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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.

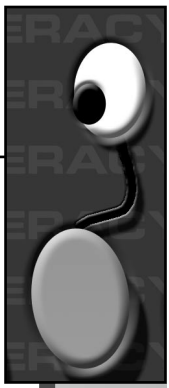
Poor readers may try to read phonetically but do not have the knowledge of sound-symbol correspondence to allow them to be successful. Sound-symbol correspondence must be learned before any progress will be made.

'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.





21.1 The letter 'i' on its own sounds short when it is in the middle of a word.

1. Read each syllable and listen for the word. Write the word down. Then look, say, listen, cover, write and check!

Write the word.

Cover, write and check.

ter ri ble

\_\_\_\_\_

\_\_\_\_\_

ex ter nal

\_\_\_\_\_

\_\_\_\_\_

art i cle

\_\_\_\_\_

\_\_\_\_\_

ar ro gant

\_\_\_\_\_

\_\_\_\_\_

tri an gle

\_\_\_\_\_

\_\_\_\_\_

ir rit ate

\_\_\_\_\_

\_\_\_\_\_

2. Move these syllables around so they make real words. Write the word on the line.

am ex ple

\_\_\_\_\_

ope en vel

\_\_\_\_\_

si sen ble

\_\_\_\_\_

co al hol

\_\_\_\_\_

par cle ti

\_\_\_\_\_

i ble flex

\_\_\_\_\_

mal an i

\_\_\_\_\_

ble sem as

\_\_\_\_\_

i ble vis

\_\_\_\_\_

na or ment

\_\_\_\_\_

dif ent fer

\_\_\_\_\_

3. Make sure you know what these words mean.

7. These words are taken from 4. Study the words and fill in the blanks, then the base words to their meanings.

Word	Base word	Meaning
resistible	resist	to stop
preventable	_____	defending from
applicable	apply	turn the other way
deductible	_____	to ask for
reversible	reverse	try to stop
comfortable	_____	to subtract
defensible	_____	cosiness



21.3 A prefix is a word part that comes before the base word and changes its meaning or makes a new word. The words 'insoluble' and 'invisible' have the prefix 'in' added onto the beginning of the base word. 'In' means 'not', so now each word means the exact opposite to its base word.

- **soluble** – means a substance will dissolve
- **insoluble** – means a substance will not dissolve
- **visible** – something can be seen
- **invisible** – something cannot be seen

8. Add the prefix 'un', 'pre' or 'in' to the following words.

Base word	Prefix + base word	Base word	Prefix + base word
known	_____	vent	_____
sane	_____	vent	_____
school	_____	paid	_____
kind	_____	direct	_____

1. Add 'ture' (cher) to the syllables below to make a word. Then look, say, listen, cover, write and check!

pic \_\_\_\_\_

lec \_\_\_\_\_

na \_\_\_\_\_

tor \_\_\_\_\_

punc \_\_\_\_\_

mix \_\_\_\_\_

fu \_\_\_\_\_

cap \_\_\_\_\_

adven \_\_\_\_\_

depar \_\_\_\_\_

2. Use the words above to complete the sentences below.

- a. The tyre had a \_\_\_\_\_.
- b. I like to go on \_\_\_\_\_ rambles and see the wildlife and countryside.
- c. The cake \_\_\_\_\_ should have been in the cake tin but unfortunately it was on the floor!
- d. Your \_\_\_\_\_ depends on setting your own goals and not waiting for someone else to tell you what to do.
- e. Sid the mouse had escaped. We had to \_\_\_\_\_ him before mum came back or she'd have a fit.
- f. Listening to you sing is pure \_\_\_\_\_!
- g. I love reading \_\_\_\_\_ books. I can pretend I am there with them.
- h. The \_\_\_\_\_ was about careers and what you had to do to get an interview.
- i. The \_\_\_\_\_ of the kittens was full of colour and detail.
- j. The aeroplane was late so the \_\_\_\_\_ time was changed.