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Introduction

The *Step-by-Step Literacy Program* is a complete course for middle years students needing extra help in reading and spelling. It has been divided into five books for ease of use by tutors and students.

Book 1: Words

covers the building and splitting of simple cvc (consonant – vowel – consonant) combinations and consonant blends.

Book 2: Syllables

covers breaking words into syllables and long vowel sounds.

Book 3: Vowel Sounds

covers the long vowel combinations and splitting syllables with long vowel sounds.

Book 4: Beginnings and Endings

deals with common prefixes and suffixes.

Book 5: Complex Words

deals with more complex multi-syllabic words and further common prefixes and suffixes.

The books may be completed in order from Book 1 to Book 5, or areas of need for a particular student can be selected. Each book builds on the previous lessons.

- Many students enter the Secondary phase of school unable to take full control of their reading and more particularly their spelling, from a lack of knowledge of how letters work within words. If this is uncorrected, the sheer volume of reading and writing demanded during the Secondary years may leave them at a severe disadvantage.
- For some of these students, their potential for understanding information is marred by an inability to work quickly and automatically to decode and encode words. The *Step-by-Step Literacy Program* is designed to help them.
- Set out in unit lessons, it is a 'second chance' for students who need extra support in basic understanding of the word, phonics and syllable knowledge needed for reading and spelling.
- The units are designed to be delivered through extra daily sessions which may be monitored by a teacher, support teacher or support assistant.
- Each unit follows a similar pattern of delivery, enabling students to work with the minimum of tutor preparation and guidance.
- Optimum group size will be dependent on the rate and speed at which the students gain understanding, but the program has been successfully trialled with full classes working in sub-groups under the overall guidance of one member of staff.

Reading and writing performance have been closely linked to the phonemic knowledge of the student. The use of phonemic recoding is critical because it acts as a self-teaching mechanism. It enables the learner to independently identify new words and thereby acquire the orthographic representations necessary for rapid autonomous visual word recognition. Simple exposure to the alphabetic orthography is not sufficient for a child to induce alphabetic principles spontaneously.

There are basically three types of reader. There are those who read phonetically, those who read whole words, and those who use a combination of the two methods. A combination of phonics and 'whole word' reading is what a good reader uses.

Poor readers may try to read phonetically but do not have the knowledge of sound-symbol correspondence to allow them to be successful. Sound-symbol correspondence must be learned before any progress will be made.

'Whole word' readers do not recognise the individual letters or groups of letters that make up a word. They look at the outside shape of the word and match this from the shapes of whole words in their memory. Their competence with reading and spelling may then be dependent on the capacity of their memory. They may know some phonics but never use them to help with reading. 'Whole word' readers are thought to make up 60% of all poor readers. To improve their reading and spelling they must learn sound-symbol correspondence. Using known words and getting them to identify sounds within the words is the way to start.

The *Step-by-Step Literacy Program* can be used with all types of reader. It teaches the reading, spelling and contextual use of single- and multi-syllable words through a systematic progression of skills. Each unit focuses on a distinct group of skills: phonic, 'whole word' or syllable division methods. Teaching strategies are standardised throughout the program.

The structured and sequential program begins with the identification of vowel and consonant letters of the alphabet and quickly extends to include strategies for attempting to read and spell unknown words. It is cumulative, as each new unit draws on skills and abilities already developed and so allows for new knowledge to be incorporated into the old.

This series was originally written to teach strategies for reading and spelling to underachieving students of Secondary school age. It is, however, suitable for all ages from nine to ninety.



1. Read each syllable then combine them to make words.

	Copy the word.	Look/say/listen/cover/write/check.
com plete	_____	_____
col lide	_____	_____
in clude	_____	_____
des cribe	_____	_____

2. Match the syllables to make a real word.

	Write the word.	Look/say/listen/cover/write/check.
a. es flate	_____	_____
mis treme	_____	_____
in cape	_____	_____
ex take	_____	_____
b. com lete	_____	_____
ath plete	_____	_____
in tume	_____	_____
cos vite	_____	_____
c. ex close	_____	_____
en cribe	_____	_____
con pose	_____	_____
des crete	_____	_____

3. Make sure you know what all these words mean. Use a dictionary if you want to.



6.1 Do not take off the silent 'e' if the suffix (ending) begins with a consonant.

8. 'ment', 'ful' and 'less' are suffixes. Choose one of these endings to add to each base word so it makes sense.

use _____ base _____ state _____

grate _____ hope _____ life _____

pave _____ waste _____ home _____

use _____ blame _____ hope _____

9. Delete the words not needed in the following sentences.

a. The gravy was taste / tasting / tasteless.

b. The man was hoping / hopeful / hopeless he would become a good runner.

c. I am blame / blameless / blamed. It was Tim who broke the jug.

d. That was a silly state / statement / stating you have just made!

10. Choose two of these suffixes to add to each base word so it makes sense: 'er', 'less', 'ing' and 'est'.

safe _____

smoke _____

take _____

ripe _____

late _____

explore _____

intrude _____





Say the sound of the underlined vowels then say the word. (Read the words from left to right across the page.) How many words can you read in one minute. Record your daily score on the graph on the next page.

concrete

invoke

suppose

include

confuse

impede

compose

trombone

capsule

excuse

implore

supreme

cascade

translate

empire

escape

incline

oppose

intrude

stampede

concave

obtuse

compose

pollute

explore

costume

inflate

extreme

collide

ignore

immune

inhale

inquire

explode

enclose

describe

dictate

postpon

enzyme

wasteful

upgrade

nickname

update

advise

despite

incline

subside

subscribe

compute

exclude

consume

mundane

describing

safest

chased

ignored

refusing

arrived

latest

inhaler