



Equipping Literacy Assistants

Sight word

Literacy in the Primary school

- Sounds and sight words
- These are like two wings of an aeroplane.
- They are equally important.
- They should be taught together.



Words have shapes



Sight words

- There are many words in the English language that are more easily recognized by sight than sounds. We teach these as “sight words”.

Examples:

- the
- was
- here
- one

High frequency words

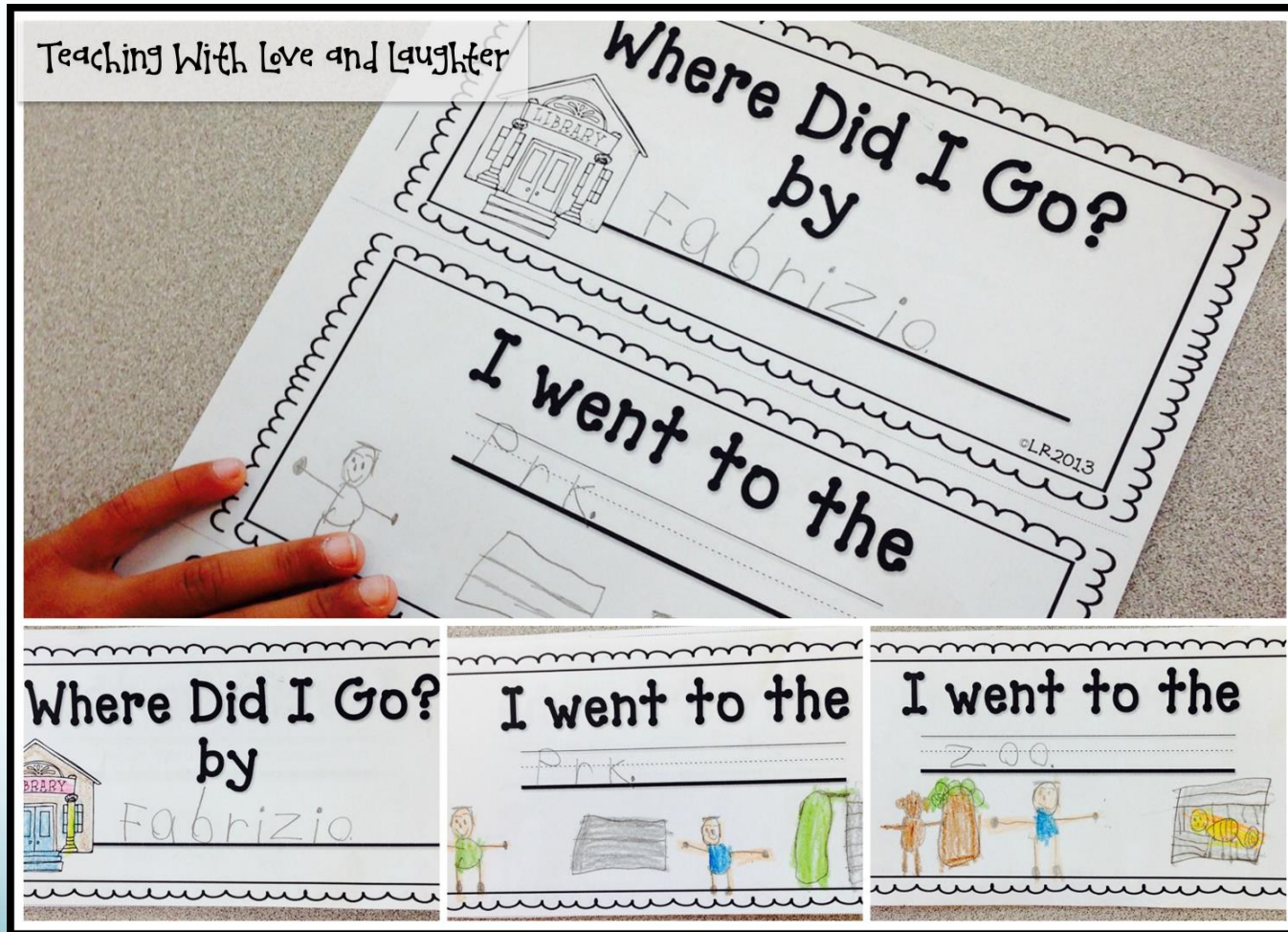
- Dolch was one of the first people to develop a list of the most frequently used words in the English language, (1936)
- Dolch made a list of 220 commonly used words.
- Dolch chose not to use nouns in his list, but suggested that the teacher choose the nouns of most interest to the children, making the list appropriate to all cultures.

How can high frequency words be taught?

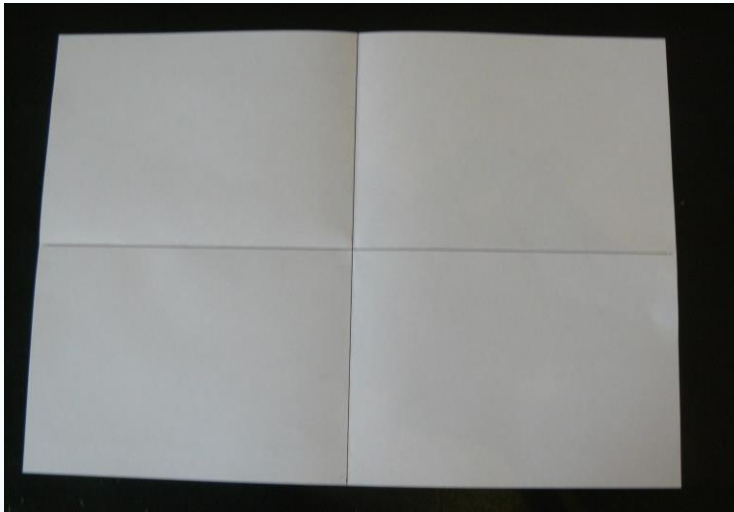
For beginner readers:

- Best learned in context of a short sentence.
- Beginner readers need lots of repetition.
- e.g. “Look” and “the”...
- Look at the tree; Look at the dog; Look at the moon.

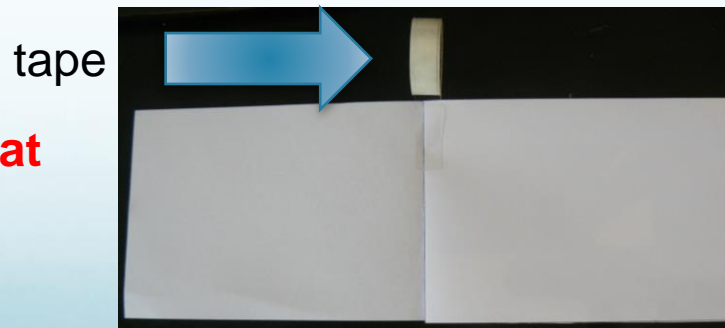
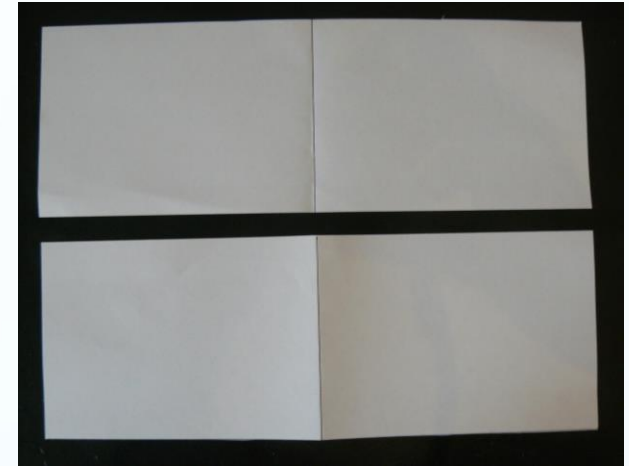
Books can be made using repeated sentences



To make a book



A4 paper
Landscape



**Landscape format
allows longer
sentences.**

Put together
with sticky tape
or staples.

**Assistant writes the
repetitive sentences.
Student does drawings
for homework.**

Flashcards

- Individual words can be taught using flashcards.
- The student uses the shape of the word to help identify the word.



Activities

The following “sentence starters” can be found in the *Resources* file.

How will these help with the teaching of sight words?

Sentence Starters: Nouns

I like to help

Dad

Come and play with the

dog

We have a

cat

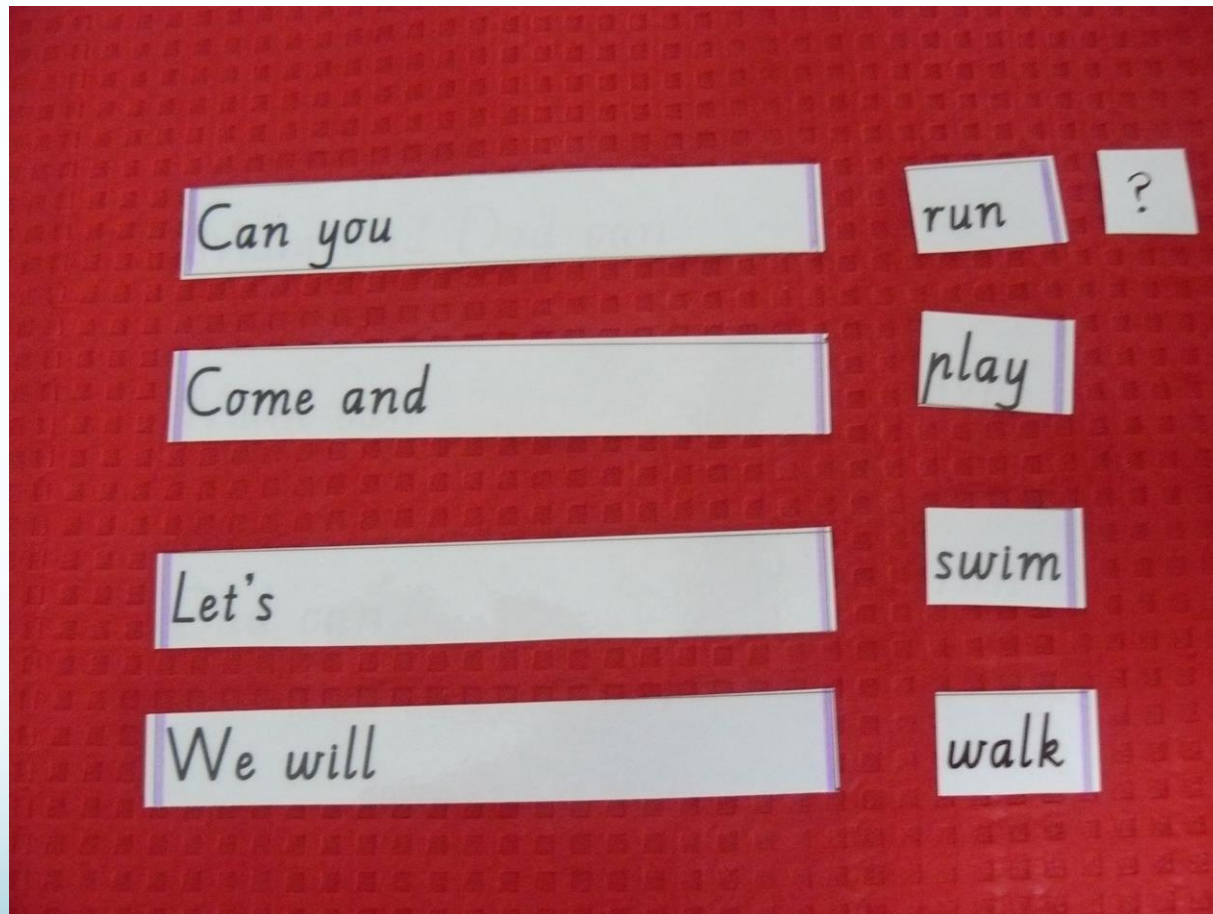
I can make a

duck

Come and look at the

hens

Sentence Starters: Verbs



Games with sight words

- Sight words can also be learned through games.
- When making flash cards for the games, use lower case lettering.
- Don't start the word with a capital letter

e.g. look ... not Look

Concentration

and

and

go

go

to

to

like

like

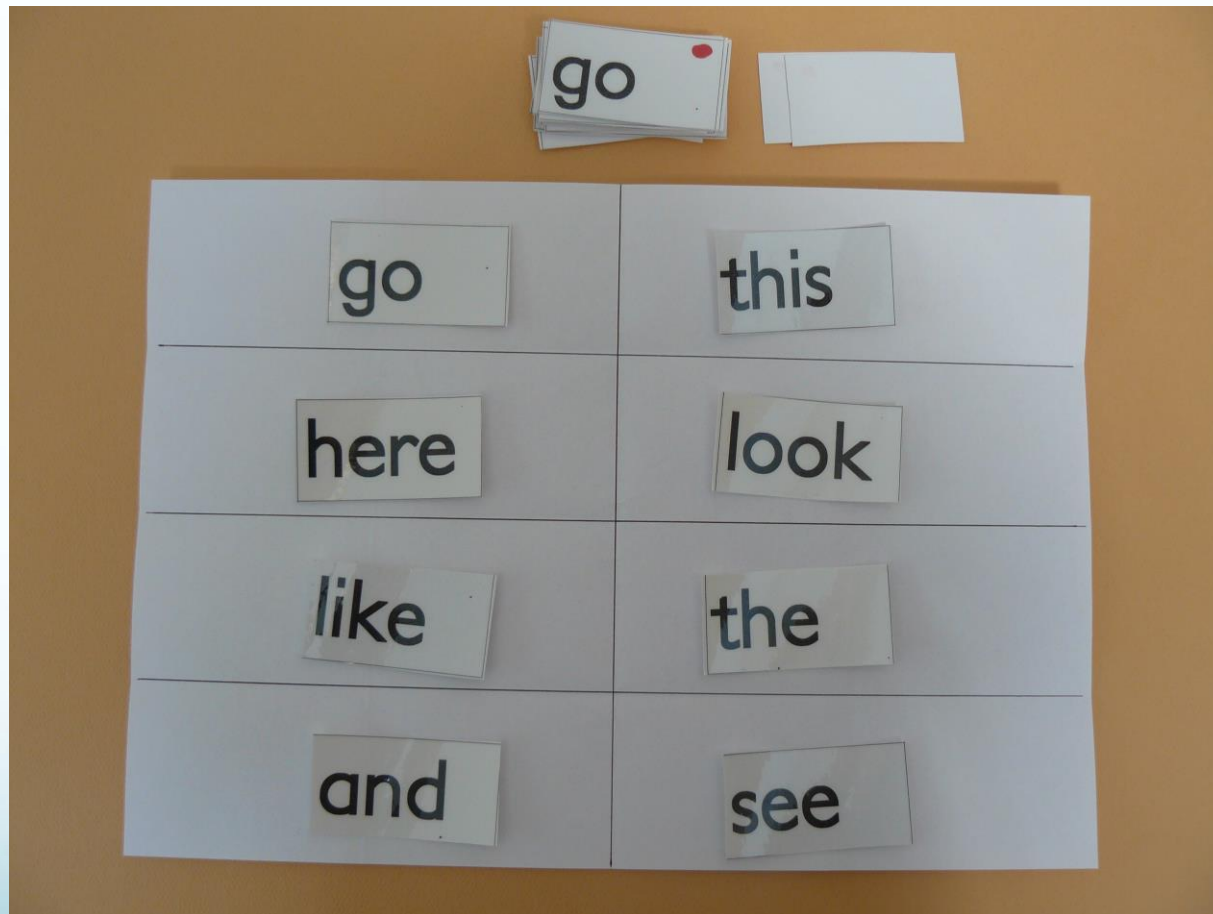
Concentration



Throw the word



Word Bingo



Walk the line



before

find

come

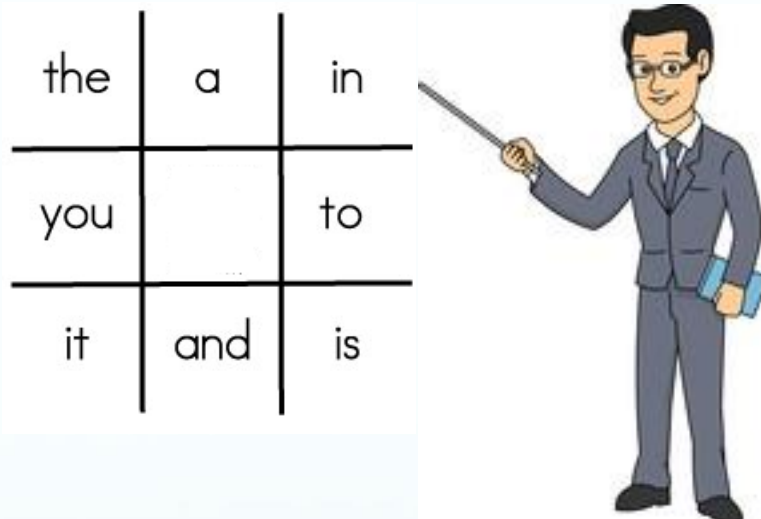
after

want

Lucky Dip



Tic Tac Toe



Point to the words randomly as you say:
Tic Tac Toe, here I go
Where I land I do not know.

Frogs in the lily pond

- Frogs in the lily pond

“Frogs in the lily pond jump on ...”



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Reach the treasure

- **Reach the Treasure** (stepping stones)

Set out 5 – 10 flashcards in a line. One by one children have to walk along the line saying the words. There is a “treasure” at the end if they get them all right.



the

and

a

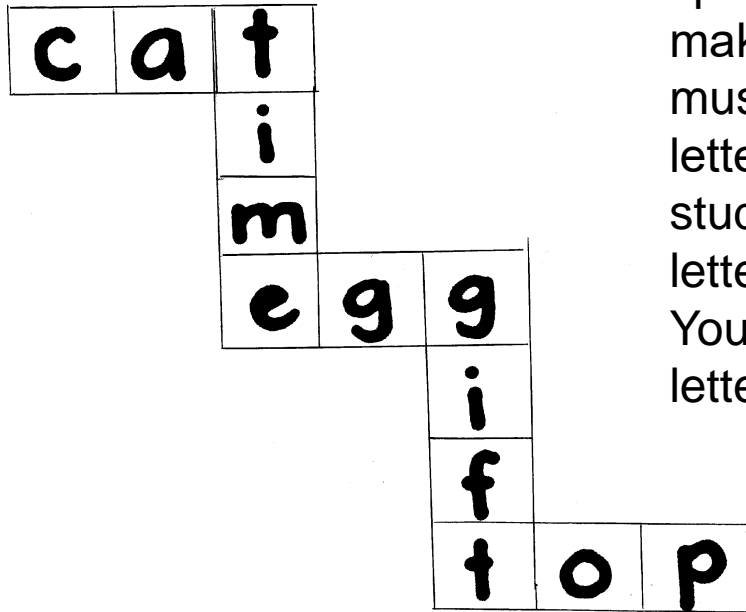
Pass the card

Pass the card

Children sit in a circle and flashcards are passed around while the teacher taps 2 sticks together. When the teacher stops tapping everyone who has a card must hold it and say the word on their card.

Scrabble

Have alphabet letters on small squares spread out on the table. The first student makes a word, e.g. 'cat'. The second student must make a word beginning with the last letter of that word, e.g. 'time'. The third student makes a word beginning with the last letter of that word and so on. Keep it going. You can score by adding up the number of letters each student puts down.



Dolch words for more advanced

Dolch words in sentences.

Once the students know all the Dolch words, they can practice 'speed reading' the Dolch sentences, e.g.

This is the man who went to the shop.

I would not like a blue drink.

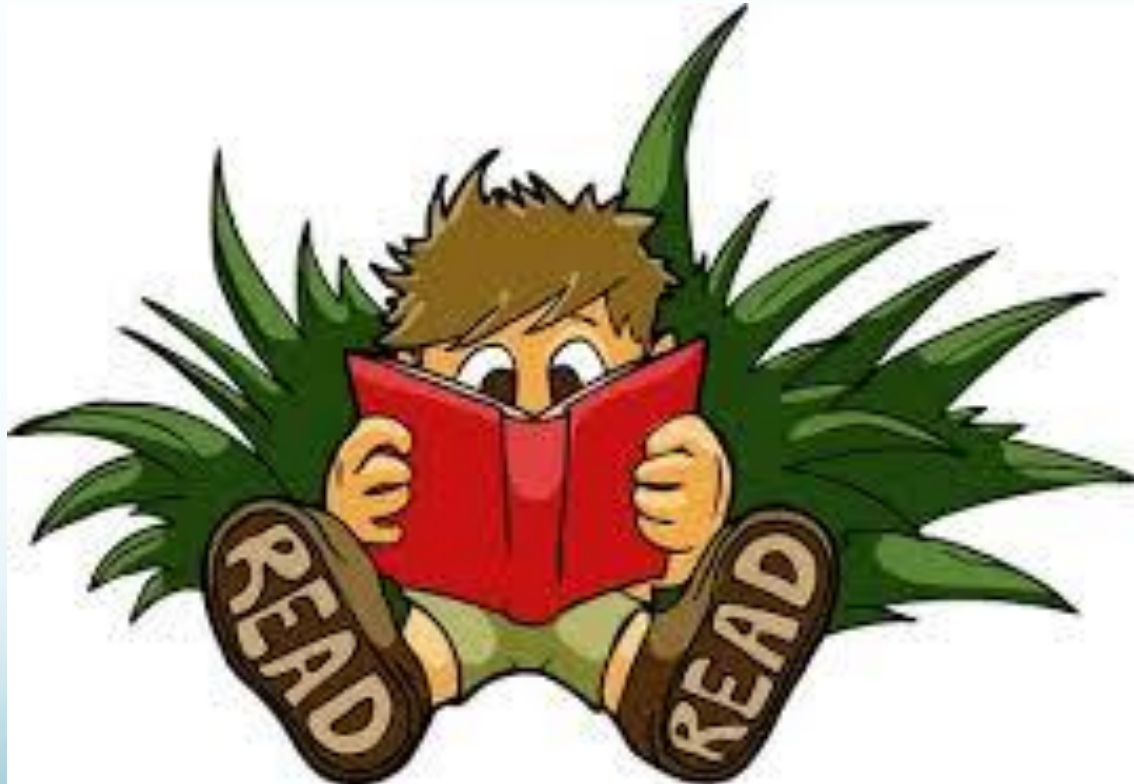
How to store Dolch word cards

Sets of 15, labelled!



Practice, practice, practice

Even the same text several times!



Activity

Prepare Dolch word flashcards in sets.

Practice some of the games:

- Bingo
- Throw the word
- Concentration

Make the Sentence Starters. Keep nouns and verbs separate by using a different colour to identify each.