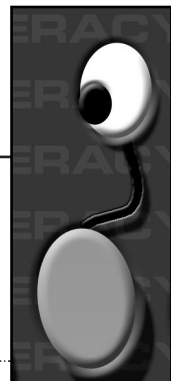


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Introduction

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.

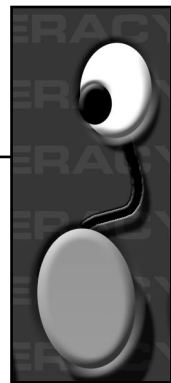
Poor readers may try to read phonetically but do not have the knowledge of sound-symbol correspondence to allow them to be successful. Sound-symbol correspondence must be learned before any progress will be made.

'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. Say the sound of the vowels that are underlined and combine the syllables to make a word. Then look, say, listen, cover, write and check!

a.			b.		
a	sleep	_____	com	pl <u>ai</u> n	_____
cr <u>ay</u>	on	_____	re	pe <u>a</u> t	_____
de	ca <u>y</u>	_____	bet	w <u>ee</u> n	_____
re	ve <u>a</u> l	_____	un	l <u>oa</u> d	_____
con	ta <u>i</u> n	_____	tea	cher	_____



11.1 Remember: to divide a word into syllables (beats):

- Find the vowels and mark them with the letter 'v'
- Mark the consonants between the vowels with the letter 'c'.
- Split the word into two, vc/cv, v/cv or vc/v.

2. Keeping the two vowels together, divide the words into syllables. Then look, say, listen, cover, write and check!

vc/cv	1st beat	2nd beat	Write the word ...	Cover ...	Rewrite the word.
o b t a i n	_____	_____	_____	_____	_____
m i d d a y	_____	_____	_____	_____	_____
t r e a t m e n t	_____	_____	_____	_____	_____
c o f f e e	_____	_____	_____	_____	_____
f r e e d o m	_____	_____	_____	_____	_____
b e n e a t h	_____	_____	_____	_____	_____
d i s e a s e	_____	_____	_____	_____	_____
t w e e z e r s	_____	_____	_____	_____	_____
r e m a i n	_____	_____	_____	_____	_____

5. Delete the incorrect words in the sentences.

- a. There are seven day / days in a week.
- b. Tony cheat /cheats /cheated in last year's exams.
- c. 'Your school report was very please / pleased / pleasing, Tim.'
- d. My teeth are decay / decays / decaying because I have eaten too many lollies.
- e. When I go on holiday I am stay / stays / staying in a hotel.
- f. Why do I always have to repeat / repeats / repeating myself?
- g. The shop was display / displays / displaying a selection of teapots.
- h. He appeal / appealed / appealing to his mum to let him watch the television program.



11.2 'Sunshine' is one word made up of two smaller words ('sun' and 'shine'). This is called a 'compound word'.

6. Find the two words that make up these compound words.

	First word	Second word
airship	_____	_____
nursemaid	_____	_____
overcoat	_____	_____
wholemeal	_____	_____
mainland	_____	_____
overload	_____	_____
postman	_____	_____
airsick	_____	_____



12.1 'y' is a consonant when it is at the beginning of a word or syllable (yes), otherwise it acts like the vowel 'i'.

- 'y' can sound like:
- the name (i) as in 'fly'
 - the sound (i) as in 'baby'.

(There are no English words ending in 'i'. Words such as 'taxi', 'confetti', 'ski' and 'spaghetti' have usually been 'borrowed' from Italian.)

1. Say and combine the syllables to make a word. Then look, say, listen, cover, write and check!

hun	gry	_____	sun	ny	_____
hap	py	_____	emp	ty	_____
tren	dy	_____	fun	ny	_____
sup	ply	_____	re	ply	_____

2. Divide the following words into two syllables (beats). Find the vowels. (Remember that 'y' is acting as a vowel.) Divide the word between the consonants – beware of blends!

	1st beat	2nd beat	Write the whole word.
t w e n t y	_____	_____	_____
s t i c k y	_____	_____	_____
c o m p l y	_____	_____	_____
a n g r y	_____	_____	_____
m y s t i c	_____	_____	_____
s y m p t o m	_____	_____	_____
e m p t y	_____	_____	_____

