

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)

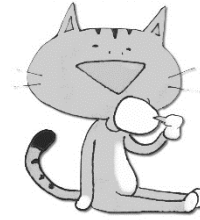


sounds



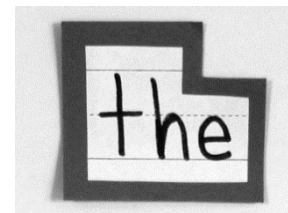
word shapes

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.



cat

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



Some students are good at both.

What sort of reading problem would there be for the student who can work out words by sounding out the letters but cannot recognize words by their shapes?

What would be the problem for the student who could not sound out the letters but relied on only seeing the word shape?



**The cat sat on
the mat.**

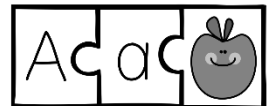
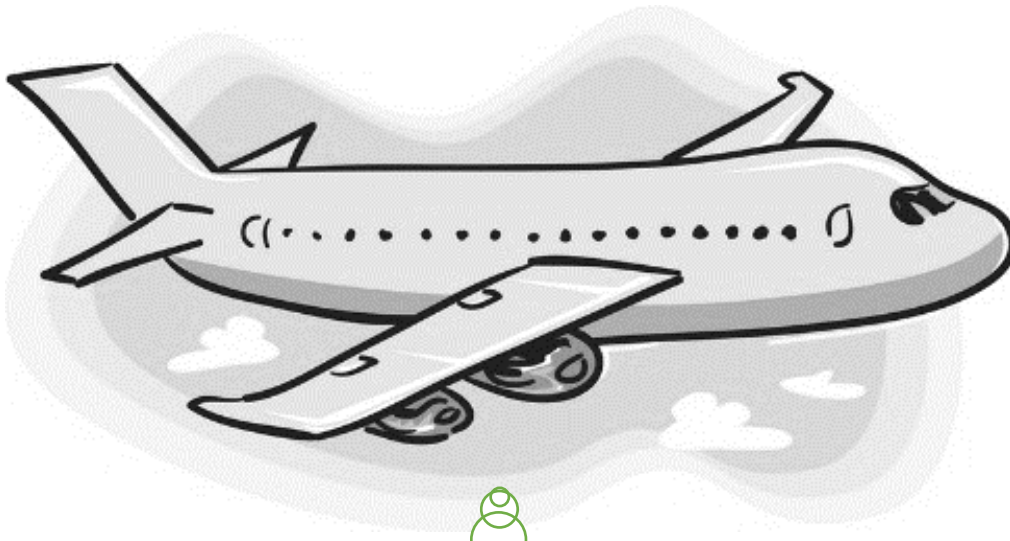
Sounds and sight words go together

These are like two wings of an aeroplane.

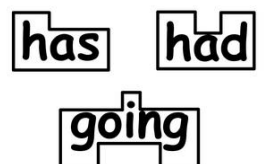
They are equally important.

They should be taught together.

Sounds



Sight words



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.)

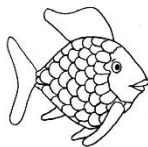
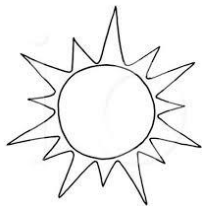
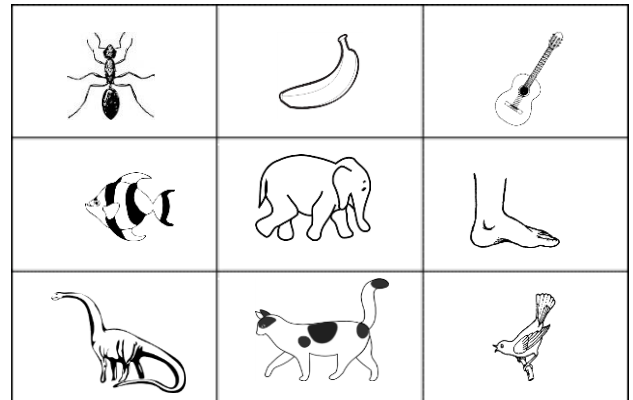
Resources:

Bible Phonics; initial sounds picture charts

Activity: Learn the sounds using the Bible Phonics picture chart. Look at the stories and rhymes.

Games for initial sounds:

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



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.
- 3-letter words in ***Phonics*** are not the same as 3-letter sight words.

A beginner cannot sound these words, so they are sight words:

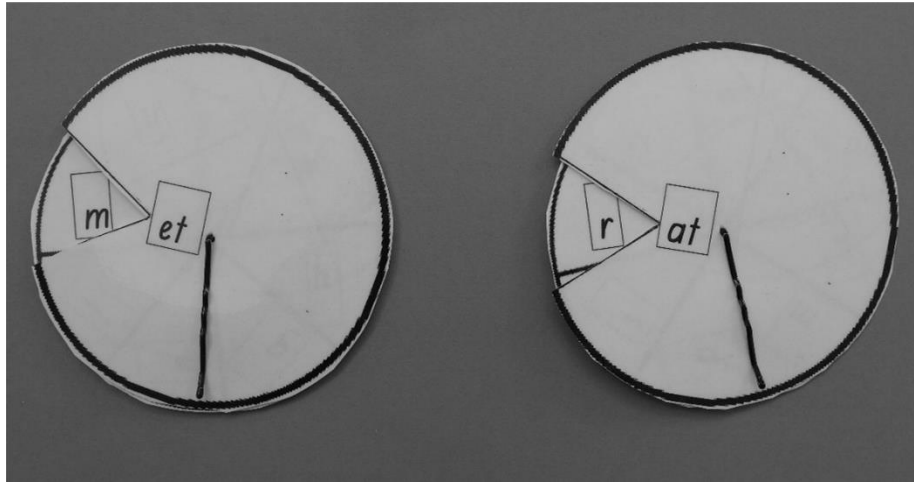
the

was

one

Activities and games to teach 3-letter words

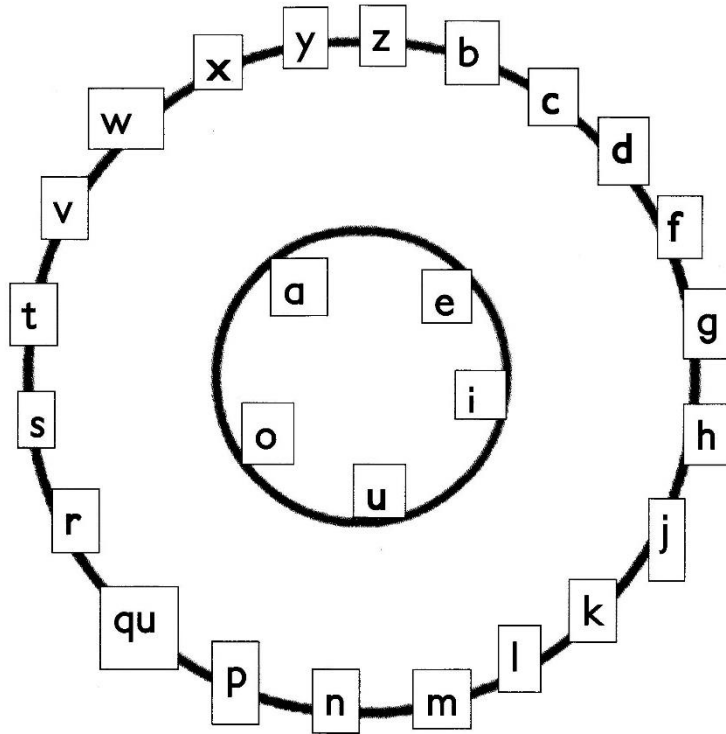
- Word wheel
- Phonics flipper
- Circle of sounds
- Bottle top letters



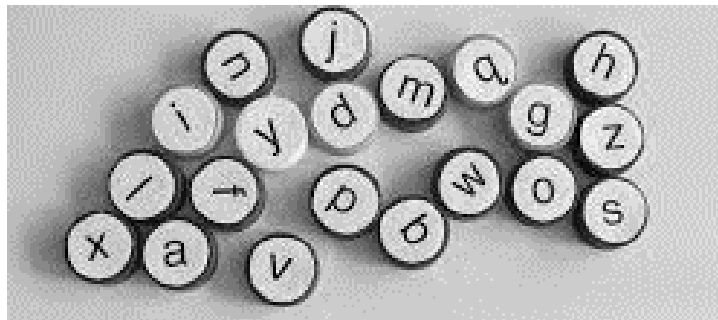
Word Wheels



Phonics Flipper



Circle of sounds



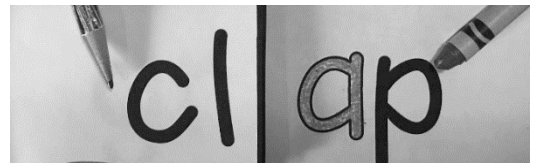
Bottle top letters

Phonics Stages 3 & 4: Consonant blends

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

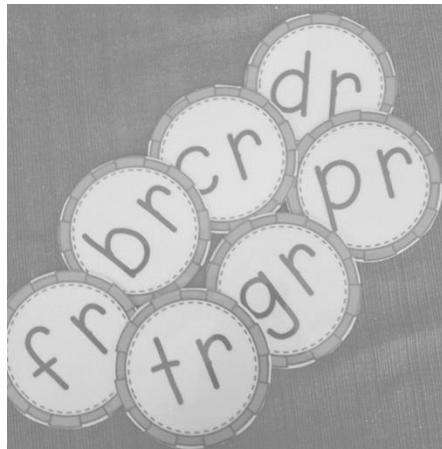
When two consonants come together we call them consonant blends. There are two types:

1. **black, truck, skip**
2. **ship, chop, this**



Games for consonant blends:

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



Phonics Stage 5: 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.)

Practice saying the short and long vowel sounds.

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. **make, cake, same, shape**

The ‘a’ sounds the same in each. They look the
same because they are made the same way.

Look at the **Progressive Phonics Picture Chart**.

These are pictures of **key words**.

'snake' is a **key word**.

We say that 'shape' goes with 'snake'.



Games for word families

Play matching games such as the box game.

Stick **key words** on the surface of the box.

Scatter words in the same families around the table.

Students grab a word that go with the key word when it comes up on the top of the box.

e.g. They grab 'shape' when 'snake' comes up on the top.

Guessing games with scattered word cards

"I am thinking of a word that goes with **boat**. It is something you use to wash with." (**soap**).

boat

coat

soap

float

toast

throat



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

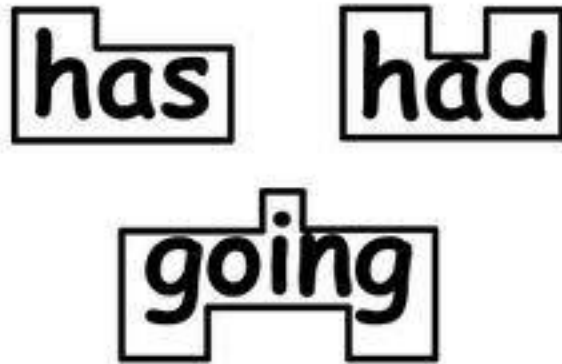
- the
- was
- here
- one

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

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 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*.

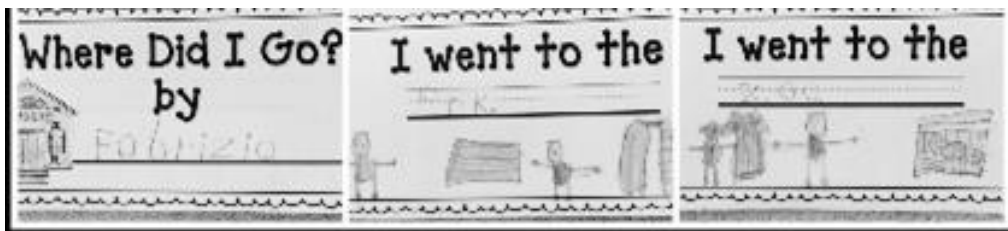
Dolch chose not to use nouns in his list but suggested that the teacher chooses the nouns of most interest to the children, making the list appropriate to the learning of English in all cultures.

A student who is just beginning to read will learn:
initial sounds
and at the same time...
read short texts that have repetitive sentences.

Example: I went to the ...

“I went to the market”; “I went to the house”; “I went to the river”

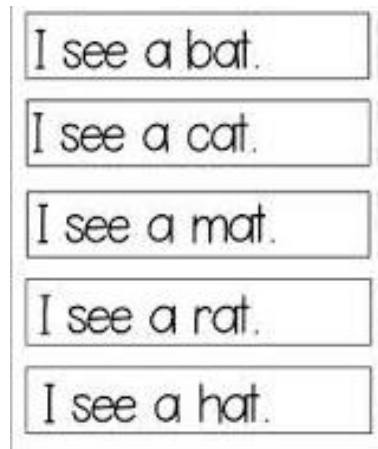
I went to the are all Dolch words.



Hand-made book using repetitive sentences

Example 2: I see a

I see a are all Dolch words.



Activity

Look at some Level 1 stories.

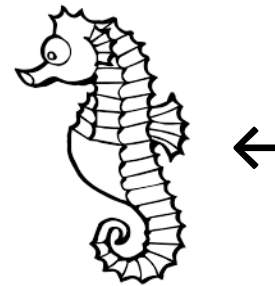
Take out the Dolch word list, (Set 1).

Notice the repetition of the Dolch words in the Level 1 stories.

It is not important for the student to learn how to read the names of animals and objects. The student is to learn the skill of using the pictures to get the meaning, e.g. “I can see a **seahorse**.”

The student just points to the picture and does not have to read the word.

If the picture is of something unknown to the student, the assistant must talk about the picture and explain it.



I can see a ...

Sight word games and activities

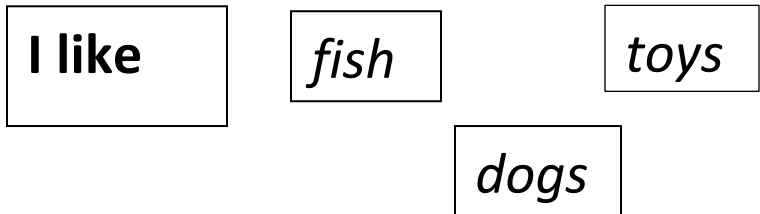
Sight words can be learned through matching games. Make flashcards using lower case letters. These are the games you will be learning in this course:

- Sentence Starters
- Throw the word
- Word Bingo
- Concentration
- Tic Tac Toe

Sentences starters

Cut up sentence beginnings and different endings.

Mix and match, e.g.



Throw the word

Select 5 pairs of Dolch word cards.

You have 5 and give the same 5 to the student.

You throw a word on the table and say it. Ask the student to find the same card from his/her set. They throw it down and say it. Keep going until you have done this with all 5. Then switch roles. (Student throws and you match.)



Word Bingo

Make 2 sets of flash cards from Dolch words Set 1 (words 1-16). Find the pairs and divide the cards into 2 groups, (the same words in each group). One set will be the caller's set. The other will be shared between the 2 players.

Player 1 sets out words:

my	am	the	go
come	me	see	like

Player 2 sets out words:

here	I	this	to
is	can	a	and

The caller places the pile of words face down on the table and one at a time turns them up and reads them. If the player has that word, they take it away. The first to be left with no words is the winner.

Concentration

This is played with pairs of Dolch word cards. Two of each word are set out in a grid.

and	the
go	see
see	and
the	go

Now turn the cards over so they are face down. Students take turns in turning up two cards. If they get a pair, they keep them. If they don't, they turn the cards over again.

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.

Sight words for more advanced readers

Find these at the end of Level 11.

Call it “speed reading” for a challenge. This will improve fluency.

e.g.

“Here is the man who went to the shop.”

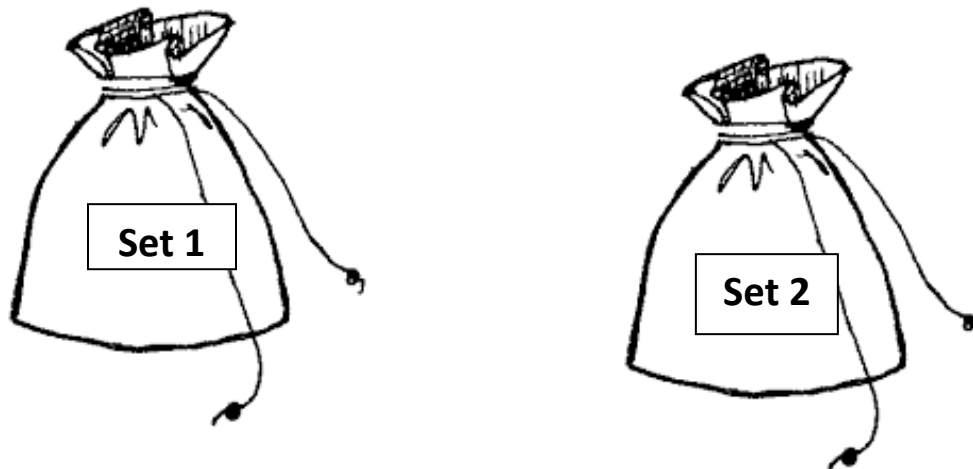
“I would not like a green drink.”

Holding a ruler under each sentence as the student reads quickly is a good idea.

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.



Fluency

Fluency is being able to read at a speed similar to the way you would speak, using punctuation and good expression.

Reading in the same tone of voice sounds boring.

Reading fluently helps us to understand the meaning of what we read.

Practice, practice, practice, even the same text several times!

Expression

This is when the reader makes the text sound interesting. It involves raising or lowering the voice for certain punctuation marks. How would we read these sentences aloud?

Where are the children?

Do you like bananas?

Look out! There's a snake!

"Wear your hat," said Mum.

When telling a story, we can use different voices for different characters.

Comprehension

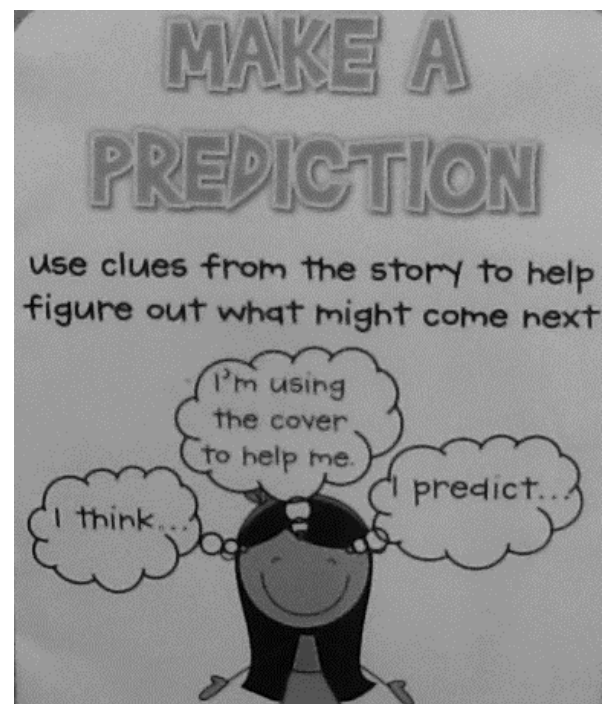
Comprehension is understanding what you read.

A student may be able to read all the words of a text fluently but may not know the meaning of certain words.

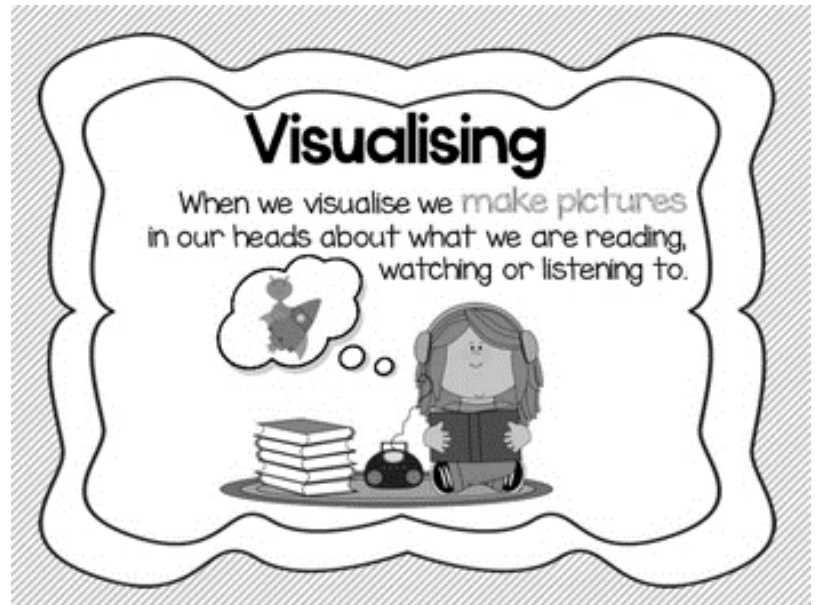
How to help students understand what they are reading:

Before reading the story discuss the title of the story and the pictures in the story.

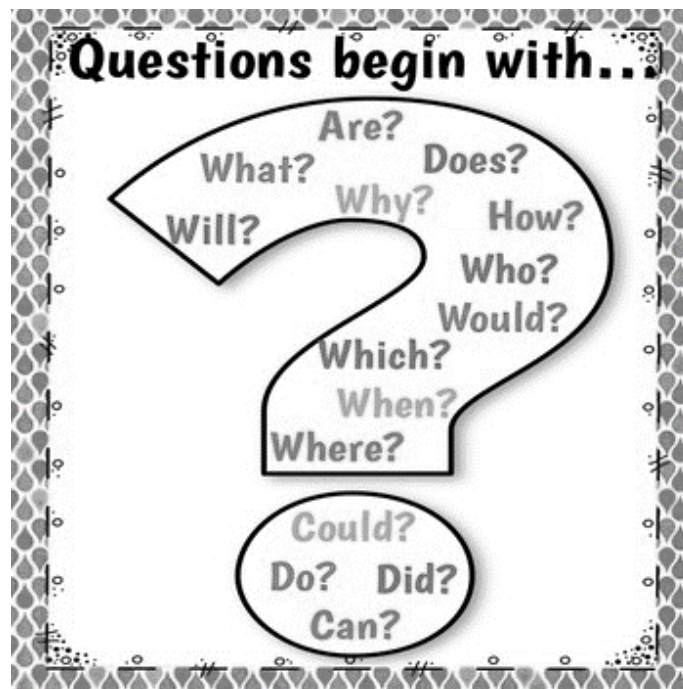
While reading the story sometimes ask the student, “What do you think might happen next?” This is called **predicting**.



We can also ask the student to make pictures in their head as they are reading. This is called **visualizing**.



After reading the story ask questions to see if the student has understood.



Thinking Hats for asking questions



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?

The one-on-one session

Equipment and resources

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

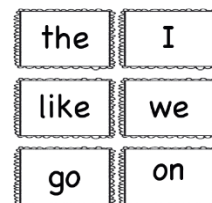
- A named exercise book
- A list of leveled story titles
- An envelope containing five words on paper (not card)
- A daily progress record sheet

You will also need:

- Pencils, a rubber (eraser), spare paper and scissors
- A time keeping device
- Levelled stories/reading material
- Games, flashcards and activities that you have made

Preparation for the one-on-one session

- Have prepared ahead of time, a good supply of small **blank** pieces of paper cut into rectangles.

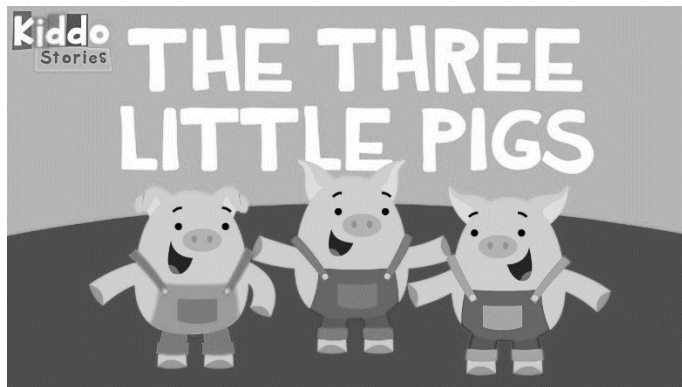


Two types of reading

- *Instructional* reading is a text that the student is learning to read... not too hard and not too easy.
- *Familiar* reading is a text the student has mastered and re-reads it for gaining confidence.

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. Introduce the story
2. **I read** (The assistant reads to the student.)
3. **We read** (The assistant and student read.)
4. **They read** (The student reads to you.)

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.
- Get the student 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.

Work out unknown words from the sense of the sentence

- Some unknown words can be worked, (guessed), out 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?”

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

After a good try, with no success, tell them the word. Don't make them work on it for too long. We don't want to make it a negative experience.



Use pictures

- Ask the student 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.

- “Can you find any words in the story that end with “s”?”

- “Let’s look for the tricky words.” (You can write a list of unknown words in the back of the student’s exercise book and work on these in future sessions.)

Ask questions about the story

Ask questions to see if the student has understood the meaning

- Ask questions starting with “who, what, when, where, why, how”.
- Once the story is known, tick off the title on the *Leveled story list* and choose a new story. (You can choose any story within the level that the student is on.)
- The known story becomes “familiar reading” which can be revised from time to time.
- The new story is now the “instructional reading”.

How to conduct a one-on-one session

1.Sounds

2.Sight words

3.Stories

4.Sentence

1. Sounds (Phonics) 5 minutes

Start with initial sounds

- Use the Bible Phonics chart and stories.
- Use the “sound pictures”.

Once initial sounds are mastered work on:

- 3-letter words
- consonant blends
- word families (vowel groups)

2. Sight words (3 minutes)

- The student reads 5 Dolch words on small individual pieces of paper in their envelope.
- Alternatively, you can use flashcards and play a word game.

3a. Familiar Reading (2 minutes)

- Reading of a known story

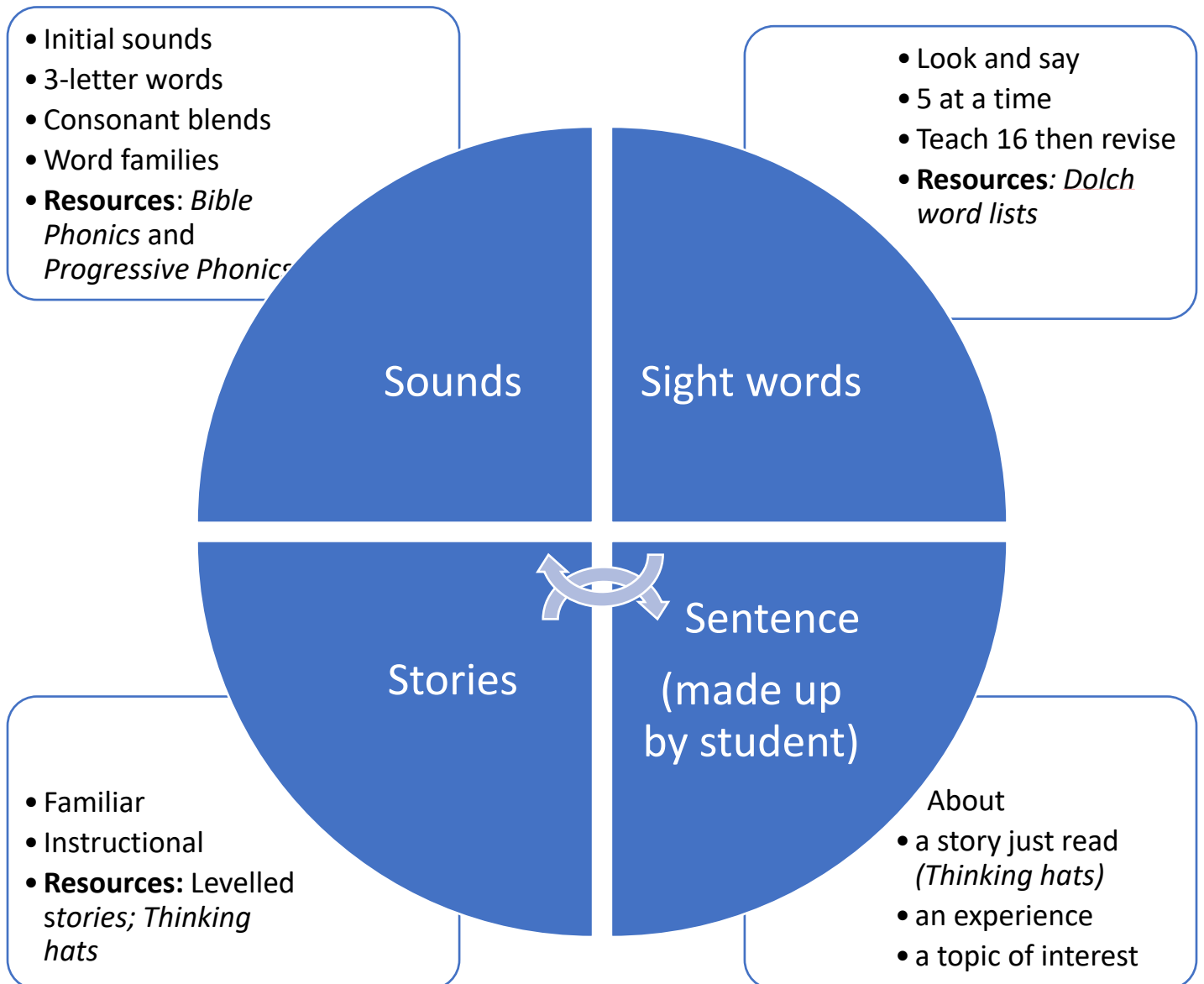
3b. Instructional Reading (5 minutes)

- Introduce a new story

4. Help the student to write a sentence. (5 minutes)

- The student makes up their own sentence.
- They first say it out loud. (*You help them write it in the exercise book. You can write the words they don't know*)

The four "S"s



Suggested progress goals

For a student starting at Level '0'

Weeks	Stories	Sight words	Sounds
12	Levels 1 & 2 stories	Dolch words Sets 1 & 2 + Sentence Starters	Initial sounds Use Bible Phonics 2 or 3 sounds per week
12	Levels 3 - 6 stories	Dolch words Sets 3-6	3-letter words 'a' e.g. 'cat' 'e' e.g. 'pet' 'i' e.g. 'pin' 'o' e.g. 'pot' 'u' e.g. 'pup' Consonant blends
12	Level 7 – 11 stories	Dolch words groups 7-10 Dolch words in sentences	Word families (vowel groups) Long 'a'; long 'e'; long 'i'; 'long 'o'; long 'u' Plus other vowel groups

After Level 11: "I can read Bible stories"

A Running Record

- is a test to see how well a student can read.
- The test is conducted one-on-one, by asking the student to read a short story or piece of information. (This is called a text).
- Whenever the student makes a mistake, it is marked as an error. The errors are counted and a score is given.

What do the test results show us?

- The test shows us the LEVEL at which the student should be reading, (not too easy, not too hard).

Text leveling

- Texts are leveled from 1 to 30
- Level 1 is very simple, suitable for someone just starting to learn to read
- Level 30 texts are the most difficult, suitable for students who can read very well.

Take a look at your Running Records folder and see how the texts are leveled.

Testing a new student

Imagine that you are meeting a student for the first time. You do not know how well they can read.

You will have to find out which level the child is at. In this case use the **“Quick Test”**.

The Quick Test starts at Level 3. If the student makes 3 errors or more in the first line, we know that the student is below Level 3.

What next?

If a student cannot read the first sentence on the **“Quick Test”**, start them on Level 1.

How to take a Running Record

Give a copy of the text to the student and take a copy of the text for yourself.

Sit next to the student. Read the story title to them. Ask the student to start reading. Take a record of every word that is:

- **left out**
- **added**
- **unknown** (give about 3 seconds)
- **the wrong word**

(Write down these 4 points for yourself to refer to.)

You will also record words that the student self-corrects. (These are not errors).

Note that the title of the story is not counted in the score because YOU read it to them.

Recording

On a piece of paper, draw up a record sheet that looks like this:

Name:

Date:

Recorded by:

Errors	Self-corrections

Total self-corrections:

Total errors:

Total score:

Percentage:

Comprehension:

Comments:

Scoring

- The aim is to find out the percentage of words read correctly.
- If there are 99 words in the passage, and the student makes 8 errors, then his score is 91 out of 99.
- A calculator tells us that this is 92%
- “Self-corrections” show us the level of fluency. This can be noted in the “comments” section.

Activity

You are going to be a literacy assistant giving a Running Records test, (*“The wheel comes off the truck”*)

You have to listen carefully and mark every mistake that the student makes. Also take a note of the self-corrections.

Remember, the following errors are marked: words left out, words added, words unknown, wrong words. (Do not give any help to the student.)

**The wheel comes off the truck.
It rolls down the hill, faster and faster.
The wheel rolls along the road.
It rolls past the houses, faster and faster.
The wheel rolls past the gate.
It rolls past the farm, faster and faster.
The wheel rolls towards the river.
It rolls over the bridge, faster and faster.
The wheel rolls into the school.
It rolls out the door, faster and faster.**

**The wheel rolls through the town.
It rolls past the policeman, faster and
faster.
The wheel rolls into the garage.
It stops rolling.
The wheel is on the truck.**

Score:

8 errors and 3 self-corrections

This is a score of 91 out of 99 because there are 91 words in the passage. This is a percentage of 92%

How to use the test results

100% = too easy, but may be used for practicing fluency

95% = a suitable level (called the “instructional” level)

92% or below: the “frustration” level (too difficult)

Note that a student cannot move on to the next level unless they have scored 95% or higher and have answered a couple of comprehension questions correctly.

How would you rate the student’s reading effort on “The wheel came off the truck” ... too easy, too hard or just right for instruction?

**The little red hen has six chicks.
She wants to make some food.
She gets some wheat and some water.
“Who will help me to make the food?” she
says.**

The dog will not help.

The cat will not help.

The pig will not help.

Will her little chicks help?

Yes, they will.

**The little red hen and the little chicks make
the food.**

**The little red hen and the chicks eat the
food.**

The dog will not get any.

The cat will not get any.

The pig will not get any.

They did not help to make the food.

Score:

5 errors, 1 self-correction

There are 100 words in the passage. This is a score of 95 out of 100, or 95%.

How would you rate the student's reading effort on this story ... too easy, too hard or just right for instruction?

Comprehension and fluency

Ask a few questions after the child has read a story, to test comprehension.

If a child scores over 95% for word accuracy, but is poor on comprehension and fluency, then they stay on the same level for a while and practice these.

Summary of taking a Running Record

- Count the number of errors.
- Count the number of self-corrections.
- Work out the percentage of errors.
- Ask a few questions about the text to see if they have understood what they read.
- Write some comments, e.g. How fluent? Did they use expression? Punctuation? Phonics?