

Community-School Partnerships: Guidelines for supporting early literacy learning

Part two: Notes for tutors (*Grade One*)

Lesson components

Talking and reading

Writing and drawing: After reading a book

Writing and drawing: Using picture sequences

Wordplay: Letter-sound knowledge

Wordplay: Blending and segmenting sounds

Wordplay: Sounding out and spelling words

Wordplay: Reading and writing high frequency words

Teaching tips and examples of children's writing

Summary notes

Programme outline for Grade One



Supporting early literacy development in Grade One

Lesson components

Each lesson should include four components:

1. talking (5-10 minutes)
2. reading (5-10 minutes)
3. writing and drawing (15-20 minutes)
4. wordplay (15-20 minutes)



Variation: As a variation on the basic lesson, picture sequences can replace talking about and reading a book. Picture sequences are stories in their simplest form, and they are a useful tool for developing children's expressive language. A picture sequence lesson would include the following components:

1. talking about the pictures (5-10 minutes)
2. arranging them in the correct order and telling the story (5-10 minutes)
3. writing the story and drawing a picture (15-20 minutes)
4. wordplay (15-20 minutes)



Talking and Reading

Materials: Easy readers or little books; high frequency word cards; props or objects related to the book

Steps:

- **Re-read book from previous lesson:**

- o Begin a lesson by re-reading the book that was read the previous lesson. See how children read independently.
- o Check whether children are pointing to each word as they read, revise vocabulary, and ask them to identify specific words or letters. Ask questions such as 'Where does it say **is**? What does this word say? What sound does that word start with?'

- **Introduce new book:**

- o Discuss the pictures and give the children opportunities to hear and use new vocabulary and sentences. Don't do all the talking – give children plenty of opportunities to talk too.
- o Dramatise the text or use props to make the language in the book come alive; ask children how you say things in their language.
- o Point out a few words or letters in the text.



- **First reading of the book with help:**

- o Read the first page with the children – model pointing to words as you read.
- o Encourage them to read alternate pages as independently as possible, pointing to each word as they read.
- o Give them examples of how to use pictures or beginning sounds in words as cues for reading difficult words.
- o Show them word cards with high frequency (HF) words from the book (e.g. 'the' 'my' 'see'). Ask them to identify these words in the context of the sentence and out of context on the word cards.

Writing and drawing: After reading a book

Materials: Easy readers or little books; high frequency word cards

Steps:

- Talk about the book, going back to some of the pictures, then help the children think of a sentence that uses some of the language in the book. To give them ideas about what to write, ask questions such as, 'Has this ever happened to you? Have you got a ..?'
 - Model good use of language. For example, if a child says, 'I did go to the shop', say, 'That's a good sentence to write, maybe we could rather say I went to the shop'. To extend a basic sentence, ask questions such as, 'What did you buy at the shop? Who went to the shop with you?'
 - Repeat the child's sentence and show the child how to clap the words in the sentence and draw a line for each word.
 - Encourage the children to write as many of the words as they can on their own. Write words or word parts for them if necessary.
 - Use prompts such as: 'What sound does that word start with? Do you know how to write that letter? What sound comes next?'
 - Model saying words slowly so that each sound is easier to hear.
- Place high frequency word cards on the table and see if the children can find the word they want to write; show them the word and then turn it over and encourage them to write it from memory without copying.
 - Ask them to draw a picture of what they have written.



Writing and drawing: Using picture sequences

Materials: Picture sequence cards

Steps:

- Put picture cards randomly on the table, then ask the children to look at each one, name things in the picture and say what is happening.
- Ask the children to put the cards in the right order. Remind them to work from left to right. Spend some time discussing which picture goes first and which follow, and why they have chosen a particular sequence. Once you have agreed on a sequence, let them tell the story, helping them where necessary.
- Use the pictures as a guide for writing a story. Encourage the children to write a sentence for each picture. They must write as many words as they can, while you write words or word parts for them where necessary.
- Ask the children to draw a picture of what they have written.



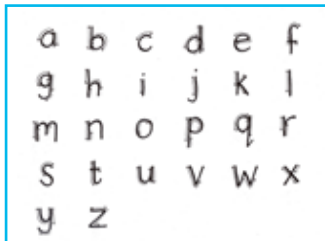
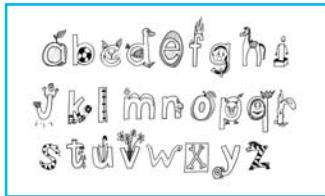
Wordplay - Letter-sound knowledge and awareness of beginning sounds

Listening for sounds: 'I spy with my little eye'

Materials: None

Steps:

- Begin by looking for something you can see (e.g. a car) and then say, 'I spy with my little eye something that starts with /c/'. Children must look for things that start with that sound. If they guess 'car', it is their turn to look for something and say 'I spy...'
- It is very important to focus on the sound that the word starts with, and not the letter. For example, the word 'shop' starts with the sound /sh/, even though the first letter is 's'. The word 'children' starts with the sound /ch/, even though the first letter is 'c'.



Learning letters

Materials: Alphabet chart; Letter formation reference sheet

Steps:

- Use the alphabet chart to introduce each new letter. Name the picture, then stretch out or emphasise the beginning sound before focusing on the letter. For example, 'Look at the snake....sssssnake....snake starts with /s/. This is how you write /s/'.
- Use the reference sheet to show children the correct way to write letters.
- Write in the sand outside, on a blackboard, in the air with big body movements, and in the palm of children's hands, or form the letters with playdough.



Alphabet books

Materials: Instructions for making little books; blank A4 paper

Steps:

- Fold paper to make a small book for each child.
- Write a letter on the front page. Children can draw pictures of things that start with that letter on each page. Write labels for each picture that the child draws. Encourage them to write the first sound and then write the rest of the word for them.



Sorting game

Materials: Picture cards starting with two or three different sounds; corresponding letter cards; small containers or boxes

Steps:

- Once children can tell you beginning sounds, show them the letter for that sound.
- Place the letter cards on the table or stick them on the side of a container or small box.
- Show the children a picture card, then help them to name the picture, give the beginning sound and place it next to the correct letter or in the correct box.

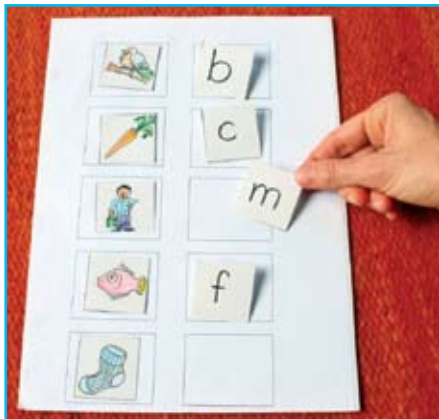


Memory game

Materials: Picture cards starting with two different sounds, with an even number of cards for each sound; corresponding letter cards

Steps:

- Spread the picture cards face down on the table. Place the letter cards face up. Children must pick up a card and look at the picture. Help them say the name of what the picture shows and ask them for the beginning sound.
- They must then pick up another card and if the two pictures start with the same sound (e.g. 'cat' and 'car'), they must point to the letter card that goes with that sound and then they can keep the cards. If they begin with different sounds (e.g. 'cat' and 'book'), they must put them back face down.
- Children should try to remember where they placed picture cards so that they can find matching pairs on their next turn. The winner is the person who finishes with the most cards.



Matching game

Materials: Board with 2 columns; 5 picture cards starting with different sounds; 5 corresponding letter cards

Steps:

Game One: Place the letter cards face down on the left hand side of the board. Place the picture cards face down on the other side in random order. Children pick up one card from the LHS and say the sound of the letter. Then they pick up one card from the RHS, name the picture and say the beginning sound. If the letter matches the picture's beginning sound, they keep the cards. The winner is the person with the most cards.

Game Two: Place the picture cards face up on the LHS of the board. Give the children a set of letter cards and ask them to place the letter cards on the RHS next to the correct picture. Instead of using the letter cards, children could also write the letter for each picture.



Board game

Materials: Board game; counters; picture cards starting with two or three different sounds; corresponding letter cards

Steps:

- Place the letter cards face up on the board.
- Show the children a picture card and help them name it, say the beginning sound and point to the letter that matches the sound.
- They can then throw the dice and move around the board.



Dice game

Materials: dice board; picture cards starting with different letter sounds; corresponding letter cards

Steps:

- Place the letter cards face up on the top half of the board.
- Place a picture card next to each face of the dice on the Dice Board.
- Children throw the dice and pick up the corresponding picture. Help them name the picture, say the beginning sound and point to the corresponding letter. They can then keep that picture card, and another card can be placed in that space. The winner is the child with the most picture cards once all the cards have been picked up.

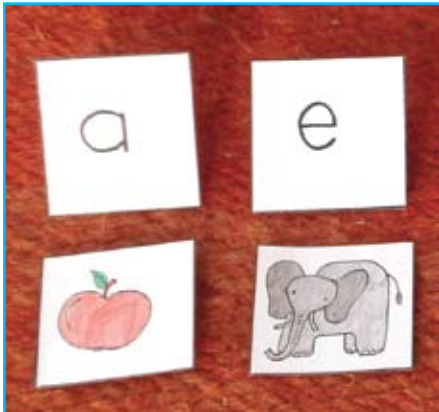


Bingo

Materials: Bingo boards; picture cards; corresponding letter cards

Steps:

- To set up the board: Show the children a picture card, and ask them to name the picture, say the beginning sound and write the letter in a space on their board. Continue until the board has a letter in each block. Place the letter cards on the table so that children can refer to them when writing letters on their boards.
- To play Bingo: Show the children a picture card. They must tell you the beginning sound, find the corresponding letter on their board and place the picture card over the letter. The first person to cover all their letters says 'Bingo'.



Listening for vowels

Materials: List of words beginning with short vowels; vowel letter cards

Steps:

- Place two vowel letter cards on the table. Use the word list to read a mix of words starting with these two short vowel sounds.
- Children must listen carefully to the word, say the first sound and point to the corresponding letter.

Wordplay - Blending and segmenting sounds



Blending sounds

Materials: Picture cards for multisyllabic words and single syllable words

Steps:

- Put the picture cards face up on the table and tell the children to listen carefully and point to the word you are saying. Say the syllables or sounds in one of the words, e.g. 'but/ /ter/ /fly/ or /g/ /oa/ /t/'.
- Spread the picture cards face down in front of the children. A child must pick up a card and show it to you, without looking at the picture. Say the sounds in the word. The children must blend the sounds and say the word. They can then look at the picture to check if they were right.



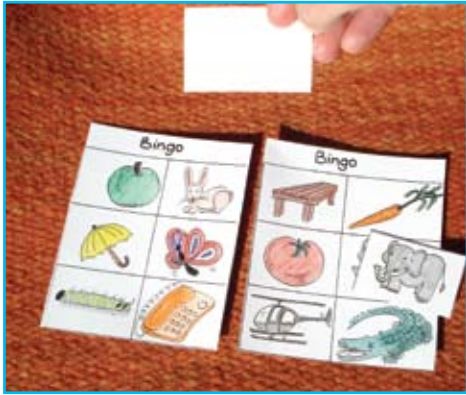
Clapping for sounds

Materials: Picture cards for multisyllabic words and single syllable words

Steps:

- Place a card on the table and say the word. The children repeat the word.
- Model sounding out the word while clapping for each syllable or sound. If you have space, then you can also show the children how to hop or jump for each syllable or sound in the word.
- Once you have demonstrated how to break up words into syllables or sounds, show the children a picture card and they must clap or jump for each syllable or sound.





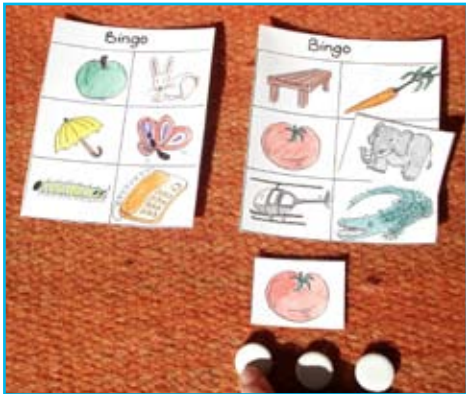
Blending Bingo

[adaptation of a game developed by the SHINE Centre (Weissenberg, M., Torres, K., White, K. & Nadler-Nir, E., 2009)]

Materials: Bingo board; Picture cards for multisyllabic words and single syllable words

Steps:

- Give each child a board.
- Select a card - do not show it to the children.
- Break up the word into syllables or sounds. The children must blend the syllables or sounds to say the word.
- The child with that picture on her board gets the card. The winner is the first person to fill his or her board.



Touch-and-sound Bingo

[adaptation of a game developed by the SHINE Centre (Weissenberg, M., Torres, K., White, K. & Nadler-Nir, E., 2009)]

Materials: Bingo board; Picture cards for multisyllabic words and single syllable words; counters

Steps:

- Give each child a board and 4 counters. Shuffle the cards, then select a card, and showing it to the children, say the word.
- The child with that picture on her board raises her hand and says the word. The child must then sound out the word, while moving a counter as she says each syllable or sound. The winner is the first one to fill his or her board.

Wordplay - Sounding out and spelling words

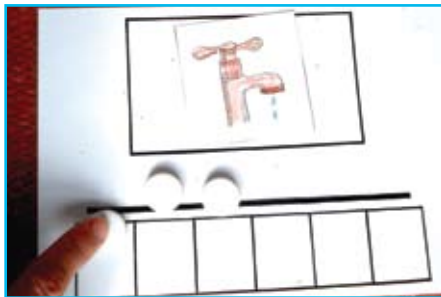


Reading board game

Materials: Board game; dice; counters; picture cards with CVC or blend words on the back

Steps:

- Put the picture cards in a pile with the pictures facing down. Children throw the dice and then pick up a card.
- They must read the word before moving. Where necessary, help them to sound out the words by saying the letter-sounds and encouraging them to blend the sounds to make the word.
- Let them turn the card over and look at the picture to check if they are correct.

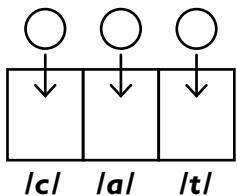


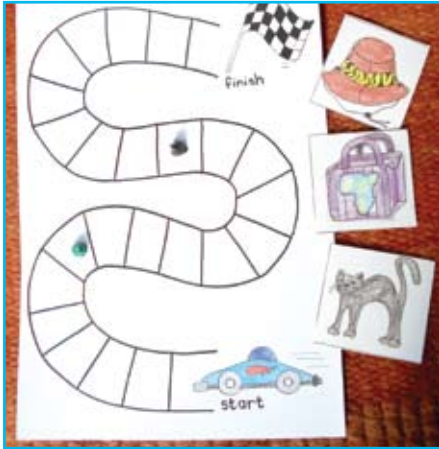
Touch-and-sound

Materials: Touch-and-sound board; counters; picture cards with CVC or blend words on the back

Steps:

- Place the picture cards face up on the 'say-it-and-move-it' board. Children must name the picture, and then say the word slowly so that they can hear the sounds.
- Give each child a few counters and show them how to move each counter into a block as they say each sound in the word.
- Remind them to work from left to right.
- Repeat this activity with a few pictures and once they can say the sounds in most words, give them a whiteboard marker and show them how to write the letters for each sound.





Writing board game

Materials: Board game; counters; picture cards with CVC or blend words on the back; wipeshets (blank A4 paper in a plastic folder)

Steps:

- Put the picture cards in a pile next to the board with the pictures facing upwards.
- Children name the picture, attempt to write the word on a wipeshet, then turn the picture card over to check their spelling. They can move one space for each letter they write correctly (e.g. if the picture is of a 'bus' and they write 'bs', they can move two places).



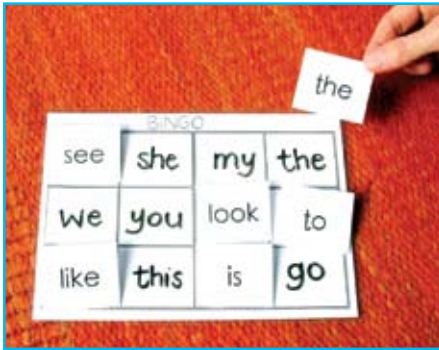
Listening for vowels

Materials: Vowel letter and picture cards; picture cards with CVC or blend words on the back

Steps:

- Place the vowel letter cards in a row on the table and help children to say the sounds and place the vowel picture cards next to the corresponding letter cards.
- Show the children CVC or blend picture cards; they must name the picture, and say the sounds in the word.
- Help them to identify the vowel sound in the middle of the word, and ask them to place the picture next to the corresponding vowel letter card.

Wordplay - Reading and writing high frequency words

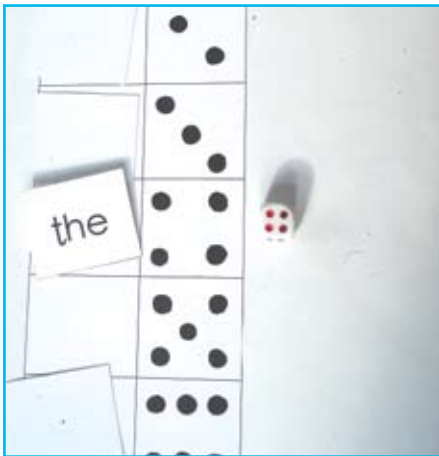


Bingo

Materials: Bingo cards; high frequency word cards

Steps:

- *To set up the board:* Select different words for each child. Say each word and ask the child to write it in one of the spaces on their Bingo board. If they cannot write it correctly, show them the word briefly and then turn it over again so that they can write it from memory without copying.
- *To play Bingo:* Collect all the word cards and show them to the children one at a time. They must look for the word on their card. If they have it and can read it correctly, they place the card or a counter over the word on their Bingo card. The first person to cover all of their words says Bingo.

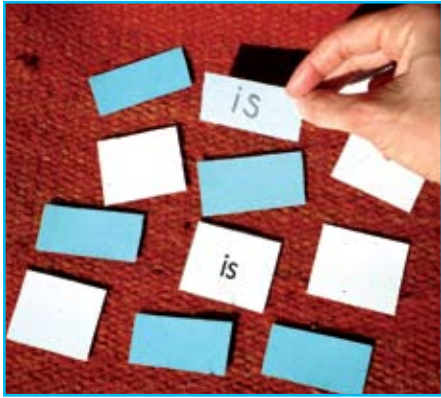


Dice game

Materials: Dice board; high frequency word cards

Steps:

- Place a few high frequency word cards face down next to each face of the dice on the Dice Board.
- The children throw the dice, pick up the corresponding card and read the word. The winner is the child with the most words once all the words have been read.



Memory game

Materials: High frequency word cards; blank pieces of card

Steps:

- Choose five high frequency words for each child. Give them five pieces of blank card.
- Say each word. Children must write the words on pieces of card. If they cannot write the words or they write them incorrectly, briefly show them the word card as a reminder of the spelling.
- Place all the cards face down. Children must pick up a word card, read it and then pick up one of their cards and read it. If the words are the same, the child keeps them. The winner is the child with the most cards once all of the cards have been picked up.



Puzzle

Materials: Puzzle board; puzzle cards with high frequency words

Steps:

- The child picks up a card, reads the word and places it in the correct place on the puzzle board.

Tips for teaching reading and writing:

- If children make a mistake when reading, try not to correct them straight away. Once they have finished reading a sentence, praise them for what they did well and then go back and prompt them to try to identify and correct their error. For example, you could say 'You were using the pictures so nicely there, but let's just check what that word starts with ...'. Other prompts to use to support children's reading are: 'What letter does the word start with? What sound does that letter make? What do you think the word could be? (Look at the pictures to help you.) Does that look like a word you have seen before?'
- It is not helpful to allow children to copy when they are doing a writing task. Young children do not remember words by copying them, and many young children find it difficult to form letters correctly at first, so all of their energy goes into trying to form each letter rather than into the message they want to convey. Get them to sound out as much



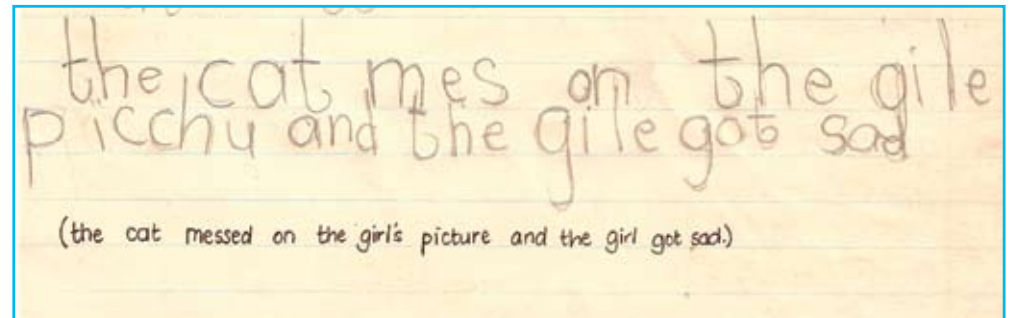
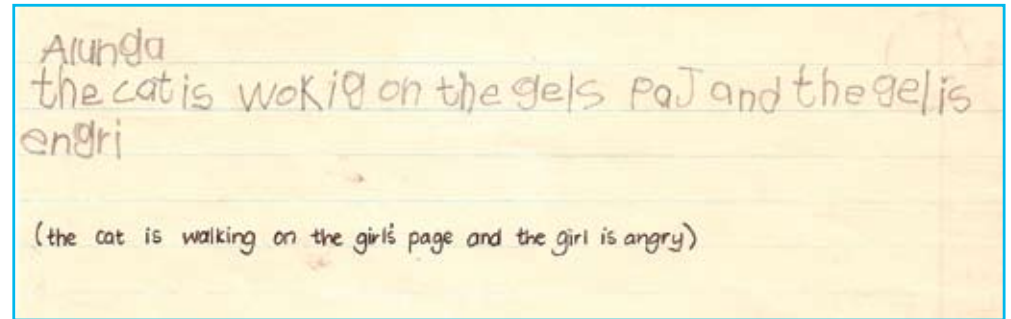
as they can of a word, then write the rest for them rather than letting them copy.

- When children are fearful of making mistakes, they tend to write only words that they know or words that they can copy off the board. It is not important that the spelling of each word is perfect in the first writing attempt. What is important is that children's spelling attempts make sense and that they include letters for most sounds in a word.

Here are a few suggestions for correcting children's work:

- o Once children have finished their writing, praise their attempts and then encourage them to go back and reread what they have written. It is a good idea to get them into the habit of checking their work.
- o Ask them if you can help them with the spelling of one or two words. Focus on correcting high frequency words as these will be words they need to write often.
- o Write the correct spelling under the word on their page. There is no need for them to rub out what they have written.
- o Make a note of words they have spelt incorrectly and try to select a book or game that includes these words for the next lesson

- Young children who are learning to write are still developing pencil control. Their letters might not be the same size, and they might find it difficult to write between the lines. They might also write some letters the wrong way. This is all a normal part of the process of learning to write and if we focus too much on neat writing, then children become very anxious about making mistakes. It is important that we show children the correct way of forming letters (see letter formation sheet). It is a good idea to get them to write big letters in the sand, on a blackboard or on a concrete floor with a paintbrush dipped in water. In this programme, we model correct formation of letters, but do not place too much emphasis on handwriting.
- Encourage children to try to write words the way they sound and 'have-a-go' even if they do not know the correct spelling. This is called invented spelling. Invented spelling frees children to write whatever they can think of – rather than limiting their writing to simple words that they can spell correctly. Here are some examples of writing with invented spelling.



These children were asked to write a story about a picture. You can see from their writing that they are trying to tell a story, and even though their spelling is not always correct, it makes sense when you sound it out.

Here are some other examples of invented spelling:

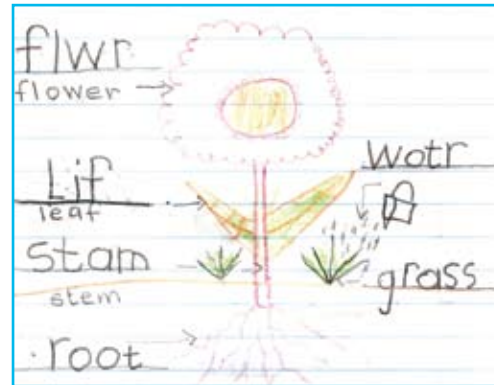
onederful (wonderful); delishis (delicious); godin (garden); brecfst (breakfast); hosptl (hospital), culeringin (colouring in); littil (little), sed (said), chicins (chickens), whok (walk), aniyen (onion), pikok (peacock), pikcher (picture), fuyaman (fireman), fiyer fiters (fire fighters), cofing (coughing), bucit (bucket), butieful (beautiful), hoo (who).

Some people worry about children doing invented spelling in case they do not learn the correct way of spelling words. However, each time a child tries to write a word in this way, it is a learning opportunity which helps to develop the skill of listening for individual sounds in words. Children are much more likely to remember the correct spelling of a word if they have tried to write the word before being shown the correct spelling. The following example shows how a Grade One learner gradually learnt to pay more attention to sounds in words and got closer to the conventional spelling for the word 'butterfly'.

b t f l → b t f l → b t f l y

Examples of children's writing

Here are some examples of simple sentences written by children as part of a shared writing process with a volunteer. You can see that the children have written some of the words and the volunteer has helped with others. In some examples the volunteer has written the correct spelling underneath the child's writing.



Goldilocks and the three bears
 The 3 bears went
 for a wok. Goldilocks
 went into their haws.
 she at BABY porridge
 all ap. she broke BABY
 chair she fell asleep
 on BABY bed. ZZZ



Friday 17 September
 I stend up oftsleep
 and I Brus myteet
 in the moning
 and put my clos on
 and eat my Brekeis
 and I go to Scool

Friday 10 October
 I tak my shirt
 of the cubit
 and I up it on
 then I go to Mosq

Tips for teaching letters and sounds:

- Remember to reinforce the names of the pictures as it is difficult for children to think about sounds in a word if they do not know the word in English. The pictures are a useful way of extending children's vocabulary and making sure they understand the meanings of words they are sounding out.
- Letters of the alphabet have both names and sounds, and although letter names are important, it is the sounds that are critical for learning to read and write. When we teach children letter-sounds there are two important things they need to learn. Knowing that the letter 'b' makes the /b/ sound is only useful if you can also hear that the words 'bird', 'butterfly' and 'bed' all start with the sound /b/. Once children can hear the /b/ sound in spoken words, we can show them that the sound /b/ is written with a letter that looks like this: 'b'.
- Begin the letter-sound games as listening games until children have some sense of beginning sounds. Then start matching sounds to letters. It often takes time for children to understand the concept of beginning sounds. They might not know what you mean when you ask 'What sound does it start with?', because they have no awareness of sounds in words. Once children know a few letters and understand how the alphabetic system works, they will learn the other letters of the alphabet more quickly.
- The letter-sound activities in this programme focus on beginning sounds in words. This seems to be the easiest way of helping children to understand the link between spoken and written words. When we teach blending and segmenting sounds, we will help children listen to middle and end sounds in words.
- It is easiest for children to first learn consonants, as vowels tend to make many different sounds (e.g. the letter 'o' does not stand for the same sound in these words: orange, oil, owl, over).
- The following letters are good ones to teach first: s, f, m, b, r, t, c.
- Once children know a few consonants, introduce words that begin with vowels (e.g. apple, elephant). It is easier for children to hear vowel sounds at the beginning of words, than in the middle (e.g. **cat**, **man**, **bag**). Second language learners often have difficulty distinguishing between different vowel sounds. For example, they may hear 'i' and 'ee' as the same sound and write 'it' instead of 'eat'. The vowels will need extra work and reinforcement using different games.
- Once children know most of the single consonants and vowels, start introducing the digraphs /sh/, /ch/ and /th/ in the second half of Grade One. Digraphs are two letters that make one sound that is different to either of the letters.

Tips for teaching sound blending and segmenting:

- Start off by playing games with the picture cards depicting multi-syllabic words. These words help children grasp how to listen for sounds in words, and how to put sounds together to make words.
- Single-syllable words are much harder to work with when it comes to sounds. Once children can blend and segment syllables in multi-syllabic words, then start working with single-syllable words with two sounds, and then move on to single-syllable words with three sounds.
- Remember that these activities are all listening games and do not involve any writing. Some of the sounds in words are spelled with more than one letter, but we are focusing on how the words sound, and not the spelling (e.g. 'cow' has three letters, but only two sounds, /c/ /ow/; 'sheep' has five letters, but only three sounds, /sh/ /ee/ /p/).
- If children find these tasks difficult, try the following:
 - Use an elastic band to show the children how to stretch words and say them slowly. Stretch the elastic as you say a word very slowly. Give elastics to the children – as they stretch out the word, they will start to hear the individual sounds
 - Show the children the picture of a rainbow. Say a word slowly while moving your hand over the rainbow. Stop before you say the end sound and see if the children can say the end sound. For example, say, 'See if you can say the end sound in the word 'cup'. CUUUUUUUUU ...'. The child should say /p/ (thanks to Elizabeth Nadler-Nir for this activity)

Tips for teaching word reading and spelling:

- To begin these activities, it is sensible that children know about 12 letter-sounds (including vowels and consonants). This is enough to be able to read and write many two- and three-letter words.
- Before beginning these games, make sure that children are familiar with how to blend and segment sounds in words. The activities in this section will help children to use their letter knowledge and blending and segmenting skills to read and write words.
- When we first start teaching children to sound out and spell words, we use three-letter words which have a consonant, then a vowel and then another consonant (e.g. bed, cup, sit, cat, pot). We call these CVC words (consonant-vowel-consonant words).
- Once children can read and write CVC words, we can start introducing words with two consonants at the beginning or end of the word. We call these two consonants 'blends', as it is often difficult to separate the two sounds. For example, if you say the word 'jump', you hear the /p/ sound at the end clearly, but the /m/ tends to blend in and is difficult to hear on its own. This is why children often write 'jup' for 'jump'.
- High frequency words are words that occur frequently in easy books for early readers. If children can recognise most of the words in this set, they will be able to read most easy readers. Many of these words are irregular words and cannot be sounded out. Children will need to read and write these words many times before they remember them.

Regular words: are phonetic words that can be sounded out if you know the letters and can blend sounds (e.g. /a/ /m/ makes 'am'). Examples are: am, in, on, big, went. In the beginning, children might need to sound out these words letter by letter, but as they see them more often, they should be able to recognise them straight away.

Irregular words: cannot be sounded out but often have some letter cues to help the reader. Examples are: **you**, **said**, **my** (the letter cues are in bold). Children will need to read and write these words many times to learn them.

Summary notes

TALKING AND READING

(15- 20 mins)

Re-read book

- Re-read book from previous lesson.
- Revise vocabulary and ask children them to identify specific words or letters.

Introduce new book

- Discuss the pictures and dramatise the text.
- Ask children how you say things in their language.
- Point out a few words and letters in the text.

First reading of the book with help

- Read the first page with the children, showing them how to point to words.
- Children read alternate pages, pointing to each word as they read.
- Encourage them to use pictures or beginning sounds in words as cues.
- Show them high frequency word cards and ask them to find these words in the book.

WRITING AND DRAWING

(15 -20 mins)

Writing after reading a book


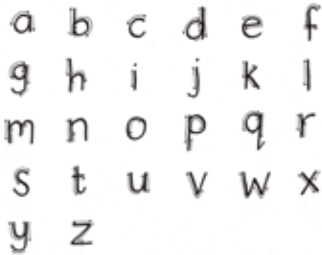






- Talk about the book, going back to some of the pictures, then help children think of a sentence.
- Show children how to clap the words in the sentence and draw a line for each word.
- Encourage them to write as many of the words as they can on their own. Write words or word parts for them.
- Use high frequency word cards and prompts such as 'What sound does that word start with? Do you know how to write that letter? What sound comes next?'
- Ask children to draw a picture of what they have written.

Variation: Using picture sequences to write a story

- Put picture cards randomly on the table, then ask the children to say what is happening in each one.
- Ask them to put the cards in the right order. Discuss which picture goes first, and which follows.
- Once you have agreed on a sequence, let them tell the story, helping them where necessary.
- Use the pictures as a guide for writing a story.
- Encourage the children to write a sentence for each picture. Write words or word parts for them if necessary.
- Ask the children to draw a picture of what they have written.

WORDPLAY
(15- 20 minutes)

Letter-sound knowledge and awareness of beginning sounds

Listening for sounds: I spy with my little eye....				
<p>Alphabet chart</p> 	<p>Letter formation sheet</p> 	<p>Alphabet books</p> 	<p>Sorting game</p> 	<p>Memory game</p> 
<p>Matching game</p> 	<p>Board game</p> 	<p>Dice game</p> 	<p>Bingo</p> 	<p>Listening for vowels</p>  <ul style="list-style-type: none"> a apple, ant, ambulance, avocado, animal e egg, elephant, empty, end inside, insect o orange, on, octopus, ostrich u umbrella, under, up, upside down

WORDPLAY continued
(15- 20 minutes)

Blending and segmenting
sounds



Clapping for sounds



Blending Bingo



Touch-and-sound Bingo

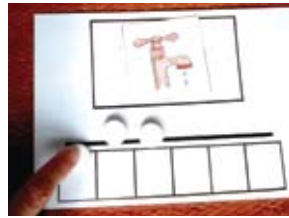


Sounding out and
spelling words

Reading board game



Touch-and-sound



Writing board game

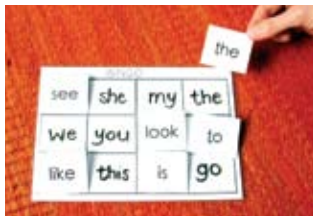


Listening for vowels



Reading and writing high
frequency words

Bingo



Dice game



Memory game



Puzzle



Programme outline for the first year of formal schooling

READING

Early to mid Grade One

Look at my ball.



Child points left to right and word for word; uses picture and beginning letter cues to read; starts to recognise high frequency words

Mid Grade One



You have small hands.

Child uses picture and letter cues to read; recognises some high frequency words; tries to sound out unfamiliar words

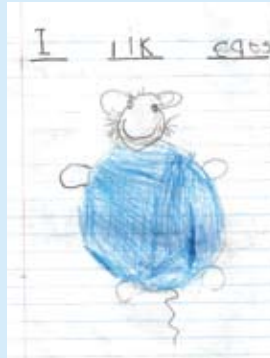
Towards the end of Grade One



Everyone is home.
It is time to eat the bread.

Child uses picture and letter cues to read; recognises high frequency words; able to sound out short regular words

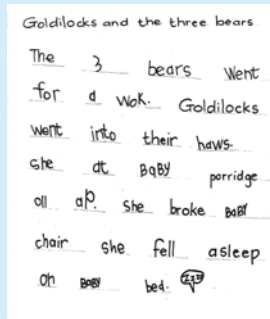
WRITING



Needs help constructing a sentence; writes some word parts independently (mostly only beginning sounds) spells a few high frequency words correctly (eg. 'I'; 'is')



Still needs prompting to think of what to write; writes two or more sentences; writes some words and word parts independently; uses invented spelling; spells a few high frequency words correctly



Able to think of what to write without help; starting to write simple stories or sequences of events; writes most words and word parts independently; uses invented spelling; spells most high frequency words correctly

LETTERS, SOUNDS & WORDS

Child knows 12+ letters

Child is learning to blend and segment sounds in words, e.g. the sounds /t / /a/ /p/ make the word 'tap'; the word tap has three sounds /t/ /a/ /p/.

Starting to read and spell two and three letter words e.g. on, in, up, dad, mom, bus

Starts to recognise and spell some high frequency words e.g. I, am, in, up, on, to, is, my, at, mom, dad, see, look, go

Knows 20-26 letters

Able to read and write three letter words (e.g. sit, pen, hot, run, bag). **Starting to get vowels correct.**

Able to recognise and spell more high frequency words e.g. it, us, can, the, for, you, like, me, he, she, we, this, said, and, went, little

All 26 letters + sh, ch, th

Starting to read and write words with blends (e.g. and, went, frog, jump) and **digraphs** (e.g. shop, chips, thin)

Able to recognise and spell most high frequency words (see Level 1 and 2 lists in resource pack)

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