



# 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

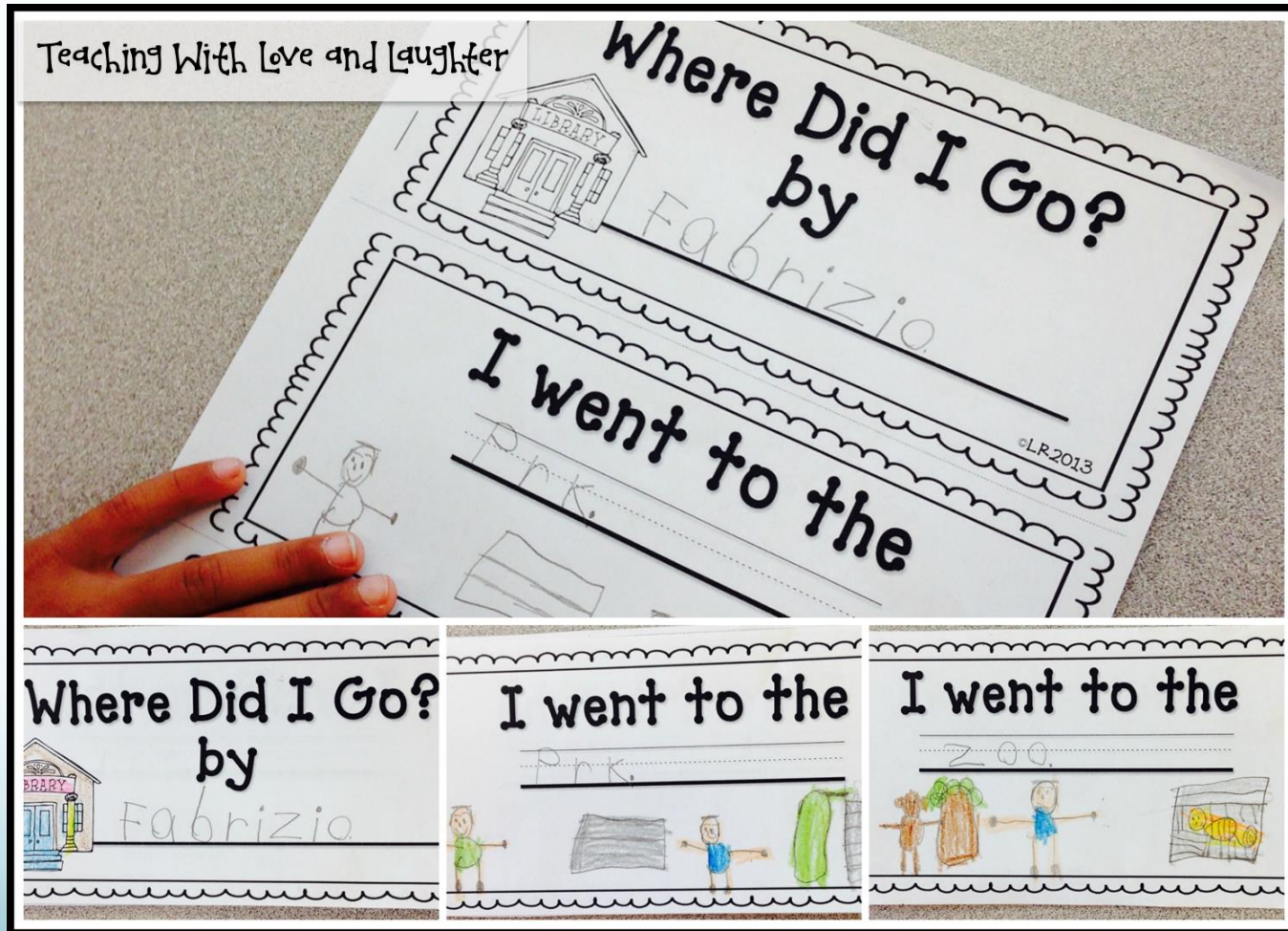
- Dolch was one of the first people to develop a list of the most frequently used words in the English language, (1936)
- Dolch made a list of 220 commonly used words.
- Dolch chose not to use nouns in his list, but suggested that the teacher choose the nouns of most interest to the children, making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

# How can high frequency words be taught?

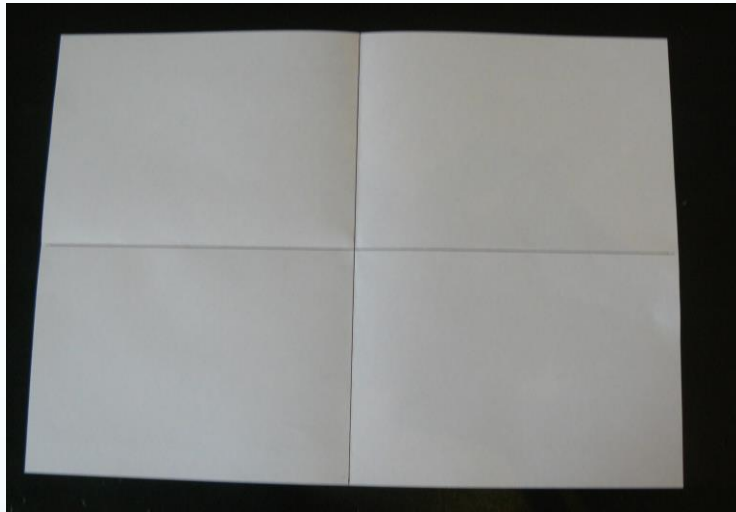
For beginner readers:

- 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.

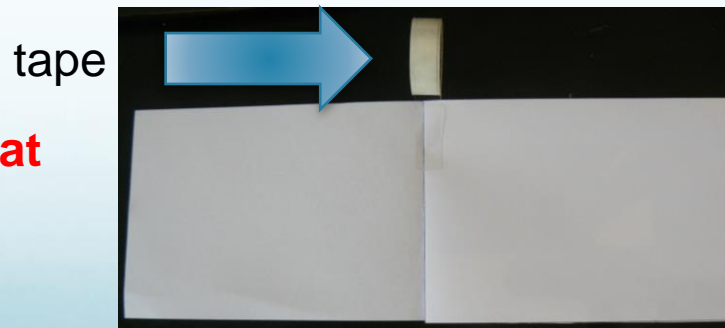
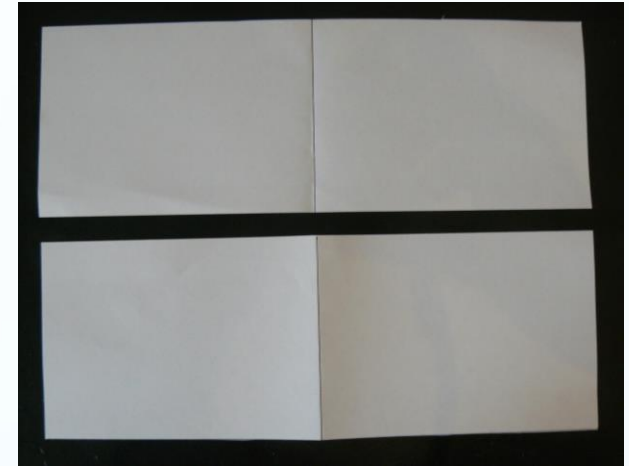
# Books can be made using repeated sentences



# 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 Sight Words folder.

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

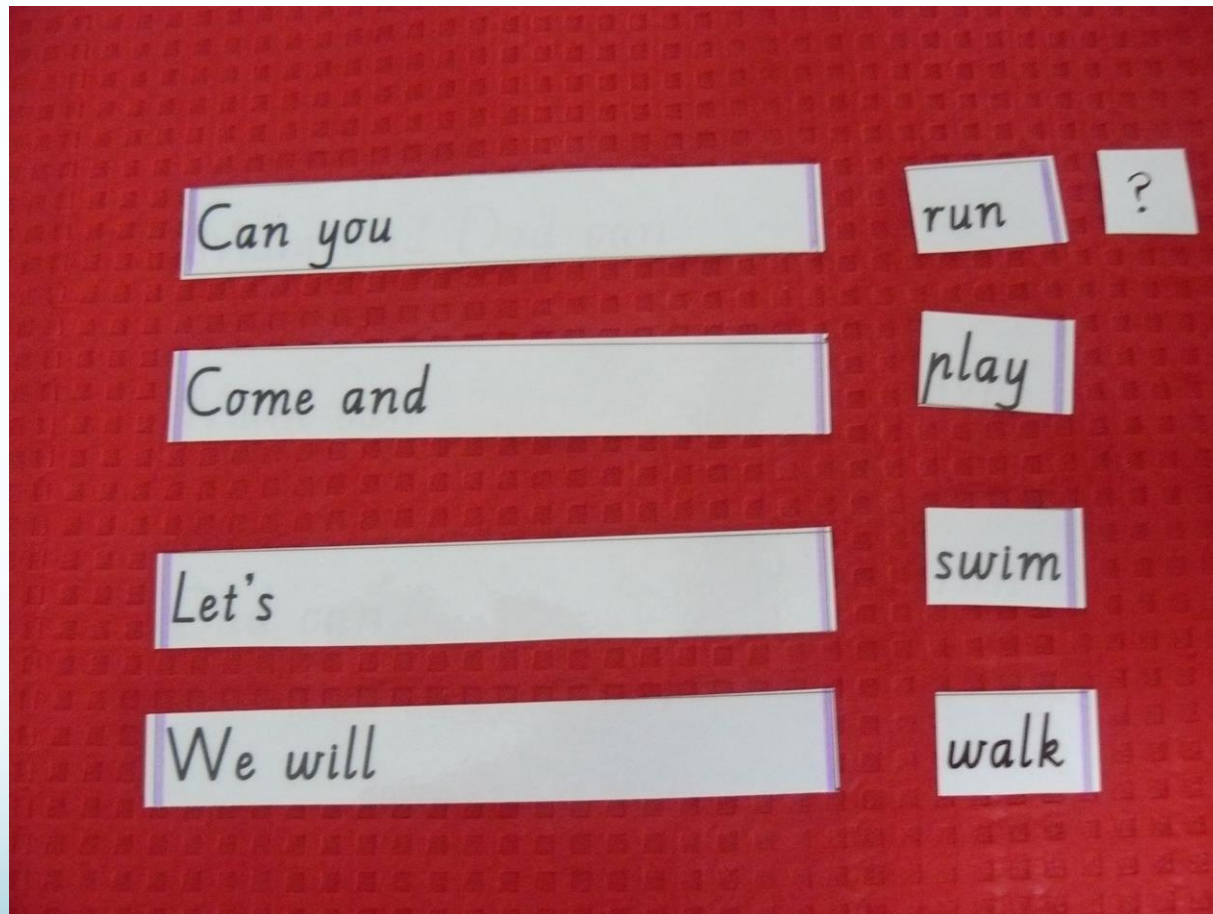
I can make a

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

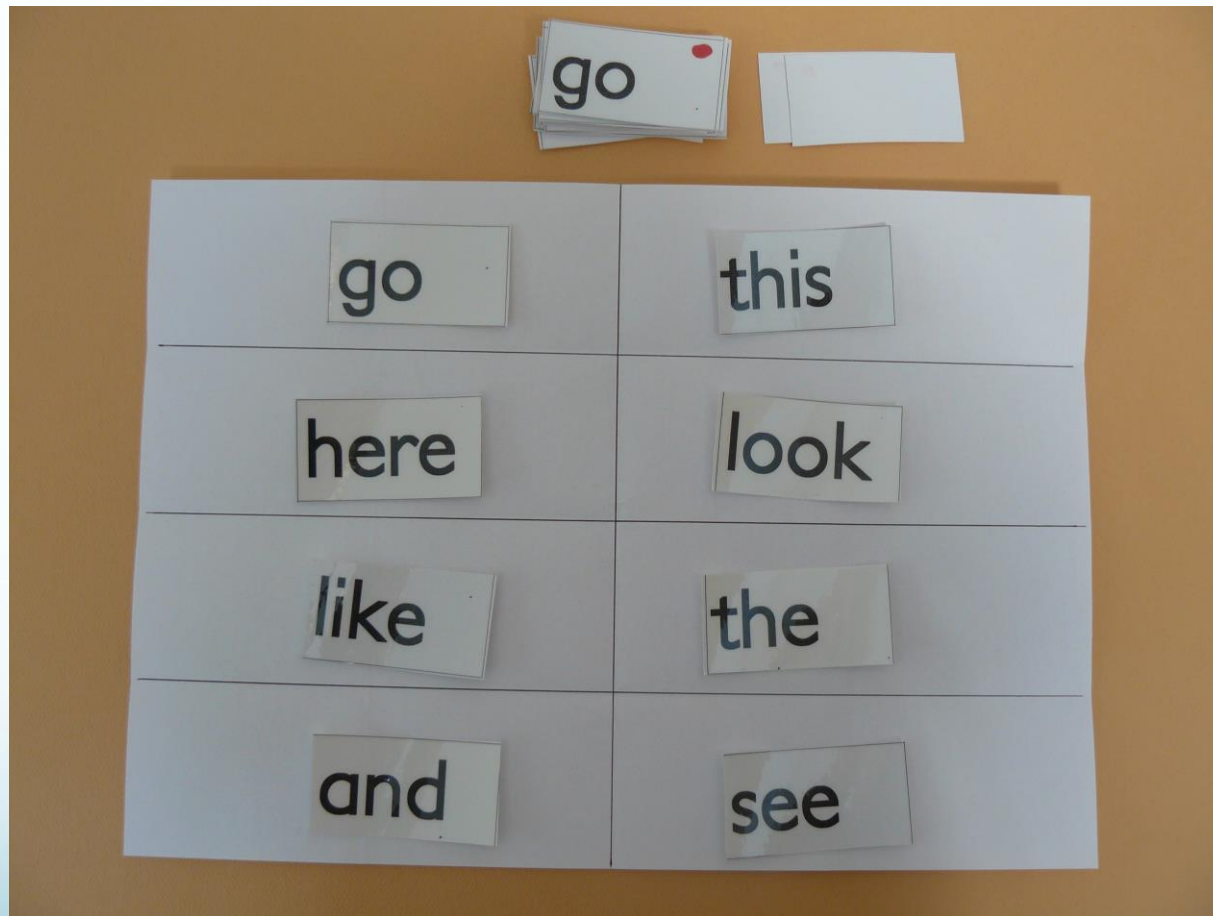


# Throw the word





# Word Bingo



# Walk the line



before

find

come

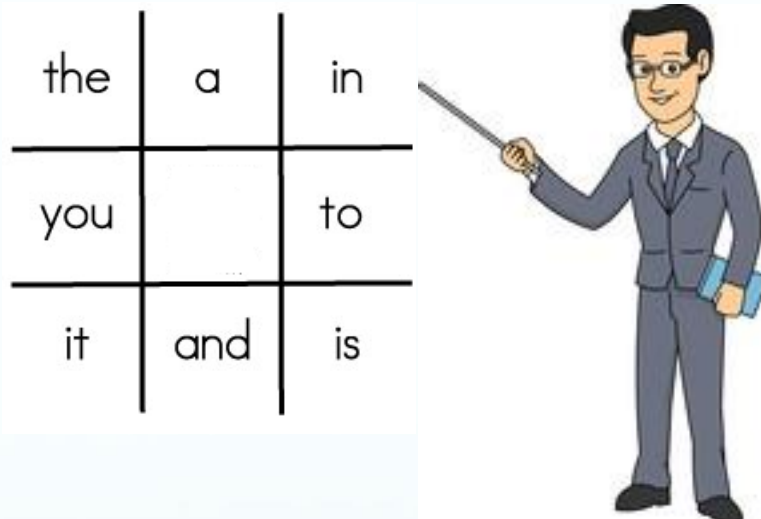
after

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.**

# Swat the word



# 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

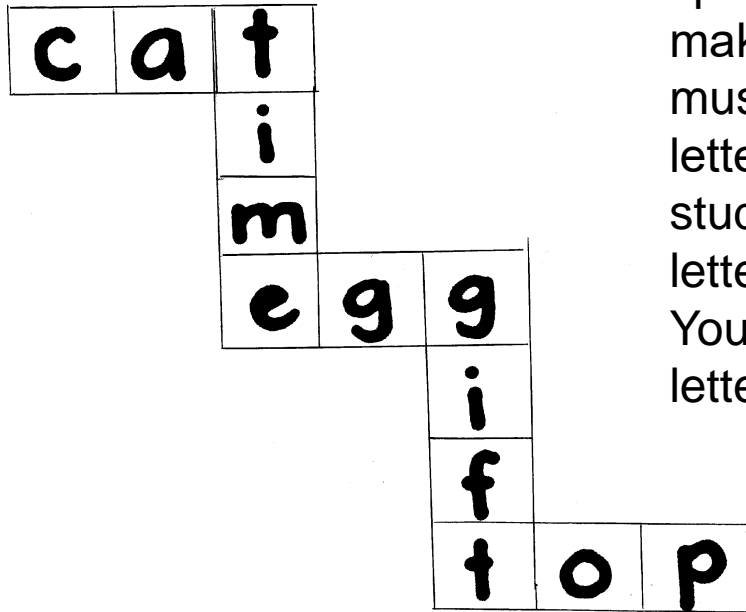
## **Pass the card**

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.**

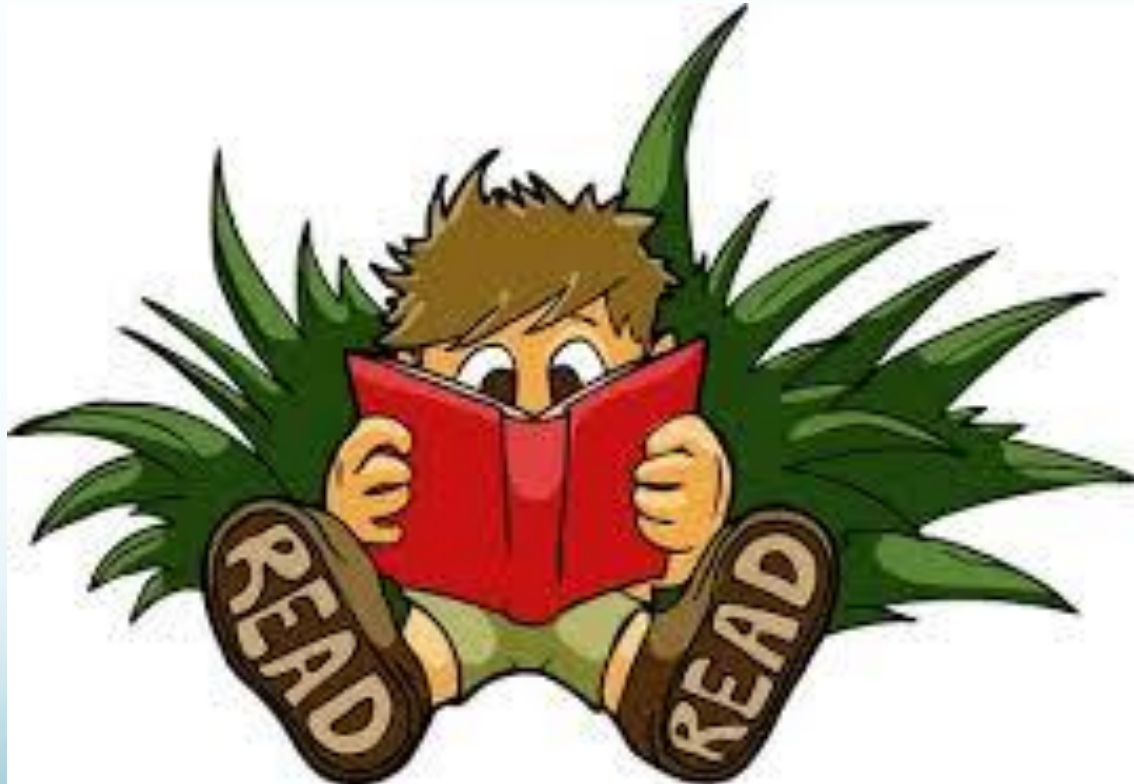
# How to store Dolch word cards

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.