What is Literacy?

Speaking

Listening

Reading

Writing

Speaking and listening

- show and tell
- group discussion
- answering questions
- listening games
- listening to stories
- retelling stories

Why stories?

- They help children learn the meaning of words, (vocabulary)
- They develop an interest in books.
- They develop the imagination.

Reading story books to children is very important!

Be aware of stories that contain witchcraft, evolution (millions of years), and values that don't measure up. Throw them out!

Reading and writing
Phonics

To be a good reader we need to master 4 things:
1. Sounds (phonics)
2. Identify the shapes of words (sight words)
3. Read fluently (as if we are speaking, without stops and starts)
4. Understand what we are reading (comprehension)

sounds

word shapes

Some students can easily hear the sounds that the letters make. They can sound out words like 'c-a-t'. They are good at phonics.

Some students can easily recognize the words by their shapes. They are good at this.

Some students are good at both.

In kindergarten we teach the SOUNDS the letters make.
We also give the children practice in looking at shapes, to get their eyes ready to see the shapes of words.

Words that beginner readers recognize by sight are called **sight words**.

We also read **Big Books** to children to help them see that in a text, there are words and spaces.
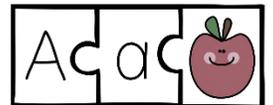
What are Big Books? Can you make one?

Sounds and sight words go together

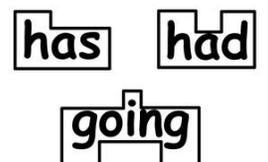These are like two wings of an aeroplane.

They are equally important.

They should be taught together.

Sounds

Sight words

has had
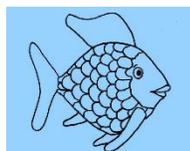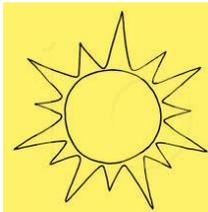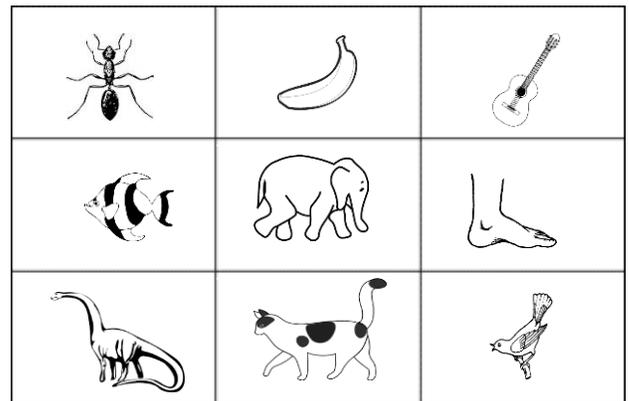
going

Phonics Stage 1: initial sounds

e.g. cat starts with 'c'. (Say the sound you hear at the beginning of cat, not the letter name.)

Resources:

Bible Phonics; initial sounds small pictures

Games for initial sounds:

- I spy
- Sound Bingo
- The Box Game
- Picture-letter matching

By the end of the year a four-year-old (turning five) should know all their initial sounds.

Phonics Stage 2: Three letter words
e.g. **c –a – t**

Students listen for:
1. The initial sound
2. The end sound
3. The middle sound

At this stage we call the letters by the sounds they make and not the letter names.

Activities and games to teach 3-letter words
- Word wheel
- Phonics flipper
- Circle of sounds
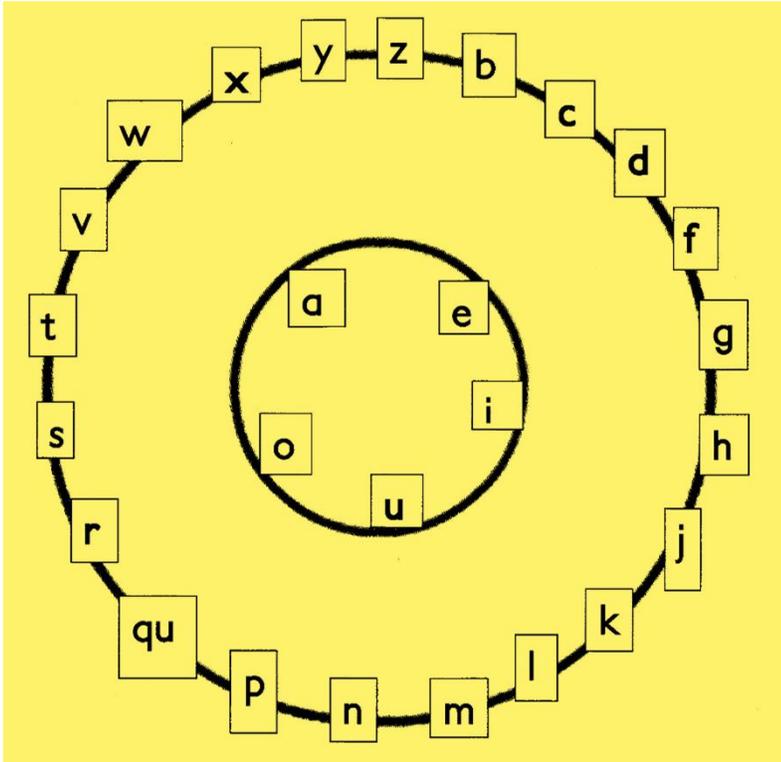- Bottle top letters

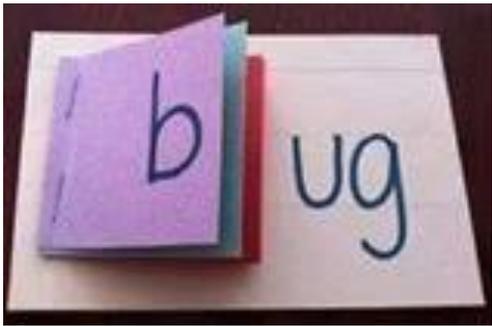**By the end of the year, a five-year-old, (turning six) should be able to sound out 3-letter words.**
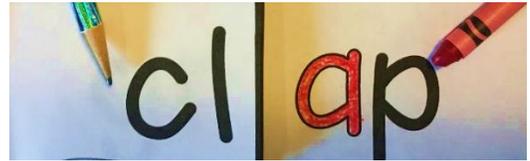
Word Wheels

Bottle top letters

Circle of sounds

Phonics Flipper

Phonics Stage 3: Consonant blends

Consonants are the letters that are not vowels, (not a, e, i, o, u)

Two consonants sounded together are called consonant blends. There are two types:

    1. black, **tr**uck, **sk**ip

    2. ship, **ch**op, **th**is

Games for consonant blends:

You can use the same games as for 3-letter words

Students in Year 1 - six-year-olds (turning seven) - can work on consonant blends.

Phonics Stage 4: Word families

Words are grouped in families made by vowels.
Now we learn the difference between short vowels,
(like "a" in cat) and long vowels (like "a" in snake.)

snail, rain, pain (long 'a')
tree, sheep, feet (long 'e')
line, pipe, time (long 'i')
boat, road, goal (long 'o')
tune, cube, cute (long 'u')

Encourage students to use their ears to listen for
words with the same sounds.
e.g. *make, cake*

But words in the same family do not have to rhyme.
e.g. m**ake**, c**ake**, s**ame**, sh**ape**
The 'a' sounds the same in each. They look the
same because they are made the same way.

**Students in Years 2 and up can work with word
families in spelling.**

Sight words

There are many words in the English language that are more easily recognized by the shapes they make rather than their sounds.
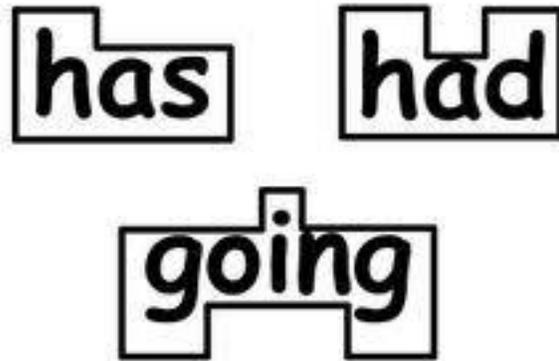
Examples
- the
- was
- here
- one

Sight words are the words we teach by quick recognition of the word shape. Flashcards are made to teach sight words.

Teach about 5 sight words at a time.

Look at the shapes these words make:

Drawing shapes around words will help the student to see the shapes that words make.

Dolch

Edward Dolch (American) 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 words which we call 'high-frequency words". Most of these words are best taught by sight because many can't be sounded using *initial sounds.*
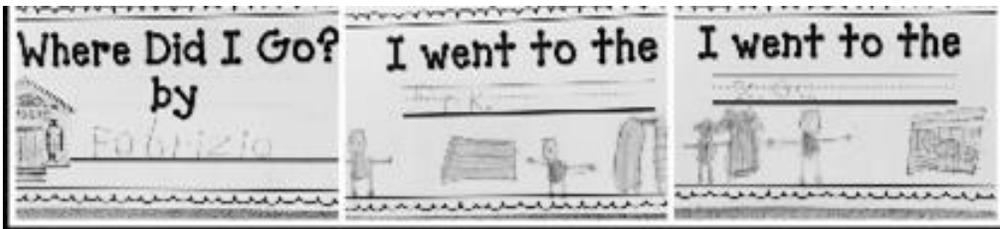

Teach **sight words** at the same time as **initial sounds**

Use short repetitive sentences.

Example: I went to the …
"I went to the market"; "I went to the house"; "I went to the river"

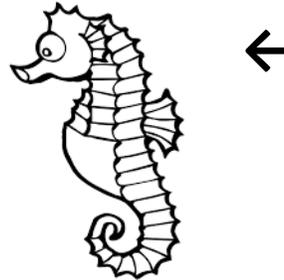| I | went | to | the | are all Dolch words.

Make hand-made book using repetitive sentences

Resource: Level 1 reading cards

For some words, the student just points to the picture and does not have to read the word.
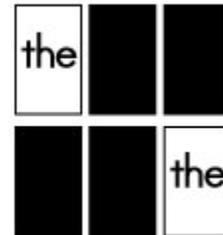
If the picture is of a word unknown to the student, the student can guess the word from the picture.

I can see a …

Sight word flashcard games

- Tic Tac Toe
- Pass the card
- Stepping stones
- Concentration

Concentration

Stepping Stones

Tic Tac Toe

Set out some sight word flash cards on the table. Use a pointer and point to the words at random while you say:

**Tic Tac Toe, here I go**

Where I land I do not know

The student has to read aloud the word you land on at the end of the rhyme.

Pass the card

Students sit in a circle. They each have a card. Play some music. They pass the card around the circle and when the music stops, they hold their card and read what is on it.

How to store your sight word cards

Use plastic zip-lock bags, but home-made cloth bags last longer! Have a different bag for each set. Always label your bags.

Set 1   Set 2
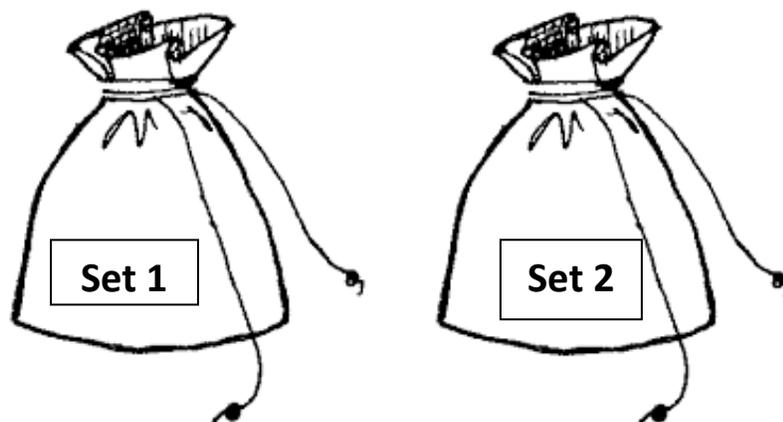
Thinking Hats for asking questions about the story

RED **(Emotions)** - How did you feel when…? or How do you think one of the characters felt when…

BLUE **(Values)** - What did you learn from…?

GREEN (Creativity) - What else could have been done? What would you have done? Can you think of a different ending?

WHITE (Information) - What was …? Who was…? How many? Where?

YELLOW (Good points) – What was something good that happened in the story?

BLACK **(Bad points)** – What was something bad that happened in the story?