

# **SPELD SA**

## **Literacy Program**

### *The Tramp*



## **Module 2: Instructor Handbook**

Developed by **SPELD SA**  
and made possible through a grant from  
**Department for Correctional Services (DCS) Community Project**

*Strengthening strategic partnerships with the community & organisations*

# Program Instructions

|                                       |  |
|---------------------------------------|--|
| <b>Materials</b>                      | <p><b>Instructor:</b> Instructor handbook: <i>The Tramp</i> (Module 2), a board, dry wipe pen or chalk, eraser</p> <p><b>Student:</b> Student workbook: <i>The Tramp</i> (Module 2), pencil, rubber</p>  |
| <b>How to use this book</b>           | <p>The activities in this book are designed to be conducted by an instructor with a group of similar ability students. The instructor should read all headings, information, instructions and helpful hints. They <i>are printed in red italics</i>.</p> <p>Instructor notes are printed in black, (10 pt font &amp; in brackets).</p> <p>Goals for each activity are at the beginning of each activity and <b>are shaded</b>.</p>   |
| <b>Symbols</b>                        | <p>Different symbols are used to distinguish letter names and letter sounds.</p> <ul style="list-style-type: none"> <li>Letter names are written with the lower case letter and enclosed by angular brackets &lt; &gt;. For example, 'chin' begins with the letter &lt;c&gt;.</li> <li>Letter sounds are written with the lower case letter and enclosed by forward slashes / /. For example, 'chin' begins with the /ch/ sound.</li> </ul>  |
| <b>Activities</b>                     | <p>Students should work in pairs. If the number of students is uneven, group the three strongest students together.</p> <p>'Partner 1, then Partner 2.' To encourage partner work, students take turns to respond.</p> <p>In a one-to-one situation, the teacher also plays the role of partner.</p> <p>A workbook may take several sessions to complete. Revise the important activities at the beginning of subsequent sessions.</p>   |
| <b>Maintaining students' interest</b> | <p>To maintain students' interest, keep lessons moving:</p> <ul style="list-style-type: none"> <li>Don't get caught up in discussion.</li> <li>Shorten activities that seem to drag, but don't delete them altogether. Each activity has a specific purpose.</li> </ul> <p>To provide light relief:</p> <ul style="list-style-type: none"> <li>Play games that provide practice and revision of the material taught to date (5-7 minutes).</li> <li>Read from a text chosen by the student/s (5-7 minutes).</li> <li>Students draw cartoons to illustrate: 'Something people can do to make a sad person feel better' (5-7 minutes).</li> </ul>  |
| <b>Best practice</b>                  | <p>Skills have been broken into a series of steps. It is important to ensure that each step has been mastered before moving onto the next.</p> <p>Some students will need a lot of practice to acquire new learning.</p> <p>Additional texts focussing on letter-sounds introduced in Module 2 can be found at: <a href="http://www.speld-sa.org.au/service/162-speld-sa-phonic-books-set-2.html">http://www.speld-sa.org.au/service/162-speld-sa-phonic-books-set-2.html</a></p> <p>Continue practising newly acquired skills <i>until they become automatic</i>. Automaticity is usually the result of learning, repetition and practice. For example, students whose reading is not automatic will read haltingly, and with great difficulty. If a student's concentration is focussed on word recognition, they will have no concentration left for comprehension.</p> <p>Independent writing is introduced in Module 7 when one way of spelling the 42 main sounds of English has been taught.</p> <p>An emphasis on oral language and vocabulary is fundamental to the success of the program.</p> |

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# *The Tramp*

The tramp sits on a mattress at the end of a track.

He has a pack.

He snacks on scraps and drinks at a tap.

The ants are a pest. He stamps on the ants.

He picks at a tick on his skin.

The tramp is sick.

He is sad and dispirited.

(52 words)

## Extra Reading and Writing Practice

For additional phonic texts and complementary worksheets at this level, go to <http://www.speld-sa.org.au/services/phonic-books.html>

Scroll down, click on Set 2, choose a text and click on your preferred format, for example, *text format for older readers*.

# The Tramp

## 1. New text

**GOALS:** To provide a context for the skill-based exercises that follow  
To develop prediction skills

(Introduce the text on p.5 and show students the picture on the front cover)

*I am going to read this text to you.*

*The text is called 'The Tramp'. It is about a homeless man who spends his days sitting on a platform in a train station searching in bins for food.*

*How do you think the tramp feels?*

*Tell your partner what you think.*

*Partner 1, then Partner 2.*

(Circulate and choose one response to share with the group.)

*Follow the words as I read the story.*

(Read the text to the students.)

*Now we are going to do some activities together. At the end, you will be able to read the text on your own and write the words in the text.*

---

## 2. Letters and sounds

### 2.1 New letter-sounds

**GOAL:** To learn letter-sounds according to a pre-determined order

*Module 2 has six new letter-sounds: /c,k,ck/ /e/ /h/ /r/ /m/ /d/*

(Introduce the letter-sounds and how to write them in lower and upper case.)

For letters of the alphabet introduce each letter's sound and name.

For example, write **C** on the board.)

*This is a letter of the alphabet. Its sound is /c/ and its name is <c>.*

*Each letter of the alphabet can be written in two ways: in lower case and upper case. Upper case letters are also called 'capitals'.*

(Demonstrate how to write the lower case letter and the upper case (capital) letter on the board, saying the sound at the same time.)

*Copy me. Write the lower case letter and the upper case letter in the air and say the **sound** /c/ at the same time.*

(Repeat for c C, k K, e E, h H, r R, m M, d D)

## 2.2 Letter formation

**GOAL:** To learn to write lower and upper case letters

(Demonstrate how to form the letters one at a time, in the air and on the board, saying the letter-sounds at the same time. Students form the letters in the air and write them in their workbook, saying the letter-sounds.)

*Trace the letters and say the sounds.*

c C k k ck e E h H r R m M d D

*Copy the letters twice. Say the letter-sounds as you write.*

Handwriting practice lines for copying the letters. The first set of lines is partially filled with the letters c, C, k, k, ck, e, E, h, H, r, R, m, M, d, D. The second set of lines is empty for practice.

## 2.3 Letter-sounds and names

**GOAL:** To practise saying the sounds and names of the letters of the alphabet

(Demonstrate how to say the letter-sounds and the letter names.  
IMPORTANT: Repeat this activity at the beginning of each session.)

- 1. Say all the letter-sounds. I will lead.*
- 2. Say all the letter names. I will lead.*
- 3. Say each letter's sound, then its name. I will lead.*
- 4. Say each letter's name, then its sound. I will lead.*

|   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|----|
| a | t | n | i | s | p | d | i  |
| d | c | m | r | h | e | k | ck |
| t | i | h | k | c | n | s | m  |



## 2.4 Letter-sound dictation

**GOAL:** To write letter-sounds automatically

*I am going to say some letter names. Write the lower case letters in your workbook. The first one has been done for you.*

(Say the name of each letter. Students write the lower case letter.)

|        |   |         |   |   |   |          |
|--------|---|---------|---|---|---|----------|
| c(cat) | s | e       | p | r | i | m        |
| d      | t | k(kiss) | h | a | n | ck(pack) |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| c |  |  |  |  |  |  |
|   |  |  |  |  |  |  |

(At the end, write the lower case letters on the board. Students correct their own work.)


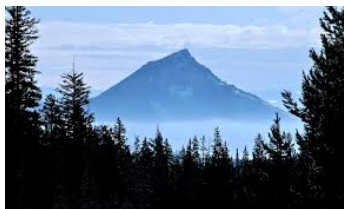

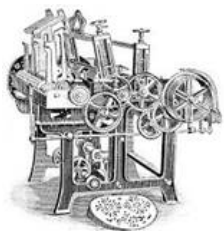




## 2.5 Word sort

**GOAL:** To listen for the sounds in words

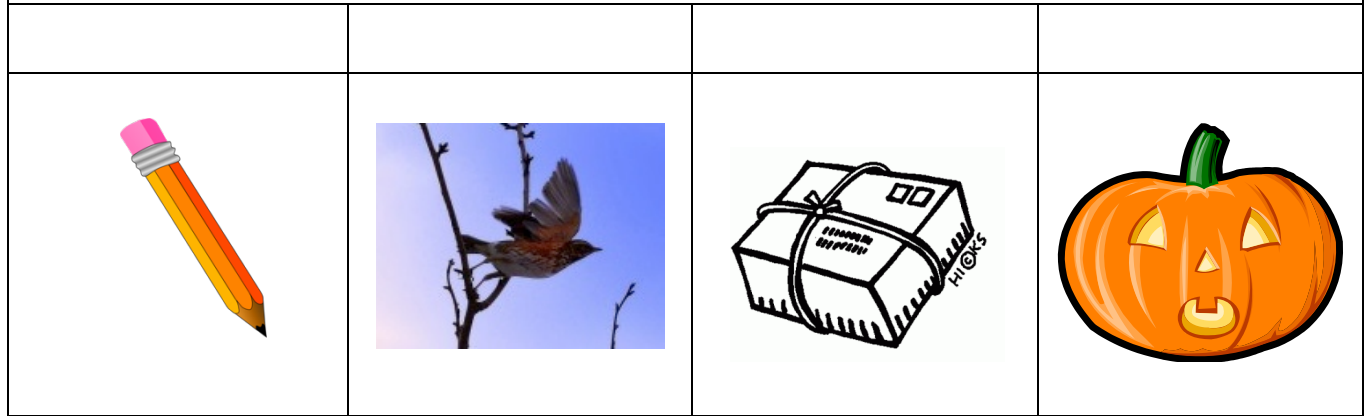
*With your partner, name each picture.*

*Tick pictures in each row that start with the given sound.*

*The first one has been done for you.*

| Name the pictures. Tick the items beginning with m.                                 |   |  |   |
|---|---|--|---|
|  |  |  |  |
| Name the pictures. Tick the items beginning with n.                                 |   |  |   |
|  |  |  |  |

Name the pictures. Tick the items beginning with p.



(When most students have finished, say:

*All together, name the pictures and then say the first sound. I'll lead.*

(At the end of each row, repeat the word/s with the given sound.  
Students correct their own work.)

### 3. Reading

#### 3.1 Blending sounds together

GOAL: To blend sounds to make words

(Repeat this activity at the beginning of each session.)

*I am going to say the sounds in a word. Together, say the word.*

(Say the **sounds** in each word. Students say the **word**.)

|         |         |             |             |             |               |
|---------|---------|-------------|-------------|-------------|---------------|
| a-n-d   | p-a-ck  | e-n-d       | s-a-d       | s-i-ck      | h-a-s         |
| s-k-i-n | p-e-s-t | s-t-a-m-p-s | s-c-r-a-p-s | d-r-i-n-k-s | m-a-tt-r-e-ss |

*We are going to blend sounds to make words, like this.*

(Write the first two words on the board.

Demonstrate how to sound out the words and blend the sounds together to make a word:

a-n-d > and      p-a-ck > pack

*Together, say the sounds in each word. Then say the word.*

(Point to each word as students sound out and blend the sounds together to make each word,  
in chorus. Assist if necessary.)

|         |         |             |             |             |               |
|---------|---------|-------------|-------------|-------------|---------------|
| a-n-d   | p-a-ck  | e-n-d       | s-a-d       | s-i-ck      | h-a-s         |
| s-k-i-n | p-e-s-t | s-t-a-m-p-s | s-c-r-a-p-s | d-r-i-n-k-s | m-a-tt-r-e-ss |

### 3.2 Syllables

GOAL: To break words into syllables

*A syllable is a word or part of a word that has one vowel sound. Sometimes we call them sound chunks.*

*I am going to clap/tap and say the sound chunks and then the word, moving across the page. Copy me.*

|                      |                            |
|----------------------|----------------------------|
| mat/tress > mattress | dis/pi/rit/ed > dispirited |
|----------------------|----------------------------|

### 3.3 Reading rate

GOAL: To practise reading words with known sounds to increase reading speed and automaticity

(Every lesson, students practise reading the words aloud, in chorus.  
For assessment of reading speed, partners test each other [see below]).

*Together, read the words as fast as you can. Read across the rows as I point to each word.*

|      |      |        |        |        |          |
|------|------|--------|--------|--------|----------|
| and  | pack | end    | sad    | sick   | has      |
| skin | pest | stamps | scraps | drinks | mattress |

### 3.4 Assessing reading rate

GOAL: to measure reading speed

(For assessment of reading speed, test individually.)

*How many words can you read in 1 minute?*

*Take turns with your partner.*

*Read the words aloud as fast as you can. Your partner will say 'Stop' after 1 minute. Start at the beginning again if you get to the end.*

(Partner 1 times Partner 2 and records score in wpm (words per minute).  
Partner 2 times Partner 1 and records score in wpm.)

*How many words did you read in 1 minute?*

(Repeat the exercise over three sessions.)

|  |  |  |
|--|--|--|
| Date 1:        /    /<br><br>_____ wpm | Date 2:        /    /<br><br>_____ wpm | Date 3:        /    /<br><br>_____ wpm |
|--|--|--|

## 4. Spelling

### 4.1 Spelling tips

**GOAL:** To apply spelling rules and spelling patterns

(Write 'c, k, ck' on the board)

*In Module 2, you learn three ways to spell the /k/ sound: <c>, <k> and <ck>.*

*Here are some tips to help you decide which spelling to use.*

(Write 'cat, cot, cut' on the board)

*Read the words with me.*

*We usually use the letter <c> if the next sound is /a/, /o/ or /u/.*

(Write 'kept, kitten' on the board)

*Read the words with me.*

*We usually use <k> if the next sound is /e/ or /i/.*

### 4.2 Segment for spelling

**GOAL:** To segment words into their sounds for spelling

*Close your workbooks.*

*I am going to show you how to segment words for spelling by counting the sounds on your fingers.*

*We are going to segment the word 'end' into its sounds.*

(Raise 3 fingers)



*The word 'end' has three sounds, e-n-d.*

(Model how to pinch each finger as you say the sounds: e-n-d)

*Copy me. Say the word 'end'. Raise 3 fingers. Pinch a finger as you say each sound e-n-d > end.*

(Students say the word, then say the sounds, pinching a finger for each sound.)

*Now we are going to 'write' the letters for each sound on our three fingers, like this.*

(Raise three fingers and say the sounds as you demonstrate how to finger-write the letter-sounds on your three fingers, using the pointer of your writing hand: e-n-d)

*Now, it is your turn. I'll say a word.*

1. Count the sounds in your head.
2. When I say 'fingers', raise a finger for each sound.
3. Then, together, say the word, then pinch a finger as you say each sound.

|     |     |      |       |
|-----|-----|------|-------|
| and | sad | pest | track |
|-----|-----|------|-------|

The next step is to segment a word into its sounds and write the word.

(Lead the practice activity.)

You will need your workbook.

I will say the words, one at a time.

1. Say the word in your head and count the sounds on your fingers.
2. Write the word in your workbook.

|     |     |      |       |
|-----|-----|------|-------|
| and | sad | pest | track |
|-----|-----|------|-------|

\_\_\_\_\_

(After the students have written each word, repeat the word, raise the appropriate number of fingers, pinch the tip of each finger as you say each sound, and then write the word on the board. Students mark their own work by ticking or correcting each letter.)

### 4.3 Spelling practice

**GOAL:** To practise spelling decodable words with sounds/spellings taught to date

Choose three one-syllable words from exercise 3.3 Reading Rate for your partner to spell.

Write the words in your workbook on line (a).

Partner 1 – read the words one by one.

Partner 2 – write the words in your workbook on line (b).

(a) \_\_\_\_\_

(b) \_\_\_\_\_

Partner 1 – check the words.

Partner 2 – re-write any word that has been wrongly spelt and copy the word correctly.

Partners then reverse roles.

(Circulate as students organise themselves.)

## 5. Focus words

### 5.1 Revising focus words introduced in previous modules (reading)

**GOAL:** To read commonly used focus words

(Focus words have unusual spellings or include spellings that have not yet been taught.  
A bank of commonly used focus words is introduced in Module 3.)

### 5.2 Revising focus words introduced in previous modules (spelling)

**GOAL:** To write commonly used focus words

(Focus words have unusual spellings or include spellings that have not yet been taught.  
A bank of commonly used focus words is introduced in Module 3.)

### 5.3 Reading focus words

(A bank of commonly used focus words is introduced in Module 3.)

### 5.4 Focus words pre-test

**GOAL:** To determine which words the student can already spell

(A bank of commonly used focus words is introduced in Module 3.)

---

## 6. Text reading

### 6.1 Reading focus words in the text

**GOAL:** To read commonly used focus words in text

(Focus words have unusual spellings or include spellings that have not yet been taught.  
Point to the words in the workbook.)

*The text includes some words with unusual spellings and words with spellings that you have not yet been taught. We call them focus words.*

(Write the words on the board.)

|     |     |    |     |    |
|-----|-----|----|-----|----|
| the | has | on | are | he |
| his | is  | of |     |    |

*Read the words with me as I point to them.*

*Now, read the words together.*

## 6.2 Reading tips

**GOAL:** To learn to modify the pronunciation of the sounds in some words for reading

(Write these words on the board:

|     |     |    |    |     |    |
|-----|-----|----|----|-----|----|
| A a | the | as | is | has | of |
|-----|-----|----|----|-----|----|

*Read the words on the board.*

(If students mispronounce any of the words, point to the word and read the relevant reading tip/s from the list below.)

*<A/a> are letters and words. In the sentence, 'A cat had a rat', the <A> and <a> are used as words.*

*The word <A/a> is usually pronounced /uh/ as in 'a pin'.*

*The <e> in 'the' is usually pronounced /uh/ as in 'thet tin'.*

*In 'as, has, is', the <s> sounds like /z/.*

*The <f> in 'of' sounds like /v/.*

*In your workbook, the tips have been written in code.*

*Read the tips in your workbook with me.*

(Refer students to the tip in their workbook and explain the code:

< > square brackets indicate the name of a letter

// two forward slashes indicate the sound of a letter or letters

= the equals sign means 'sounds like' )

### Coded explanation in student workbooks:

'A' and 'a' = /uh/

<e> in 'the' = /uh/

In 'as, has, is' the final <s> = /z/

In 'of', <f> = /v/

## 6.3 Reading with meaning

**GOAL:** To develop automaticity and expression

*Turn to the text on page 2 of your workbook.*

*Read the text aloud with your partner.*

*If there is a word you don't know, blend the sounds.*

*People who read well pay attention to punctuation:*

- *at a full stop, they take a long breath*
- *they liven up their presentation by being expressive.*

*Try to do the same.*

## 6.4 Text questions and activities

**GOAL:** To explore the text further

(Choose two or three questions or activities from the list below.

Read one question or activity at a time.)

1. *What is a tramp?*
2. *If you had nowhere to live, what would you find hardest?*
3. *What is a tick? Have you been bitten by a tick. How did it feel? Where are ticks most common?*
4. *What does the word 'sad' mean?*
5. *What do you think the word 'dispirited' means? What is the difference between the word 'sad' and the word 'dispirited'?*
6. *Why do you think people become homeless?*

*Tell your partner. Partner 2, then Partner 1.*

(Circulate and choose answers to share with the group.)

## 6.5 Word meanings

**GOAL:** To increase vocabulary

*Let's think about what the words mean.*

- *Choose two interesting words from the text.*
- *Write the words in your workbook.*
- *Choose one of the words. Tell your partner a sentence with the word in it.*
- *Tell your partner what the word means. Partner 1, then Partner 2.*

(Circulate and choose two responses to share with the group.)

---

*Some words have more than one meaning, like 'tap', 'stamps', and 'pick'. With your partner, think of two meanings for two of these words.*

(Circulate and choose two responses to share with the group.)

---



## 7. Punctuation and Grammar

### 7.1 Revision – sentences, upper case letters and full stops

*In Module 1, you learnt that a sentence is a group of words that makes sense. A sentence starts with an upper case letter and ends with a full stop.*

*Turn to page 2 of your workbook.*

(Wait)

*Let's read the first sentence in the story together.*

The tramp sits on a mattress at the end of a track.

*Everyone together: what does this sentence tell us?*

(Wait)

*Yes, it tells us that a tramp is sitting on a mattress at the end of a track.*

*What is the first letter in the sentence? Everyone together.*

(Wait)

*Yes, the first letter is <t>. The first letter of a sentence has to be upper case.*

*Is the letter <t> an upper case letter?*

(Wait)

*Yes, it is an upper case letter.*

*The next sentence begins with the words 'He has'.*

*Now, read the whole sentence with me.*

(Read the sentence together)

He has a pack.

*Everyone together: what is the first word in the second sentence?*

(Wait)

*Yes, it is the word, 'He'. What letter does the word 'he' start with?*

(Wait)

*Yes, it is <h>. Is it an upper case letter?*

*Yes, it is.*

*Point to the full stop at the end of the second sentence.*

(Wait)

*Good.*

## 7.2 Adding an ending

**GOAL:** To recognise base words and word endings using words from the text

(Write the words on the board.)

*In English, we often add endings to base words.*

*I'll read the base word and then the whole word. Copy me.*

(Read each base word, followed by the whole word. Wait to allow students to copy.)

|            |                |                |
|------------|----------------|----------------|
| ant > ants | snack > snacks | scrap > scraps |
| sit > sits | drink > drinks | pick > picks   |

---

## 8. Sentences

**GOAL:** To learn about sentences and to demonstrate knowledge of spelling, sentence punctuation and grammar introduced so far

(Items in this section assume knowledge of all grammar and punctuation covered in this and previous modules.)

*Read this sentence with me:*

The tramp is sick.

*1. Does the sentence make sense?*

*2. Does the sentence start with an upper case letter?*

*In your workbook, point to the upper case letter at the beginning of the sentence.*

*3. Does the sentence end with a full stop?*

(Point to the punctuation mark.)

*The sentence makes sense. It starts with an upper case letter and ends with a full stop.*

### 8.1 Sentences make sense

**GOAL:** To rearrange words to make a sentence

*With your partner, put the words in order to make a sentence. Remember to look for the upper case letter to go at the beginning of the sentence and the full stop to go at the end. Write the sentences in your workbook.*

*I'll show you how to do the first sentence.*

(Write the first sentence on the board and model how to rearrange the words.

Teach students to look for the word with an upper case letter first.

It is likely to be the first word in a sentence.

Then look for the word that is followed by a full stop.

It is likely to be the last word in the sentence.  
Then move the remaining words around until the sentence makes sense.)

*Copy the corrected sentence into your workbook.*

pack. The tramp has a

---

*The tramp has a pack.*

are a pest. The ants

---

*The ants are a pest.*

The mattress. sits on a tramp

---

*The tramp sits on a mattress.*

(Write the corrected sentences on the board. Students should correct their own work.)

## 8.2 Proofreading sentences

**GOAL:** To identify and correct spelling, punctuation and grammar errors

(Revise the use of:

- an upper case letter at the beginning of a sentence
- an upper case letter at the beginning of a name
- a full stop at the end of a sentence.)

*Each of the sentences in your workbook has two errors.*

(Write the first sentence on the board.)

*We'll do the first one together.*

*Together, read the sentence on the board. I'll lead.*

1. the tramp stamps on the ants  
(2 errors: 2 punctuation)

---

*The tramp stamps on the ants.*

(Model how to make the corrections using the explanation below.)

*There are two errors in the sentence: both errors are punctuation errors.*

*1. The first word in a sentence needs to begin with an upper case letter*

*2. A full stop is needed at the end of the sentence.*

(Make corrections to the sentence on the board.)

*Copy the correct sentence in your workbook.*

(Allow time for students to copy the correct sentence on the line.)

*With your partner, find two errors in sentences 2, 3 and 4.*

*Write the correct sentences in your workbook.*

2. The tramp is sik

(2 errors: 1 punctuation, 1 spelling)

---

*The tramp is sick.*

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.)

3. he snacks on scaps.

(2 errors: 1 punctuation, 1 spelling)

---

*He snacks on scraps and drinks at a tap.*

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.)

4. He stamps on the ints

(2 errors: 1 punctuation, 1 spelling)

---

*He stamps on the ants.*

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.)

### 8.3 Dictation

**GOAL:** To remember a sentence and write it correctly

(Write the sentence on the board.)

*Read the sentence with me.*

He drinks at a tap.

*Your task is to write the sentence from memory.*

*Read the sentence again, together.*

(Rub the sentence off the board.)

*Write the sentence in your workbook.*

---

(Write the sentence on the board.)

Tick each correct letter for spelling and tick each correct upper case letter and punctuation mark. Give yourself one point for each tick.

Total points 16:

- 14 letters
- 1 upper case letter, 1 full stop.

Write your score

Score     /16

Correct your errors.

---

## 9. Comprehension

GOAL: To develop comprehension skills at different levels and respond in complete sentences

### 9.1 Answering questions about the text

GOAL: To comprehend the text at a literal level (i.e. using stated facts)

Tick correct sentences. Cross if not correct. Use the text to help.

1. The tramp sat on a desk.
2. The tramp had a pack.
3. The tramp had a tick on his skin.
4. The tramp drank at a tap.

Tell your partner which sentence or sentences are incorrect.

Tell your partner why.

Partner 1, then Partner 2.

With your partner, correct the sentence and write it on the line.

---

### 9.2 Answering questions and giving reasons

GOAL: To comprehend the text at an inferential level (i.e. work out an answer based on information in the text)

Why do you think the tramp was sad and dispirited?

Tell your partner one reason for your answer.

Partner 1, then Partner 2.

(Circulate and choose an answer to share with the group.)

Do you agree? All together: Yes or No?

Why did the tramp pick at a tick on his skin?

*Partner 2, then Partner 1.*

(Circulate and choose an answer to share with the group.)

*Do you agree? All together: Yes or No?*

Why did the tramp snack on scraps?

*Tell your partner. Partner 1, then Partner 2.*

(Circulate and choose an answer to share with the group.)

*Do you agree? All together: Yes or No?*

What other circumstances make people feel sad and dispirited?

*Tell your partner. Partner 2, then Partner 1.*

(Circulate and choose an answer to share with the group.)

*Do you agree? All together: Yes or No?*

### 9.3 Answering in complete sentences

**GOAL:** To write a complete sentence in response to a question

*Read Question 1 with me.*

*All together, say Yes or No and tell me the answer.*

(Write the answer on the board.)

*Now read the answer, together. Copy the answer in your workbook.*

*For questions 2,3, 4 and 5 write Yes or No and then answer. Remember to use an upper case letter at the beginning of a sentence and a full stop at the end.*

1. Is the tramp a man? Yes/No

---

*Yes. The tramp is a man.*

2. The tramp sits on a mattress. Yes/No

---

*Yes. The tramp sits on a mattress.*

3. The tramp sits at the end of a track. Yes/No

---

*Yes. The tramp sits at the end of a track.*

4. The tramp stamps on the ants. Yes/No

---

Yes. The tramp stamps on the ants.

---

## 10. Oral communication

GOAL: To practise sharing, listening to and discussing ideas and information with others

### 10.1 Using pictures to stimulate language

GOAL: To extend verbal skills in preparation for writing

*What could make people homeless in the pictures below?*

*Tell your partner.*

*Partner 2, then Partner 1.*



*Would any of your reasons fit the story of the tramp?*

*Tell your partner what you think.*

*Partner 1, then Partner 2.*

(Circulate and choose an answer to share with the group.)

## Final Comment

*You have now completed the exercises for Module 2. In your next lesson you will be assessed to see:*

- how well you can read and spell words with the sounds you have learnt so far, and*
- how well you can read and spell the focus words you have learnt so far.*

## Assessment Practice

*To prepare for the assessment:*

- practise reading the text*
- practise reading the words in Reading Rate*
- practise spelling the words in Reading Rate.*

*As a pre-requisite for moving to the next module, we recommend a 75% accuracy rate for:*

- reading the text*
- spelling test*
- dictation.*



# Assessment

## Reading the text

*Now read the story once more. Look for sentence punctuation and read the story as if you are entertaining someone and they are hearing it for the first time.*

(Write the number of words read correctly on the student's certificate.  
Calculate the percentage reading accuracy for your records.)

## Reading rate

(Refer student to the table of words headed Assessment Practice at p.11 in their workbook.)

*I am going to time you to find out how many words you can read in one minute. You will be given three tries and your best score will be recorded on your certificate.*

*Read the words going across the page. If you are unsure of a word, sound it out, then read it and carry on. Go back to the beginning again if you get to the end before I say stop. I'll say: 1,2,3 GO! Are you ready?*

*1,2,3 GO!*

cat kick pack pen neck hip hit rat rip miss him red

did act stick tank nest step hint print crept trick

damp stem mint skid mend stamp stress scrap panic

attack ticket kitten packet happen picnic insect

mattress dentist

(40 words)

(Write the number of words read correctly per minute  
on the student's certificate.)

## Spelling test

*I am going to ask you to write some words so that you can find out how well you have remembered the letter-sounds and focus words introduced so far.*

*Go to the back of your workbook to the lined page.*

*I will number each word and say it on its own first. Then I will say a sentence that includes the word.*

(Make up your own sentence to illustrate the meaning of each word.)

*Finally, I will say the word again.*

(Wait for all students to write the word. At the end, read the words again slowly.)

|            |           |        |         |          |
|------------|-----------|--------|---------|----------|
| 1. end     | 2. ant    | 3. sad | 4. pick | 5. track |
| 6. is      | 7. his    | 8. has | 9. and  | 10. at   |
| 11. drinks | 12. tramp |        |         |          |

(Write the number of words spelt correctly on the student's certificate.  
Calculate the percentage spelling accuracy for your records.)

## Dictation

*I am going to read a sentence about Mick and then I will dictate the words to you slowly so you can write them down.*

(Read the sentence below.)

**Mick drinks at a tap.**

*I am now going to read the sentence again so that you can write it down. I will read the sentence slowly and tell you what punctuation to use and when. I won't tell you when to use upper case letters for names or at the beginning of a sentence. You will need to decide which is the first word in a sentence and which words are names of people or places.*

*Write the sentence in your workbook.*

(Sections are indicated with two forward slashes.  
Wait until the students have finished writing each section.)

*Punctuation in this dictation includes one upper case letter and one full stop.*

**Mick drinks // at a tap. (full stop)**

*Finally, I will read the sentence again so that you can proofread it carefully.*

(Read the sentence again. Allow students time to proofread their own word.)

**Mick drinks at a tap.**

(Write the number of words spelt correctly on the student's certificate.  
Calculate the percentage dictation accuracy for your records.)

*Well done. You have completed Module 2 and you are now ready to extend your skills by studying Module 3.*

## Appendix

# Glossary

|                       |   |
|-----------------------|---|
| <b>Blending</b>       | <i>Blending</i> is the process of joining speech sounds to make a word. For example, <i>c-a-t</i> > <i>cat</i>  |
| <b>Comprehension</b>  | Reading <i>Comprehension</i> is the ability to process information we have read and to understand the meaning.<br><i>Literal</i> comprehension uses stated facts in the text.<br><i>Inferential</i> comprehension works out an answer based on information given in the text.   |
| <b>Conjugate</b>      | <i>Conjugate</i> describes the way a verb changes form to show number, person, tense etc.   |
| <b>Consonant</b>      | A <i>consonant</i> is a sound that is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate. For example, <i>b</i> is made by putting your lips together, and <i>/</i> is made by touching your palate with your tongue. The letter <i>y</i> makes a consonant sound when it is at the beginning of a word, for example, <i>yacht</i> , <i>yellow</i> ; but <i>y</i> makes a vowel sound when at the end of a word, for example, <i>sunny</i> , <i>baby</i> . |
| <b>Decoding</b>       | <i>Decoding</i> is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. It is sometimes called sounding out.  |
| <b>Exercises</b>      | <i>Exercises</i> are the activities that provide students with practice in the skills taught.   |
| <b>Grammar</b>        | <i>Grammar</i> is the study of the way words are used to make sentences.  |
| <b>Irregular word</b> | Not all words can be decoded. <i>Irregular words</i> are phonetically irregular because they do not follow phonic rules. For example, <i>said</i> , <i>does</i> , <i>who</i> .  |
| <b>Motor memory</b>   | <i>Motor memory</i> involves consolidating a specific motor task to memory through repetition. For example, saying the word as you write it; tapping or clapping when determining syllables.  |
| <b>Paragraph</b>      | A <i>paragraph</i> is a section of writing that focuses on one main point, idea or topic. A paragraph has one or more sentences. A new paragraph begins on a new line and may be indented or follow a blank line space.   |
| <b>Phonics</b>        | <i>Phonics</i> refers to the system of relationships between letters and sounds in a language.  |

*Synthetic phonics* first teaches students the sounds associated with letters, not the names of the letters. When students know a few vowels and consonants, they are taught to blend sounds together (that is, to synthesise) all through the word.

|                          |   |
|--------------------------|---|
| <b>Punctuation</b>       | <i>Punctuation</i> is the marks, such as full stops, question marks, commas and speech marks, used in a piece of writing to make the meaning clear.   |
| <b>Pure sound</b>        | In order to blend sounds to read a word it is important to use <i>pure sounds</i> . Pure sounds do not add the /uh/ sound at the end. For example, we say /c-a-t/ not /cuh-a-tuh/.  |
| <b>Segmenting</b>        | <i>Segmenting</i> is the process of splitting up a word into its individual sounds in order to spell it. For example, <i>cat</i> > c-a-t.   |
| <b>Sentence</b>          | A <i>sentence</i> is a group of words that makes sense on its own. A sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark. In order to make sense on its own, a sentence must have a subject and a verb.  |
| <b>Syllable</b>          | A <i>syllable</i> is a word or part of a word that has one vowel sound. For example, the word <i>cat</i> has one syllable and the word <i>panic</i> has two syllables.  |
| <b>Symbols</b>           | Two symbols are used to distinguish letter names and letter sounds:<br><b>Letter names</b> are written with the lower case letter and enclosed by angular brackets < >.<br>For example, the word <i>chin</i> begins with the letter <c>.<br><b>Letter sounds</b> are written with the lower case letter and enclosed by forward slashes //.<br>For example, <i>chin</i> begins with the /ch/ sound. |
| <b>Tense</b>             | <i>Tense</i> refers to a form of a verb that shows if an action happens in the past, present or future.   |
| <b>Text type (genre)</b> | <i>Text types</i> (or <i>writing genres</i> ) are different categories or types of writing. There are four basic text types: narrative, report, recount and procedure. Other text types include persuasion, exposition, explanation, description, review, discussion, poetry, response.   |
| <b>Vowel</b>             | A <i>vowel</i> is a sound that is made by allowing breath to flow out of the mouth, without closing any part of the mouth or throat. For example, <i>a oa e igh oi ee or</i> . The letter <i>y</i> makes a consonant sound when it is at the beginning of a word, for example, <i>yacht, yellow</i> ; but <i>y</i> makes a vowel sound when at the end of a word, for example, <i>sunny, baby</i> . |



## SPELD SA Intensive Literacy Program

The SPELD SA Intensive Literacy Program is for anyone wanting to develop or consolidate basic reading, spelling and writing skills.

The program has 15 Modules. Each Module has a text and accompanying skill-based exercises.

Module 1 assumes no prior knowledge of the sounds and spellings of English words. Subsequent modules revise and build on the skills already covered. At the completion of Module 15, participants can expect to be able to read competently and communicate effectively in writing.

There is an Instructor Handbook and Student Workbook for each Module. The Instructor Handbook includes teaching notes, student exercises and answers. The Student Workbook has just the exercises.

| Module | Text                             | Modules 1-7 introduce one way to spell the<br>42 main sounds of English   |
|--------|----------------------------------|---|
| 1      | Pat Spat Ants                    | <b>s</b> <u>sat</u> <b>a</b> <u>ant</u> <b>t</b> <u>tin</u> <b>i</b> <u>pin</u> <b>p</b> <u>pan</u> <b>n</b> <u>nip</u>   |
| 2      | The Tramp                        | <b>c</b> <u>cat</u> <b>k</b> <u>kid</u> <b>ck</b> <u>sick</u> <b>e</b> <u>pen</u> <b>h</b> <u>hand</u> <b>r</b> <u>rat</u> <b>m</b> <u>map</u> <b>d</b> <u>din</u>  |
| 3      | The Desk has a Lid!              | <b>g</b> <u>get</u> <b>o</b> <u>on</u> <b>u</b> <u>up</u> <b>l</b> <u>lid</u> <b>f</b> <u>fan</u> <b>b</b> <u>bin</u>   |
| 4      | The Scotsman                     | <b>ai</b> <u>rain</u> <b>j</b> <u>jam</u> <b>oa</b> <u>boat</u> <b>ie</b> <u>pie</u> <b>ee</b> <u>need</u> <b>or</b> <u>corn</u>  |
| 5      | Zang's Trek                      | <b>z</b> <u>zip</u> <b>w</b> <u>wet</u> <b>ng</b> <u>ring</u> <b>v</b> <u>van</u> <b>oo</b> <u>book</u> <b>oo</b> <u>room</u>   |
| 6      | A Gift for Tom                   | <b>y</b> <u>yell</u> <b>x</b> <u>six</u> <b>sh</b> <u>shed</u> <b>ch</b> <u>chin</u> <b>th</b> <u>think</u> <b>th</b> <u>that</u>   |
| 7      | Tim and the Fun Run              | <b>qu</b> <u>quiz</u> <b>ou</b> <u>loud</u> <b>oi</b> <u>join</u> <b>ue</b> <u>fuel</u> <b>er</b> <u>runner</u> <b>ar</b> <u>farm</u>   |
|        |                                  |   |
|        |                                  | Modules 8, 9 and 10 introduce<br>common alternative spellings for the vowel sounds  |
| 8      | A Trip to the Top End            | <b>y/ee/</b> <u>jelly</u> <b>a-e</b> <u>game</u> <b>e-e</b> <u>these</u><br><b>i-e</b> <u>nine</u> <b>o-e</b> <u>note</u> <b>u-e</b> <u>tune</u>  |
| 9      | Baxter Saves the Day             | <b>ay, ey</b> <u>day, they</u> <b>oy</b> <u>boy</u> <b>o</b> <u>go</u> <b>y/ie/</b> <u>sky</u> <b>a</b> <u>April</u> <b>e</b> <u>me</u><br><b>y/i/</b> <u>pyjamas</u> <b>ea</b> <u>sea</u> <b>igh</b> <u>high</u> <b>ie/ee/</b> <u>chief</u> <b>i</b> <u>ipad</u> <b>u</b> <u>unite</u> |
| 10     | Growing Cherry Tomatoes          | <b>oe, ow/oa/</b> <u>toe, slow</u> <b>ow/ou/</b> <u>how</u> <b>ir, ur/er/</b> <u>bird, turn</u><br><b>ew/ue/</b> <u>few</u> <b>au, aw, al/or/</b> <u>August, saw, wall</u>  |
|        |                                  |   |
|        |                                  | Modules 11-15 introduce new sounds, less common alternative<br>spellings for the vowel sounds and consonants,<br>silent letters and word endings  |
| 11     | Let's Abolish Zoos               | <b>ph/f/</b> <u>phone</u> <b>soft c/s/</b> <u>city</u> <b>soft g/j/</b> <u>page</u><br><b>silent b,w,k</b> <u>comb, wrist, knee</u> <b>air, are, ear/air/</b> <u>hair, care, wear</u>   |
| 12     | Our Catamaran Experience         | <b>wh/w/</b> <u>when</u> <b>ea/e/</b> <u>head</u> <b>wa/wo/</b> <u>was</u> <b>wor/wer/</b> <u>work</u><br><b>war/wor/</b> <u>warm</u> <b>ou/u/</b> <u>touch</u>   |
| 13     | Battle of the Bugs               | <b>ch/k/</b> <u>chemist</u> <b>ti,ci/sh/</b> <u>station, special</u> <b>si/sh/ /zh/</b> <u>pension, television</u><br><b>silent h,c,n</b> <u>school, science, autumn</u> <b>ei, eigh, aigh/ai/</b> <u>vein, eight, straight</u>   |
| 14     | How to Make a Kite               | <b>o/u/</b> <u>love</u> <b>ture/cher/</b> <u>picture</u> <b>ore, ar, oar/or/</b> <u>more, war, roar</u><br><b>ie/ee/</b> <u>field</u> <b>n/ng/</b> <u>drink</u> <b>tch/ch/</b> <u>catch</u> <b>dge/j/</b> <u>bridge</u>   |
| 15     | The Tank Man of Tiananmen Square | <b>s/z/</b> <u>has</u> <b>se, ze/z/</b> <u>choose, freeze</u> <b>gn/n/</b> <u>sign</u> <b>gh/f/</b> <u>laugh</u><br><b>ear, eer, ere/ear/</b> <u>fear, cheer, here</u>  |