



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

Supervisor Guide

**XR300 Reading and writing course
Yellow levels 1, 2 & 3**

*Read this guide before you start
and refer to it often*

XR300SG
2015/1



Reading packs at this level:

- XR301 Going fishing
- XR302 A sunny day
- XR303 Dad's triathlon
- XR304 Camping
- XR305 Getting up in the morning
- XR306 Pushing
- XR307 New Zealand Trees
- XR308 Make a cheesecake
- XR309 Trucks
- XR310 Dinosaurs

Supplementary packs

- XR211 Red word bingo
- XR311 Yellow word bingo
- XR312 Blends and digraphs pack and game

Each reading pack is designed to provide **at least 3–4 weeks** work for your student. The reader can be kept by your student.

Return the workbook to your Te Kura Learning advisor.

Complete the assessment page at the back of the workbook.

Send in any additional work samples and results of testing to help your Learning advisor choose the right resource for your student.

Acknowledgements

Cover image: Girl and mother studying at home, Shutterstock 98132222

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Skills for this level

Students at this level are learning to:

- think about what is happening in the story and predict what might happen next. This includes using clues from the pictures.
- notice when a word or the initial letter(s) of a word does not match with what they have said.
- use the letters and letter sounds to help them work out a new or tricky word.
- make sure that what they read makes sense and sounds right.
- re-read a sentence to check if what they have said was correct and matches the text.
- read common (high frequency) words.
- pay attention to the punctuation and read in an interesting voice.

Students are learning how books and text works. This includes:

- that sentences start with a capital letter and end with a full stop.
- that other punctuation marks have meaning e.g. speech, question, exclamation.
- that we use capital letters for names of people, places and other special names.
- what first and last means and identifying letters, words and sentences.

Talk to your Te Kura Learning advisor if the resource is too easy or too hard for your student.

Equipment you will need for your language programme

- Paper, pictures and photos to create your own reading books.
- Exercise book for daily writing.
- Scrapbook to be used as a blends book.
- Pencils, crayons, chalk, paint.
- Alphabet books, alphabet frieze.
- Blends and digraphs books or frieze.
- Magnetic letters.

A daily routine for reading and writing activities

Being able to communicate, developing oral language, and learning to read and write are some of the most essential skills for living. The time allocated to these activities in your daily programme should reflect their importance.

Set aside time every day for reading, writing, handwriting, letter, word, language and listening activities. The eight sections in the workbook give you ideas for different ways you can practice the skills.

This supervisor guide provides an overview of all the activities to cover at this level.

Guided reading

Take a guided reading lesson with your student each day.

Follow this model.

1. Introduce the book

- Read the title and talk about the cover picture.
- Ask your student what they think the book is about.
- Look through the book together, talking about the pictures.
- Make sure your student knows the names of the people or the objects in the book.
- Relate the book to your student's own experiences and knowledge.

2. Read the book

- Read the title together again.
- Now your student should read as much as they can by themselves. They may need to point to each word as they say it to help them check and notice if there is a mismatch.
- Encourage them to think about what is happening by using the picture cues.
- Always allow time for them to work out a tricky word if they get stuck. If they get stuck, you can prompt them to say the first sound(s) and to re-read the sentence getting the first sound of the tricky word ready.
- Allow them time to notice if what they said did not match with the word on the page.
- Allow them time to notice that what they said did not make sense.
- You can wait for up to 10 seconds for your student to try to work out a tricky word.
- Telling or quickly correcting your student is the last thing to do, unless the word is completely new to them and they have no experience or knowledge of it.

3. After reading the book

- Praise your student for what they did well, e.g. ‘I liked the way you noticed it didn’t make sense on this page’, ‘It was great the way you used the letter sound to help you’, and ‘It was really good that you went back and read that page again to make it sound like someone was talking.’
- Draw attention to the punctuation by talking about what speech, question and exclamation marks mean. Model how this sounds by reading the page to your student. Let them have a try at reading to make it sound like someone is talking or shouting.
- Ask some questions about the book, e.g. ‘Why do you think Dad did that?’, ‘Who else do you know that goes fishing?’, and ‘What might happen if dinosaurs lived today?’
- Talk again about any of the new objects or ideas.
- Ask your student to read part of the book again. Encourage them to read as if they were talking, reading in an interesting voice and without pointing to every word.
- Share the book with other whānau and friends – what about reading over the phone to someone or reading via Skype?
- Put the book in the student’s book box so that they can read it again on another day. Your student needs to read the book many times to help them learn the words and to become a fast and confident reader.

Eight sections in the workbook

As well as taking a guided reading session, spend at least 15 minutes on each of these eight activities every day. Break up the time across the day. Some activities may take longer and offer opportunities for a game and a more relaxed approach. Others will be shorter and require more focus and attention.

1 Hearing and listening to words and letters

All hearing and listening activities should be done by the student without looking at any written words or letters. The games can be played anywhere and anytime.

The skills covered at this level include:

- Hearing and identifying the syllables in a word, e.g. **going** has two go ing.
- Changing the order of the syllables, e.g. **going** becomes ing go
- Hearing the sounds in a word or syllable, e.g. **cat** has three c a t.
- Identifying the beginning, middle and final sounds in a word.
- Hearing and making words that rhyme. This activity practices two skills. Hearing the odd one out that doesn't rhyme. Making another word that has the same rhyme.
- Hearing and making words that all start with the same sound. This activity practices two skills. Hearing the odd one out that doesn't start with the same sound. Making another word that has the same sound. This can also be done with the middle or final sounds.
- Hearing individual sounds and putting them together to make a word.
- Attending to different sounds a letter may make. This is especially highlighted with the vowels that have a long and short vowel sound and letters like **c**, **g**, that have a soft and hard sound.

2 Learning about digraphs and blends

- Students are now ready to learn that some combinations of letters make a single sound. These are the digraphs **ch**, **ph**, **sh**, **th**, **wh**.
- Blends are two or three letters that maintain their individual sounds but are introduced as common groupings, e.g. **bl**, **dr**, **fr**, **str**.
- It is recommended that you focus on one digraph or blend for at least a whole week.
- Set up a table somewhere in the home or school room for the weekly focus. Put objects on the table that start with the digraph or blend. Include magnetic or wooden letters.
- Put up the blends and digraphs frieze (XR312).
- Create a blends and digraphs book in a blank scrapbook, allow at least a double page per blend. Label the pages with the focus letters and gradually fill with pictures of objects that start like that. Revisit pages you have already created and talk about the objects and letter sounds.
- Make a display of blends posters. Make a blends slide, wheel or a flip book.
- Have the blends and digraphs card nearby when reading and writing.
- Play the card matching game for blends and digraphs (XR312).

3 Working with rhyming patterns in words

There are some common clusters or chunks of letters in words, e.g. **ook** in book, look, took etc., or **ight** in night, might, sight, light etc.

Knowing about these chunks will help your student with both reading and writing. If they can read **look** and know the sound a letter **b** makes, they can read **book**. In the same way, if they can write **look** and they know the letter for the **t** sound they can write **took**.

These skills can be taught by using magnetic letters and making lists of rhyming words by changing the first letter(s). As well as the exercises in the workbook, make up your own lists using words from the reader or other books. As your student learns about digraphs and blends include these in your word lists, e.g. shook, chook, brook,

If your student finds these tasks difficult, check that they can hear rhyme. Can they think of other words that rhyme with look? Do lots of practise in hearing and making rhyming words. Look back at the first section in this guide, Hearing and listening to words and letters, for other ideas about rhyming. It is Ok to accept nonsense words when they are generating rhymes, e.g. look, cook, hook, mook.

After lots of practise making rhyming words with magnetic letters, encourage your student to write lists of words. Choose a word they know how to write and say, "If you can write 'look', you can write book and took, and hook and nook." Encourage them to write quickly and to think of their own rhyming words.

This skill is also useful when they are trying to work out tricky new words in their reading. Draw their attention to the part they know in a word by covering the surrounding letters with your index fingers. Say "Can you see something here you know?" "It looks like ..."
Then reveal the first letter and get them to try the tricky word.

4 Learning about words

Each reading book lists some high-frequency words on the inside back cover. It is very important that students learn to read the high-frequency words quickly and easily. These words are common in all reading. Not all of these words can be sounded out.

Knowing the high-frequency words makes reading easier and encourages reading for meaning. The student starts to develop the skills of re-reading and cross checking when they notice the text they have read does not make sense or does not match with the words on the page.

There are Bingo games available that include a list of all the high-frequency words at that level. Use these lists to check that your student is learning enough high frequency words. XR111, XR211, XR311.

Practice every day

There are many fun ways to help your student learn these words. Make up word cards with several copies of the words your student is learning. Make sure the printing and the card is large enough for your student to handle easily.

Play word games every day, choose from:

- memory
- snap
- your pile my pile
- word flip
- go fish
- bingo.

In every game, to win the pair or set, your student must be able to read the word. Build a word mountain or a word staircase and ask your student to read the words every day. Add in more words over time.

5 Daily reading

As well as spending time on a guided reading lesson, it is important that you read to your student every day. Have a quiet time set aside for you both to enjoy reading together. This can include fiction and non-fiction and will be on themes and topics of interest to your student. You can get more books from your local library or the Te Kura library. Your student can also enjoy looking at these books even if they cannot read them by themselves.

The reader sent in the pack is yours to keep. You can easily make many more readers like this. You can use photos, pictures from magazines or drawings as illustrations. The objects and themes you choose will be about things that your student knows and interests them.

There are apps available for tablets that allow you to make your own books with photos you have taken. Most apps have a sound recording option. At first you can record the story. Later you can record your student reading the book.

Book box

Keep all the books you make and the readers you have been sent in a book box. Make time every day for your student to read these by themselves and share with whānau and friends.

Expect your student to read the books in an interesting voice. Draw their attention to the punctuation and ask them to read it like someone is speaking, or as if they are excited. Talk about what the punctuation marks mean. A comma and a full stop are places to have a breath. Question marks and exclamation marks make the story interesting.

By this stage, readers may not need to point to every word in a book they know well. Pointing can slow a reader down and make the reading sound robotic.

6 Handwriting

Students at this level are learning that we use upper and lower case letters. They should know the upper and lower case form for each letter and its size and placement on the line in relation to other letters.

There are many different ways you can practice forming letters.

Model

Show your student how to make the letter before they begin and repeat this modelling often. You may need to guide their arm and hand. Be careful to stand beside them, not opposite.

As your student forms the letters, support them by talking about the way the letter is formed.

- **d** is made by going “around up and down”.
- **l** is “start at the top, down to the line”.

Practice

Begin with large whole arm movements in the air. Use large thick crayons and paintbrushes before expecting good grip with a thin pencil. Use their index finger to copy over tactile letters made out of sandpaper or glitter. Remember to use one continuous movement supported by the instruction to encourage correct letter formation.

Write on various surfaces including paper, white and blackboards or upright painting easels. It is better to stand and work on a wall mounted board before working on flat surfaces. Use lots of coloured paint, chalk, charcoal, felt pens and thick pencils.

Practise using upper case letters at the start of names, proper nouns and the beginning of a sentence. Draw attention to how we use lower case letters in most words, most of the time.

There are handwriting programmes available on websites and apps for tablets, as well as other Te Kura resources.

7 Guided writing

Reading and writing go hand in hand. They are complementary skills and what is learned in one can be useful in the other. It is important to write every day. Your student can write about the book they have just read or something that is important to them. The workbooks include ideas for writing for different purposes i.e. making a list, writing instructions, writing a recount or a description, keeping a daily diary or journal.

Your student will be able to write some words quickly and easily from memory. They can also find some words they want to use in their writing by looking in the reader or on the alphabet card. You can support your student to write new words by helping them make the link to words they already know. If they know how to write **can**, they can also write man, flan, tan and Stan.

For some words they may need to say the word slowly and record the sounds in sequence by filling in sound boxes you have drawn for them. Ask them to say the word slowly. What sound can they hear at the beginning, what comes next, and next, what is the last sound? You may need to write in the letters they could not hear or identify.

Always encourage your student to have a go at a new word.

Independent writing

Gradually the writing task will shift from a shared task to an independent activity. Be careful to write about different things and use a variety of words. Your student may want to write the same story every day because they feel secure writing the same words. There is no new learning in this situation. You can help by encouraging your student to add some more to the end, to change one part of the phrase or to add in a new describing word.

Practice

It is a good idea to practise writing some of the high frequency words that your student will want to use often in their writing. Practise writing them many times, with correct letter formation. Jumble and make them with magnetic letters many times. Use the magnetic letters as a model.

8 Language experience

Every day there are many opportunities for you to talk with your student and help them understand more about their world and the language we use to describe it.

The readers in the packs are on a variety of topics and it is useful to plan some trips or experiences related to the topic. There are ideas in every book and you can adapt these to suit your local situation and your student's interests.

There are suggestions for things to make, to do and to see. Get your student talking by using open ended questions about what they can see, what they are thinking about and what they think this might mean. You can help them by using lots of interesting words to describe the experience.

Sharing books, both fiction and non-fiction, poems, songs and rhymes also helps to develop new vocabulary and language. Make sure you have a range of books to share in the home or school room at all times.

There are suggestions for books to read in the workbooks and you can also get your own books from the library. Librarians are always happy to help with ideas about books enjoyed at this level. Every full time student should be receiving books from the Te Kura library. Te Kura has an excellent collection of books, some with audio support.

Assessment

Each pack is designed to provide at least 3–4 weeks work for your student.

Make sure your student has had opportunities to practise the skills and activities every day over a period of at least three weeks. Complete the workbook as the final example of what your student can now do.

Make a time to read to your Te Kura Learning advisor over the phone, by Skype or send them a video clip.

The reader can be kept by your student. Only the workbook is returned to your Te Kura Learning advisor along with any other work you would like them to see.

Complete the assessment rubrics at the back of the workbook. Give your Te Kura Learning advisor as much information as possible. This helps them to plan the next step in your learning programme.

There are other Te Kura resources available that you may like to receive. They explain the theory and practice in developing early literacy skills.

Ask your Learning advisor about:

| | |
|----------------------------------|---------|
| Junior Writing | ENW100 |
| The Writing Journey | XWG100 |
| Guided Reading – A general guide | PGRGNC |
| Guided Reading – Yellow level | PGRYELP |

