and explain: *You can't have a full stop between the direct speech and the reporting clause.*

- Invite a child to add a reporting clause to the second speech.
  - NB: Unless children object or supply a suitable alternative, stick to the verb “said” throughout this unit.

**Time:** 5 mins

**Activity 2: Using the rules**

Return to PCM 4.61 and uncover Section B. Appoint two children to read the different speakers. *How should we set out the direct speech?*

Display PCM 4.63, and proceed as in Activity 1. This time point out that two of the speeches don’t end in a full stop. *If it’s a question mark or an exclamation mark, we don’t need to change it.*

**Time:** 5 mins

**Activity 3: Explaining the rules**

*If you had to explain to someone how to write down a conversation, what would the rules be?*

Through questioning and discussion, elicit the four rules given in Aims, above. Scribe these for the children. Use correct terminology as in Aims.

*If time* try writing Jack’s conversation with his mother when he gets back home.

**Time:** 5 mins

**Conclusion**

Ask children to read the rules you have compiled.

*Next week I want you to explain these rules to your Classroom assistant. Do you understand exactly what they mean? What are speech marks? What is a reporting clause?*

**Time:** 2.5 mins

NB: Retain scribed rules from Activity 3 for use next week.
**Aims**
To revise and practise simple rules for layout and punctuation of direct speech:
- start each speaker on a new line
- put speech marks round the words actually spoken
- supply a reporting clause
- separate direct speech from the reporting clause by a comma (unless the speech requires a question or exclamation mark).

To revise the use of pronouns to avoid repetition, the use of powerful verbs, and the possibility of changing word order.

**Materials**
- Rules for punctuating direct speech compiled last week;
- PCMs 4.64, 4.65 enlarged;
- Copies of PCM 66 for each pair of children;
- Board/flip chart and pens;
- Pencils for children

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

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**MODULE 4**
**Writing**
**LESSON 5**

**Improving direct speech (Classroom assistant)**

**Introduction: Rules for direct speech**
Display and discuss (and if necessary improve) rules for direct speech compiled last week. Ensure children know the meaning of the words *direct speech*, *speech marks* and *reporting clause*.

Display PCM 4.64. Ask children to direct you as you scribe the spoken language as direct speech. Encourage them to use the correct terminology.

(The reporting clauses they choose may give an opportunity to lead into the work on powerful verbs in the next activity.)

**Time: 5 mins**

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**Activity 1: Room for improvement?**
Display PCM 4.65. 
*As we read this page of direct speech, check if the writer has followed the rules.*

Ask children to read the text aloud. At the end ask them to point to examples of
- speech marks
- a comma separating direct speech from a reporting clause
- an exclamation mark doing same
- a question mark doing same
- a reporting clause.

Confirm that the text is correctly punctuated. *It's correct, but it doesn't sound all that good. Why is that?*
Establish that the reporting clauses are too repetitive. Can pupils suggest any solutions?
Encourage them to conclude that the text could be improved by
- the use of some more powerful verbs
- the use of pronouns instead of nouns
- possibly changing the order of the words (e.g. “said Jack” to “Jack said”).

**Time: 5 mins**

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**Activity 2: Improving reporting clauses**
Discuss alternative reporting clauses for each speech. Try them out and choose which sounds best. Scribe for the children to improve the passage. (Re-read work at regular intervals to see how it sounds.)

Re-read the complete passage. If there is still room for improvement, re-edit as necessary.

**Time: 5 mins**

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**Conclusion: Try it yourself**
Give out PCM 4.66. Read it aloud to the group. Ask children in pairs to put in the speech marks, and add appropriate reporting clauses (using powerful verbs and pronouns as appropriate).

When they've finished, ask them to read the complete text and check that it sounds good. **If time** read aloud and share successful versions with the group.

**Time: 5 mins**
**Aims**

- To revise the difference between “speech written down” and direct speech, correctly set out and punctuated.
- To identify the need for a narrative thread in a story.
- To demonstrate writing direct speech, and filling in the missing narrative.

**Materials**

- PCMs 4.67, 4.68, 4.69, 4.70 enlarged;
- Board/flip chart and pens

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**Stories and speech (Teacher)**

**Introduction:** Making sense of text

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<td>Here’s part of a story written by a girl of eight who didn’t know how to write direct speech. Shared reading of PCM 4.67. Discuss why it is unsuccessful. The girl who wrote this could “see” the story happening in her imagination (as if she were watching it on TV). She wrote down what the characters in her imagination said. But she didn’t think about the people who were going to read her story. We don’t know what she was imagining so it’s makes it difficult for us to tell what’s going on and who is speaking.</td>
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**Activity 1:** Who’s speaking?

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<td>If we could get into the writer’s head, this is the story we’d see. Display PCM 4.68. Ask children to read it. With the pictures and speech bubbles it’s easy to understand. The pictures fill in the background and the speech bubbles tell us who’s speaking. Return to PCM 4.67. Ask a child to read Jack’s first speech. How can we show that Jack is speaking. How can we do that? Ensure children know you need to put speech marks round the spoken words, and add a reporting clause (e.g. “said Jack”). Add speech marks and an omission arrow to change to: “Gosh! That’s amazing. I wonder what’s at the top,” said Jack. Turn remaining text into direct speech in same way. (Leave “Knock knock” as it is!) There’s one rule for writing direct speech that we can’t do on this sheet. What is it? Ensure children know that each new speaker should start on a new line. (Fortunately, you can now produce “one you made earlier”!)</td>
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**Activity 2:** Filling in the background

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<td>Display PCM 4.69. Compare to your version. If the children wish, change PCM 4.69 to agree with what they decided. Why do you think there are big gaps on this PCM? The story isn’t complete yet. We need to fill in the background. Display PCM 4.68 alongside. Give me sentences to explain what happens in each picture. Start by setting the scene in picture 1. Scribe for the children to provide linking narrative. If necessary help convert narrative into the past tense (“like a story”).</td>
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**Activity 3:** Comparing texts

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**Conclusion**

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<td>Lots of children write stories like this one (PCM 4.67). Why do you think that is? How will you explain to your Classroom assistant what’s wrong with it? How will you tell him/her we put it right? Ensure they remember: putting in speech marks and reporting clauses writing sentences to put in the background.</td>
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NB: Retain PCM 4.67 and corrected version of PCM 4.69 if preferred for next week.
Aims
- To revise the difference between “speech written down” and direct speech, and to revise the necessity for a narrative thread in a story.
- To practise punctuating direct speech, and adding narrative.

Materials
- PCM 4.67 and amended PCM 4.69 (or PCM 4.70) from last week’s lesson;
- PCM 4.71, 4.72, 4.73 enlarged;
- Copies of PCMs 4.71, 4.73 for each pair of children;
- Pencils for children

Preparation
Read through the Example Lesson Script (see page 165), relating it to this lesson plan and PCMs.

### Introduction: Making sense of text
*Time: 2 mins*
Ask children to explain how they got from PCM 4.67 to amended PCM 4.69 (or PCM 4.70). Ensure they recognise that the “dialogue” of a story experienced in the imagination (as if on TV), is not adequate to convey the story to a reader.
- Dialogue must be shown as direct speech.
- A narrative thread is required to fill in the background.

### Activity 1: Speech to story
*Time: 5 mins*
Display PCM 4.71 and read with children. Can they recognise the next part of the Jack and the Beanstalk story?
- *If we could get into the writer’s head, this is the story we’d see.* Display PCM 4.72. Ask children to read it. With the pictures and speech bubbles it’s easy to understand. The pictures fill in the background and the speech bubbles tell us who’s speaking.
Give out copies of PCM 4.71. Ask children in pairs to
- use PCM 4.72 to identify each speech
- put speech marks round the spoken words
- use omission arrows to add a reporting clause (e.g. “said Jack”).

### Activity 2: Filling in the background
*Time: 6 mins*
What else should we do when we write direct speech?
- Ensure children know each new speaker should be on a new line.
Display PCM 4.73. Ask pairs to compare quickly with their own versions. *Did you get speech marks in the right place? Did you choose the same reporting clauses?*
Give out copies of PCM 4.73 to each pair. Display PCM 4.72 so children can use it for reference. *Now fill in the background.* (e.g. *What happened in picture 1 after the ogre’s wife’s speech?*) Ask children to provide linking narrative. *What tense should you write in?*
Provide any spelling words children request. Help them to write in the past tense.

### Activity 3: Reading texts
*Time: 6 mins*
Ask each pair to read their completed texts. Can children think of any further improvements?
- sentence punctuation
- past tense for verbs
Direct their attention to
- powerful verbs
- use of pronouns (too many? too few?).
Edit and re-read.

### Conclusion
*Time: 1 min*
Edit and re-read. *When you’re writing stories in future, remember what we did today. To help your reader understand, you must remember to*
- put in speech marks and reporting clauses
- write sentences to fill in the background.
NB: Retain PCMs 4.71, 4.73 for use next week.
### Writing a story (Teacher)

**Aims**

To revise the difference between ‘speech written down’ and direct speech.

To practise
- a fictional text including narrative and direct speech
- writing the text according to the conventions taught.

**Materials**

- PCMs 4.71, 4.73 from last week’s lesson, enlarged;
- PCMs 4.74, 4.75 enlarged;
- Paper and pencils for children

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<tr>
<th>Time</th>
<th>Activity 1: Continuing the story</th>
<th>Activity 2: Writing the story</th>
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<tr>
<td>2.5 mins</td>
<td><em>Do you remember this extract from a girl's story? Display PCM 4.71.</em> <em>Do you remember how the direct speech should have been written? Display PCM 4.73 and ensure children remember adding speech marks and reporting clauses.</em> <em>What else did we need to make the story make sense? Display PCM 4.74. Here's a version with the background filled in.</em></td>
<td><em>Let's imagine how the story goes on.</em> Display PCM 4.75 and discuss with the children. Decide on speeches to write in the bubbles which will help the story.</td>
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| 3 mins | Ask children to write the story, using direct speech and linking narrative. Before beginning ask: *What tense should you write in? What do you do every time a new speaker starts to speak?* | Provide any spelling words children request, and other help as appropriate. If necessary, direct attention to  
- sentence punctuation  
- direct speech punctuation  
- past tense for verbs  
- powerful verbs  
- use of pronouns (too many? too few?) |
| 12 mins | As children complete their stories, ask them to read them through and edit as necessary. | |
| 2.5 mins | Sharing successful stories. Choose children to read their stories to the group, and comment on successful features (see list above). *When you're writing stories in future, remember what we did today. To help your reader understand, you must remember to*  
- put in speech marks and reporting clauses  
- write good sentences to fill in the background. | |
They were very poor. He took it to it and he swapped it for them. She was very angry with him. She said it was worth much more than them.

She threw them out of it and sent him to it.
Jack and Jack’s mother were very poor. Jack took their old cow to the market and Jack swapped their old cow for some magic beans. Jack’s mother was very angry with Jack. Jack’s mother said their old cow was worth much more than some magic beans. Jack’s mother threw the magic beans out of the window and sent Jack to bed.
Jack and his mother were very poor. Jack took their old cow to market and swapped it for some magic beans. His mother was very angry with him.

She said the old cow was worth more than some magic beans. She threw them out of the window and sent Jack to bed.
She lays them on it. They hatch into them which eat them. As it grows, it keeps splitting and it has it underneath. Then, when it is big enough, it grows it. It becomes it which slowly changes shape inside it. Eventually, it cracks open and it comes out. If it is a she, she will lay them on it and it will begin again.
The female butterfly lays the female butterfly’s eggs on a leaf. The eggs hatch into little caterpillars which eat the leaves on the plant. As a caterpillar grows, the caterpillar’s skin keeps splitting and the caterpillar has a new skin underneath. Then, when the caterpillar is big enough, the caterpillar grows a hard shell. The caterpillar becomes a pupa which slowly changes shape inside the shell. Eventually, the pupa cracks open and a butterfly comes out. If the butterfly is a female butterfly, the female butterfly will lay the female butterfly’s eggs on a leaf and the cycle will begin again.
The female butterfly lays her eggs on a leaf. The eggs hatch into little caterpillars which eat the leaves on the plant. As a caterpillar grows, its skin keeps splitting and it has a new skin underneath.

Then, when the caterpillar is big enough, it grows a hard shell. It becomes a pupa which slowly changes shape inside the shell. Eventually, the pupa cracks open and a butterfly comes out. If it is a female butterfly, she will lay her eggs on a leaf and the cycle will begin again.
eggs → little caterpillars → old skin → new skin → pupa → butterfly
The female butterfly lays her eggs on a leaf.

The eggs hatch into little caterpillars which eat the leaves on the plant.

As a caterpillar grows, its skin keeps splitting and it has a new skin underneath.

Then, when the caterpillar is big enough, it grows a hard shell. It becomes a pupa which slowly changes shape inside the shell.

Eventually, the pupa cracks open and a butterfly comes out.

If it is a female butterfly, she will lay her eggs on a leaf and the cycle will begin again.
frog spawn

little tadpoles

frog

small back legs

little front legs, big back legs
The female frog lays her eggs

The eggs hatch into

which eat

As a tadpole grows

Then

Eventually

If it is a female frog
Section A

Jack, take the cow to market and get us some money to buy food.

All right, mother.

Section B

Would you like to swap your cow for these beans?

No thanks. I need money, not beans.

But these are magic beans.

Gosh! All right then!
Section A

Jack, take the cow to market and get us some money to buy food. All right, mother.

Section B

Jack, take the cow to market and get us some money to buy food.

All right, mother.
Would you like to swap your cow for these beans?

No thanks. I need money, not beans.

But these are magic beans.

Gosh! All right then!
What story have you been writing?

Jack and the Beanstalk.
Jack came back from market feeling very pleased with himself. He found his mother in the kitchen.

“Hello mother,” said Jack.

“Did you sell the cow?” said his mother.

“Yes,” said Jack.

“What did you get?” said his mother.

“I got these beans,” said Jack.

“Beans! We can’t eat beans!” said his mother.

“But they’re magic beans,” said Jack.

“What nonsense! There’s no such thing as magic!”
Jack’s mother grabbed the beans and threw them out of the window.

That’s what I think of your beans!

But can’t we just give them a chance?

No! Off to bed with you!

All right.
Gosh! That’s amazing. I wonder what’s at the top.

Gosh! I wonder who lives there. Knock knock. Who are you? I – I – Oh no, he’s coming. You’d better hide or you’ll be in trouble.
Gosh! That's amazing. I wonder what's at the top.

Gosh! I wonder who lives there.

Knock knock.

Oh no, he's coming. You'd better hide or you'll be in trouble.

Who are you? I – I –
“Gosh! That’s amazing. I wonder what’s at the top,” said Jack.

“Gosh! I wonder who lives there,” said Jack. Knock knock.


“Oh no, he’s coming. You’d better hide or you’ll be in trouble!” she said to Jack.
Outside the bedroom window, where the magic beans had fallen, there was a gigantic beanstalk. It stretched up into the sky.

“Gosh! That’s amazing. I wonder what’s at the top,” said Jack.

He started to climb the beanstalk. Up and up he went, higher and higher, leaving the earth far behind him. At last he reached the top, and there among the clouds he saw a magnificent castle.

“Gosh! I wonder who lives there,” said Jack.

He ran over to the castle. It was huge. Bravely, Jack raised his hand to the enormous front door. Knock knock.

The door opened, and a gigantic lady looked down on Jack.

“Who are you?” asked the woman.


Suddenly, the woman heard a sound behind her.

“Oh no, he’s coming. You’d better hide or you’ll be in trouble!” she said to Jack.
Get into this cupboard! Fee fi fo fum! I smell the blood of an Englishman. There’s nobody here. Eat your dinner. That was good. Now get me my money bags. One, two, three, four, five ... Gosh!

If mum and I had some of that gold we’d never be poor again.
Get into this cupboard!

Fee fi fo fum! I smell the blood of an Englishman.

There's nobody here. Eat your dinner.

That was good. Now get me my money bags.

One, two, three, four, five ...

Gosh! If mum and I had some of that gold we'd never be poor again.
“Get into this cupboard!” cried the woman.

“Fee fi fo fum! I smell the blood of an Englishman!” bellowed the ogre.
“There’s nobody here. Eat your dinner,” replied his wife.

“That was good. Now get me my money bags,” yelled the ogre.

“One, two, three, four, five . . . ,” counted the ogre.

“Gosh! If mum and I had some of that gold we’d never be poor again,” whispered Jack.
“Get into this cupboard!” cried the woman. She pushed Jack into a cupboard. At that moment, her husband the ogre stomped into the room.

“Fee fi fo fum! I smell the blood of an Englishman!” bellowed the ogre.
“There’s nobody here. Eat your dinner,” replied his wife.

She pointed to his dinner on the table and the ogre sat down and tucked in. He gobbled his food down greedily until it was all gone.

“That was good. Now get me my money bags,” he yelled.

His wife brought bags of shiny gold coins and emptied them on to the table.
“One, two, three, four, five …,” counted the ogre.

Jack watched from a crack in the cupboard. “Gosh! If mum and I had some of that gold we’d never be poor again,” he whispered to himself.
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: Using pronouns (fiction)

Introduction: What is a pronoun? (3 mins)

Display PCM 4.51 (with picture covered) and read it with the children.

CLASSROOM ASSISTANT: Well read everyone. Does anyone recognise this story?

CHILDREN: No.

CLASSROOM ASSISTANT: Look at the picture. Does anyone recognise the story now?

CHILD: Yes. It’s Jack and the Beanstalk.

CLASSROOM ASSISTANT: That’s right. Why couldn’t anyone recognise the story just from reading the text?

CHILD: Because there were no names in the text.

CLASSROOM ASSISTANT: Yes, I think that’s the reason. We didn’t know the real identity of anyone because the text only used words like “they” and “he” and “she”, rather than real names. We didn’t have enough information to know which story it was. Does anyone know what words like “he”, “they” “it” and “she” are called?

CHILDREN: No.

CLASSROOM ASSISTANT: These words are called ‘pronouns’. When do you think we use them?

CHILD: Do we use them sometimes instead of calling people by their names?

CLASSROOM ASSISTANT: Yes, that’s right. Well done. We use pronouns to stand in for the names of people, places, animals and other things – all different types of nouns and noun phrases. Noun phrases are groups of words which work together like one noun in a sentence.

Activity 1: Pronouns to nouns (5 mins)

Draw the children’s attention to the text on PCM 4.51 again.

CLASSROOM ASSISTANT: Now we’re going to change all of the pronouns in this text into nouns and noun phrases. First of all we need to identify the pronouns. If you tell me what they are, I can underline them. I want each one of you to tell me one of them. We’ll start with Mark and move round the table.

CHILD A: “They”.

CHILD B: “He”.

CLASSROOM ASSISTANT: That’s a good start. Well done. Carry on.

CHILD C: “It” and “it” again.
CHILD D: “He”.

CHILD E: The next one is “it” again.

CLASSROOM ASSISTANT: I don’t suppose you realised how useful a word “it” is, or how often it can be used. Carry on.

CHILD A: “She”.

CLASSROOM ASSISTANT: Is that the next one?

CHILD B: No, he’s missed out “them”.

CLASSROOM ASSISTANT: That’s right. Carry on again.

CHILD C: “Him”.

CHILD D: “She”.

CHILD E: “It”.

CHILD A: “Them”.

CHILD B: “She”.

CHILD C: “Them”.

CHILD D: “It” again.

CHILD E: “Him”.

CLASSROOM ASSISTANT: And the last one is “it”. Well done everyone. Now we have to start to change all of these pronouns into nouns and noun phrases. Let’s start at the beginning again. Who is “they” in the story of Jack and the Beanstalk?

CHILD: Jack and his mother.

CLASSROOM ASSISTANT: That’s right. I’ll write the words in each time you tell me what they are. Now the next one – “He”?

CHILD: That’s “Jack”.

CLASSROOM ASSISTANT: Now the next one’s a little more difficult. You’ll have to try and remember what happened at the beginning of the Jack and the beanstalk story. Who’s going to have a go?

CHILD: Could “it” be “the cow”?

CLASSROOM ASSISTANT: What does everyone else think? Is she right?

CHILDREN: Yes!

CLASSROOM ASSISTANT: Good. Now, what about the next “it”.

CHILD A: I think that one’s “the market”.

CHILD B: Yes, because that’s what happened in the story.

CLASSROOM ASSISTANT: That sounds good to me. And the next one?

CHILD: Jack.

CLASSROOM ASSISTANT: And the next “it”?

CHILD A: “The cow”.

CHILD B: The next one’s “beans”, because that’s what he got for the cow, and his mother was really angry with him.

CLASSROOM ASSISTANT: Well done.

Carry on until the end of the passage, substituting every pronoun for a noun or noun phrase.
CLASSROOM ASSISTANT: *Now let’s read it together.*
Shared reading of the amended text.

CLASSROOM ASSISTANT: *Does it sound better now?*
CHILDREN: Yes.

CLASSROOM ASSISTANT: *It doesn’t sound quite right to me. I think it’s still not as good as it should be. What do you think?*
CHILD: *It doesn’t sound right. But, I’m not sure what’s wrong with it.*

CLASSROOM ASSISTANT: *Well, I think that now we’ve removed all of the pronouns, we’ve had to repeat the names of things too often, and it just doesn’t sound as good as it should.*

**Activity 2: Some nouns to pronouns** *(5 mins)*

Display PCM 4.52.

CLASSROOM ASSISTANT: *Look at this version of the same text. It’s the author’s all-noun version. Is it the same?*

Shared reading of the text, and discuss any differences.

CLASSROOM ASSISTANT: *What do you think about the way this version sounds?*
CHILD: *It still doesn’t seem to be quite right.*

CLASSROOM ASSISTANT: *No, it doesn’t. To read well, a text needs to have a mixture of nouns and pronouns. Let’s work through this text, and work out which nouns should be changed into pronouns to make it sound better. What about the first example?*

CHILD: *I think we need to leave the names in, because we need to know who they are.*

CLASSROOM ASSISTANT: *Yes, I think you’re right. I think we need to use the nouns at the beginning of all texts about people, unless you’re writing a mystery story and don’t want to reveal who you’re writing about. What about the next time Jack’s name is mentioned here?*

Point to the word “Jack” at the beginning of the second sentence and read it aloud with the name, and with the use of “He”.

CHILD: *I think you need to keep his name there too. It sounds better like that.*

CLASSROOM ASSISTANT: *Yes. You need to read each sentence as you go along to hear what sounds best. What about the next noun phrase – “their old cow”?*

CHILD: *Keep it as it is because it’s the first time the cow is mentioned.*

CLASSROOM ASSISTANT: *This one – “the market”?*

CHILD: *Keep it the same, but I don’t think you should keep Jack again.*

CLASSROOM ASSISTANT: *Why not?*

CHILD: *Because his name has already been used in this sentence.*

CLASSROOM ASSISTANT: *So, what shall we write instead?*

CHILD: *“He”.*

CLASSROOM ASSISTANT: *Good, that sounds much better now. And what about “their old cow”?*
CHILD: Change it for “it”, but keep “some magic beans”.

CLASSROOM ASSISTANT: All right. Let’s read those two sentences together now and see what we think.

Shared reading of the amended first two sentences.

CLASSROOM ASSISTANT: Well, what do you think? Have we improved it?

CHILD: Yes, it sounds much better now.

CLASSROOM ASSISTANT: Let’s carry on and do the same to the rest of the text.

Continue this process right through the text, remembering to read each completed sentence aloud and asking the children whether or not it sounds better.

Activity 3: Comparing texts (5 mins)

CLASSROOM ASSISTANT: Look at these two versions of the same text. I’d like Sophie to read our version aloud and Jamie to read the one on PCM 4.53. Listen carefully everyone, because I’ll be asking you to tell me what the differences are and which one you think sounds better.

The two children read each of the texts.

CLASSROOM ASSISTANT: Were there any differences between the two texts?

CHILD: Not really. I think that they both sound very good now.

CLASSROOM ASSISTANT: Do you think there are any rules about when to use nouns and when to use pronouns?

CHILD: I’m not sure. I think you must use nouns when you mention a person, or place, or thing for the first time in a piece of writing.

CLASSROOM ASSISTANT: Yes, I think that’s right. There aren’t any real rules. Most of the time it just depends on how you think the text sounds. You need to read it to yourself to make sure it sounds as good as possible. But there are some guidelines you can try and remember to help you make judgements. There’s the one we’ve already mentioned about the first time you introduce a person or place or animal or thing. Think about the way we changed the Jack and the Beanstalk text. Can you think of any other rules?

CHILD: You should use the noun if there might be a mix-up with something else.

CLASSROOM ASSISTANT: Well done. Yes, that’s a good reason. It’s quite difficult to think up these general rules, so I think I’m going to tell you what they are, and I’d like you to try and remember them. I’ll write them on the board as I tell you.

Use the noun or noun phrase:

- for the first mention of the person/place/animal/thing
- if you are writing about more than one main noun, again in the next sentence
- wherever there might be confusion about who/what/where is meant
- if the name has not been mentioned for some time.

CLASSROOM ASSISTANT: Let’s look at the passage and see if we can find examples of each of these rules. What about the first one?
CHILD: Right at the beginning of the text when we used the names for Jack, his mother and the cow.

CLASSROOM ASSISTANT: Yes, that's right. What about the second rule?

CHILD: Is that when we used Jack's name again at the beginning of the second sentence?

CLASSROOM ASSISTANT: Well done. That was quite difficult. And the third rule? I'll give you a clue. Read the fourth sentence.

CHILD: Is it “the old Cow”, in case it got muddled up with the beans?

CLASSROOM ASSISTANT: Yes, that's right. The fourth rule can be seen in the last sentence when Jack's name is used again.

Conclusion (2 mins)

CLASSROOM ASSISTANT: Next week you'll be working with your teacher. Do you think you'll be able to explain what we've been doing today? Let's go over some of the ideas. What's a pronoun?

CHILD: A pronoun is words like “it”, “he”, “she”, “they”.

CLASSROOM ASSISTANT: Excellent. When do you use pronouns?

CHILD: You use them sometimes instead of nouns.

CLASSROOM ASSISTANT: Yes, good. Nouns or noun phrases. How do you know when to use them?

CHILD: You read the text and decide what makes sense and sounds best.

CLASSROOM ASSISTANT: Brilliant. That's a really good explanation. I just hope you can remember that until next week and tell your teacher about it.

NB: Retain PCM 4.53 for use next week.

Lesson 3: Writing to a model (non-fiction)

Introduction: Nouns and pronouns (2 mins)

CLASSROOM ASSISTANT: Let's look at PCMs 4.57 and 4.58 which show a labelled diagram and text about the life cycle of a butterfly. I'm going to read the text to you.

Read the text to the children.

CLASSROOM ASSISTANT: Some of the words have been underlined. What kind of words are they?

CHILDREN: Pronouns.

CLASSROOM ASSISTANT: Well done, you’ve remembered that from last week. What job do pronouns do in a sentence?

CHILD: They can be used instead of the names of people and places.

CLASSROOM ASSISTANT: Yes, good. Anything else?

CHILD: Animals and things.

CLASSROOM ASSISTANT: That's right. Pronouns can be used instead of nouns.

Activity 1: Planning to write (3 mins)

CLASSROOM ASSISTANT: Look at PCM 4.59 which shows a labelled diagram of the life cycle of a frog.
Give each pair of children PCM 4.60.

**CLASSROOM ASSISTANT:** This is a writing frame for writing the life cycle of a frog. Read through it carefully and tell me how it is similar to the piece of writing about the butterfly.

**CHILD:** They both use the same words to begin some of their sentences.

**CLASSROOM ASSISTANT:** Well spotted. That was quite difficult. But, you’re right. If you look at the diagram, you can see that the life cycle of the frog is divided into stages. How many stages?

**CHILD:** Five.

**CLASSROOM ASSISTANT:** That’s right. Do you think you could match these stages with the sentence openings? Where would we start? Read the first sentence about the butterfly to help you.

**CHILD:** The first sentence should tell us where the frog lays her eggs.

**CLASSROOM ASSISTANT:** Can you find that information from the diagram?

**CHILD:** Yes. The picture at the top of the diagram shows the frog spawn in the water.

**CLASSROOM ASSISTANT:** Well done. So, what would the first sentence be?

**CHILD:** “The female frog lays her eggs in water.”

**CLASSROOM ASSISTANT:** Yes, that’s it. What happens next?

**CHILD:** The frog spawn turns into tadpoles.

**CLASSROOM ASSISTANT:** Good. So how would you begin the next sentence?

**CHILD:** “The eggs hatch into little tadpoles …”

**CLASSROOM ASSISTANT:** Yes. And can you finish that sentence?

**CHILD:** “… and they eat the plants in the water.”

**CLASSROOM ASSISTANT:** Excellent. So, use the beginning of the next sentence to tell us what happens next.

**CHILD:** “As a tadpole grows, it develops back legs.”

**CLASSROOM ASSISTANT:** Good. What happens next?

**CHILD:** “Then it loses its tail and grows front legs.”

**CLASSROOM ASSISTANT:** That’s brilliant. It’s easy if you use these sentence openings isn’t it? What happens next?

**CHILD:** “Eventually it grows into a frog.”

**CLASSROOM ASSISTANT:** And, last of all?

**CHILD:** “If it is a female frog, she will lay her eggs in the water and the cycle will begin again.”

**CLASSROOM ASSISTANT:** Well done everyone.

**Activity 2: Writing a non-fiction text** (10 mins)

**CLASSROOM ASSISTANT:** I want you all to write the life cycle of a frog now. You’ve only got 10 minutes so you’ll have to work very hard to get it finished. Remember to use pronouns instead of nouns where it sounds better. Keep reading your text to yourself as you write to check what it sounds like.
Help the children appropriately with their spelling and sentence construction. Try and encourage as many as possible to finish their writing within the time limit.

Activity 3: Reading aloud and editing (2 mins)
CLASSROOM ASSISTANT: Stop writing now. I want everyone to read through their work aloud, but quietly. Check that it sounds OK. Listen especially for times when you might have used a noun or noun phrase when a pronoun would sound better. Also listen for times when you’ve used a pronoun and the meaning isn’t clear, because it would have been better to use a noun.

All of the children read through their work, while you listen to pick up any specific items that will need to be mentioned.

Conclusion (3 mins)
CLASSROOM ASSISTANT: I’m going to ask some of you to read your work aloud to everyone else. I want everyone to listen especially for the successful use of pronouns.

Individual children read their work aloud.

CLASSROOM ASSISTANT: Has anyone got any particular comments to make about any of the pieces of writing that we’ve done today? I hope everyone is pleased with their work and thinks that they have used nouns and pronouns in the most effective way possible.

If time
Ask some of the following questions:
What tense is this piece of work written in?
Why do you think it’s not written as though it happened in the past, like a story?
Are all your verbs in the present tense?

Lesson 5: Improving direct speech
Introduction: Rules for direct speech (5 mins)
CLASSROOM ASSISTANT: Today, we’re going to revise the rules for direct speech that you learned about last week. If you remember, we made a list of them which we can read through now. Katie, can you read the first rule to us?
CHILD: Start each speaker on a new line.
CLASSROOM ASSISTANT: Good. What does that mean?
CHILD: Every time someone new starts to speak, you have to write on a new line.
CLASSROOM ASSISTANT: Why do we have to do that?
CHILD: It makes it clearer, and easier to understand if the speeches are separated.
CLASSROOM ASSISTANT: That’s right, yes. Andrew, please read the next rule.
CHILD: Put speech marks round the words actually spoken.
CLASSROOM ASSISTANT: Who’s going to explain that one to us?

CHILD: You have to put special marks around the actual words that someone says.

CLASSROOM ASSISTANT: That’s right. Can someone show us what these marks look like?

One of the children is invited to write the speech marks on a board that everyone can see.

CLASSROOM ASSISTANT: Well done. Now, the third rule. Naima, please read it to us.

CHILD: Put a reporting clause.

CLASSROOM ASSISTANT: OK. So what’s a reporting clause?

CHILD: It’s what you write before, or after, the words that have been spoken to let the reader know who has spoken. Like, “said John”.

CLASSROOM ASSISTANT: That’s a really good explanation. Well done. Now the next rule. Billy, please read it to us.

CHILD: Separate direct speech from the reporting clause by a comma (unless the direct speech requires a question or exclamation mark).

CLASSROOM ASSISTANT: That sounds a complicated rule. Let’s start with an explanation of the term “direct speech”. What is it?

CHILD: Direct speech is the name for the actual words that are spoken.

CLASSROOM ASSISTANT: That’s right. So, after the direct speech, but before the reporting clause, you have to put a comma, or a question or exclamation mark. Is that right?

CHILD: Yes.

Display PCM 4.64.

CLASSROOM ASSISTANT: Let’s look at this example. I want you to tell me how to write the spoken language as direct speech.

CHILD: Well you start by opening the speech marks and then writing the first speech which is: “What story have you been writing”.

CLASSROOM ASSISTANT: That’s a good start. Well done. What next?

CHILD: Close the speech marks.

CLASSROOM ASSISTANT: Are you sure that’s right? Shouldn’t there be something else before that?

CHILD: I know. We missed out the comma.

CHILD B: No, it’s not a comma this time because it’s a question. So, you have to put in a question mark before you close the speech marks.

CLASSROOM ASSISTANT: Yes. You have to put in a question mark before you can close the speech marks. What next?

CHILD: Now you have to put who said it.

CLASSROOM ASSISTANT: That’s right. You have to write the reporting clause. So, what is that going to be?

CHILD: Said the teacher. With a full stop at the end.

CLASSROOM ASSISTANT: Good. Now what?

CHILD: Start on a new line because someone else is going to speak now, and write “Jack and the Beanstalk”.

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CLASSROOM ASSISTANT: And after that.

CHILD: Put a comma, and then close the speech marks.

CLASSROOM ASSISTANT: Well done. Now what else is there to do?

CHILD: The reporting clause. Said Anna.

CLASSROOM ASSISTANT: Is that finished now?

CHILDREN: Yes.

**Activity 1: Room for improvement?** (5 mins)

CLASSROOM ASSISTANT: Let’s read this piece of direct speech together (PCM 4.65). As we read it, I want you to check that the author has followed all of the rules of direct speech.

Shared reading of the text.

CLASSROOM ASSISTANT: Who can show me an example of speech marks?

CHILD: The words “Hello mother” have speech marks around them.

CLASSROOM ASSISTANT: Yes, well done. What about a comma separating direct speech from a reporting clause?

CHILD: There’s one here between the words “Yes,” and “said” in the third speech.

CLASSROOM ASSISTANT: Good. Now, can you find an exclamation mark separating the direct speech from the reporting clause?

CHILD: Here’s one. Between the word “beans!” and “said” in the third speech from the bottom.

CLASSROOM ASSISTANT: Excellent. And what about a question mark doing the same?

CHILD: There’s one after the word “cow” in the second speech.

CLASSROOM ASSISTANT: You’re doing really well at this. The last thing I want you to identify is an example of a reporting clause.

CHILD: Look. Here’s one: “said his mother”.

CLASSROOM ASSISTANT: So the whole text is correctly punctuated.

CHILDREN: Yes.

CLASSROOM ASSISTANT: But what do you think about the quality of the writing? How good does it sound to you?

CHILD: It’s OK.

CLASSROOM ASSISTANT: Well, I think that there’s one thing that we could improve. Look at the reporting clauses. What can you tell me about them?

CHILD: They’re all the same. They either say “said Jack” or “said his mother”. That’s a bit boring, isn’t it?

CLASSROOM ASSISTANT: Yes, it’s too repetitive. What do you think we could do to make them better? Any ideas?

CHILD: Perhaps we could change the verbs to make them more powerful like we did before?

CLASSROOM ASSISTANT: Yes, that’s a good idea. What about changing some of the names and using pronouns as well? There’s something else we could try as well. Can you think of anything?
CHILD: What about changing the word order. We tried that before too.

CLASSROOM ASSISTANT: Yes, we could try all of those things and hopefully the text would become more interesting.

**Activity 2: Improving reporting clauses** (5 mins)

CLASSROOM ASSISTANT: Let’s see if we can think up some different reporting clauses and improve this piece of direct speech. Remember, we could change the verb to make it more powerful, change the order of some words, or use pronouns instead of some of the names. Has any one got any suggestions?

CHILD: Could we use “asked” instead of “said” when there’s a question?

CLASSROOM ASSISTANT: What does everyone else think about this idea?

CHILD A: I think it’s really good. That would mean changing the second speech into “Did you sell the cow?” asked his mother.

CHILD B: And for the next question, we could write “What did you get?” asked his mother.

CHILD C: And we could change the words round in one of those. Like – “What did you get?” his mother asked.

CLASSROOM ASSISTANT: Let’s read the text with those changes.

Shared reading of the modified text.

CLASSROOM ASSISTANT: That’s a really good start. Has anyone got any other ideas for using some more powerful verbs?

CHILD: What about trying to change the verbs after the exclamation marks?

CLASSROOM ASSISTANT: Yes, that’s another good idea. What could we use?

CHILD: Exclaimed!

CLASSROOM ASSISTANT: I like that too. Has anyone got any ideas for the verb in the last reporting clause?

CHILD: We could use exclaimed again, but it would be better to think of something different.

CLASSROOM ASSISTANT: What about: “his mother cried in disbelief.” Let’s read that and you can tell me what you think.

CHILD: That sounds much better now.

CLASSROOM ASSISTANT: Do you think there are other ways in which we could improve it? What about changing some of the names into pronouns so we don’t keep repeating the words “Jack” and “his mother”. Where could we do that?

CHILD: In Jack’s second speech, we could write, “he said” instead of “said Jack”.

CLASSROOM ASSISTANT: Yes, and you’ve changed the order of the words too. Any more ideas?

CHILD: We’ve already changed “said” to “exclaimed” in the speech about “beans”. We could also change the name into a pronoun so it reads: “Beans! We can’t eat beans!” she exclaimed.
CLASSROOM ASSISTANT: We've made quite a lot of changes now. Let's read the whole piece and decide whether we've improved it or not.

Shared reading of the whole text.

CLASSROOM ASSISTANT: Well, what do you think?

CHILD A: I think it's much better because it doesn't say the same words over and over.

CHILD B: Because we've cut out some of the repetition it's much better now.

CLASSROOM ASSISTANT: Yes, I think you've done a really good job on it. Well done. Do you think we could make it even better?

CHILD: Yes, if we had more time.

CLASSROOM ASSISTANT: I think that's probably true. But, let's move on to something new because otherwise we'll run out of time.

Conclusion: Try it yourself (5 mins)

Distribute PCM 4.66.

CLASSROOM ASSISTANT: Follow this text while I read it to you.

Read the text to the children.

CLASSROOM ASSISTANT: Now I want you to do some work in pairs. I want you to improve this piece of writing by putting in the speech marks and adding appropriate reporting clauses. Remember to try and use powerful verbs and think about when it's best to use pronouns instead of nouns.

The children work quietly in pairs, improving the text. While they work, provide support and encouragement to whoever needs it.

CLASSROOM ASSISTANT: That's all the time we have, so stop writing now. Read through your work and check whether or not it sounds good.

If time

CLASSROOM ASSISTANT: Who's going to volunteer to share their work with us first?

Ask each pair to read their work aloud. Ask a variety of questions about the quality of the modified texts.

CLASSROOM ASSISTANT: What do you think about that version? Did it sound good? Was there enough variety in the reporting clauses? Did they use powerful verbs? Can you see any examples of using pronouns instead of nouns?

Lesson 7: Making speech into a story

Introduction: Making sense of text (2 mins)

CLASSROOM ASSISTANT: This is what you were doing last week.

Display PCM 4.67 and amended PCM 4.69 (or PCM 4.70).

CLASSROOM ASSISTANT: Can you remember how you changed the text and moved from that one to this one? Who's going to begin?
CHILD: In the first version, the speech was just what the writer imagined had happened, like she’d seen it on TV. The speech wasn’t written down properly like direct speech.

CLASSROOM ASSISTANT: That’s right. The author didn’t think about the people who were going to read her story. Would they have really understood what was happening just from reading this first piece of text?

CHILD: No, it wouldn’t make sense written like that because we don’t know who’s speaking.

CLASSROOM ASSISTANT: So, the first thing we had to do was to write the text in direct speech. Was that enough?

CHILD: No. Then we had to write the bits in between the speeches to link them together so that they made sense.

CLASSROOM ASSISTANT: Yes, we had to add narrative to explain exactly what was happening, to make it into a complete story. So there were two main steps. We had to turn the dialogue into direct speech, and then fill in the background to the story.

Activity 1: Speech to story (5 mins)

CLASSROOM ASSISTANT: Let’s read this piece of text together.

Shared reading of PCM 4.71.

CLASSROOM ASSISTANT: What story is being told in this text?

CHILD: It’s the next part of Jack and the Beanstalk.

CLASSROOM ASSISTANT: Yes, that’s right. I thought you’d recognise it. But it’s not really written like a real story. It’s quite difficult to follow, even though you know the story. If we could get inside the writer’s head, this is the story we’d see.

Display PCM 4.72 and share read it with the children.

CLASSROOM ASSISTANT: Now it’s much easier to understand because of the pictures and speech bubbles. The pictures fill in the background that links the speech together and the speech bubbles tell us who’s speaking.

Distribute PCM 4.71 to everyone and organise the children into pairs.

CLASSROOM ASSISTANT: Now I want you to use PCM 4.72 to identify each speech so that you can put speech marks around the spoken words. Then you need to use omission arrows to add the reporting clauses. Is everyone clear about that? Tell me what a reporting clause is again.

CHILD: It’s the bit at the end of a speech to say who did the speaking.

CLASSROOM ASSISTANT: That’s right.

The children work together in pairs. While they are working, give them appropriate support and encouragement, checking that they are completing the task correctly.

Activity 2: Filling in the background (6 mins)

CLASSROOM ASSISTANT: Now you’ve finished that, what else do we need to do when we write direct speech?
CHILD: Each new speaker should begin on a new line.

CLASSROOM ASSISTANT: Yes, that’s right. Now look at this piece of writing. Is your text like this one?

Give the children time to quickly compare their text to this version.

CLASSROOM ASSISTANT: Are they the same? Did you get the speech marks in the right place?

CHILDREN: Yes.

CLASSROOM ASSISTANT: Did you choose the same reporting clauses?

CHILD: Not exactly the same, but almost.

Give everyone a copy of PCM 4.73. Display PCM 4.72 so that the children can use it for reference.

CLASSROOM ASSISTANT: Now I want you to fill in the background between the speeches so that the story becomes complete. Look at picture 1. What happened after the ogre’s wife’s speech?

CHILD: She pushed Jack into a cupboard.

CLASSROOM ASSISTANT: That’s right. You need to write that down in the space after the first speech, and before the ogre’s speech.

The children all write this first piece of narrative. When they’ve finished, stop them all.

CLASSROOM ASSISTANT: Would someone like to read aloud exactly what they’ve written?

One of the children reads their text aloud.

CLASSROOM ASSISTANT: Good. Have the rest of you written more or less the same as that?

CHILDREN: Yes.

CLASSROOM ASSISTANT: Well done. What tense have you used?

CHILD: The past tense.

CLASSROOM ASSISTANT: Good, that’s right. Now you can continue, filling in the story between each speech. We haven’t got much time, so I want to see people working quickly to do the job properly.

While the children write, help them by providing any spellings that they request and make sure that they are writing in the past tense.

Activity 3: Reading texts (6 mins)

CLASSROOM ASSISTANT: Now I want you to read your texts to check for any improvements that you could make. Remember to check that the punctuation in each sentence is correct. What do I mean by that?

CHILD: Capital letters at the beginning of sentences and full stops at the end.

CLASSROOM ASSISTANT: That’s right. Also check that the verbs have been written in the past tense. Check that now.

Wait while the children read through their texts again.

CLASSROOM ASSISTANT: Are they right?

CHILDREN: Yes.
CLASSROOM ASSISTANT: Now make sure that you haven’t used the same verbs all of the time because this would make your writing boring. Are your verbs powerful?

Wait while the children read through their texts again.

CLASSROOM ASSISTANT: Has everyone done that now?

CHILDREN: Yes.

CLASSROOM ASSISTANT: What about the use of pronouns? Have you got the balance right between the nouns and pronouns? Read it and listen.

Wait while the children read through their texts again.

CLASSROOM ASSISTANT: Are you happy with your writing now? Are there any more changes you would like to make to improve it?

Give the children a little more time.

Conclusion (1 min)

CLASSROOM ASSISTANT: When you’re writing in the future, remember what we did today. The reader must be able to understand the text. They don’t know what has happened inside your head, so you have to make your writing as clear as possible. You must remember to put in speech marks and reporting clauses, and start a new line for each speaker. And, you must also link the speeches together with sentences to fill in the background.

NB: Retain PCMs 4.71, 4.73 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

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 3

**Glossary of terms used in Additional Literacy Support (ALS)**

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

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

- *the red dress/the dress was red.*

There are different sorts of adjective:

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

Adjectives have different degrees of intensity:

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

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

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

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

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

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

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

  In negative forms, the verb is linked to not: didn’t. New nouns may be contracted.

  If the short form becomes more common, the apostrophe may be dropped: ’phone. Also used with missing figures: 1997/’97; the ’60s.

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

  The rule came to be applied to all possessives marked by *s*, except *its*. With a single noun or collective noun, the apostrophe is added before the *s*: the cat’s tail; the girl’s frock; child’s book; children’s work; the people’s princess. When a plural is marked by *s*, the apostrophe is added after the *s*: cats’ tails; the girls’ toilets.
ascender  In written or typed script, many letters have the same height: $a, c, e, m, n, o, r, s, u, v, w, x, z$, (although in some scripts, $z$ has a descender). Some letters have parts which extend beyond this: $b, d, f, h, i, k, l, t$. These parts are called ascenders.

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

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, sho, through.

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

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

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

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

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

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

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

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

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

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

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

**sentence** a sentence is a unit of written language which makes sense on its own. There are four types of sentence:
- *declarative*  *I am happy.*
- *interrogative*  *Are you happy?*
- *imperative*  *Cheer up!*
- *exclamatory*  *You look happy today!*

In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. Most sentences have a subject and predicate. However, sentences with different structures have come to be accepted in literature. Sentences may have a range of constructions:
- *simple* sentences with only one clause: *Fluffy bit him.*
- *compound* a sentence made up of simple sentences joined by conjunctions. Each sentence makes a clause, and the clauses are equal in weight. A compound sentence is easy to divide into short sentences: *Fluffy bit him and then she ran away.*
- *complex* a sentence containing a main clause and subordinate clause or clauses: *Fluffy bit him because he pulled her tail again; Fluffy will bite him, if he pulls her tail again.*

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

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

**suffix** a *morpheme* which is added to the end of a word. There are two main categories:
- *inflectional* changes the tense or status of the word: from present to past (*talk-ed*); from singular to plural (*clown-s*) and so on.
- *derivational* changes the class of word: verb to noun (*walk-er*); noun to adjective (*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:

past I ate, I have eaten

present I am eating, I eat, I do eat

future I will eat, I will be eating

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

Verbs can be active or passive:

active The dog bit Ben.

passive Ben was bitten by the dog.

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

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

Appendix 4

Phonemes

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<tr>
<th>Consonants</th>
<th>Representative words</th>
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