

Literacy Guide for Lower Primary

Years 3 & 4



MINISTRY OF EDUCATION, HERITAGE & ARTS
Quality Education For Change, Peace & Progress



Foreword



The Ministry of Education, Heritage and Arts is committed to providing quality education for all Fijians. In this endeavour, the Ministry embarked on a comprehensive reform program consisting of four pillars, (i) Teacher delivery of education, (ii) Curriculum revision and upgrading, (iii) Infrastructure upgrading and (iv) Encouraging Parental Engagement. Work on Pillars I and II is led by feedback from stakeholders on the overall quality of the educational product that we have produced out of our school system.

An issue that has been bothering our Ministry for some time is poor literacy standards of the children in our school system. It is in this regard that our Ministry has been working closely with Access to Quality Education Program (AQEP) to examine strategies for delivery as well as improving content for improving the literacy outcomes of all children. It is vital that children in the early years of school learn how to read well by the time they leave Year 4. In lower primary, children should *learn to read* so that they can *read to learn* in later years of school.

Following the *Literacy Guide for Lower Primary* has proven to be successful in improving children's literacy levels. The *Literacy Guide for Lower Primary* is aligned to the syllabus and provides practical and interesting strategies for teachers to use in the classroom. Language lessons should be active and student-centred and teachers should continually monitor the reading levels of their students.

This *Literacy Guide for Lower Primary* provides a complete and practical package for teachers to follow in the early years of school. I strongly urge all teachers to utilise the strategies in this package so that all children will have the best start to their education.

The Ministry of Education, Heritage and Arts would like to thank the Australian Government and the Access to Quality Education Program for developing and piloting this package in 85 Primary schools. I look forward to seeing all teachers and students in Fiji benefit from this work.

Dr. Mahendra Reddy

Hon. Minister for Education, Heritage and Arts

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Daily Guide For Teachers

Activity	TIME	ACTIVITY / SKILL	NOTES
1	10 - 20 minutes	Oral Language	<p>Choose one activity:</p> <ul style="list-style-type: none"> • Pick Up • Introductions • Guess My Card • Missing Objects • Story Time • Blind Picture • Asking About Others • Role Play and Interviews • Morning Talks • The Last Sentence
2	15 - 30 minutes	Shared Reading	<p>Use stories, letters, descriptions, narratives, poems, songs, procedures, invitations reports, articles, etc. You can use an existing text or write your own text. The text should be neat, large and clear for all to see.</p> <ol style="list-style-type: none"> 1. Talk about the title & picture and ask prediction questions. 2. Read the story aloud and point to the words. Use a natural pace with expression. Ask comprehension questions. Ask comprehension questions. Link the pictures to the story. Reflect on the structure of the text. 3. Ask children to read WITH you. 4. Ask questions about the story and about the text features. 5. Ask children to show you where the answers are written in the text. 6. Focus on features of the text rather and how it is structured. 7. Have a language focus for each day that you read the text. 8. Select pages or paragraphs to exemplify your language focus.

3	10 minutes	Introduce 5 New Words	<ol style="list-style-type: none"> 1. Introduce 5 new sight words from the Shared Reading text one at a time. Use a flashcard for each word. 2. Ask questions about the word 3. Clap and say the syllables of the word 4. Write the word in the air, on a friend's back, in the book. 5. Stick the flash card on to the Word Wall 6. Compare all 5 words by asking questions 7. Ask children to make up sentences using the words. 8. Write one sentence on the board for children to copy.
4	15 minutes	Phonic & Words	<p>Choose one activity. Use words from the Word Wall</p> <ul style="list-style-type: none"> • Ruler Tap • Hidden Words • Dictionary Work • Smiley Face • Look, Cover, Write, Check • Mind Reader • Word Bingo • Word Race • Group Words • Word Analysis Exercises
5	15 - 30 minutes	Reading & Writing	<p>Choose one activity</p> <ul style="list-style-type: none"> • Jumble Sentences & Words • Peer Reading • Label Text • Re-write Sentences • Given Words for Sentences • Comprehension Exercises • Stories and Pictures • Dictation / Running Dictation • Cloze Exercises • Change the Story

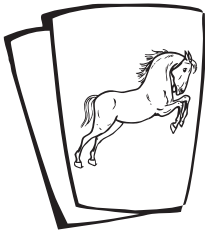
Oral Language Activities

Activity

DESCRIPTION OF SKILLS & ACTIVITIES

Your Diagram & Notes

Pick Up



Children play in small groups. Each group has a set of 50 picture cards with 2 cards of the same picture (25 pictures x 2 cards = 50 cards). The pictures can be of anything that the children are familiar with. The student has 5 cards in their hand and the rest are face-down in the middle.

Children try to find a pair for the cards in their hand by asking their friend for the matching card, using a description of the picture.

Bob "Nita, do you have an animal with 4 legs and a tail?"

Nita "Yes, I do – I have a horse." and Nita gives the picture in her hand to Bob.

Bob puts the pair in front of him. OR

Bob "Nita, do you have an animal with 4 legs and a tail?"

Nita "No, I don't. Pick up!"

Bob picks up a card from the middle and puts it in his hand. Now it is Nita's turn to ask a friend for a card to make a pair with a card in her hand.

Nita: "Jone, do you have a card with three small ants and a flower in it?"

Jone: "No. I don't. Pick Up!"

The game ends when there are no more cards in the middle and each child has had one more chance to ask for a card. The winner has collected the most pairs of cards.

Extension - Children ask for a card using a description "Do you have an animal with 4 legs and a tail?" "Do you have picture with red flowers in it?" "Do you have a leaf and 3 small ants?"

Introduction



Children stand in a circle. First child introduces himself and says one thing about himself. Second child introduces the first child and then introduces herself. Third child introduces the second child and then himself....until all children have had a turn. EG

St 1 "My name is Jese and I'm 8 years old"

St2 "This is Jese and he is 8 years old. My name is Nita and I have a cat"

St3 "This is Nita and she has a cat. My name is Bob and I play football"

St 4" This is Bob and he plays football. My name is Tom and I like TV" etc.

Children can say what they choose or you can provide a theme for the children to practise. EG family / pets / clothes / sports / animals. You can also set a rule EG must use past tense / must use an adjective / must use a colour / must be an animal. .

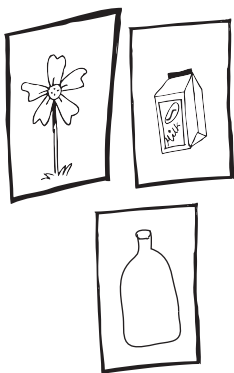
St 1: I am a tiger and I have orange and black stripes.

St 2: He is a tiger and he has orange and black stripes. I am a fish and I swim in the ocean.

St 3: She is a fish and she swims in the ocean. I am a mosquito and I bite your skin.

St 4: He is a mosquito and bites your skin. I am a fly and I spread germs.

Guess My Card



Children play in small groups. Each group has about 30 familiar picture cards or word cards. One child chooses one card and describes the item on the card. They must give 4 descriptions before children can guess the card. The child cannot say the name of the item on the card - but only tell about it or describe it in 4 ways. Children in the group must listen and guess the item. The child who guesses correctly first, keeps the card. Children take turns to describe an item or word on a card until all cards are finished. The winner is the child who has correctly guessed the item and has won the most cards.

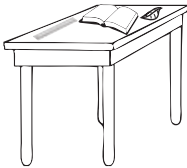
St 1: "It's white and it is like water and you put it in your tea and it comes from an animal."
(uses 4 descriptions)

Sts: "sugar" "cream" "milk"

St 1: - "Yes, it's milk" Gives the card to the child who guessed correctly.

Extension: Children can think of their own words or pictures and make their own cards to play.

Oral Language Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
Missing Objects 	<p>You can place about 10 items on a table or on a marked area on the floor where all children can see clearly. Ask the students to name all the objects and then talk about the location of each object. <i>“the ruler is next to the pen”/ “the leaf is on the paper” / “the scissors are behind the pen and in front of the ruler” / “the yellow pencil is to the left of the red pencil” / “the rubber is in between the pens..”</i></p> <p>Children turn away so that they cannot see. You can take one object away. Children look again and identify what is missing. They should describe where the object was taken from or where it should be located. (repeat 3 or 4 times)</p> <p>Children turn away so that they cannot see. You can swap the position of two objects. Children should describe what is different. (repeat 3 or 4 times)</p> <p>Children turn away so that they cannot see. You can take one object away and replace it with a new object. Children identify the difference and explain the locations. (repeat 3 or 4 times)</p>	<p>Simple and complex sentences using prepositioning of place and descriptions of location.</p>

Storytime



Children listen while you tell them a little story or an anecdote. It can be about anything – something true, something fictional, it can be a recount, a sequence, a description, something funny or serious... anything that will interest the children. You should talk for about 1-2 minutes in an interesting way.

When you stop – ask children some comprehension questions about what you have said – *Who? What? When? Where? Why? How? Why do you think...? What would you do...?*

Encourage children to paraphrase a point and ask a related question to you about the story, EG *You said that you ate your dinner – what did you eat? Flies are dirty and have germs – what do germs look like? I understand that we have to drink water every day – how much water do we need?*

Continue with the story – the second half of the story (or a new story). You can speak again for another 1 – 2 minutes and ask comprehension questions and encourage children's questions again.

Children can draw a picture or write a few sentences to summarize the story.

As children get more confident, you can ask children to tell a story in their own group and they can ask their own comprehension questions to their group.

Guest Speaker – you can invite an elder, a health worker, a church or community member to speak to the children. The guest speaker can be linked to health, social studies, local history or culture. Encourage children to ask questions to the speaker for more information or details. Ask the children some comprehension questions about what the guest speaker has told them. Children can draw a picture or write a few sentences to summarize what they have heard and learned. (Choose a few pictures to give to the Guest Speaker to show appreciation for their time.)



Blind Picture



You can demonstrate and then children can play in small groups. Provide one child in the group with a simple picture that the rest of the group cannot see. The child must describe this picture to the rest of the group. The group will listen and draw their own picture according to the instructions. When the description and drawing is finished, students can compare their drawing with the original picture. They can talk about what is different and the same between the original drawing and their own drawing.

Child who is describing the picture cannot say *'It is a house'*...they must instruct the drawing... EG *'Draw a large square, inside the large square draw 2 small squares...'*

Oral Language Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Asking About Others</p> 	<p>Children play in small groups. For 8 children, there are 7 chairs. For 5 children, there are 4 chairs – so that one child remains standing. The child who is standing will ask a question to a child who is sitting in a chair. The question should ask something about the child. The answer must be truthful. If the answer is ‘yes’, then the child will give their chair to the standing child. If the answer is ‘no’, then the standing child must ask another question to another child. EG</p> <p><i>Standing child: “Do you wear glasses?”</i> <i>Sitting child “Yes, I wear glasses”</i> Sitting child gives standing child the chair.</p> <p><i>Standing child “Do you have 3 sisters?”</i> <i>Sitting child “No, I don’t have 3 sisters”</i> Standing child moves to another child and asks: <i>“Is your father a farmer?”</i> <i>Sitting child “Yes, my father is a farmer”</i> Sitting child gives standing child the chair.</p> <p>Game continues until the group has had enough practise.</p> <p>You can set a topic or structure EG – family / like & don’t like / food / sports / past tense (last week, yesterday, last month did you..) / future tense (tomorrow, next week, next year, will you), etc</p>	
<p>Role Play and Interviews</p> 	<p>After reading a story, children can retell the story by role playing it or using a puppet theatre. They can use dialogue from the story as well as adding their own dialogue. After practice, some children may like to perform to the rest of the class.</p> <p>Similarly, children can role play and perform events related to themes. EG bicycle accident / what to do in case of fire / what happens if you tell a lie / family issues</p> <p>Put children in pairs and give one child a character from a familiar story, poem or song or a famous person, author, sportsman or a person they know. The other child thinks of interview questions (as a reporter) and interviews their character. The character plays the role and answers the questions. After practice, some children may like to perform to the rest of the class.</p>	

Morning Talk



Children take turns to talk in front of the class about something that interests them or a topic that you provide (4 or 5 children per day). This can be an opportunity for children to practise speaking freely in front of others or else delivering a prepared speech. You may give a topic for Morning Talk for children to practise structures and features. EG description, procedures, narrative, persuasion, reporting.

Topics can be related to themes, events, health or social studies. Other children can be encouraged to ask questions about the topic.

The Last Sentence



Put children into small groups of 3 or 4 children. Give each group a different sentence written on paper. EG *Stop It! / I'm going to tell the principal / Quick! let's hurry! / Wow – that's amazing! / I don't believe you.*

Each group creates a short dialogue, conversation or role play and the last sentence in the dialogue is the one written on the paper. Each child in the group must be part of the conversation and say a few sentences each. The conversation must create a natural situation or story so that the last sentence is in context and makes sense.

Ask a few groups to 1) show their sentence and then 2) re-enact their dialogue to the rest of the class.




Children draw a 'Blind Picture'.



Children 'Mime Instructions'.

Shared Reading

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Shared Reading</p> 	<p>Shared Reading is the most important session of the lesson. It is the chance for you to do some explicit teaching to the children about reading. It is the chance to analyse the language and focus on specific aspects of text, phonics, the meaning of words and reading skills. It is the chance for children to build vocabulary and understand new language.</p> <p>Day 1: First reading</p> <ul style="list-style-type: none"> ■ The first reading is for enjoyment and to get to know the story. ■ Display the book or text for the whole class to see. Read the title, author and illustrator to the children. ■ Talk about the title and ask questions about any pictures ■ Ask children what the story may be about. They can predict using title and picture clues. ■ Read the whole and complete text aloud to the children and point to words. Read with a natural voice and a natural pace. Use expression when you read the story. Children listen. ■ Stop every now and again for children to predict what will happen next in the story, enjoy the pictures, check comprehension and become engaged in the story. ■ Read again and ask children to read WITH you while you point to the words. Repeat if you have time. <p>Day 2 – Day 5: Focused reading</p> <ul style="list-style-type: none"> ■ Each session of each day should focus on a different aspect or feature of the text. Have an objective and a focus for each time you read. For example: <ul style="list-style-type: none"> • Day 1. fun / prediction. • Day 2. characters and comprehension. • Day 3. structure of the text (EG narrative) • Day 4. linking words and descriptive words (i.e adjectives and adverbs) • Day 5. punctuation – apostrophe and speech marks 	<p>One shared text should last one week.</p>

Shared Reading



- To start each session on Days 2-5, read the whole shared text together WITH the children first - then...
 - Analyse the structure of the text and talk about its features...
 - a poem (beats, rhythm, rhyming words, couplets)
 - a narrative (orientation, complication, resolution)
 - a formal or informal letter (structure and layout)
 - a report (introduction, headings, paragraphs, body, conclusion)
 - a procedure (sequential, verbs to give action, short numbered sentences)
- Use just a few pages, or a section of the text, to focus on the aspects that you have identified. For example..
 - Ask questions about the text to check comprehension... *What...? Who...? Where...? When...? How...? Why...? What happened next...? What is your opinion about...? Why do you think...?*
 - Ask children to identify the text that has the answers. Ask ...*Where does it tell me..? Which sentence tells me..? Which word tells me...? Show me where it says... Which word means...? Point to...*
 - Ask about the sequence of events, ask questions about characters. Ask children's opinions about aspects of the story...*Do you think that she was kind? Why? Why do you think he feels sad? What would you do if... ?*
 - Analyse the text and look at specific phonics, spelling patterns, blends or grammar features.
 - Ask about meanings of the words in the text. Talk about new words and their meanings. Use translations, definitions, synonyms / similar words and antonyms / opposites. Put new words in sentences. Show pictures and actions.
 - Identify one sentence and ask about the words, letters, sounds, punctuation in the sentence. Ask children to show you examples in the text. Talk about patterns and rules.
 - In Shared Reading sessions, you can analyse the whole story / one paragraph or page / single sentences / single words / single letters and sounds / punctuation marks.

It is very important to choose a text or create a text that will enhance the objectives of your lesson. For a Shared Reading text, you can use stories, letters, descriptions, narratives, plays, poems, songs, procedures, invitations, reports, articles, etc. You can use an existing text or write your own text. The text should be neat, large and clear for all to see.

- Copy interesting stories or parts of stories on to large print.
- Copy text from the language text book on to large print.
- Copy text from other text books on to large print EG science, health
- Use big books

Shared Reading

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
Shared Reading	<ul style="list-style-type: none">■ Use posters.■ Use text from simple prayers, songs or rhymes.■ Create and write a text that uses the words and features that you want to focus on.■ Create and write a text around the health, social studies or science topic that you are teaching.■ Use children's experiences and interests to create and write an interesting text. <p>It is very important to PLAN well for your Shared Reading session. Think of your objectives, know the important aspects of language that you will focus on and prepare your questions before you teach.</p>	



Shared Reading teaches phonics in context



Shared Reading teaches text features in context



Shared reading teaches new grammar in context



Shared Reading teaches comprehension in context

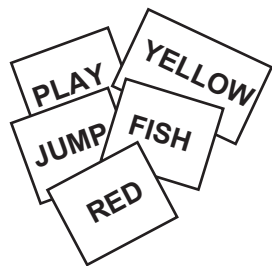
New Words

Activity

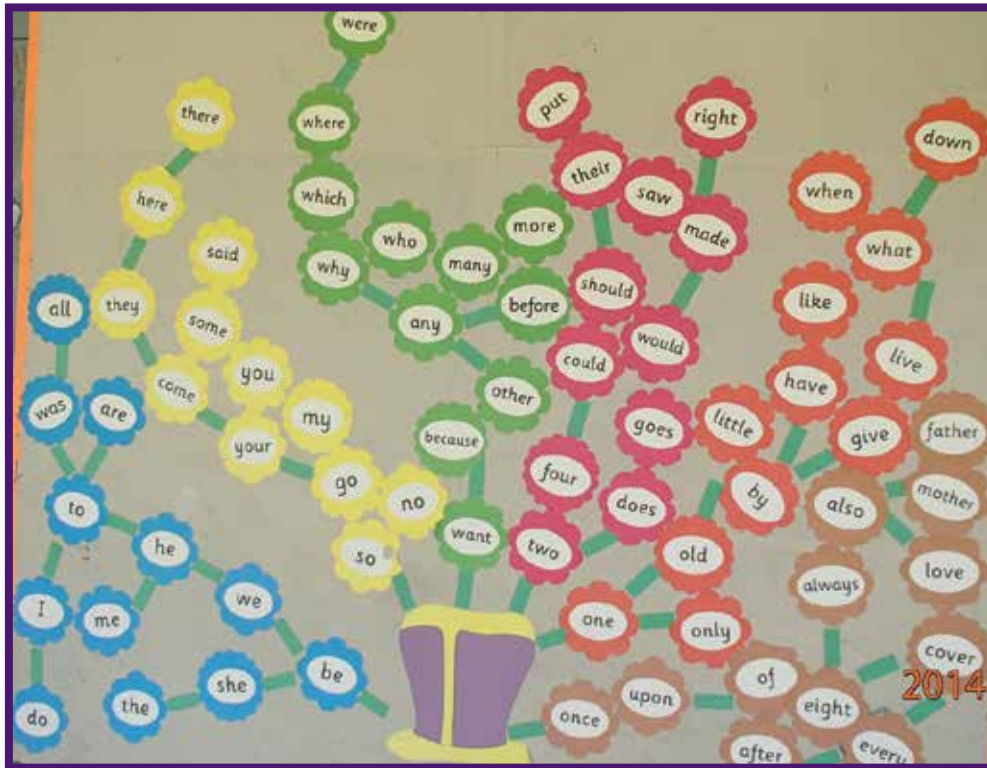
DESCRIPTION OF SKILLS & ACTIVITIES

Your Diagram & Notes

Introduce 5 New Sight Words





- Introduce 5 new words - one at a time.
- Select words from the Shared Reading text. Carefully plan the focus of the words you choose – Is it a phonetic focus? A spelling pattern? New vocabulary? Dolch words? Tricky words? Thematic words?
- Write each word clearly on a flashcard.
- Hold the flashcard of each word, one by one. Ask questions about that word .. EG *What does it mean? How many letters? Where is the sound mmm? What sound does the word begin /end with? What letter does the word begin / end with? Is it an action word? Which letter appears 2 times? Which letter goes under the line? Show me..*
- Clap and say the syllables of the word.
- Spell aloud and write the word in the air.
- Spell aloud and write the word on a friend's back.
- Write the word in the book / floor / sand.
- Stick the flash card on to the Word Wall
- Repeat process for all 5 words. When all 5 words are displayed, ask comparison questions...
EG Which word means...? Which words starts with the sound mmm? Which words have 4 letters? Which word ends with the letter L? What is the same about these 2 words? Which letter appears in each word? Which word has ssssss in the middle? Which is an action word? Which word is a colour? Which word is an animal? Which is the longest word? Which word is about feelings...? etc
- Ask children to make up and say sentences for each of the words. The sentence should illustrate meaning of the word. EG *It is raining today so I used an umbrella to keep dry. NOT My umbrella is red.*
- Write one or two good sentence on the board for children to copy into their books.
- Repeat this session each day with the same sight words. You can introduce 5 – 10 words per week..
EG Use the same 5 words for Monday, Tuesday & Wednesday and introduce 4 more words for Thursday & Friday.



DOLCH BASIC WORDS			
Sing	been	put	May
very	buy	think	of
green	don't	round	old
sit	fast	Walk	once
Wash	or	Some	open
it's	these	Were	an
sleep	first	Stop	as
which	pull	take	ask
made	those	thank	by
tell	five	always	Could
why	read	before	his
many	upon	Call	how
their	found	around	just
wish	us	best	know
would	gave	cold	them
your	right	because	every
mine	use	both	over
School	goes	does	then

Samples of Word Walls

Phonics and Word Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Ruler Tap</p> 	<p>Choose a word from the Word Wall or a Dolch word. Say the word aloud and then the first 2 or 3 letters of the word only... and tap the ruler on the table for the remainder of the letters. Don't say all of the letters aloud, just the first couple of letters. EG "fright – f, tap, tap, tap, tap, tap" Do this twice so that children think of the spelling in their heads quietly. Teacher then calls on a child to say the word and letters to spell the word out loud. EG "fright– f(tap) r(tap) i(tap) g(tap) h(tap) t(tap), fright"</p>	
<p>Hidden Words</p> 	<p>Prepare strips of paper with a long familiar word written on it (8 or more letters). Give one word to each pair or small groups of children. Using the letters in the word, children create small words and write them down. Each letter of the word can only be used once. EG <i>butterfly</i>: <i>but, fly, rub, fry, try, true, let</i> Time the activity for just 3- 5 minutes.</p> <p>You can give the same word to all the groups... or you can have a few different words and give the same word to two groups. This way two groups can compete with each other using the same word.</p> <p>When finished, children can compare their lists with other children who had the same word. <i>Which words were the same in each group? Which word was only written by one group? Which group made the most words? Are words spelled correctly?</i> Choose a couple of words to make into a sentence.</p>	<p>EG: 'butterfly' x 2 groups 'wonderful' x 2 groups 'naturally' x 2 groups 'illustration' x 2 groups 'caterpillar' x 2 groups is a total of 10 strips of words for 10 groups.</p>

Dictionary Work



1. Give children exercises in alphabetical order to prepare them for dictionary work. Prepare letters and words on strips of paper. Arrange children in pairs or small groups. Give children some letters to arrange in alphabetical order. Give small words with the same first letter to arrange in alphabetical order. Give small words that have the same first two letters to arrange in alphabetical order. Give small words that have the same first three letters to arrange in alphabetical order. Give sets of words that increase in difficulty. You can prepare sets of words and rotate them around the groups. Colour code sets of words for easy management. Ask questions to each group about why they put the cards in this order.
2. Provide dictionaries to pairs of children so that each child can see the dictionary. Give words for children to find in the dictionary. See who can find the word first. Read the definition of the word in the dictionary. Children write a sentence using that word.

Extension: Look at the dictionary's description of the word and confirm its part of speech (eg verb / noun / adjective / adverb / preposition).

Example – increasing difficulty..

Set 1. b k l m z w u j s h

Set 2. and ball cat down egg fall jog hit ill jog

Set 3. run ball girl man zoo sit call fall one two

Set 4. cloud call crow come chair cent cube

Set 5. shout share shriek shut she shy shin

Set 6. strong string street strength stroll strap

Smiley Face



Demonstrate a couple of times so that children can then play on their own in small groups.

Choose a word from the Word Wall and count the letters in the word. On the blackboard draw a ____ for each of the letters. (eg ____ ____ ____ ____ for the word 'blue'). Children name a letter from the alphabet. If the letter belongs to that word, then write it in the correct space (s). If the letter does not belong to that word, then write the letter on the blackboard. Draw a part of the smiley face for each letter that is named and does not belong to the word. The children should guess all the correct letters to make the word before the smiley face is completed.

It is best played when children play in pairs or groups themselves. Children take turns to choose a word, provide the ____ for each letter and draw the smiley face for the wrong letters suggested. More learning occurs when children play in pairs or groups rather than with the teacher.

Smiley face can be completed with 5, 7 or 10 wrong letters. Decide how many wrong letters are allowed before you start the game.

5 = face, 2 eyes, nose, mouth

7 = face, 2 eyes, nose, mouth, 2 ears

10 = face, 2 eyes, nose, mouth, 2 ears, 2 eyebrows. hair

Phonics and Word Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
Look, Cover, Write Check	<p>Prepare a list of words on strips of paper for each child. The list of words should be placed on the child's desk. The list can be Dolch words, words from the Word Wall, the shared reading or words from text books and other subjects. The list of words can be the same for all children or different for each child, depending on the child's level and spelling mistakes. Children work independently and at their own pace. They focus on each word, one by one. They should:</p> <ul style="list-style-type: none">• <i>Look</i> at the word.• <i>Cover</i> the word with their hand.• <i>Write</i> the word (without looking at the word at all).• <i>Check</i> if their spelling is correct. <p>The child checks their spelling on their own. That means don't do it for them. If they have made a mistake, they will notice this most of the time. If they don't, then write the word on their list again for them. Children should continue practising a word until they can confidently write it correctly. If the word is long, break the word into chunks and ask the child to write the first part and then the second part. Still follow the same method covering the word as the child writes each chunk bit by bit. Children work on their own and at their own pace.</p>	



Mind Reader



Choose a word from the Word Wall and write it on some paper. Tell children that they will guess the secret word by listening to your 5 clues.

Children write 1 – 5 on five lines of their notebook.

Teacher says *'I have a secret word and will give you 5 clues for you to guess it. The first clue is that it is a word from the Word Wall.'*

Children guess a word from the Word Wall and write it down next to number 1 in their notebook.

Teacher then gives 3 more clues about the word. EG *'It starts with letter P.'* *'It has 6 letters'* *'It has the sound tttt'* *'It ends with the sound eeeee'* *'It has two letter Ts'*. *'It is a verb'*

After each new clue, children can revise their previous word and write a new word OR students can keep the word they have previously written if it matches the new clue and write it again for the next number.

For clue number 5, teacher uses the word in a sentence so that all children will guess the word correctly. The sentence should illustrate the meaning of the word. EG *"It is raining today, so I used an mmmm to keep dry"*. All children should be able to write the correct word for clue number 5.

Show children the secret word that you had written down.

The winning child is the child who guessed the correct word first – that is, in clue number 1,2,3 or 4 and kept writing the same word for each new clue.

Phonics and Word Activities

Activity

DESCRIPTION OF SKILLS & ACTIVITIES

Your Diagram & Notes

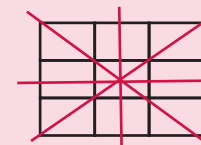
Word Bingo



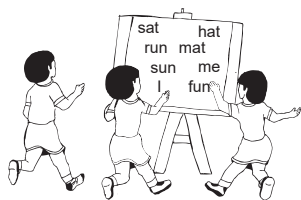
Each child has nine squares on their paper. Paper can be folded or lines drawn. You select 18 words from the Word Wall and write them on the blackboard. You should also write each of the 18 words on a list for you to follow. Each child chooses 9 words of the 18 and writes one word in each of the 9 squares. Every child will have a different selection and order of words. Using your list, you call each of the 18 words, one at a time – use the word in a sentence to illustrate the meaning of the word – and repeat the word again. Children listen to the word and if they have written it on their paper, then they mark it. The first child to mark three words that are next to each other and forms a line calls BINGO. Teacher can check the winner's words.

(The same game can be played with 16 squares and the winner will need 4 words in a row. Use 30 words for students to select 16)

Any 3 letters or words in a straight row. Call BINGO !



Word Race



Display 15 - 20 word cards in an open space. Put children into teams of about 4 players. Teacher calls out the clue for the word and one child from the team must run and touch that word. The winner scores a point for the team. For large classes, have two or three sets of the same words displayed so games are played simultaneously. Teacher calls out description of words or meanings of words for children to identify. Words.. EG *Find a word that begins with Y* / *Find a word the starts with mmmm* / *Find a word that is a colour* / *Find a word that means (action Jump)* / *Find the longest word* / *Find an adjective* / *Rhymes with..* / *has 3 syllables* / *Is opposite of....* / *Is another word for 'happy'...*

Group The Words



Prepare a set of 15-20 word cards for each small group. The words should be able to be grouped into 3 – 4 groups according to a common element.

EG words that start with sh / words with ai / words that end in ck / words that start with p / words that end in ing

You can also prepare words that are linked with meaning / parts of speech / tense / topic or theme. EG nouns / verbs / adjectives or colours / words about family / words about body / past tense / future tense / present tense / linking words etc

Give the set of 15-20 word cards to each group of children. Tell them to read the words and arrange the words into groups. They arrange words into groups with a common element.

Rotate around the groups and ask children why they have grouped the words the way that they did. Talk about common elements. Talk about the differences. Point out important elements of the word groups when you are rotating around the groups. Some words can be grouped in different ways so let children explain their groupings.

You can provide different sets of word cards to each group and rotate the cards. This way children can group different words. Colour code the card sets for easy management.

as because and while but so	run write jump laugh eat sleep	pretty funny small big red loud	cat man pen book dress
(linking words/ conjunctions)	(verbs / actions)	(adjectives / describing a noun)	(nouns / person place or thing)

went jumped sang fished ran	will go will jump will sing will fish will run	is going is jumping is singing is fishing is running
-----------------------------------------	------------------------------------------------------------	------------------------------------------------------------------

red brown pink gold	three four six five	dog cat cow	girl boy man baby
(colour)	(number)	(animal)	(people)

Word Analysis Exercises




To prepare for Word Analysis exercises, ensure that the focus for Shared Reading and 5 New Sight Words relate to the exercise. In Shared Reading, you could focus on Dolch words, linking words, adjectives and nouns or adverbs and verbs before children do the associated Word Analysis exercise.

Dolch Words

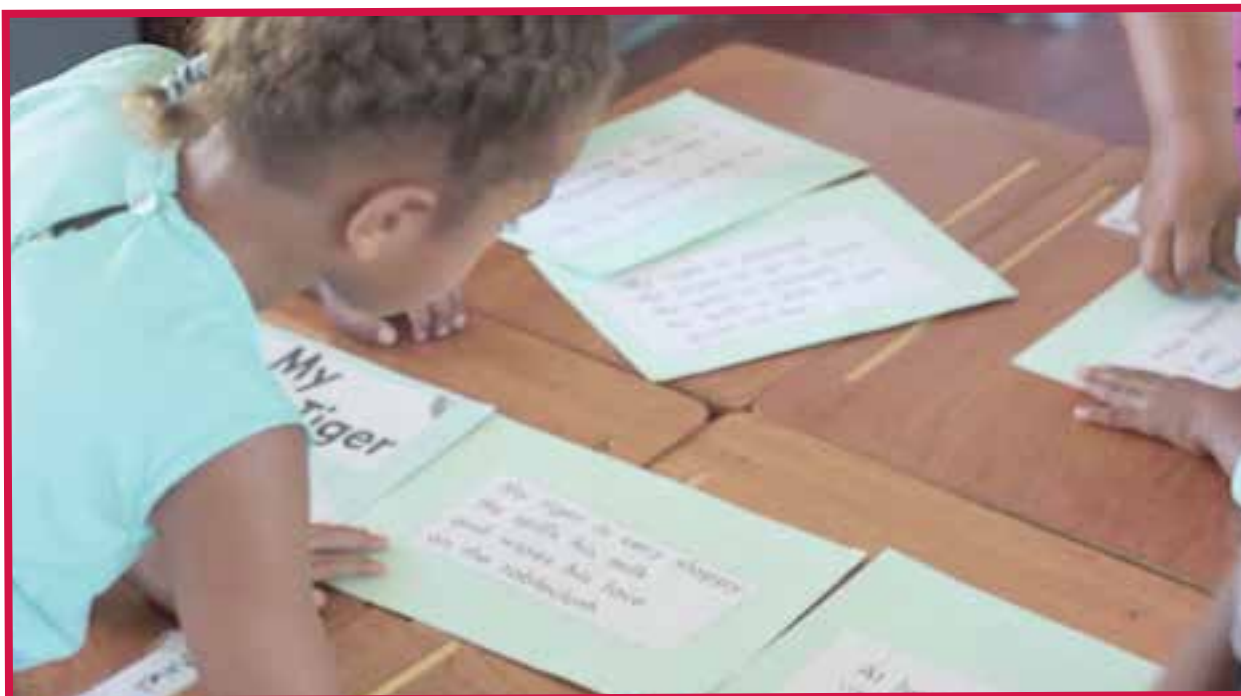
1. Children can work in pairs. Present 4 or 5 Dolch words for children to find in a given text. Give children a paragraph from a familiar text (or create your own). Children should identify all the sentences that have used one or more of the Dolch words that you have presented. Children can underline these 4 or 5 Dolch words that they find. Pairs of children can present their Dolch words to each other. Who found all the Dolch words?

Phonics and Word Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Word Analysis Exercises</p> 	<p>Linking Words</p> <ol style="list-style-type: none"> Children can work in pairs. Give children a paragraph from a familiar text (or create your own). Children should identify all the sentences that have used linking words. Linking words join 2 actions or ideas. Children can underline the linking word in one colour and use another colour to identify and number the sentence parts that have been linked by that word. Pairs of children can present their linking words to each other and explain the purpose of the linking words. Children can work in pairs. Give children some sentence parts on strips of paper. Give children some linking words on word cards. Ask children to assemble the sentences using all the linking words correctly. Pairs of children can present their sentences to each other and explain the purpose of the linking words. You can provide different sets of sentence parts to each group and rotate the cards. This way children can practise several times. Colour code the card sets for easy management. <p>Adjectives and Nouns</p> <ol style="list-style-type: none"> Children can work in pairs. Give children a paragraph from a familiar text (or create your own). Children should identify all the sentences that have used an adjective. An adjective describes a noun which is a person, place or thing. Children can underline the adjective in one colour and use another colour to identify the noun that it is describing. Pairs of children can present their sentences to each other and compare the adjectives and nouns. <p>Adverbs and Verbs</p> <ol style="list-style-type: none"> Children can work in pairs. Give children a paragraph from a familiar text (or create your own). Children should identify all the sentences that have used an adverb. An adverb describes a verb which is an action. Children can underline the adverb in one colour and use another colour to identify the verb that it is describing. Pairs of children can present their sentences to each other and compare the adverbs and verbs. <p>See <i>Extension</i> in Jumble Sentences and Words activity below.</p> <p>Encourage children to use linking words, adjectives and adverbs to improve their writing drafts. Similar Word Analysis Exercise can also be done with contractions. Children can identify the contractions in the text and write out the full meaning of each contraction.</p>	<p>I ate quickly (1) because I wanted to go with Dad. (2) We went to the shops together. I waited outside (1) while he went shopping (2). I thought he would buy me a drink (1) but he didn't (2).</p> <p>and, because, but, while, however, as, so</p> <p>The lazy old dog lay there asleep. The young happy puppy wanted to play. The little puppy jumped all over the old dog but he did not move. Lazy dog was fast asleep.</p> <p>The puppy quickly ran to the door. The old dog lazily opened his eyes. He was too tired to care and slowly rolled over. The puppy barked loudly but old dog did not move. Lazy dog was fast asleep.</p>



Children identify sentences that have linking words in a 'Word Analysis Exercise'.



Children assemble 'Jumble Words and Sentences'.

Reading and Writing Activities

Activity

DESCRIPTION OF SKILLS & ACTIVITIES

Your Diagram & Notes

Jumble Sentences and Words



Use separate words, sentences or paragraphs from the shared reading text.

1. Write separate sentences on strips of paper and then cut them up. Cut each word separately or cut chunks of sentences if the sentence is very long. Give the papers to groups of students and they can assemble the words into the correct sentence. Rotate the sentences so that students assemble more than just one sentence. Colour code the sentence sets for easy management.
2. A similar exercise can be done with words and letters. Cut each letter separately and the students will place them in the correct order to spell the word.
3. Cut up short stories into paragraphs and groups can sequence the story correctly.
4. Give one part of the sentence or word to different children. These children stand in front of the class in random order. The rest of the class should instruct them to stand in the correct order so that the sentence or word is correct. Students read the sentence or word together. You should not direct this exercise but let students do it. When the sentence or word is correct, children can copy it into their books.
5. Cut up a dialogue and groups can arrange the dialogue in the correct order.
6. Cut up a procedural text and groups can arrange the instructions in the correct order (eg recipes, how to make something, how to do something)

Extension: When the sentence is correctly ordered, give students 1 or 2 extra words on pieces of paper to incorporate correctly into the sentence. EG. Add the word: *quickly* and *green* to this assembled sentence: *The dog ran after the ball.*

(NB You will find that adjectives and adverbs can be added to most sentences).

Peer Reading



Children sit in pairs with the same text. Each child has a turn to read the text to their friend. The friend should follow the text quietly and listen to their friend. They can correct and help each other. Higher level readers can practise reading with an interesting voice and use expression and different voices for different characters.



Children can be grouped according to their reading stage. Provide small groups with appropriate reading materials for them to read together. You can rotate around the groups and provide instruction for each group – or just to one particular group while other groups are reading together. Ensure that each child is reading a text that is suited to their Instructional level. (see notes on Assessments – page 39)

Label Texts



1. Prepare 4-5 short paragraphs on to separate pieces of paper. Prepare 4-5 headings or labels that summarize those paragraphs (like in newspapers, magazines or reports) and write them on separate pieces of paper. In pairs or small groups, children read the paragraphs and then match it to the correct heading or label. Shuffle the paragraphs around the members of the group and repeat.
2. Add one extra heading or label that does not match any paragraph. Children must identify the extra heading or label.
3. Give a heading to pairs of students. They must write a short paragraph or a couple of sentences that relates to the heading. Children can read these out to the class.
4. Prepare short paragraphs that are examples or parts of a narrative text, such as Orientation / Complication / Resolution or Characters / Setting. Children can match the paragraph with the correct label. This can also be done with other text types such as reports, procedures, letters and use labels that identify different parts of the text type.

Reading and Writing Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Re-write Sentences</p> 	<p>Students choose a sentence from the shared text and copy it into their books or you can provide an appropriate sentence. Students copy the sentence into their books. They re-write the sentence and this time change one word. The new words do not have to be synonyms – but the sentence must still make sense. Students may choose their own words to change or you may specify what to change; eg the colour, the object, the verb, the noun or the adjective... EG <i>The apple was big and red</i> (from shared text) – <i>The apple was small and red</i>.</p> <p>The sentence is re-written again with one word changed. <i>The apple was small and green.</i></p> <p>The sentence is re-written again with one word changed. <i>The grape was small and green</i></p> <p>Students ask another student to check and correct the sentences. Invite 4 or 5 students to read their sentences to the class. Children listen and identify which word was changed in each of the sentences.</p>	
<p>Given Words for Sentences</p> 	<p>This activity is played in small groups. One child from the group chooses 1, 2 or 3 words from the Word Wall (include Dolch words). The rest of the group must think of a sentence that contains all the words and writes the sentence down. The focus is not on spelling but on making meaning from words and using knowledge of letters and sounds to write new or unfamiliar words.</p> <p>Each child takes a turn to select the words from the Word Wall. When each child has had a turn to choose the words and there are a number of sentences constructed and written, the group selects one sentence to read to the class. Children should select the funniest or most interesting sentence to share with the rest of the class.</p>	


Compre- hension Activities



Provide children with a text to read and prepare comprehension activities for children to complete. The text and comprehension activities should be given to the children to work at their desks (not on blackboard). Consider preparing different level of texts and comprehension activities for groups of children at different reading stages. Children read and write answers to the questions. Comprehension activities can include...

1. Questions whereby the answers are in the text. Questions can ask *Who..? When..? What...? How....? Where...? Why...?*
2. Questions whereby the answers require inference and deeper level thinking..
Why do you think...? Why did that happen...? How would he feel?
3. Prepare a list of statements that are from the text - some true, some false. Children must read the text and identify which statements are true and which are false.
4. Prepare a few titles. Children must read the text and identify which title best suits the text. Children can then draw a picture or diagram to summarize the text.
5. Children must read the text and identify the main points. Children re-write the story in only 4- 6 sentences. Alternatively, children can draw a flowchart with 5 or 6 pictures or sentences that can re-tell the story in the correct sequence.
6. Prepare a few questions with multiple choice answers. Children must read the text and select the correct answer to the question.
7. Prepare a few statements that are taken from the text. The statements can be information that is paraphrased, direct quotes from the text or short summary statements. Children must read the text and draw an arrow from the statements to the part of the text that the statement is connected to.
8. Series Reading Assessments (SRA). Some schools have SRA which provide texts and comprehension questions at different reading levels. They are colour coded so children can track their reading progress. Children can work with SRA to improve reading and comprehension.

Reading and Writing Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Stories and Pictures</p> 	<ol style="list-style-type: none"> 1. Provide children with a picture that shows something interesting. You may ask leading questions. In small groups, each child can tell a story about the picture or explain the picture to their group (oral language). Each child then writes their own few sentences or paragraph for the picture. 2. Children can draw their own picture (related to theme or shared text), tell about it (oral language) and then write a few sentences or paragraph under the picture. Children should be encouraged to self-spell new words. 3. Provide children with several pictures in a sequence that tells a story or shows how to do something. Children tell the story or explain each picture. They can then write sentences for each picture. Children can work in pairs or groups. 4. Mix up the sequence of pictures and related sentences. Children need to put them in the correct order. (pictures and sentences). Children can work in pairs or groups. 5. As children get better, they can draw their own pictures and write their own text to tell a story through a sequence. They can be encouraged to re-draft their story to make it more interesting eg add adjectives, better verbs, sentence connectors, more sentences. 6. Group Stories: In groups of 4-5, children create a story. Each child takes turns to contribute sentences, words and ideas. Story is created and written as a group. Can be narratives, letters, reports, plays, poems, etc. 	

Dictation



Prepare a text and make enough copies for children. Text can come from the Word Wall, Shared Reading or a simple text from health or social studies. You read the text out loud while children listen and write the text in their books.

First, you read the entire text, in a natural voice - and then repeat sentence by sentence or read text in meaningful chunks. You should read slowly and clearly while children listen and write. They can think of their own spelling and their own punctuation marks.

When complete, you can read the text once again, in a natural voice, for children to check their words and punctuation.


You then give copies of the correct text so that children can compare and mark their writing. They can mark their own writing or their friend's writing. Children can report on their errors.

Running Dictation

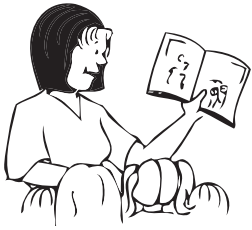
Children work in pairs or small groups. Copies of the dictation text are displayed on the walls or floor of the classroom or outside where the text cannot be seen by the group. One child runs to the text, reads a section of it and returns to their partner or group and dictates the text. The partner or group will listen and write the text. This continues until the entire text has been dictated back to the partner or group or you say stop. Children use the original text to mark their own work. The group to finish writing the text first and / or with no mistakes is the winner. Groups can correct their mistakes from original text.

Teacher can select different texts for different groups, according to their reading stage and all play at the same time.

Reading and Writing Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
<p>Cloze Exercises</p> 	<p>Give children a text that is at their appropriate reading level. The first and the last sentence should be complete. All punctuation in the paragraph should be kept intact.</p> <p><i>Letter deletions:</i> You can select every fifth or seventh word and delete the first or last consonants for children to read and complete. Replace the letter with a line. Provide a list of the deleted letters or sounds and children select the most appropriate letter or sound to complete the paragraph.</p> <p><i>Random deletion:</i> delete every fifth or seventh word. Replace the word with a line. Provide a list of the deleted words and children select the most appropriate word to complete the paragraph.</p> <p><i>Selective deletions:</i> delete content words such as nouns, main verbs, adjectives or adverbs. Or delete structural words such as conjunctions, prepositions and pronouns. Or delete the rhyming words of a jingle, song or poem. (depends on your language focus) Provide a list of the deleted words and children select the most appropriate word to complete the paragraph. Replace the word with a line.</p> <p>Children should read the whole paragraph first, before they complete the cloze exercise. Once complete, read and discuss the whole paragraph. Different paragraphs can be created for the different levels of readers.</p> <p>Extension: Do not provide the list of deleted words (or letters) and children must complete it without the given words. Synonyms or any words that still make sense and give meaning to the paragraph will be correct.</p> <p>Extension: Provide the list of deleted words (or letters) and add one or two extra words that do not fit. Children should complete the activity and identify the 'trick words / letters'</p>	<p>Cloze activities can be used as a test to see if children can read for meaning.</p>

Change The Story



1. Provide children with a familiar text (story, poem, jingle...) Cover the last part of the text. Read the text together and ask children to write a new ending to the text. If it is a poem, they can think of rhyming words and the beat of the poem.
If it is a narrative, it can be a new resolution.
If it is a letter, it can be a different ending.

The same can be done by covering the first part of the text and children write a new beginning.
2. Provide children with a familiar text. Read the text with the children and identify the parts of the text that they will change. Encourage children to be creative. They can follow the structure of the text while creating a new one.
Ask children to re-write the text with different characters / changing the verbs / changing the adjectives / changing the dialogues / changing the tense. The changes do not have to be synonyms – but the sentences must still make sense and tell a different story.
Children can change parts of a narrative EG different resolution or a different orientation.

Children can read their 'new' text to a small group. A few children may read to the whole class.

Texts can be comics, poems, narratives, informal letters, messages...



Children look for 'Hidden Words'.



Children assemble words in alphabetical order with 'Dictionary Work'.

Other Classroom Activities

Activity	DESCRIPTION OF SKILLS & ACTIVITIES	Your Diagram & Notes
Morning Message	<ul style="list-style-type: none"> • Write a message on the board that will interest students' daily life. • Think and talk aloud as you write. EG <i>This is a name, so it must begin with a ...? (capital letter). This is a question, so I must put a ...?(question mark) Now I come to the end of the line, where do I write now? How do I spell 'away'. ...a – w – a – yyy? I don't want to write the name again – what word can I use? (he) At the beginning of a sentence, I must use a capital letter.</i> • Talk about the meaning of the message with the class. Generate some discussion for oral language practice. • Ask questions about the sentences. <i>Where is my name? Where is the word ...? What is the important part of the message? Which word is about my feelings?</i> • Talk about the spelling and words • Ask questions – <i>How many words? How many spaces? Where is punctuation? Where is the sound mmm? Where is the letter K? Why did I put a dot here? How do you know that this is a question?</i> <p>You can deliberately write mistakes in the message and ask class to find the mistakes, tell you how to correct them and explain why it was incorrect.</p> <p>Morning Message Examples – <i>Dear Class, Benji is away today. I wonder where he is. From Mrs Katon.</i> <i>Dear class, i went to a weding yestaday. Wot did you do yestaday. From mrs katon.</i> (9 deliberate mistakes for children to correct) <i>Dear Benji, We are happy that you are back in class today. From Grade 3.</i></p>	
Silent Reading	<p>You can set 10 minutes per day for Silent Reading. All children (and yourself) read their chosen books silently to themselves. They can read their personal book, comics, magazines or any of their text books. Children choose what they want to read but make sure it is at the child's Instructional level (see notes of Assessment on page 39). Prepare a reading log for each child – they can record the books and texts that they have read. Add a column for them to write a few words about the book and whether or not they enjoyed it.</p>	

Reading For Pleasure

You can select a story book with short chapters. You can read a chapter of the book to the class every day for 10-15 minutes. You can ask prediction questions about the story as well as questions to generate discussions. These can be about children's own opinions, ideas and inferences. The main objective is that children are enjoying the story so that they can experience reading for pleasure.

It can be done every day after lunch or morning tea to calm students down for the next study periods.



Children read books during 'Peer Reading'.



Children learn best with student-centered activities

Languages of Fiji. Teaching Phonics

I-TAUKEI

ENGLISH

HINDI

a	e	i	o	u
ba	be	bi	bo	bu
ca	ce	ci	co	cu
da	de	di	do	du
ga	ge	gi	go	gu
ja	je	ji	jo	ju
ka	ke	ki	ko	ku
la	le	li	lo	lu
ma	me	mi	mo	mu
na	ne	ni	no	nu
pa	pe	pi	po	pu
qa	qe	qi	qo	qu
ra	re	ri	ro	ru
sa	se	si	so	su
ta	te	ti	to	tu
va	ve	vi	vo	vu
wa	we	wi		
ya				
dra	dre	dri	dro	

Mala dua	/a/	/e/	/i/	/o/	/u/
	ba	be	bi	bo	bu
	ca	ce	ci	co	cu
	da	de	di	do	du
Mala rua	/a/a/	/e/e/	/i/i/	/o/o/	/u/u/
	baba	bebe	bibi	bobo	bubu
	cala	cebe	bili	kobo	kutu
	vata	keke	ribi	roso	vutu
Mala tolu	/i/i/i/	/a/e/a/	/o/i/i/		
	lilili	laveta	tolili		
	sicini	rabeta	sowiri		

Teach letters and sounds in this order...

1. s, a, t, i, p, n
2. ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo (as in.. book, moon)
6. y, ch, sh, th, th (as in.. that, three)
7. qu, ou, oi, ue, er, ar

मानक देवनागरी वर्णमाला

स्वर	:	अ	आ	इ	ई	उ	ऊ	ऋ
		ए	ऐ	ओ	औ	अं	अः	
व्यंजन	:	क	ख	ग	घ	ङ		
		च	छ	ज	झ	ञ		
		ट	ठ	ड	ढ	ण		
		त	थ	द	ध	न		
		प	फ	ब	भ	म		
		य	र	ल	व			
		श	ष	स	ह			
संयुक्त व्यंजन	:	क्ष	त्र	ज्ञ	श्र			

Five Important Skills in the Teaching of English Phonics (Year 1 & 2 and for intervention)

Each child should:

1. Learn the letter sounds: 42+ sounds & alternative spellings of sounds, such as ...
ie / i-e / y / igh / as in tie, ride, by, high
ai / ay / a-e / as in train play, game.
f / ph as in fan and phone;
2. Learn the letter formation: shape & print letters correctly;
3. Blend sounds: join sounds to form words and read them as in *c - a - t / sh - o - p*;
4. Identify sounds in words: to sound out and spell words as in *d o g / c a t / b o y*;
5. Learn tricky words: irregular words and Dolch words.

Each teacher should ensure that:

- The sounds are taught at a fast pace - at least one sound per day;
- The sounds are taught systematically - most common to least common (see above);
- All the five skills are taught daily (through Shared Reading and activities in the Daily Guide);
- Before you begin a new sound, revise the previous sounds taught.

Complete Dolch Word List

List 1		List 2		List 3		List 4		List 5	
a	I	all	there	after	were	always	use	about	warm
and	in	am	they	again	when	around	very	better	grow
away	is	are	this	an	her	because	wash	bring	hold
big	it	at	too	any	him	been	which	carry	hot
blue	jump	ate	now	ask	his	before	many	clean	hurt
can	little	be	on	as	how	best	off	cut	if
come	look	black	our	by	just	both	or	done	keep
down	make	brown	out	could	know	buy	pull	draw	kind
find	me	but	please	every	let	call	read	drink	laugh
for	my	came	pretty	fly	live	cold	right	eight	light
funny	not	did	ran	from	may	does	sing	fall	long
go	one	do	ride	give	of	don't	sit	far	much
help	play	eat	saw	going	old	fast	sleep	full	myself
here	red	four	say	had	once	first	tell	got	never
two	run	get	she	has	open	five	their	small	only
up	said	good	under	thank	over	found	these	start	own
we	see	have	want	them	put	gave	those	ten	pick
where	the	he	was	then	round	goes	why	today	seven
yellow	three	into	well	think	some	green	wish	together	shall*
you	to	like	went	walk	stop	its	work	try	show
		must	what		take	made	would		six
		new	white			upon	write		
		no	who			us	your		
		so	will						
		soon	with						
		that	yes						

*shall has dropped out of use

Assessing Children's Reading

Observing Children's Reading Behaviour

Watching children while they read is an excellent way to gauge children's reading level and 'match' them to texts appropriate for their reading stage. Observe children as they are engaged in classroom reading activities to determine the level that you think the child is at.

Observe children as they read the classroom texts that you provide and the reading books in your classroom.

Every reader reads a text at one of three levels:

- Autonomous level – the text is easy to read
- Instructional level – the text is okay to read
- Frustrational level – the text is too hard to read

You will want each child to be reading at their **own Instructional level**. This means that you should know the developmental stages of reading so that each child is provided texts and instruction for that stage. Putting children in reading groups will help you to manage this well.

Autonomous Level

When children can read a text without any difficulty in decoding or understanding it.

- Reads orally in a rhythmical, expressive manner;
- Observes taught punctuation;
- Has a relaxed reading posture;
- Does not use finger-pointing;
- Displays no anxiety.

Children at Autonomous level need no additional support at this stage of reading.

However, they will need to move on to more challenging texts soon so that they can progress to the next reading stage.

Instructional Level

When children read text fairly easily, making only 1 or 2 errors and self-correcting at times-but understanding most of the content.

- Oral reading is mostly smooth;
- Observes most taught punctuation;
- Stumbles or stops at a few words only;
- Re-reads parts of the text, or sometimes self-corrects (which shows that the child is reading with understanding)
- May use finger pointing;
- May whisper when doing silent reading;
- May be a little nervous.

Children at Instructional level are learning to read at their right level and with appropriate texts. They need support and instruction from the teacher.

If a child finishes reading a text long before or after other children in that group, then child may need to move to a higher or lower group. There should not be more than 1 minute between first and last member in the group completing the reading text.

Frustrational Level

When children read a text slowly or without understanding, or make a number of errors, or may decode the words correctly but with no understanding of the meaning of the text.

- Unnatural head and lip movements;
- Voice too loud or too soft;
- Poor reading posture;
- Frequent finger pointing;
- Vocalizes in silent reading;
- Shows no interest in the text;
- Easily distracted from reading;
- Word by word reading;
- Signs of fatigue such as rubbing eyes;
- Makes comments that are not relevant to the text;
- Asks to leave the room;
- Tense hands, swallows, dry mouth and possibly tears.

Children at Frustrational level are not learning to read and need simpler texts for reading practice and instruction.

If a child shows any of these signs, remove the text from the child and provide easier material. Using texts at the wrong level will make the child feel disillusioned, unmotivated and frustrated. The child will not be learning to read if they are at a Frustrational level. They need simpler texts and more instruction from the teacher.

If a child is continually showing signs of being at the Frustrational level and is not progressing in reading skills, then consider one-on-one focused instruction on phonics and vocabulary. See Notes on Struggling Readers.

Checking Children's Reading Progress

One of the most important jobs of a teacher is to teach each child how to read. Each class will have children in different stages of reading. Through regular assessments, you can group children according to their reading stage and provide them with appropriate texts and instruction. Children in Year 1 and 2 should move through the first four stages of reading. Children in Year 3 and 4 should move through the last two stages of reading.

It is important to understand the characteristics of these stages of reading. This will ensure that you are teaching well so that children can progress well. It is important to understand the characteristics of these stages so that you can assess each child properly and group the children for some targeting teaching. You can group children according to their reading stages and provide texts and activities suitable for that reading stage.

Review the pages in this *Literacy Guide for the Lower Primary* that describe these stages of reading.

To check children's reading progress, you can observe children's reading behaviours and administer individual reading tests from time to time. You should record your observations and scores of each child's reading skills and see some progress over time.

If you see that a child is not progressing over time, compared to other children in the class, then consider some targeted support for that child.

If a child is in Year 4 and is still struggling to read, then see Notes on Struggling Readers on page 46.

Reading Stage	Usually achieved at these grade levels
The Pre-Reader	Before Year 1
The Emergent-Reader	Start of Year 1
The Early Reader	Year 1
The Developing Reader	Year 1 - Year 2
The Early Fluent Reader	Year 3
The Independent Reader	End of Year 3 - Year 4

Preparation of the Reading Progress Checklists

The *Literacy Guide for Lower Primary – Years 1 and 2* assesses the first four stages of reading and the Guide contains:

- Checklists for the Pre-Reader
- Checklists for the Emergent Reader
- Checklists for the Early Reader
- Checklists for the Developing Reader

The *Literacy Guide for Lower Primary – Years 3 and 4* contains checklists to assess children in the final three stages of reading. In this Guide you will find:

- Checklist for the Developing Reader
- Checklist for the Early Fluent Reader
- Checklist for the Independent Reader

Observe the child as they are engaged in classroom reading activities. Estimate the reading stage that you think the child is at. Make a copy of the corresponding checklist and read the instructions on the checklist to prepare well before you administer the test.

Find or prepare an appropriate text to administer that checklist for the reading stage.

Select children one-by-one and allow 15-20 minutes to complete the checklist for each child.



Children read and learn together

Keep these records. If you follow the Daily Guide every day, then you should see some progress the next time you test the child's reading skills. If you notice that many children make similar mistakes in their reading, then plan a lesson to teach children about that particular concept. If a child is in Year 4 and is still struggling to read, then see Notes on Struggling Readers on page 46 .

Consider testing 5 or 6 children each week and recording their results. You can test them again a few weeks later and see if they are progressing. It is not necessary to test the whole class at the same time. If you test children from time to time, you will be able to see the progress of each child as they become fluent and independent readers.

The Developing Reader			
Child's Name:		Date:	
Instructions	Skills to observe	Yes	No
Phonics Use a story book or text at the appropriate level. Locate words in the text to use for this test. Point to 4 or 5 words for each skill to observe (minimum total of 20-25 words). Ask child to break word into syllables. Ask child to identify the rhyming words. Point to a few blends in the word and ask the sound. Point to a few vowel diagraphs in the word and ask the sound. Provide a few unfamiliar words and ask to read.	Can break a word into syllables		
	Can recognize rhyming words in the text		
	Can read three letter <i>blends</i> - EG. str/ ing / igh as in string/straight/ light, thigh		
	Can read vowel <i>diagraphs</i> EG. oa /ea/ ai as in loaf / cheat / rain / brain		
	Can use phonics correctly to decode unfamiliar words		
Sight Words Prepare a list of 60 familiar words (dolche words and Word Wall). Ask child to read the list of words. Point to 5 words and ask the child for the meaning of the word.	Can read about 50 familiar words easily		
	Can provide meanings of given words		
Reading Give the child a familiar text with about 60 - 80 words to read (no picture). It should be a short story with a beginning, middle and end. Ask for 'the title'. Invite child to read the text aloud to you. If child knows all the words, provide a slightly more difficult text to observe how they tackle unknown words.	Reads the title		
	Can read <i>most</i> of the words in a familiar text (70%)		
	Pauses at the end of the sentence		
	Responds to some punctuation markers. EG commas, speech marks		
	Reads with some expression - does not read word by word		
	Successfully 'sounds out' unfamiliar words in the text		
Comprehension Ask child 3-5 comprehension questions about the text. The questions should be asked in the order that the information is presented in the text. Ask what happened at the end OR what happened at the beginning of the story. Ask -if child was to draw a picture of this story – what would they draw?	Corrects self after making an error (self-correcting)		
	Can answer simple comprehension questions about the text		
	Can distinguish the beginning / end of the story.		
Reading habits Observe the child during reading and writing activities	Can encapsulate element of a story in a picture		
	Reads silently to him / her self		
	Reads stories and books on their own		
Reads longer texts and not necessarily with pictures.			
If only some skills have been attained, continue to use teaching strategies for the Developing Reader stage of reading for this child. If all skills have been attained, then child can graduate to The Early Fluent Reader stage.			

The Early Fluent Reader

Child's Name:		Date:	
Instructions	Skills to observe	Yes	No
Fluency Give child a familiar text at the right level (eg text from a young reader's chapter book with no pictures). Observe child reading a few paragraphs / pages. If the child knows all the words, then provide a slightly more difficult text so that you can observe how they tackle unknown words. Child reads for one minute (use timer).	Reads familiar text accurately.	<input type="checkbox"/>	<input type="checkbox"/>
	Self corrects if something doesn't sound right.	<input type="checkbox"/>	<input type="checkbox"/>
	Reads with appropriate expression.	<input type="checkbox"/>	<input type="checkbox"/>
	Follows punctuation effectively.	<input type="checkbox"/>	<input type="checkbox"/>
	Pauses at the end of sentences.	<input type="checkbox"/>	<input type="checkbox"/>
	Reads confidently and with few hesitations.	<input type="checkbox"/>	<input type="checkbox"/>
	Reads more than 45 words correctly in a minute.	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension Ask child 5 or 6 comprehension questions about the text that are about identifying main characters, setting and main plot. Ask an inference question whereby the child uses information in the text to formulate an opinion or an idea. Ask if the story is fact or fiction (real or madeup).	Can identify main characters.	<input type="checkbox"/>	<input type="checkbox"/>
	Can describe the plot simply.	<input type="checkbox"/>	<input type="checkbox"/>
	Can identify where the story is taking place.	<input type="checkbox"/>	<input type="checkbox"/>
	Can answer a multiple choice question about the texts eg did he see <i>a tree, a dog or a bird</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
	Can answer an inference question EG. <i>Why do you think he went to town? How do you think she is feeling about that?</i>	<input type="checkbox"/>	<input type="checkbox"/>
	Can identify if the story is fact or fiction.	<input type="checkbox"/>	<input type="checkbox"/>
Words Prepare 3 words that will be new to the child. Ask child to read each word so you can check knowledge of phonics to decode new words EG. <i>polished</i> . Put new words in a sentence so that the meaning of the word is clear. Ask child to read the sentence and determine the meaning of the word EG. <i>My father polished his shoes with a brush and they looked clean and shiny</i> .	Can correctly decode new words and pronounce word correctly by reading.	<input type="checkbox"/>	<input type="checkbox"/>
	Can quite accurately approximate meaning of the word when read in context.	<input type="checkbox"/>	<input type="checkbox"/>
Reading habits Observe the child during reading and writing activities.	Reads silently to him / her self for an extended time	<input type="checkbox"/>	<input type="checkbox"/>
	Reads for pleasure.	<input type="checkbox"/>	<input type="checkbox"/>
	Can use a dictionary for meaning of words.	<input type="checkbox"/>	<input type="checkbox"/>
If only some skills have been attained, continue to use teaching strategies for the Early Fluent Reader. If all skills have been attained, then child can graduate to The Independent Reader stage.			

The Independent Reader

Child's Name:		Date:	
Instructions	Skills to observe	Yes	No
Fluency Give child a text at the correct level (Eg text from newspaper or a page in a reference book). Observe child reading a few paragraphs / pages. If the child knows all the words, then provide a slightly more difficult text so that you can observe how they tackle unknown words. Child reads for one minute (use timer).	Reads text accurately.		
	Self corrects if something doesn't make sense.		
	Reads with appropriate expression and an engaging voice.		
	Reads confidently and with no hesitations.		
	Responds to all punctuation effectively.		
	Reads fluently at more than 60 words correctly in a minute (90 - 110 words per minute).		
Comprehension Ask child questions about the text and text type (story, biography, article, letter, report...). Ask about the main points or ideas. Ask complex question whereby the answer is inferred or is not explicitly revealed in the text Eg. Why questions. Ask multiple choice question about details in the text. Ask about the intention of the author Eg. <i>What do you think the author wants us to feel? Why do you think so? Do you agree with the author? Why not?</i>	Can determine from text whether it is a biography, narrative, article, report, recipe etc		
	Can point out text features such as headings, labels, captions		
	Can explain or summarize the main idea of the text.		
	Can answer complex questions where the answer is not explicitly in text. EG <i>Why did he behave that way? Why did she run away?</i>		
	Can answer multiple choice question about a detail in the text Eg <i>Did she run to the school, church or shop?</i>		
	Can express opinion about author's intent		
	Can correctly decode new words and pronounce word correctly by reading.		
Words Prepare 5 words that will be new to the child. Ask child to read each word so you can check knowledge of phonics to decode new words Eg. <i>devastated</i> . Put new words in a sentence so that the meaning of the word is clear. Ask child to read the sentence and determine the meaning of the word. Eg. <i>She heard the bad news, felt devastated and cried for hours.</i>	Can correctly decode new words and pronounce word correctly by reading.		
	Can accurately determine meaning of the word when read in context.		
Reading habits Observe the child during reading and writing activities	Reads silently to him / her self for an extended time		
	Reads new and unfamiliar texts confidently		
	Reads a range of texts eg newspaper, non-fiction, novels, textbooks		
	Can use reference books to find information – eg. encyclopedia, reference books with table of content or glossaries.		
If only some skills have been attained, continue to use teaching strategies for the Independent Reader stage of reading for this child. If all skills have been attained, then child is well on the way to academic success!			

Give each child an individual reading test from time to time. Record the date and track progress. Group children for specific teaching strategies. If a child is continually showing signs of being at the Frustrational level and not progressing in their reading skills (compared to other children in the class), then reconsider some specialized instruction for that child. See Notes of Struggling Readers

NAME	PRE-READER				EMERGENT READER				EARLY READER				DEVELOPING READER				EARLY FLUENT READER				INDEPENDENT READER			
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Ruci									2/3	4/5														
Jese									2/3				4/5											
Tommy													9/3	6/5										
Lima													9/3				6/5							
Maria																	6/3	7/5						
						</																		

Notes on Struggling Readers

Children will learn to read at different paces. It is quite likely that you could have children at three different stages of reading development in one class. All children need to be supported in their reading development stage and to be reading texts at the Instructional level. If you have a child in your class who does not seem to be progressing in their reading and seems to be at the Frustrational level with simple texts, then you need to take swift action.

FIRST

Consider the child's health and wellbeing:

- Is the child eating and sleeping properly?
- Is the child hearing or vision impaired?
- Is the child experiencing a health issue?
- Is the child experiencing family issues?
- Has the child been attending school regularly enough to learn?

Address these issues to eliminate them as a factor for slow progress in reading development.

SECOND

Consider the child's learning style and requirements:

Is the child learning well in vernacular, but not in English?

- Children are expected to speak, read and write in English, yet often, the only exposure to English is in the classroom. Oral language proficiency comes before reading and writing. As a teacher, you should reflect on your own use of English in the classroom. Are you speaking English every day, all day? Are you encouraging children to speak in English? You should be consistently and frequently providing each child with opportunities to use English. You should focus on new words, phrases and meanings. You should focus on comprehension and building vocabulary. Praise children for using new words and trying to speak in English.
- Ask parents to speak in English for 20-30 minutes each day – perhaps at breakfast or when getting ready for school.

Is the child speaking English, but not progressing in reading English?

Provide the child with focused one-on-one reading instruction for 30 minutes per day for the whole term.

- If you cannot provide this, then you should find an appropriate tutor who can provide sessions every day (eg Kindergarten teacher, parent, high school student). Guide the tutor to provide proper and well planned instruction. Do these activities one-on-one with the child everyday:
 - Focus on phonics and the sounds that each letter makes. (*Literacy Guides for Lower Primary*)
 - Follow *Jolly Phonics* or *Fantastic Phonics* so that the child can learn the sounds, blends and can decode words.
 - Do individual Shared Reading with the child, using simple texts. (See instructions in *Literacy Guides for Lower Primary*)
 - Follow the activities of *5 New Sight Words* and *Phonics* and *Words* from the two *Literacy Guides for the Lower Primary*.

Is the child speaking Vernacular, but not progressing in reading Vernacular?

Provide the child with specific one-on-one reading instruction for 20 minutes each day for the whole term.

- If you cannot provide this, then you should find an appropriate tutor who can provide sessions every day (eg Kindergarten teacher, parent, high school student). Guide the tutor to provide proper and well planned instruction. Do these activities one-on-one with the child everyday:
 - Focus on phonics and the sounds that each letter makes. (See instructions in *Literacy Guides for Lower Primary*)
 - Do individual Shared Reading with the child, using simple texts in Vernacular. (See instructions in *Literacy Guides for the Lower Primary*)
 - Follow the activities of *5 New Sight Words* and *Phonics* and *Words* from the *Literacy Guides for Lower Primary*.

THIRD

Consider testing the child for a diagnosis

If a child is in Grade 4 and is still struggling to read after one term of focused intervention, then consider testing for dyslexia

- Speak to the Head Teacher to access the *Toolkit for Disability- Inclusive Education*.
- Speak to the Head Teacher to access the *Dyslexia Indicators Assessment Tool (AQEP)*.
- See the checklist at the back of this *Literacy Guide for Lower Primary*
 - These assessment tools will lead you through some simple tasks to help identify whether or not the child has dyslexia. About 8% of people in the world have dyslexia. Students with dyslexia usually have average to above average intelligence and are verbally bright. They have a unique learning process and targeted instruction, with a focus on phonics, can help students with dyslexia learn to read. Knowing more about their unique learning style will help you to help them learn to read. The Head Teacher can put you in touch with the MoE's Special and Inclusive Education Unit for more information.

Planning Literacy Lessons

SAMPLE GRADE 3 / 4 – TERM THREE

	Focus Objectives: Children will be able to: <ul style="list-style-type: none"> - Identify the text structure and language features of narratives - Apply knowledge of spelling, punctuation and vocabulary to improve writing of texts - Practice and expand vocabulary to do with animals 									
	Week 3					Week 4				
	Theme: ANIMALS Phonics: revise <i>qu</i> Words: peep, creep, feed, squawk, grab / grandparents, friend, quick Shared Reading Text: story of ‘Madrai the Mongoose’(Lit Strat, p45)					Theme: ANIMALS Words: awoken by, stood by, flew away, ran into, sat down by Shared Reading Text: story of ‘Madrai the Mongoose’				
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Oral Language	Pick Up – <i>animals</i>	Guess my card – <i>describe animals.</i>	Role Play story ‘Madrai the Mongoose’	Missing Objects – use phrase “quickly grab”	Role Play story – <i>change the ending</i>	Blind Picture of <i>an animal</i> – <i>simple outline drawings</i>	Role Play <i>story in pairs - make dialogue of recount with grandma</i>	Guess my card – <i>describe animals.</i>	Mime instructions – <i>use verbs in new words</i>	Show & Tell – <i>my encounter with a wild animal</i>
Shared Reading	Shared read comprehension	Shared read Words & sounds	Shared read Structure of narrative. Nouns	Shared read Structure of narrative. Verbs & tense.	Shared read Revision	Shared read Structure of narrative. Features of Orientation	Shared read Structure of narrative. Features of Complication	Shared read Structure of narrative. Features of Resolution	Shared read Punctuation, adjectives, adverbs	Shared read 1 or 2 good group stories. Comprehension & discussion.
5 new words	5 new words	5 new words	5 new words	3 new words	3 new words	5 new words	5 new words	5 new words	5 new words	5 new words
Phonics & Words	Word Race (use action & rhymes)	Ruler Tap	Smiley Face	Word Bingo	LookCover Write Check	Word Race (use actions & syllables)	Smiley Face	Word Bingo	Mind Reader	LookCover WriteCheck

Reading & Writing	Stories & Pictures Draw all characters in story. Write sentence about each character. Identify the 2 main characters. (Dora, mongoose grandparents, mynah birds,)	Jumble sentences of story paragraphs 3 groups – orientation / complication/ resolution. Use full sentences to re-construct paragraphs. Label sections. Assemble whole text together	Re write sentences. Use sentences from Orientation Change nouns.	Stories & Pictures – sequence. Focus on Complication and draw four pictures of the sequence that occurred. Write sentences for each picture	Change the story – Write a new resolution to the story	Stories and Pictures. Group Story 4 students Orientation 1st- introduce a main character 2nd – more on character 3rd- setting 4th- more on setting (time and place) — Each draw picture of their character and setting.	Stories and Pictures. Group Story Complication- Continue with yesterday & describe problem. 1st – describe problem character encounters 2nd – more on problem 3rd- more on problem 4th – feelings of character 1st- how character solves problem 2nd – more on solution complication 3rd- more on solution complication 4th solution about to occur	Stories and Pictures. Group Story Resolution Continue with yesterday & describe resolution 1st- problem is solved 2nd- more on resolution 3rd- more on resolution 4th – final sentence.	Stories and Pictures. Group Story Group chooses one story to edit and improve. Fix spelling errors, improve vocabulary, (use Word Wall words) check punctuation and make a second draft.	Stories and Pictures. Group Story Continue with yesterday to finalize, illustrate and share story. Display.
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Readings for Teachers

HOW STUDENTS LEARN WELL

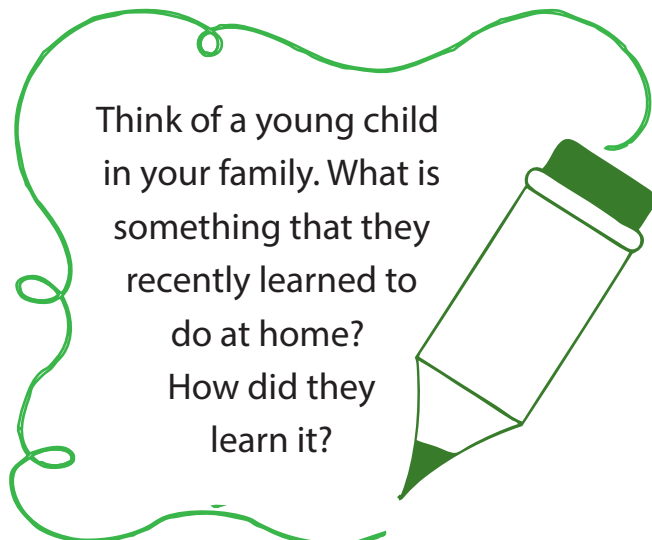
Children develop and learn very well when they are in their home environment. They naturally learn in these ways:

- by observing and watching others;
- by testing out and exploring materials;
- by practising (sometimes over and over again);
- by trying to do something (even if they can't do it well);
- by making mistakes;
- role playing and pretending;
- by following their own interest;
- by using the five senses: (seeing, hearing, smelling, touching, tasting);
- by playing on their own and with other children;
- by interacting with other people;
- by taking risks and trying new things;
- by copying other people;
- by interacting with the environment;
- by having fun and enjoying the moment.

These are children's **natural learning strategies**. Young children know how to learn well in these ways, and they enjoy learning.

Children in their home environment are very active. Constant involvement in activities is very important for their development and learning.

It's natural for children to develop and learn through **activities**. For natural development, children need to build their physical, cognitive, social and emotional and language skills every day through activities.



Think of a young child
in your family. What is
something that they
recently learned to
do at home?
How did they
learn it?

Children learn and develop well from activities when:

- they move around in their environment;
- they manipulate and use materials in their environment;
- they do several kinds of activities each day;
- they do each activity for only a short time;
- their activities have meaning for the children;
- they interact with other people;
- they feel successful when doing the activities.



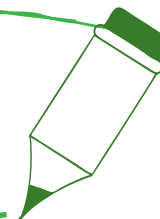
All schools should support students in their natural learning and development. However, many schools prevent good learning and development.

Many school activities make learning difficult for the students. This happens when teachers try to get the students to learn in ways that are not natural for them:

- by listening to a teacher for a long time;
- from lesson activities that require students to be still and quiet;
- by reciting things that have no meaning to the student;
- by not being allowed to interact with the teacher and other students, except to answer teacher's questions;
- by learning information that is not relevant to the students' own environment or their interests;
- by not interacting with new environmental materials each day;
- by having to use materials that are not relevant or interesting to the student;
- by being instructed by the teacher about how they should do class activities, but are not allowed to follow their own interests, or try out their own ideas;
- by memorising information, instead of applying it;
- by copying teacher's writing from the board for a long time, especially if they don't understand it;
- by not being adequately challenged in every area of development each day - to push their skill development forward;
- by doing activities that make the students feel unsuccessful.

Many teachers teach in ways that prevent good learning. These teachers don't think about the students' need to be active for good learning and development. These teachers think more about the curriculum needs and the timetable needs than the students' needs.

Think of your teaching style. Think of other teachers in your school.
Which of these ways of teaching do you see in your school?
Are they helping children to learn? Why / Why not?



HOW TEACHERS TEACH WELL

Teachers teach well when they know the ways that students learn, and use this knowledge when they are planning and teaching. Teachers should plan lesson activities that help their students to learn and develop well. Teachers should plan lesson activities that help students use their natural learning strategies to learn.

How do teachers plan lesson activities that help the students use their natural learning strategies?

The best way to help students use natural learning strategies is to plan ways to make all the students active in the lesson activity.

What kinds of lesson activities make all the students active?

- all students are active when they are organised into small groups to do an activity that requires them to all work together;
- all students are active when students have some interesting materials to use as they do an activity;
- all students are active when they do an interesting and enjoyable activity, like playing a game or solving a problem;
- all students are active when they feel confident in doing an activity, and have enough time to complete the activity.

When students do things together, they enjoy talking about what they are doing with other students. They also learn from telling other students their ideas and listening to the ideas of others. This is because thinking skills and language skills develop together. Teachers should plan lesson activities that encourage the students to talk to each other.

So teachers should plan lesson activities in which students.

DO AND TALK

As students **do and talk** together, they learn. To make this learning deeper and more satisfying for them, and to help them remember it, students need to record their learning and share it with others. The word 'record' is used here to mean 'make a symbolic representation of'. It is a very broad meaning of the word 'record'. The purpose is to have something to remind children of what was learnt and to show others.

So teachers should plan lesson activities in which students

RECORD



What kinds of recording of learning should students do?

There are many ways to record learning. Here are some ideas:

- students can arrange their material to show what they learned, and explain it to others;
- students can draw a picture or diagram to represent their learning, and show this to others or display for others to see;
- students can make up a role play to represent their learning, and perform this for others;
- students can make notes in their books to represent their learning;
- students can write about their learning and read this to others, or display it for others to read.

So teachers who want to teach well should plan activities in which students

DO - TALK - RECORD

This will result in the students learning well.

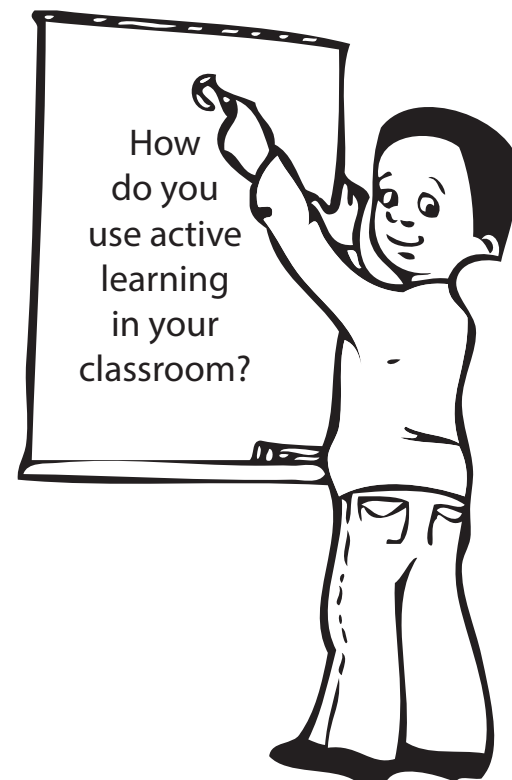
Active learning is when students use natural learning techniques in lessons. Active learning is related to other teaching approaches such as child centered learning / inquiry learning / problem solving approach. The Do - Talk - Record approach helps teachers to plan and deliver active learning lessons.

Consider the information in the readings above.

Write a few sentences to explain:

Why are 'do-talk-record' activities appropriate for students in the early years?

What are the four important characteristics of an active lesson?



STATEMENTS AND QUESTIONS ABOUT READING

1. Reading is the most important skill a student needs. If a student cannot read, then they will never be a successful student.

True or False? Why?

True. Research has shown that if a child is not reading well by the end of grade 3, then they will always struggle at school. They will always be behind and will always find study difficult. It is **very important** that children learn to read well in the early grades – otherwise they will fail at school and never achieve academically.

2. Only smart children can learn to read. True or False? Why?

False. Everyone can learn to read. Reading is a skill. The brain needs to understand the symbols of the alphabet and the sounds the symbols make. Teachers need to help children learn the sound for each alphabet. The sounds make familiar words so the children can understand the meaning. The more practice the students get, the faster and better they can read. The brain needs to read at least 60 words per minute to gain fluency.

3. What is the brain doing when you are reading?

The brain is doing many things at once.

- The brain is looking at the alphabet and putting a sound with each alphabet symbol. This is called decoding.
- The brain is also looking at the whole word to remember the pattern of the word.
- The brain is thinking of the grammar of the language to predict which words may come next in the sentence.
- The brain is also reading for meaning – using our understanding of the world and our life to understand the meaning of the whole sentences.
- The brain is associating new information with what we already know. It is linking knowledge.

4. How do you know when a child can read?

A child can read when they can look at new sentences and say the words correctly and understand the meaning of the words and sentences. They know the sound each letter makes and can read words correctly. Most importantly, they can read unfamiliar sentences and understand the meaning by telling you what the sentences were about and what the sentences mean.

5. Think of watching a child with low level of reading trying to read. They struggle with every word.

- **How is the child feeling? What are the risks for the child who is a low-level reader? What strategies can teachers use if children cannot read?**

Children feel frustrated and ashamed when their friends can read and they cannot read. They do not enjoy trying to read if they cannot feel successful. Children will give up trying to read if they do not enjoy it or feel successful as they try to read.

Research around the world shows that one of the major reasons of school drop-out in the primary grades is that children have not learned to read and do not feel motivated or successful as learners. (grade 1-3- children *learn to read* / grade 4 upward – children *read to learn*.) Teachers should encourage children when they have little accomplishments like reading simple words or recognizing letters. Children who are struggling need to feel successful to be motivated. Teachers need to give them special attention with simpler tasks for them to be successful. The level of text should be appropriate so the child does not feel frustrated but successful.

STAGES OF READING DEVELOPMENT

Children learn to read step by step. All children go through the same stages of learning to read, but some take longer than others to go through the process. Children learn to read best when they have a lot of books and text around them. Children learn to read well when it is an enjoyable experience and they are encouraged to read.

These stages provide a criteria for the teacher to see what stage each student has reached in their development and what knowledge, skills and strategies they need to learn or practise.

The stages are also useful to assess the performance of individual learners so that a learner's reading skills can be further developed, without reference to grade or year levels. For example, struggling readers in grade 5 may be at Stage 3 (Early Reader) in reading development and a strong reader in grade 3 may be at Stage 5 (Early Fluent Reader) in reading development. Knowing the stages that students are at will help the teacher to tailor a reading program for children at different stages of reading.

By the end of Year 6, all children should be at Stage 6 in reading development – the Independent Reader.

The Pre-Reader

- ✓ Holds books and turns pages correctly
- ✓ Recognises the beginning and end of a book
- ✓ Listens and responds to stories
- ✓ Interprets pictures
- ✓ Pretends to read
- ✓ Knows some letters
- ✓ Shows interest in print when they see it in the world around them



The Emergent Reader

- ✓ Uses pictures to tell stories
- ✓ Knows some sounds (phonemes) and the letters that make the sounds
- ✓ Knows that print for English, i-Taukei and Hindi language runs from left to right and top to bottom
- ✓ Joins in the teacher or reader when reading familiar stories
- ✓ Recognises some words e.g their name
- ✓ Reads some print in the environment
- ✓ Reads familiar books with repeated word pattern



The Early Reader

- ✓ Knows most letter sounds and names
- ✓ Recognises frequently used words
- ✓ Can retell an age-appropriate story
- ✓ Uses pictures to make meaning
- ✓ Can read 70% of words correctly in a familiar text at their level
- ✓ Reads aloud when reading to self
- ✓ Still reads word by word – not yet linking words smoothly
- ✓ Reads early readers and picture books with pattern and repetition and rhyme in home language and additional language.



The Developing Reader

- ✓ Relies less on pictures to make meaning
- ✓ Uses knowledge of sentence structure
- ✓ Uses phonics to decode unfamiliar words
- ✓ Combines words into phrases rather than reading word by word
- ✓ Retells beginning, middle and end of a story with some details
- ✓ Has basic sight word vocabulary of at least 50 words, and both recognizes the words and knows the meaning of the words
- ✓ Begins to apply punctuation to reading
- ✓ Begins to read silently
- ✓ Corrects self after making an error
- ✓ Reads longer books, as long as the text is easy enough and the book has large print



The Early Fluent Reader

- ✓ Uses different 'cueing' systems, such as phonics (sound out), language knowledge (familiar sentence structures), and general knowledge (contextual clues) in order to make meaning
- ✓ Recognises most familiar words on sight and knows the meaning – (approximately 200 words)
- ✓ Reads fluently at 60 words per minute
- ✓ Uses punctuation to enhance comprehension – stops at full stops etc
- ✓ Begins to understand implied meaning
- ✓ Reads texts with longer, more complex sentence structures
- ✓ Demonstrates a developing knowledge of story elements, such as the plot, characters, resolution of a problem
- ✓ Reads silently for extended periods
- ✓ Uses reference materials, with guidance
- ✓ Reads books with chapters that have smaller print.



The Independent Reader

- ✓ Uses 'cueing' systems (phonic, language and general knowledge) unconsciously, having integrated them into his or her general approach to new texts
- ✓ Reads fluently of more than 60 words per minute (90 - 110 words per minute)
- ✓ Understands books with unfamiliar settings
- ✓ Reads and understand implied meanings
- ✓ Reads longer and more advanced books – books with chapters – fiction and non-fiction
- ✓ Uses reference books independently



SOURCE: Department of Education, *Teaching Reading in the Early Grades. A Teacher's Handbook*. South Africa, 2007. <http://www.education.gov.za>. These stages are in line with *The First Steps Reading Map of Development*, Ministry of Education and Training, Western Australia, 2004.

Pre- Reader and the Emergent Reader

What students need to know

Before learning how to read and write, students need to know about text.

This is the information that they need to know:

- written text has meaning and is used by people;
- text records words – we can write down words we say, and then others can read them;
- we read text from left to right and from top to bottom;
- books have a front and back;
- to read a book we start at the front and read each page in sequence;
- reading can be enjoyable.

Ways to teach

- Let the students observe you using reading and writing and tell them about why you are reading and writing. For example, write and use lesson plans, take notes, write lists, write messages to other teachers or the class and answer the messages. (Eg Morning Message)
- Write things you and/or students say, and then read these aloud. You should say each word as you write it and point to each word as you read it. Songs and poems can also be written down and read. (Eg Morning Message)
- Read story books and discuss the stories' characters and events. You should emphasise the front cover, the title, the first page, where on the page you start reading, point to each word as you read it, etc. If you have no story books you can make your own or write short story on the board, using simple stories you know. (Eg Shared text)
- Read children's poems and rhymes. You can write these on the board or on paper. Point to each word as you read. If you write many poems and rhymes, you can make a rhyme book for the class. Introduce actions for the rhymes.
- Write labels for items in the classroom and attach these labels to the items. For example *window, door, teacher's table, etc.*
- Write students' names on card and attach the cards to their desks or display them on the classroom wall. Use the cards to call on students to answer questions – instead of them raising their hands.

How students learn

Some children know about text before they begin school.

They learn about text from observing family members reading and writing in the home. They learn about text from having story books in the home. Other children need to learn everything about text at school because texts are not used in their homes.

At the beginning of the school year, Year 1 teachers should check that students know this information about text. If the students don't know this information, the teacher should teach them.

Appropriate student activities

- Teacher provides students with access to books and encourages them to read books by looking at pictures; starting at front cover, and turning pages one by one, pointing to pictures and familiar words. (Eg peer reading)
- Use of pictures and picture sequences for story telling. Students put pictures in the correct order and tell the story (Eg Pictures & Stories-sequence).
- Shared reading with the students. Teacher repeatedly reads simple story text and students join in where they can. Students should try to say the text with the teacher. Eg words or phrases that are repeated in the text.
- Students identify familiar words in the room. For example, their own name, labels on items in the room such as window, door, table, brand names on materials in the room or signs in the street. The Word Wall with recently learned words should be on display.
- Teacher tells or reads short, simple stories and students discuss and role play characters and events (Eg role play and actions).
- Students draw pictures in response to stories, activities and other experiences. Students can try to write on the picture and they can tell teacher what they tried to write. For example, write their name on the picture or a sentence using any letters they know (Eg Pictures, Stories).
- Students look at a picture and predict what a book is about or what will happen next based on pictures on the cover or in the story (Eg Shared text)

The Early Reader

What students need to know

Early readers/writers need to know about sounds and letters.

Early readers/writers also need to know about words.

This is the information that they need to know:

- the words we say are made of different sounds;
- some words have the same starting sounds;
- some words have the same final sounds (rhyming);
- written words are made of letters – and each time we write a word, we write it in the same way;
- letters represent sounds;
- some letters can join other letters to make a different sound when they are together (eg c / h / ch);
- we read and write by using knowledge of letters and familiar words;
- by sounding out words we can read and write them;
- by remembering common words we can read them and write them.

How students learn

Some children know about text before they begin school.

They learn about text from observing family members reading and writing in the home. They learn about text from having story books in the home.

Other children need to learn everything about text at school because texts are not used in their homes.

At the beginning of the school year, Year 1 teachers should check that students know this information about text. If the students don't know this information, the teacher should teach them.

Ways to teach

- Introduce new sound and ask students to say any words they know that begin with that sound (Eg I spy).
- Introduce a new letter and have students find it on the alphabet chart, Word Wall, Shared Reading text or on other displays in the classroom.
- Have students practice writing the letters that represent the new sound. They can write it in the air, on their leg, on the blackboard, in their books. (Eg 5 new words, rainbow words)
- Write simple words containing the new sound on paper or card and display it in a Word Wall. You can write the new letter in a different colour to the rest of the word (Eg Introduce new words)
- Say a word and ask students to find where the word is displayed in the room (Eg Word Race / Word Bingo, Shared Reading)
- Say a word and ask students to clap the number of syllables contained in it and say all the sounds contained in that word. (Eg Introduce new words)
- Read many stories and have students discuss the story's events, the characters, the ending, the story title (Eg shared reading, role play, pictures & stories, change the story)

Appropriate student activities

Follow the same activities as for 'pre-reading / emergent reader' but increase the level. Other activities include:

- Use classroom displays for reading and writing activities. You can use alphabet charts, Word Wall, labels, sample of children's work.
- Play many word and letter games (Eg I spy, Word Race, Word Bingo, Smiley Face, Ruler Tap, Jumble words, Look Cover Write Check).
- Ask students to find letters & words in sentences (Eg Shared Reading, Spot It, 5 new words).
- Complete short 'fill the gap' texts ('cloze' activity) by selecting words from a given word list.
- Substitute words in sentences to make new sentences. (Eg Write a sentence chart, Rewrite sentences).
- Students write their own original words, phrases or sentences on their drawings (Group stories, Stories and Pictures).
- Role play stories and make new dialogue- then write this and draw related pictures.
- Predict word meanings based on beginning letters. Predict text meaning in stories based on pictures (Eg Shared Reading).

The Developing Reader

What students need to know

Once readers/writers know most of the letters and know many familiar words, then they are ready to build fluency and comprehension. They can focus on sentence structures and paragraphs. This is the information that they need to know:

- through practice we can become better (more accurate and faster) at reading and writing;
- readers can use reading in many ways; enjoyment, to get information, to learn;
- writers can use writing in many ways (to record things we don't want to forget, to express our ideas, to give information to others, to entertain, etc).

Ways to teach

- Have students study words and use these words to describe things and actions (adjectives, adverbs) (Eg Change the story, Rewrite Sentences, Shared Reading)
- Have students study and use descriptive phrases For example 'the book on the table', 'the house that Bob lives in', 'the cat with a crooked tail (Eg Pick Up, Guess My Card, Missing Objects, re-drafting stories)
- Have students study relationships between words. This may include words containing the same sound, rhyming words, different words with the same meaning, opposite words, word families, words related to one topic.
- Provide many kinds of reading texts and activities where students use reading for different purposes. Use texts from other subjects.
- Ask students to practise reading out loud (Eg Peer reading)
- Support students to understand the differences between different kinds of texts (Eg Shared Reading, Change the Story)
- Teach about sentences and use of simple punctuation (Eg Shared Reading, Dictation, Jumble Sentences)
- Encourage students to write their own ideas and information for a variety of purposes. Eg note-taking, letters, recounts
- Read many stories to or with students and have them discuss all aspects of the story – including the moral. (Eg what do you think about..? What is your opinion..? What do you think is the lesson in this story..?)

How students learn

Students should reach this level of Developing Reader during Year 1, and continue through this level during Year 2. These students still need to extend their knowledge about sounds, letters and words, but this knowledge should be developed through experience of different texts and practical activities related to these texts. Reading texts should be simple but very interesting, entertaining and useful. Reading texts should be about topics the students already know about, but should also provide information that is new. If the text is about an unfamiliar topic, the teacher should teach students about the topic before using the reading text.

Students develop their fluency and comprehension skills through a variety of reading and writing activities. The activities should relate to a variety of reading texts and study topics. Through a variety of reading and writing activities, students learn about the parts of text: sentences, punctuation marks (full stop, question mark, talking marks, etc), paragraphs, headings, captions, and so on. Students learn that there are different types of texts for different purposes, (letters, stories, reports, descriptions, etc), and texts are structured differently for each purpose.

When students at this stage read a new text, they recognise common words and use their knowledge of the letters to 'sound out' unfamiliar words. They also use knowledge of the topic or the sentence grammar to guess the word. Throughout the school year, teachers should check that students are improving in speed and accuracy of their reading and writing. If students are not learning well, the teacher should improve the way they are teaching. Teachers should ensure that there are a variety of things to read in the classroom. Teachers should extend the time spent on reading and writing activities, and make sure the activities are interesting and motivating for the students, and the students are learning actively.

Appropriate student activities

Follow the same activities as for the Early Reader, but increase the level. You can also include:

- word puzzles;
- 'cloze' activities (fill the gap – every seventh to tenth word);
- reading to find out something – reading to find the answer to a question;
- answering comprehension questions;
- writing simple answers to questions by using words given in the text.

The Early Fluent Reader

What students need to know

Children usually begin to build fluency and comprehension by end of Year 2 and throughout Year 3. They develop confidence in their own ability and develop great interest in reading and writing. They want to extend their knowledge and skills so that they can use reading and writing purposefully in daily life: to learn, to record, to communicate, to entertain and so on.

This is the information that they now need to know:

- the sources of written information;
- the different types of texts that we use in daily life;
- the ways to use reading and writing for their own benefit.

Ways to teach

- Study the use of conjunctions, time markers and other linking words. Eg but, so, because, if, then, when, after that, suddenly, otherwise, however, etc (Eg shared reading, cut up sentences, jumble sentences, re-write the story, re-write sentences).
- Introduce texts from every-day life: Eg forms for registration, instructions for how to use products, newspaper reports, public notices, recipes, pamphlets and brochures, advertisements, magazines, encyclopaedias, explanations of concepts etc.
- Study the way the texts are structured (headings, introductions, main body, conclusions, paragraphs) and the type of sentence grammar and punctuation used.(Eg shared reading)
- Encourage students to develop their own texts which are similar to the texts they have studied. Students can use texts of similar type -but use a different topic. They could add dialogue or other improvements to a simple story text or they could change the events in a known story to create a new story, etc (Eg change the story, write a sentence chart, re-write sentences, story placemats, groups stories, stories and pictures).
- Encourage students to create their own texts, including texts that give specific information (when, where, why, how).
- Ensure that there is an audience for children's final and polished written draft – compiling a book, displays, newsletter or pamphlet for parents, etc.

How students learn

Students at this stage are mostly in Year 3. They learn by accessing a rich variety of texts, and using these texts for a variety of purposes. They also create their own texts for a variety of purposes, using ever more complex sentences.

When students at this stage read out loud, they can read familiar words fluently and can tackle unfamiliar words independently.

Students need to continue practising their reading skills and read at least 60 words per minute.

Appropriate student activities

Follow the same activities as for The Developing Reader but increase the variety and complexity.

The Independent Reader

What students need to know

Independent readers are fluent readers. They should be given a variety of texts to read and given different reasons to read. They should extend their knowledge and skills so that they use reading and writing to learn, to record, to communicate, to entertain and so on. Independent readers should read materials from text books, encyclopaedias, reference books, newspapers, magazines, journals, reports and articles as well as poetry, narrative and entertaining texts. The topics should be varied.

How students learn

Independent readers learn about new ideas from reading texts.

Ways to teach

- Use a variety of text types – fiction and non-fiction;
- Independent readers should be able to apply reading skills to understand new words and phrases and make meaning of any text;
- Provide texts with new information so that students extract information on their own;
- Ask students to write their own texts and include different genres;
- Look for opportunities to display and share students' final drafts.

Appropriate student activities

- Any activity that includes reading and writing.

FLUENT AND SKILLFUL READERS

Fluent readers make meaning from the text that they read.

Readers need general knowledge, knowledge of vocabulary and language and knowledge of letters and sounds to properly understand text that they read. Fluent readers can read fast enough so that they do not forget the beginning of the sentence by the time they get to the end of it. They can only read fast enough if they have mastered enough sight words, know all the sounds for letters and have knowledge of vocabulary and language.

Fluent readers read at least 60 words per minute so that they are reading fast enough to remember the information in the entire sentence. By reading at this speed, they will be able to process the meaning of the text and understand what they read. Fluent readers understand what they read by linking what they read to what they already know.

Skillful readers use different strategies when they read. Teachers can help readers to develop these skills at all levels by focussing on them in teaching.

Before reading	<ul style="list-style-type: none">• Reads the title;• Looks at the contents page and index pages;• Reads the sub-headings and chapter titles;• Reads the short description of the contents, usually printed on the back cover;• Looks at the illustrations. <p>The skillful reader uses this information to predict (“guess ahead”) what the text will be about and prepares for new information.</p>
During reading	<ul style="list-style-type: none">• Reads a growing range of words ‘on sight’ without needing to break them into syllables and letters;• Keeps checking that the meaning of the text is clear;• Gets a general idea of the meaning of an unfamiliar word by reading the sentence or paragraph where it is (words in context) or by breaking the word down into syllables.
After reading	<ul style="list-style-type: none">• Links the content of the text to his or her own ideas, knowledge, experiences or opinions;• Remembers new words and their meanings when seeing them again in other contexts.

TEACHING LITERACY IN THE EARLY YEARS

What makes an effective language program?

Teaching language is about teaching children to speak, listen, read and write. It is these skills that will help children the most throughout their schooling.

Teaching children to read is fundamental to their success as students and citizens.

An effective language program needs:

- A language rich environment. This means that children have every opportunity to use language and to see language used in meaningful ways;
- Activities which actively engage children with language;
- Activities which cater for different levels of language skills in the classroom;
- Teachers who plan lessons that systematically build on children's developing language skills, and who support children's development in language learning.

Teaching language in the classroom should not be seen in isolation to other curriculum areas. Children need to be able to use language effectively and meaningfully, no matter what subject they are learning. For example, teaching maths is not just teaching children processes or formulas, it involves engaging them with the vocabulary and language. If children become skilled in language, they have the best chance of becoming skilled in all areas of the curriculum.

Creating an environment for learning to read

It is important that you create a positive atmosphere for learning to read in the classroom.

For example, where possible:

- Display children's work on different topics and activities and change displays regularly;
- Display a wall story (rewrite and illustrate a story that you have read with the children);
- Display an alphabet and number chart;
- Introduce new words and display them on a Word Wall - a space on the wall designated to display words that children will learn and use;
- Use colour in the classroom;
- Make sure children have access to good writing tools and materials to illustrate their writing;
- Make a variety of books and other texts available in the classroom, every day for children to read.



Reading aloud to children is enjoyable and fun

Children will enjoy listening to a good story when it is read in a natural and interesting way. Adults and older family members or friends can spend time reading aloud to children. Teachers can read stories aloud for children's enjoyment too.

Why should you read aloud to children?

- Reading aloud to children helps them to develop all their literacy skills: speaking, listening, reading and writing;
- Reading aloud means children use their imagination as they listen;
- Reading stories aloud to children gives them a special experience of the book and they are more likely to pick up the book themselves and try to read it.

How should you read to children?

When you read aloud to children, it is important to read slowly and deliberately. This means pausing at the end of units of meaning such as phrases and sentences to give the children time to take in what you are reading. It also gives them time to predict what might happen next in a story. You should use an interesting and flowing voice – try different voices for different characters.

What should you read to children?

You can read any texts to children. Narratives and recounts are the best type of texts to read aloud. They are memorable, they grip the child's imagination and are more predictable. Stories in chapters are very good to read aloud to older children. Reading a longer story with an ongoing plot and characters keeps their interest level for regular read-aloud sessions. (eg one chapter per day). Children will engage with any texts if they are read in an interesting and meaningful way.

Should children read aloud to other children?

Children can read aloud to other children in front of the class but you must ask yourself why you are asking them to do this. For example, are you testing their ability to read aloud? If this is the only reason for them to read aloud in front of the class on their own, then this is not a good reason. There are other ways to test if children can read a text. For example, listen to them individually or when they are working in small groups. Reading aloud is a skill that has to be learnt. For young children and beginner readers it is a very difficult skill to acquire quickly. If the children's reading is slow and stilted it makes it very difficult for the other children to follow. In addition, if the child is not a good reader, then this situation will put him/her under a lot of pressure and their reading will probably become worse. If you want children to read aloud, it is better to do this in a shared reading situation.

Should you correct children as they are reading aloud?

Before children read a text aloud, they should be prepared. This means that they should already be familiar with the text. Don't try to repair a child's reading while they are reading. If you do this, firstly, the child will come to rely on you for reading difficult words. Secondly, the child cannot take in your correction in a permanent way if they are still reading while you correct them. (That is, it is likely that they will make the same mistake again and again through the text). Finally, constant correction and interruptions will make it very difficult to gain meaning from the text which, of course, is the main reason for reading. If a child makes a mistake in reading a word, give them time to correct this before you jump in to save them. If they hesitate at a word, again wait to see if they can work it out before you jump in to help them. Give them time to correct their own mistakes.

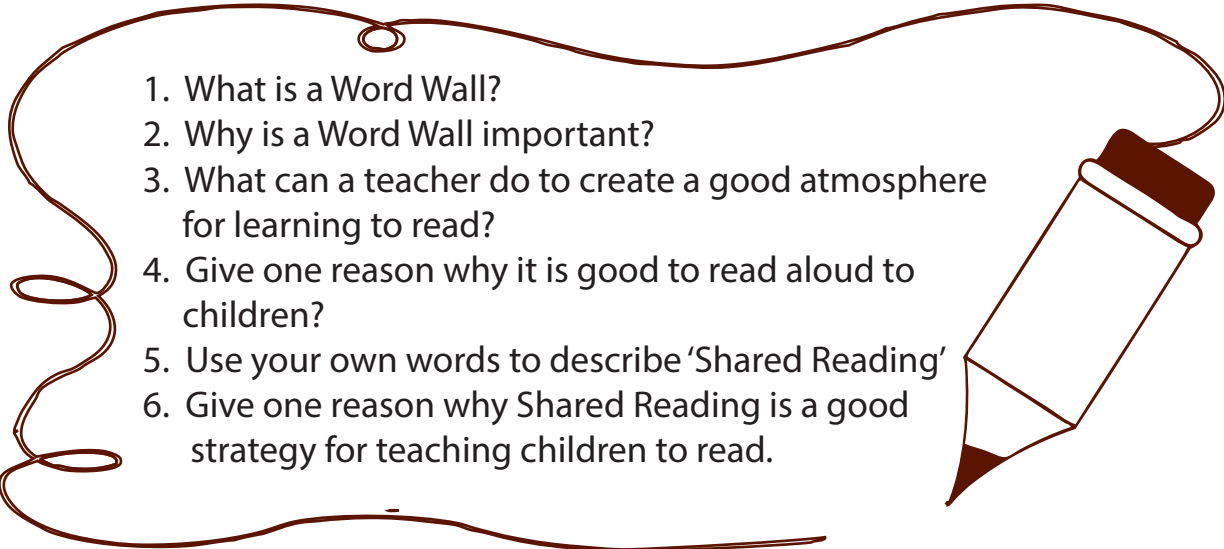
SHARED READING

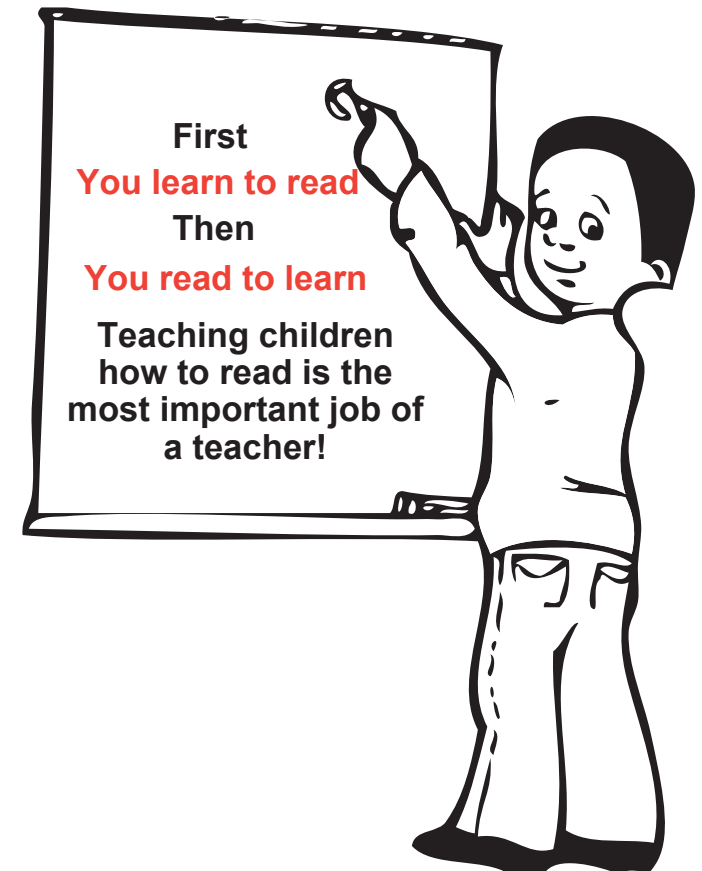
What is Shared Reading?

Shared reading is reading a familiar text with the children. The text is written in large writing, so all the children can look at the one text together. For example, a big book that you have purchased or made, a text you have written together which describes something that you have done, a recount of an event that all the children have written or an interesting text taken from the text book. This same text can be used over and over again in the classroom. Young children enjoy repetition and will not get bored with the text if you change the focus of the reading every time.

Why Shared Reading?

Shared reading motivates young children and involves the whole class. The children can join in with the teacher in some way, no matter how developed their reading skills are. The teacher can show the children good reading behavior as well as show the children some strategies that make a good reader. (e.g. using prediction skills, ways of recognizing an unknown word, using an interesting and flowing voice, using pictures as cues to help decode words.) During shared reading, the teacher can show the students different features of the text. These include the structure of texts (eg. narrative, reports), reinforce sight vocabulary, (commonly occurring words), punctuation, sentence patterns, letter patterns, new vocabulary and grammar points. A shared text will also be richer in language than a text that the children may read on their own. This is because the teacher is there to help them with the text. This is your role as a teacher – to take children further than they can go on their own.

- 
1. What is a Word Wall?
 2. Why is a Word Wall important?
 3. What can a teacher do to create a good atmosphere for learning to read?
 4. Give one reason why it is good to read aloud to children?
 5. Use your own words to describe 'Shared Reading'
 6. Give one reason why Shared Reading is a good strategy for teaching children to read.



MORE ABOUT TEACHING LITERACY IN THE EARLY YEARS

Teaching Phonics

The phonics of a language are the sounds of a language that the alphabet makes. Teaching children the relationship between the sounds of the language and the letters is very important. Being able to identify the letters and sounds in a word gives them important cues in reading. (i.e. What letter does the word begin with? What do you think the word could be?) However, teaching children the sounds and letters in isolation to a text is not an effective strategy. The relationship between sounds and letters should be reinforced through reading whole texts as well as word and phonics games.

Teaching Handwriting

When children are still small, they have limited control over their eye hand coordination (fine motor skills). As a teacher, you can help them develop their control by giving them activities to do that will develop these skills. For example, activities such as weaving, paper folding, sewing to make use of fine motor skills. So as well as being concerned with children learning to write the letters of the alphabet, it is also important to develop their skills which will help them do this successfully.

When you begin teaching handwriting, you will need to teach children how to form the individual letters of the alphabet before they can begin to write. You can do this at the same time you are teaching phonics. Make sure that when you are teaching handwriting, children are sitting in the correct position and holding their pencil correctly. Make sure they are forming the letters correctly right from the beginning. It is easier for children to copy text that is placed in front of them rather than trying to copy from the board. Make sure that you write very clearly and in letters large enough for the children to see and copy. Remember that young children's fine motor skills are still developing, so they will have limited control over the neatness of their writing at first. Children will develop early reading skills before they learn to recognize and write every letter of the alphabet. This means children will be able to read simple texts even before they can form the letters of the words properly.

Teaching Spelling

Learning to spell really relies on developing a good visual memory for words. That is, children need to become familiar with ‘how words look’. Learning to recognize words and remember how they look takes time and children will find it easier to learn words which are short, or words which can be broken into more than one part. English, i-Tauki and Hindi are languages that are quite phonetic, which means words can often be ‘sounded out’ if children have a good grasp of phonics. However, the ‘sounding out’ of words should not be the only strategy a child uses when spelling and it shouldn’t be the only strategy they rely on to read.

To help children learn to spell new words, the Look, Cover, Write and Check Method is the most helpful.

In this method, you ask the child to:

1. Look at the word.
2. Cover the word with their hand.
3. Write the word (without looking at the word at all).
4. Check if their spelling is correct.

When the child checks their spelling, give them time to do this themselves. That means don’t do it for them. If they have made a mistake, they will notice this most of the time. If they don’t, then write the word again for them and analyze the spelling with the child. Children should continue practising a word until they can confidently write it correctly.

If the word is long, break the word into chunks and ask the child to write the first part and then the second part. Still follow the same method covering the word as the child writes.

Teaching Speaking and Listening

Give children every opportunity you can to engage in different speaking and listening tasks. These should range across the curriculum areas. For example, telling stories, telling and retelling events, role playing, saying poems, singing songs, playing sports and following instructions, playing games, doing group work, joining in with maths games and art activities etc. Make sure that children are given opportunities to speak in formal and informal ways: to tell their stories, to give instructions to other children, explain why something works the way it does, talk about personal things, the environment and the people around them ...etc.

If children’s first language (mother tongue) is different to the language of instruction it is even more important that you pay particular attention to developing children’s speaking and listening skills.

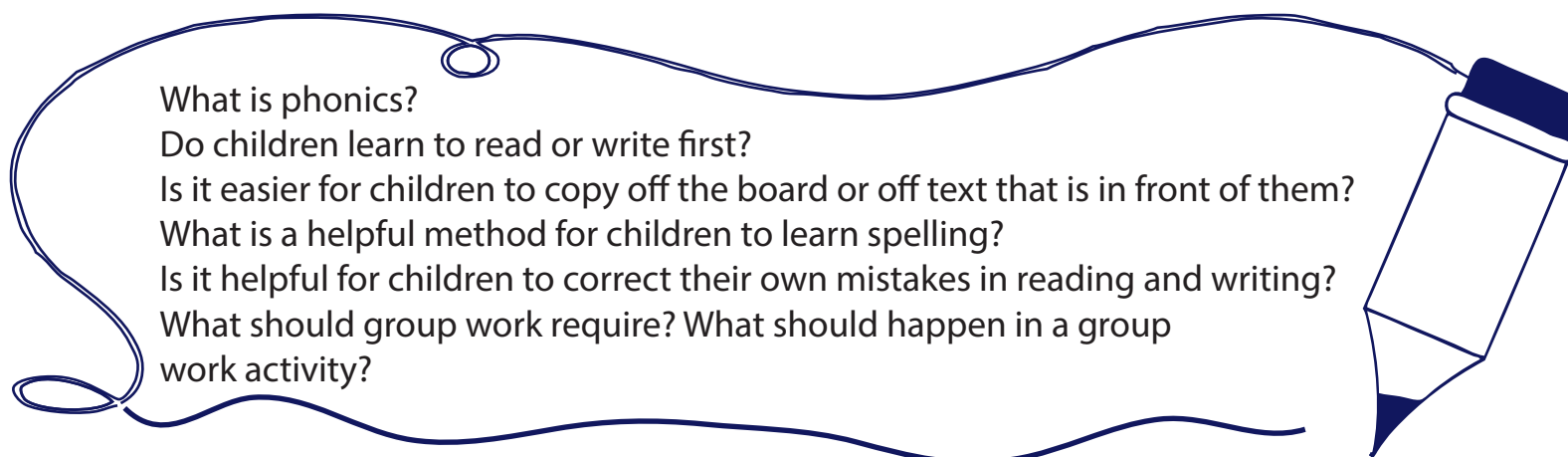
A note on groupwork in the language classroom

Group work is an important part of the language classroom. However, you must think about why you want the children to do an activity together before you ask them to do it.

- There has to be a reason for doing an activity. There has to be a purpose for it and a clear outcome. Don't put students into groups for no reason. Working independently side-by-side is not group work.
- A group task should require children to DO and TALK. The group needs a reason to talk or solve a problem. They need to rely on each other's input to achieve something.
- The task must be cognitively appropriate for the children's age.
- Everybody needs to be involved.
- The children are given enough time to finish the task and RECORD it.

Benefits of group work in the language classroom:

- Learners hear more language as they are sharing with others;
- Learners interact more and their output increases;
- What they learn is learnt in an appropriate context;
- There are positive affective consequences (e.g. they may be less embarrassed to talk and contribute);
- Learners hear the same ideas lots of times which reinforces the message.



SOME TIPS FOR TEACHERS

Teaching young children how to read

DO

- ✓ Read aloud to children every day.
- ✓ Read a shared text together every day.
- ✓ Listen to children read aloud to you.
- ✓ Write texts clearly for the children to read.
- ✓ Teach the sounds and letters of the alphabet.

DON'T

- ✗ Don't ask children to read a text aloud that they are unfamiliar with.
- ✗ Don't expect all children to develop their reading skills at the same rate.
- ✗ Don't wait until the children can recognise all the sounds of the alphabet before you introduce a text to them.

Listening to young children read

DO

- ✓ Let the child prepare before you ask them to read aloud.
- ✓ Listen to the children read regularly.
- ✓ Give the child time to correct themselves as they read.
- ✓ Wait for them to finish a sentence before you correct them.
- ✓ Praise the children for what they can read

DON'T

- ✗ Don't interrupt the child as they are reading
- ✗ Don't give negative feedback or discourage the child's efforts
- ✗ Don't correct the child before they have tried to correct their own mistake first

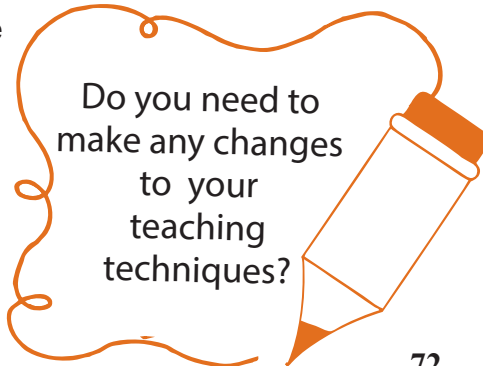
Teaching young children how to write

DO

- ✓ Write clearly and neatly yourself.
- ✓ Ask the children to write every day and try to spell new words.
- ✓ Write a text for a child if they are not able to write it by themselves.
- ✓ Talk and write together about the activities that you do in class. These texts can be used for shared reading.
- ✓ Display children's writing in the classroom.
- ✓ Teach spelling using Look, cover, write and check method

DON'T

- ✗ Don't wait until children can form all the letters of the alphabet correctly before you ask them to write.
- ✗ Don't discourage children's early attempts to write. They will not write perfectly to begin with.
- ✗ Don't punish them for making mistakes – praise their efforts instead.



Do you need to make any changes to your teaching techniques?

TIPS FOR LARGE CLASSES

In large classes, it is difficult to keep all children busy all of the time. Idle children can get restless and disrupt the classroom. This can cause behavior problems. Classroom management is essential. It is your responsibility to keep children engaged in learning at all times. As a responsible teacher, you must be well planned, have materials prepared and enough materials for every child in the class.

Use small group work with enough prepared materials so that every child is engaged.

Prepare your materials well and store them – so that you can use them multiple times (laminated / containers / cards).

Prepare different and multiple sets of materials so that when one group has finished their task, you have other materials ready for them.

Prepare different and multiple sets of material for group-work so that you can rotate materials around the groups. Colour code your sets of materials for easier management.

Consider how you group children for different activities; same ability / different ability / friendship groups / loud and quiet children.

Set up work stations and children work at that station on the set activity, independently or as a small group. After 10-20 minutes, children leave that station and rotate to the next station. It can take more than one lesson for children to rotate through the stations so they can do one or two stations each day. You can be based at one station where you do some explicit teaching to the small group of children.

Set up work stations and give clear instructions for the activity at each station. Make sure that you have prepared and provided enough materials at each station so that every child can be engaged. Consider preparing materials for the different levels of children.

Write all children's name on a stick or a small card and put them all in a bowl. Ask your question and then draw a name from the bowl. This way, children will not get too excited putting their hands up and waiting for you to call on them. It also means that you randomly select a child. Ask the question before you pull out a name so that the whole class is thinking of the answer before you call on one child.

It is important to utilize as much time as possible in the day for children's learning and not waste their time. Children who have finished their work and are waiting for the next activity should remain busy with learning.

Have a mat in the classroom with activities, puzzles, books or games. Children can go to the mat when they have finished their set work. Be sure to keep the mat tidy and well organized.

Provide poems, rhymes or jingles. Each child chooses one to illustrate. The illustration should be detailed and coloured. This illustration may take a week to complete and could be done when work is finished and they are waiting for the next activity. Finished pictures can be displayed in the classroom along with the associated poem, rhyme or jingle. It should be detailed, coloured and well presented.

Ask parents to purchase an Activity Book from the market. These activity books usually have puzzles, mazes, short problems in the books. When the child has finished their assigned classroom work, they can complete their own Activity Book.

Buy an Activity Book from the market yourself. Photocopy some of the activities - mazes, puzzles, word problems - and have a stack ready. Children who finish set work early can complete an activity sheet. Be sure to have the answers available too so children can correct their own activity.

Each child should have a reading book in their desk. They can choose this book from the library or bring it from home. It is a book that is of personal interest to the child. When the child has finished their assigned classroom work, they can read their book or look at the pictures while waiting for the next activity.

Use a reward system and assign points, stickers or items for 'good study behaviour'. Discuss criteria of 'good study behaviour' and 'good group behaviour' for group work. Praise and reward good study behaviour. Rewards can be given weekly to individuals or groups.

Mentor / Coach:

- Ask teacher what you should focus on in the observation Eg – Shared reading, instructions, participation, questioning...
- If there is nothing specific, then use this form for general observation & feedback.
- Observe the teacher teaching the full lesson and complete this form.
- Share the completed form with the teacher at the end of the lesson and discuss your findings and feedback.
- Plan next steps EG demonstration by coach, provision of materials, make planning more detailed, try new activities
- Keep this form on file in your office and refer to it next time you visit.

MENTORING OF LOWER PRIMARY TEACHERS TEACHING LITERACY

GENERAL INFORMATION

Name of Mentor/ Coach:		Name of teacher being coached:		School:	
Position		Grade		District	
Note on environment of classroom...			Is the Word Wall displayed?		YES NO
			Is the Word Wall colorful and interesting?		YES NO
Number of students enrolled		_____ male _____ female	Number of students attending today		_____ male _____ female

ACTIVITY	TIPS FOR SUCCESS	YES	NO	EXAMPLES & NOTES TO DISCUSS WITH TEACHER
Oral Language Tick <input checked="" type="checkbox"/> the activity that the teacher did in this session? <input type="checkbox"/> Puppets <input type="checkbox"/> Pick Up <input type="checkbox"/> Introductions <input type="checkbox"/> Guess my Card <input type="checkbox"/> Story Time <input type="checkbox"/> Mime instructions <input type="checkbox"/> Add a Sentence <input type="checkbox"/> Ask About Others <input type="checkbox"/> Role Play / Actions <input type="checkbox"/> Show and Tell <input type="checkbox"/> Tate Oral English	Did the teacher give clear instructions to the class?			
	Was the teacher prepared for this activity?			(resources used)
	Did the teacher emphasize any key words, phrases, structures that the children practiced?			EG – simple past tense / new vocabulary / prepositions / nouns/ family relations / free speaking...)
	Were all the children participating in this activity and practicing focus language?			If not, why not?
	Did this activity take 10-20 minutes?			

ACTIVITY	TIPS FOR SUCCESS	YES	NO	EXAMPLES & NOTES TO DISCUSS WITH TEACHER
Shared Reading	Did the teacher write the shared reading text so that all children could see it clearly?			
	Did the teacher use an appropriate shared reading text?			(where did the text come from? What was the topic? Is it related to syllabus?)
	Did teacher ask prediction questions / talk about picture and title / author?			
	Did the teacher read the shared text at an appropriate speed and with expression?			
	Did the teacher read the shared text together with the students?			(not too slow that the meaning is lost and not too fast that the students can't keep up)
	Did the teachers ask comprehension question about the meaning of the text?			
	Did the teacher ask student to show where particular information was written in the shared text?			(eg where in the text does it say? Where in the text does it tell me....? Which word tells me...? Which sentence tells me....?)
	Did the teacher ask questions about the features of the text–words, grammar, punctuation?			(eg how many sentences do you see? Where is the question? How many times does the word....appear? Where is a word in this sentence that begins with <i>mm</i> ?)
	Were all children involved in this activity?			
Introduce 5 new words	Did the teacher introduce 5 new words using flashcards?			(flashcards of words should be large and have neat print)
	Did the teacher use 5 new words related to the shared text, the theme or dolche words?			
	Did the teacher ask questions about each new word?			(EG How many letters in this word? Which letter has the sound <i>mm</i> ? What letter does this word end in?)
	Did the teacher ask questions that compared the 5 new words?			(EG Which words have 4 letters? Give me a sentence with these 2 words? Which words have the letter T? Which word has 3 syllables?)
	Did children make a sentence using new words and record at least one?			(EG copy a sentence using a word, copy all words, draw a picture)
	Did the activity take 10 minutes?			

Phonics and Words Tick <input checked="" type="checkbox"/> the activity that the teacher did in this session? <input type="checkbox"/> Ruler Tap <input type="checkbox"/> Smiley Face <input type="checkbox"/> Rainbow Words <input type="checkbox"/> I Spy <input type="checkbox"/> Bingo <input type="checkbox"/> Word Race <input type="checkbox"/> Spot It <input type="checkbox"/> Rhyme the Word <input type="checkbox"/> Group the Words <input type="checkbox"/> Look, Cover, Write, Check <input type="checkbox"/> Jolly Phonics	Did the teacher give clear instructions to the students?			
	Was the activity done in the correct way; as shown in the workshop and <i>Literacy Guide for Lower Primary</i> ?			
	Did all the students participate in the activity?			
	Did the students appear to enjoy the activity?			
	Did the activity refer to the words on the Word Wall?			
	Was the activity moving fast enough to keep children's interest?			
	Ask teacher if they need refresher / demonstration for any of these activities			
Reading and Writing Tick <input checked="" type="checkbox"/> the activity that the teacher did in this session? <input type="checkbox"/> Write a Sentence Chart <input type="checkbox"/> Peer Reading <input type="checkbox"/> Jumble Sentences & Words <input type="checkbox"/> Cloze Exercises <input type="checkbox"/> Performance Reading & Writing <input type="checkbox"/> Given Words for a Sentence <input type="checkbox"/> Stories & Pictures <input type="checkbox"/> Dictation / Running <input type="checkbox"/> Re-write Sentences <input type="checkbox"/> Change the Story	Did the teacher give clear instructions to the students?			
	Was the activity done in the correct way; as shown in the workshop and <i>Literacy Guide for Lower Primary</i> ??			
	Did all the students participate in the activity?			
	Did the students appear to enjoy the activity?			
	Did the activity use any words from the Word Wall or text from the Shared Reading Text?			
	Ask teacher if they need refresher / demonstration for any of these activities			

OTHER TIPS TO NOTE...

ACTIVITY	TIPS FOR SUCCESS	YES	NO	EXAMPLES & NOTES TO DISCUSS WITH TEACHER
Morning Message <i>(additional for teachers)</i>	Did the teacher write an appropriate morning message on the board?			(copy the morning message here)
	Was the message fun and interesting for the students?			
	Did the teacher 'think aloud' as they wrote the message?			
	Did the teacher discuss the content and meaning of the message with the students?			(eg ask students' opinions, answer the question that was written, talk about the issue raised in the morning message)
	Did the teacher talk about the text features with the students?			(eg where is the word...? why do I put a full stop here? How many letters in this word? etc Talk about spelling, phonics or making corrections)
	Did the activity take 5 minutes?			

TIPS FOR SUCCESS	YES	NO	EXAMPLE & NOTES TO DISCUSS WITH TEACHER
Is the teacher well planned and prepared with all the resources needed for this lesson?			If not, why not? Find solutions..eg prepare with other teachers / parents help / materials needed.
Are most of the children engaged in learning for the entire lesson?			If not, why not? Pace too fast / too slow?
Is transition from one activity to the next smooth and fast?			If not, why not? Instructions not clear? Preparation not complete? Discuss / demonstrate how to improve transitions.
Did the teacher observe the timing of each activity?			If not, why not? No clock? Didn't check clock? 'got carried away..' Discuss ways to improve time-keeping.
Did the teacher move 'fast enough' to keep children engaged?			If not, why not? Too much teacher talking? Too much explaining? Instructions unclear and unfocused? Discuss / demonstrate how to pace a lesson to keep children engaged.

QUESTION for STUDENTS Speak with a few students selected at random...	YES	NO	RESPONSES TO DISCUSS WITH TEACHER
Do they do a reading lessons every day?			
Do they enjoy the activities for reading and writing?			(which activities have they done? Which activities do they enjoy the most? why?)
Do they have books and resources to read?			(what materials do they read?)
Do they sometimes read at home with family or on their own?			
Do they have enough materials to do the reading activities?			(coloured pencils, scissors, charts, tape)
Do they think that their reading skills are improving?			(why do they think that their skills are / are not improving?)
(any additional question you ask the students –write here)			

MAIN POINTS DISCUSSED WITH TEACHER IN THE COACHING SESSION and WHAT ARE THE NEXT ACTIONS?

Dyslexia Indicators Assessment Tool

Dyslexia

Dyslexia is a Specific Learning Disability. Specific Learning Disabilities result from problems the brain has in getting, remembering, understanding, organising and using verbal and/or non-verbal information.

Specific Learning Disabilities are due to the way an individual's brain is 'wired'. They may affect listening, thinking, speaking, writing, reading, spelling or mathematical calculation. They are not intellectual disabilities, and people who have specific learning disabilities are not 'slow learners'.

There are three main categories of Specific Learning Disabilities:

Dyslexia – affects reading and writing. The majority of people with a Specific Learning Disability have dyslexia.

Dysgraphia – affects handwriting

Dyscalculia – affects mathematics.

Children with dyslexia are often very bright and have average or above average intelligence.

Dyslexia can be confusing for parents and teachers, and frustrating for the child, as the child may be extremely bright and good at many things, but the skills that are so central in a school setting (reading, writing and maths) are difficult.

Children with dyslexia often excel in practical and technical subjects such as woodwork, electronics, cooking, drawing, music, sport and performance. They are often creative, persistent, intuitive, empathetic, and have strong reasoning and problem-solving skills.

Children with dyslexia might find it difficult to learn to read. Some but not all struggling readers may have signs of dyslexia.

Who is this tool for?

This tool will help teachers identify and support students who may have signs of dyslexia.

When should this tool be used?

This tool should be used by teachers to identify whether students who are struggling to learn to read may have signs of dyslexia. The tool should be used after teachers have used the *Literacy Guide for Lower Primary - Years 3 and 4*.

When should this tool not be used?

This tool should not be used with every child in the classroom.

This tool cannot diagnose dyslexia, but can provide an indication of whether a child might be at risk. Dyslexia can only be diagnosed by an educational psychologist or similar professional.

How should teachers use this tool?

If teachers have already applied the teaching strategies in the *Literacy Guide for Lower Primary - Years 3 and 4*, and the child continues to struggle to learn to read, use the following checklists:

Interview the child's parent(s) or caregiver using the questions in Checklist 1, and follow the instructions at the end. Make sure questions are asked sensitively.

If the answers to all of the questions in Checklist 1 is 'no', complete Checklist 2A with the parent(s) or caregiver, and Checklist 2B based on observations of the child.

If you suspect the child has signs of dyslexia, read the advice at the end of Checklist 2, and review the Disability Inclusive Education Handbook for Teachers, which can be found in the Toolkit for Disability Inclusive Education in Fiji.

Checklist 1: Factors that may contribute to academic performance

Complete this checklist together with the child's parent. Make sure the questions are asked in a sensitive manner.

	QUESTION	YES	NO
1.	Has your child had frequent absences from school? <i>(If the answer is yes, inconsistent school attendance may have affected learning.)</i>		
2.	Has your child been experiencing poor health? <i>(If the answer is yes, sickness and medication may have affected learning.)</i>		
3.	Has your child been distracted from their learning by anything happening at home? <i>(For example, poor diet, inadequate sleep, stressful home environment, trauma.)</i>		
4.	Could your child have a vision or hearing impairment? <i>(If the answer is yes, check vision and hearing to rule out these factors.)</i>		
5.	Does your child display any behaviours, emotions or conversational skills that are inappropriate for their age?		
6.	Has your child been involved in an accident or have any injuries that may impact their learning?		
7.	Has your child been diagnosed with a medical condition or disability other than dyslexia that may affect their learning? <i>(If the answer is yes, ensure that relevant supports are provided. See the Disability Inclusive Education Handbook for Teachers.)</i>		
<p>If the answer to any of these questions is YES, the student may not have signs of dyslexia.</p> <p>Discuss the identified issue(s) with the child's parents or caregiver, and develop a plan together.</p> <p>If the answer to all of these questions is NO, move on to Checklist 2: Indicators of Dyslexia.</p>			

Checklist 2: Indicators of Dyslexia

Complete checklist 2A with the child's parent(s) or caregiver.

Complete checklist 2B based on your observations of the child. Ask parents or caregivers for additional information if needed.

Checklist 2A: Personal History		YES	NO
Complete this with the child's parent(s) or caregiver. Ask the questions in a sensitive way.			
1.	Is there a family history of difficulty learning?		
2.	Has your child been recognised by other teachers as a slow learner in the past?		
3.	Was your child slow to develop speech?		
4.	Was your child slow to develop fine motor skills?		
5.	Does your child have difficulty organising himself/herself in his/her daily routines?		
6.	Does your child have difficulty saying words correctly?		
7.	Does your child have difficulty recognising and learning the letters of the alphabet and numbers?		
8.	If English is not your family's first language, were difficulties evident when your child was learning their first language?		
9.	Are the same difficulties evident when learning in English?		
10.	Does your child have difficulties paying attention?		
11.	Does your child have difficulty concentrating on a task?		
12.	Does your child get easily distracted when working on a task?		
13.	Does your child have poor short-term memory?		
14.	Does your child give up easily or get frustrated when working on certain tasks?		

Checklist 2B: Reading Comprehension / Writing / Spelling		YES	NO
Complete checklist 2B based on your observations of the child. Ask parents or caregivers for additional information if needed.			
1.	Does the student read the same words or sentences incorrectly each time?		
2.	Does the student have difficulty reading nonsense words? (e.g. words with no meaning, such as gan, sasp, fasp, glab)		
3.	Does the student have difficulty identifying individual sounds within a word? (e.g. “ou” in “cloud”, the “rai” in “train”)		
4.	Does the student display a significant difference between oral (talking) language skills and ability to express their thoughts in writing?		
5.	Does the student consistently forget how to spell words they have been taught?		
6.	Does the student understand maths concepts but have difficulty with written word problems in maths?		
7.	Does the student avoid reading out loud or become anxious if asked to read out loud?		
8.	Does the student tend to confuse words that look alike? (e.g. was / saw, pot / top, who / how)		
9.	Is the student often confused by letters that look similar? (e.g. b/d, p/g, p/q, n/u, m/w)		
10.	Does the student have difficulty reading unfamiliar words?		
11.	Does the student have difficulty reading unfamiliar words?		
12.	Does the student mis-read or leave out small words (e.g. for, of, with, an, it) and word endings (e.g. -ing, -ed, -ly, -s)?		
13.	Does the student frequently misspell words, including spelling the same word differently within one writing task?		
14.	Does the student lack intonation when reading aloud? (e.g. fails to recognise and pause at punctuation indicators)		
15.	Does the student have difficulty sounding out words? (e.g. one syllable at a time)		
16.	Does the student make unusual spelling errors?		
17.	Does the student read and re-read text before they understand its meaning?		
18.	Does the student forget information quickly after reading long passages of text?		
19.	Does the student have difficulty detecting errors in their own written work? (i.e. when proof reading their own work)		
20.	Does the student have difficulty re-telling a story immediately after reading a text?		
If the answer to at least 3 of these questions is YES, the student may have signs of dyslexia.			

How to support students who may have dyslexia

Teaching and learning strategies used for students who may have dyslexia can be useful for all students. Many of the strategies listed below are useful techniques for the entire classroom.

It is important not to blame the child for their learning barriers or accuse them of not trying hard enough. It is also important to recognise that children who may have dyslexia can learn, but may require different strategies to ensure that they are successfully engaging in all learning activities.

Setting up the classroom

- Limit visual / auditory distractions.
- Ensure a clutter-free work space (for example, only have the current task on the student's desk with unnecessary books packed away).
- Ensure only the most relevant information is on the blackboard.
- Provide a handout with information from the blackboard for students who have difficulty copying information from the blackboard.
- Consider where the student is sitting – they may prefer to sit close to the front where there are fewer distractions.

Adapting the delivery of lessons

- Understand the individual student's learning preferences and tailor the teaching to how the student learns best.
- Use clear, direct instruction. Demonstrate instructions wherever possible.
- Differentiate instruction modes based on individual learning preferences.
- Provide handouts to students for important tasks, such as assignments.
- Break down each task step-by-step.
- Use actions, pictures or diagrams when introducing new words. Put new words in context.
- When teaching letters and sounds, encourage students to use their finger to write out letters in the sand or create letter shapes with clay.
- Ensure handouts and other written information is clearly presented, double-spaced, using a non-cursive font such as Arial Narrow. This font has been identified as easier to read.
- Leave writing on the blackboard long enough for students to read or copy down. Ensure the student is not rushing and remember to provide handouts to students with difficulties copying from the board.
- When teaching a practical task, such as cooking or craft, demonstrate the task while explaining it to the class.
- Introduce each new activity with a clear description of the topic.
- When teaching a new topic, introduce all new words, including their spelling and meaning.
- Start with easy skills. For example, if reading is difficult, start with basic reading passages and increase difficulty as the student improves.
- Repetition may help when introducing new topics or concepts.
- Allow additional time.
- Focus on letters and their sounds. Teach phonics explicitly. Present phonics in words and sentences so that they are taught in a context.

Communicating clearly

- Provide regular positive feedback and encouragement – focus on the child’s strengths and recognise achievements. Children who feel successful, learn better.
- Develop an understanding of the student’s learning style – what form of communication do they best respond to? This will help you to be able to tailor your communication to best suit the student’s needs.
- Be mindful of how instructions are provided – does the child know what is expected of him/her? Check the student has understood what is required. For example, if a child has difficulty reading, and all steps are written on a handout, you may need to demonstrate, explain, or include pictures to help with comprehension.
- Be patient and repeat instructions when necessary – some students may only retain the first two steps of a task. They will, therefore, require you to repeat instructions. Remember that this is not because they are not paying attention or are forgetful but because they have difficulty holding a lot of information in their short-term memory.

Building independence

- Do not modify or simplify tasks that the student can complete independently.
- Support the development of skills. Children with dyslexia may require more time and different teaching styles but can still achieve the same tasks as others.
- Make tasks challenging yet achievable – ensure the task is set at or just above a child’s current skill level to improve their independence and experience of successful task completion.
- Make learning fun and interesting – ensure the child continues to enjoy activities that they are having difficulty with. If the task is meaningful, children are more likely to be involved.

Managing behaviour

- Dyslexia may be identified through secondary behaviours, such as a child avoiding difficult work or behaving negatively in class to get out of a reading activity. It is common for children with dyslexia to become frustrated from time to time, especially if they are aware they are not at the same level as their peers. In turn, this can affect self-esteem and confidence and reduce motivation to try new tasks.
- Ask yourself ‘why’ – try and identify the cause for the behaviour. This may help you to develop a behaviour management strategy.
- Focus on addressing learning barriers rather than punishing the behaviour. If you identify why a student is frustrated with a specific task and provide relevant supports, negative behaviour is likely to reduce.
- Be consistent with behaviour management approaches.

Parent support

- Encourage parents to support their child at home.
- Provide parents with information about dyslexia. Photocopy this guide, and the relevant factsheet and chapter of the Handbook which can be found in the Toolkit for Disability Inclusive Education in Fiji.

For further advice, see the Disability Inclusive Education Handbook for Teachers, in the Toolkit for Disability Inclusive Education in Fiji.



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