



Equipping Literacy Assistants

The one-on-one session

Suggested places to conduct one-on-one support sessions

- A quiet space with no distractions, not too far away from the classroom.
- Inside or outside in the shade, with desk and chairs set up



Equipment and resources

You will keep a named manila folder for each student. Inside the folder there will be:

- A named exercise book
- A list of Leveled story titles
- An envelope containing words that the child is learning
- A daily progress record sheet
- A Running Records assessment sheet

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You will a

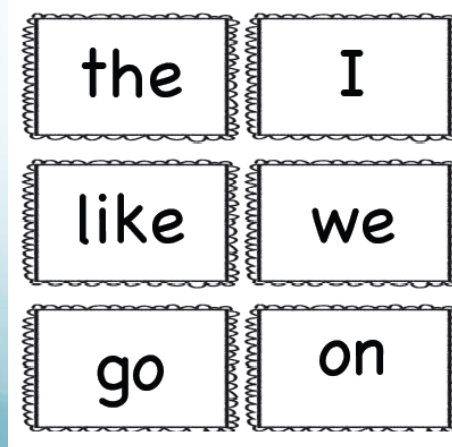
- Pencils
- Spare p
- A time
- A Beac
- Games
- Other I



you

Preparation

- Have prepared ahead of time, a good supply of small **blank** pieces of paper cut into rectangles.
- These will be used for writing words that you are teaching the child.
- You can also use the back of the child's exercise book for writing word lists.



Two types of reading

- **Instructional reading** is a book or story card that the child is learning to read... not too hard and not too easy.
- **Familiar reading** is a book or story card that the child has mastered and re-reads it for gaining confidence, fluency and enjoyment.



Introducing a new story

Instructional reading

- Talk about the title and the picture on the front cover.
- Look through the book or story card and talk about some of the other pictures that may be interesting.
- Ask, “What do you think this story might be about?”
- Make some conversation about the subject of the book, e.g. If the book is about pigs, “What do you know about pigs?”

Helping a student to read

1. Read the title of the story. Ask the student to look at the pictures and guess what the story might be about.
2. Read the story **to** the student, pointing to the words as you read. Read with expression, and if there are different characters speaking, use voices.
3. Then ask the student to read along, **while you read.**
4. **Then** ask the student to read alone, but with your support.

Summary

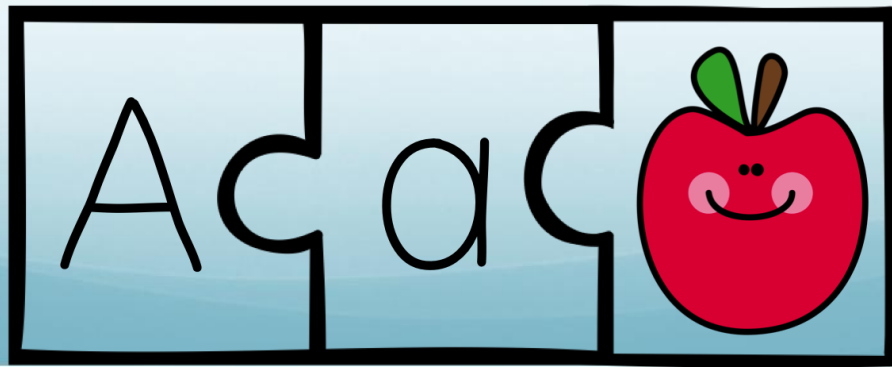
1. Introduce the story
2. You read
3. We read
4. They read

Points to note

- Pay attention to the pictures and talk about them.
- Ask questions about the story as you go, e.g. what do you think will happen next?
- Point out speech marks, full stops and question marks.

Sound out unknown words

- Get the child to sound out unknown words such as c-a-t.
- Not every word can be sounded.
- But they may be able to sound the first letter of a word.
- Give the child lots of praise as they read with you.



Work out unknown words from the sense of the sentence

- Some words can't be sounded, but the child can work out the word from the meaning of the sentence
- e.g. "The pig _____ in the mud." The missing word is "jumped". The student does not know it.



- See if the student can guess the missing word as you read the sentence:
- “The pig (something) in the mud.
- Ask: “What word do you think would go in here?” (They know it starts with “j”.)

What if the child can't work out the word?

- After a good try, with no success, tell them the word.
- Don't labour the point too long, making it a negative experience.



Use pictures

- Ask the child to look at the pictures and guess what is happening in the story.
- It is not wrong to guess a word by looking at the picture.



After reading the story

- After reading the story, draw attention to specific words and sounds, e.g.
- “Let’s find the words that end in “s”.
- “Let’s look for the tricky words.” (You can make a list of words that are unknown in the child’s exercise book. Practice the words in following sessions until known.)

away

said

two

down

look

Ask questions about the story

- Ask questions to see if the child has understood the meaning, (comprehension) e.g.
- What was your favourite part of the story?
- Why do you think.....?
- Ask questions starting with “who, what, when, where, why, how”.



How long to stay working on a story

- After introducing the story (session 1), keep revising the story over two or three more sessions until the child can read it accurately and confidently with expression.
- Work on any unknown words.
- Once the story is known, tick off the title on the Leveled story list and choose a new story.
- The known story becomes “familiar reading” which can be revised from time to time.
- The new story is now the “instructional reading”.

Be gentle and patient

- Always speak kindly...
- Not... "Come on, you should know that!"
- Make it a positive experience.
- Praise or reward a good effort.



Activity

- Work with a partner.
- Look through a story card together and talk about strategies you would use introducing this story to a child learning to read.



What prevents students from reaching their potential in reading?

- Not enough enjoyable experiences through reading
- Not enough one-on-one reading with an adult
- Not enough interesting books available
- Negative experiences with trying to learn to read
- Distractions
- Physical problems
- Emotional problems



One-on-one session Part 1

1. Sounds (Phonics) 5 minutes

For initial sounds:

- Briefly revise the sounds they already know using a Phonics chart or a Phonics game.
- Work on the new sound, using Bible Phonics.
- Ask the student to write the letter that makes the sound. They can think of a few things that start with that sound.

Once initial sounds are mastered work on Progressive Phonics for 3-letter words, consonant blends and word families.

One-on-one session Part 2

2. Sight words (3 to 5 minutes)

- Child reads 5 words, each word written on a small piece of paper.
- Each time the word is said correctly, put a tick on the back of the paper.
- When there are 5 ticks on the back, then word is known. Replace it with a new word.
- Alternatively you can play a word game such as Bingo or Concentration.

One-on-one session Part 3a

3a. Story: Familiar reading (well-known)

(2 minutes)

- The child reads aloud a well-known story card.
- The aim is fluency and enjoyment.
- The child should be encouraged to use expression. The reading assistant can demonstrate and the child can imitate.

One-on-one session Part 3b

3b. Story: Instructional reading (slightly challenging)

(5 minutes)

- The student reads a story card or book at *instructional level*, (not too easy, not too hard).
- If reading a book, it is not necessary to read the whole book – just a few pages. Use a book mark or sticky note to mark the place.
- Story cards are shorter, so probably the whole story card can be covered in 5 minutes.

One-on-one session Part 4

4. Write a sentence in the exercise book (5 minutes)

- Ask the student to make up their own sentence.
- They first say it out loud. (*You write it down to remember it.*)
- You have a pencil and so does the student. You can write the parts of the word that they don't know.
- The child should be encouraged to at least get the first letter of a word by using sounds.
- Use a rubber to correct spelling mistakes as you go.

Thinking hats for asking questions about the story



The answer to a question could become a sentence that the student writes.

- **Red (Emotions)** - How did you feel when...? or How do you think a character felt when...
- **Blue (Thinking)** - What did you learn from...?
- **Green (Creativity)** - What else could have been done? What would you have done?
- **White (Information)** - What was ...? Who was...? How many? Where?
- **Yellow** (Good points)
- **Black** (Bad points)

Ask a question in relation to a story the child has been reading with you.

Activity

- Work with a partner. Choose a story.
- Which thinking hat/s would be good to use after reading this story and why?
- How might the student answer this question?
- How could you turn it into a sentence that the student will write?

What if you don't get through everything in one session?

- Your record sheet will tell you what you did on that day.
- You can work on the things you missed the next day.

When do you play the games?

- Play a Phonics game in the “Sounds” part of the session.
- Play a sight words game in the “Sight Words” part of the session.
- Some days you may want to spend time playing a game instead of writing the sentence. That’s OK.

Summary of Phonics games

- Box game
- Phonics picture match or Sound Bingo
- Circle of sounds
- Word wheel or Phonics flipper
- I spy

Other resources: Bible Phonics picture chart; alphabet chart; Progressive Phonics picture chart

Summary of Sight words games

- Word Bingo
- Concentration
- Sentence starters

Other resources: Dolch word lists; Dolch words in sentences

Writing resources

- Lettering chart (hand writing)
- Thinking hats (expressive writing)

Where to start for the child on Level 0

- Some children will not be able to read at Level 1.
- They may also know no sounds when tested.

For one-on-one sessions:

- Start to teach sounds
- Start to teach Dolch words
- Play games when they know enough sounds or sight words, (e.g. 6 sounds - play the box game)
- Read the Level 1 stories with them.

Summary of a one-on-one session

What to cover when helping a child in literacy sessions:

Sounds

Sight words

Story

Sentence



Progress goals (example)

Some will move faster than this.

First 9 weeks

Stories: Levels 1 – 2

Sounds: All initial sounds

Sight words: Dolch 1-15

Progress goals

Weeks 10 – 17

Stories: Levels 3-4

Sounds: 3-letter words

Sight words: Dolch 16-30

Progress goals

Weeks 18 – 25

Stories: Levels 5-7

Sounds: Consonant blends

Sight words: Dolch 31-45

Progress goals

Weeks 26 – 33

Stories: Levels 8-11

Sounds: Word Families (vowel groups)

Sight words: Dolch 45 and above; Also use “Dolch words in sentences”.

Activity

- Observe a role play of a one-on-one session.
- Then work in twos and act out your own one-on-one session.



Activity

- Make a mind map of the 4 “S”s.
- Use the following diagram as an example. Add the games and activities.

