

# **SPELD SA**

## **Literacy Program**

### *The Scotsman*



## **Module 4: 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 Scotsman</i> (Module 4), a board, dry wipe pen or chalk, eraser</p> <p><b>Student:</b> Student workbook: <i>The Scotsman</i> (Module 4), pencil, rubber</p>
<b>How to use this handbook</b>	<p>The activities in this handbook 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 instructor 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: 'Things that can make people late in today's world' (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 4 can be found at: <a href="http://www.speld-sa.org.au/service/160-speld-sa-phonics-books-set-4.html">http://www.speld-sa.org.au/service/160-speld-sa-phonics-books-set-4.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 Scotsman**

*(This text has two alternative endings.  
Read both versions then ask students to select their preferred ending.)*

The Scotsman is a big, black train.

It transports the mail to the port of Dundee.

The mail boat to Britain sails at ten o'clock. The Scotsman must not miss the boat.

The train huffs and puffs as it struggles up the hills.

The driver beeps the horn as it speeds across the plains. "Beep, beep!"

At a crossing, there is a goat on the rail track. The train driver beeps his horn but the goat just stands still. The Scotsman has to stop and wait for the goat to get off the track. "Beep, beep, beep, beep!"

How is the driver feeling as he waits? Will the Scotsman get to the port of Dundee before the boat sails?

## **Ending 1**

It is ten o'clock. The Scotsman is still crossing the plains. Will it miss the boat?

When the Scotsman gets to the dock, the boat has just left. The train driver feels bad.

## **Ending 2**

It is ten o'clock. The Scotsman is at the dock. The mail is loaded on the boat and the boat sets sail.

"Boom! Boom!" booms the boat's fog horn. "Beep! Beep!" responds the Scotsman.

(190 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 4, choose a text and click on your preferred format, for example, *text format for older readers*.

# The Scotsman

## 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 front cover)

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

*The story is called 'The Scotsman'. It is about a train that is running late. There is tension in the story as we wait to find out whether the mail train will get to the dock in time to catch the boat to Scotland.*

*What do you think could happen to slow down the train?*

*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 story.*

---

## 2. Letters and sounds

### 2.1 New letter-sounds

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

*Module 4 has six new letter-sounds: /j/ /ai/ /oa/ /ie/ /ee/ /or/*

(Introduce the letter-sounds and how to write them.

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

For example, write j J on the board.)

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

### Vowels and consonants

*The sounds /a, e, i, o, u/ are vowels.*

*The sounds /ai, ee, ie, oa, ue/ are vowels.*

*All English words have at least one vowel.*

*English sounds that are not vowel sounds are called consonants.*

*Some sounds are written with two letters. They are called digraphs.*

*Five vowel digraphs are introduced in Module 4: ai, oa, ie, ee, or.*

(A vowel digraph is a single vowel sound made by two letters, one or both of which is a vowel.

Introduce the sound of each digraph and the names of the letters used to write the sound.

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

*This is a vowel sound made with two letters. Its sound is /ai/. It is written with the letters <a> and <i>. It is found in the words: train, rain, snail.*

*Copy me.*

(Demonstrate how to write the new letter-sounds on a board, and in the air, saying the sound at the same time. Join the two letters as you say the sound; encourage the students to do the same.

Repeat for **oa, ie, ee, or** )

(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 /j/ at the same time.*

## 2.2 Letter formation

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

(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.*

j J      ai      oa      ie      ee      or

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

Handwriting practice lines for copying the letters. Each line consists of a solid top line, a dashed middle line, and a solid bottom line.



## 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	m	r	h	e	c/k/ck
b	f	l	u	o	g	j	b	d	p	g	j

5. Say all the letter-sounds. I will lead.

ai	oa	ie	ee	or
----	----	----	----	----

## 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.)

j	ee	h	i	oa	u	g	or	ie	t	ai
---	----	---	---	----	---	---	----	----	---	----

j										
---	--	--	--	--	--	--	--	--	--	--

(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


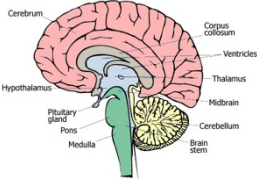








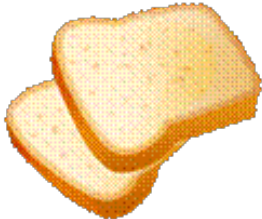

*This Word Sort focuses on the sounds <ai> in snail, and <oa> in coat.*

*With your partner, read each word. If the word is difficult, try sounding out.*

*Match each word with a picture.*

*Write the word in the box above the picture. Underline the vowel sound.*

*The first one has been done for you.*

Long <a>: (ai) and Long <o>: (oa)			
boat	snail	road	foal
brain	mail	<del>paint</del>	coat
drain	nails	soap	toast
paint			
			
			
			

(Circulate. When most students have finished, provide the correct answers.)

### 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**.)

b-l-a-ck	t-r-ai-n	p-or-t	b-oa-t
h-u-ff-s	s-p-ee-d-s	j-a-m	

*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:

m-ai-l > mail; g-oa-t > goat

*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.)

m-ai-l	g-oa-t	p-or-t	s-ee-s
b-oa-t	h-or-n	s-ai-l	s-t-i-ll
b-ee-p-s	t-r-ai-n	j-u-s-t	t-r-a-ck
p-l-ai-n-s	s-p-ee-d-s	l-oa-d	r-e-s-p-o-n-d-s
D-u-n-d-ee	t-r-a-n-s-p-or-t-s		

### 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.*

load/ed > loaded	cros/sing > crossing	be/fore > before
re/plies > replies	Dun/dee > Dundee	strug/gles > struggles
feel/ing > feeling	trans/ports > transports	a/cross > across

### 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 row/s as I point to each word.*

just	track	train	sees	load	sail
transport	beeps	port	mail	responds	Dundee
boat	goat	plains	still	speeds	horn

### 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.)

<b>Date 1:</b> /    /  _____ wpm	<b>Date 2:</b> /    /  _____ wpm	<b>Date 3:</b> /    /  _____ wpm
--	--	--

## 4. Spelling

### 4.1 Spelling tips

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

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

*In Module 3, you learnt when to use the letter <c> or the letter <k> at the beginning of a word and when to use the letter <k> at the end of a word. Today, we will revise the rule for using <c> at the beginning of a word and learn when to use the letter <k> at the beginning or in the middle of a word.*

1. c before /a, u, o/	2. c before /r, l, t/	3. k before /i, e/
cat	creep	kid
can	scrap	kiss
cap	across	kitten
cattle	cramp	kiosk
carrot	cross	kilogram
cot	cliff	skip
cost	clap	skin
collect	clock	skid
comic	club	skill
cop	clamp	Ken
cup	strict	kennel
cut	protect	kettle
cub	correct	kept
difficult	subtract	kebab
discuss	instruct	skeleton

1. (Write the following sentence on the board:

The letter <c> is used before the following vowel sounds  
\_\_\_\_\_ at the beginning of a word.

*We are going to look at column 1 and decide what letters come after the letter <c> at the beginning of a word.*

(Read the sentence and point to the first column.)

*Let's read the words in column 1 together.*

*Now, look at the words in column 1 with your partner. Finish the sentence in your workbook by writing the letter sounds that come after the letter <c> at the beginning of a word.*

(Wait until most students have finished. Then complete the sentence on the board.)

*The letter <c> is used before the short vowel sounds /a/ /o/ /u/.*

2.

(Write the following sentence on the board:

The letter <c> at the beginning or in the middle of a word is used before the consonants \_\_\_\_\_.

(Read the sentence and point to column 2.)

*Let's read the words in column 2 together.*

*Now, look at the words in column 2 with your partner. Finish the sentence in your workbook by writing the consonant sounds that come after the letter <c> in the middle of a word.*

(Wait until most students have finished. Then complete the sentence on the board.)

*The letter <c> at the beginning or in the middle of a word is used before consonants /r/ /l/ /t/.*

3.

(Write the following sentence on the board:

The letter <k> is used before \_\_\_\_\_ and \_\_\_\_\_ at the beginning or in the middle of a word.

(Wait until most students have finished. Then complete the sentence on the board.)

*The letter <k> is used before the short vowel sounds /i/ and /e/ at the beginning or in the middle of a word.*

## 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 'boat' into its sounds.*

(Raise 3 fingers.)



*The word 'boat' has three sounds, b-oa-t.*

(Model how to pinch each finger as you say the sounds: b-oa-t)

*Copy me. Say the word 'boat'. Raise 3 fingers. Pinch a finger as you say each sound b-oa-t > boat.*

(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: b-oa-t)

*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.*

jog	goat	tried	mail
-----	------	-------	------

*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.*

jog	goat	tried	mail
-----	------	-------	------

---

(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 are commonly used words that have unusual spellings or include spellings that have not yet been taught.)

*We are going to revise the focus words you have learned so far.*

*Turn to Appendix A. Find the word list for Module 3.*

*Read the words aloud together. I will time you. 1, 2, 3, GO.*

*Well done. You read 30 words in \_\_\_\_\_ minutes and \_\_\_\_\_ seconds.*

*Write the date and time taken in the relevant box in your workbook.*

(Repeat the activity on three different days.)

Date 1:            /        /	Date 2:            /        /	Date 3:            /        /
Reading Mod 3 focus words	Reading Mod 3 focus words	Reading Mod 3 focus words
Score _____	Score _____	Score _____



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

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

(Focus words are commonly used words that have unusual spellings or include spellings that have not yet been taught.)

Hand out lined paper.)

*Close your workbook. I am going to ask you to write some of the focus words you have just read.*

*Write the numbers 1 to 10 down the left hand side of the paper.*

*I will number each word and say it on its own first. Then I will say a sentence that includes the 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. all	2. do	3. small	4. was	5. are
6. to	7. I	8. me	9. be	10. we

*Correct your own work using the words in your workbook as a guide. Write the date and your score in the relevant box in your workbook.*

(Repeat the activity on three different days.)

Date 1:        /        /	Date 2:        /        /	Date 3:        /        /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

## 5.3 Reading Module 4 focus words

**GOAL:** To practise reading Module 4 focus words

(Focus words are commonly used words that have unusual spellings or include spellings that have not yet been taught.)

*Focus words have unusual spellings. Read the words with me.*

(Point to each word as you read it, moving across the rows from left to right.)

you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

*Now read the words together.*

## 5.4 Spelling Module 4 focus words pre-test

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

*Let's see which of these words you already know how to spell.  
Close your workbook.*

(Provide students with a sheet of lined paper.)

*Write the numbers 1 to 15 down the left hand side of your paper.*

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

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

*Open your workbook. Use the words in the table (5.3) in your workbook to check your own spellings. Tick the correct words.*

(Circulate to identify common errors.

Use the technique below to help students learn the correct spellings.

If students can spell the words, move on to Section 6.)

*Now look at the words in the table. Can you find any patterns in the words or do you know any tricks to help remember how to spell them?*

(Memory tricks could be words-within-words, rhymes, syllable breakdown, mnemonics.)

*Here is an example:*

(Write 'come' and 'some' on the board. Spell each word using the letter names.)

*The words 'come' and 'some' have a common pattern: they end in the letters <ome>.*

*Here is an example of a word within another word:*

(Write 'you' and 'your' on the board. Spell each word using the letter names.)

*The words 'you' and 'your' have a common pattern: the word 'you' is inside the word 'your'.*

(Other patterns and tricks:

- In 'go, no, so', the <o> says its name <o>.
- In 'come, some' the <ome> says /um/
- In 'my' and 'by' the <y> says /ie/.
- Spell 'said' as it sounds /s-ai-d/.)

*With your partner, take turns to find patterns in the focus words and share memory tricks. Write the words on the back of your spelling pre-test.*

*Partner 2, then Partner 1.*

(Circulate and then discuss patterns and tricks for remembering the spelling of some of the words. Write the words on the board.)

*Now look at your spelling pre-test and write the words that were hard for you three times. Say the letter names as you write them, then say the word, like this.*

(On the board, demonstrate how to write the letters and say the letter names at the same time.  
Then say the word)

said said said \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Hand up your spelling pre-test.*

## 6. Text reading

### 6.1 Reading the 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.)

is	of	the	as	his
will	he	wait	waits	how
boom	booms	o'clock	before	driver

*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	has	sees
he	o'clock	before	loaded	speeds

*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. The word <A/a> is usually pronounced /uh/.*

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

*In 'as, has, sees, speeds', the final <s> sounds like /z/.*

*If the sound of a letter doesn't work, try its name (he, o'clock).*

*In 'before', the <e> at the end is silent.*

*In 'he', the <e> says its name <e>.*

*In 'o'clock', the <o> says its name <o>.*

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

(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/

<a> in 'along' = /uh/

<e> in 'the' = /uh/

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

In 'he', the <e> says its name

In 'o'clock', the first <o> says its name

In 'before', the final <e> is silent

## 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 comma, they take a short breath*
- *at a full stop, they take a long breath*
- *for a question mark, they make their voice go up at the end and then 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. *Which ending do you prefer: the ending where the Scotsman gets to the port in time or the ending where the mail misses the boat?  
Why do you prefer that ending?*
2. *What are some differences between the Scotsman and a modern train?*
3. *There is an expression 'to miss the boat'. What do you think it means?  
For example, if you line up for good seats at a match and when your turn comes, the best section has sold out, someone might say, "You have missed the boat."*
4. *What do these words mean: plains, transports?*
5. *Ask the reader to respond to the questions in the text when you get to them.*

*Ending 1*

- *Why does the train driver feel bad at the end? What do you think will happen to the mail?*
- *If appropriate, discuss the importance of the mail before telephones were in regular use and we had email.*

*Ending 2*

- *What noise does a ship's fog horn make? Why do boats have fog horns?*
- *Ask the reader what they know about fog and the problems it can cause and discuss together.*

*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 'train', 'horn' and 'track'.  
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, commas in lists, question marks, exclamation marks

*In Modules 2 and 3 you learnt about sentence punctuation. You learnt that:*

- The first word in a sentence begins with an upper case letter.
- The names of particular people and places begin with an upper case letter.
- Items (things) in a list are separated by commas except for the last two. The last two items in a list are separated by the word 'and'.
- A sentence that is:
  - a statement tells us something and ends with a full stop
  - a question asks something and ends with a question mark
  - an exclamation expresses strong feeling, such as surprise, anger or joy. An exclamation ends with an exclamation mark.

## Punctuation

*We'll do the first sentence together.*

(Write the example on the board.)

what is in the bag

(Wait)

*Read the words together.*

(Wait)

*Is the sentence a statement, a question or an exclamation?*

*Answer the question together.*

(Wait)

*Yes, the sentence is a question.*

*What is missing from the beginning of the first word in the question?*

(Wait)

*Yes, an upper case letter is missing from the beginning of the first word in the question.*

*What is missing from the end of the question?*

(Wait)

*Yes, a question mark is missing from the end of the question.*

*Write the sentence with the correct punctuation on the line in your workbook.*

---

(When most students have finished,  
correct the question on the board and explain the errors.)

*Correct your own work.*

*With your partner, discuss the changes needed and write the correct version of each sentence on the line in your workbook.*

at last it is raining

---

*At last it is raining!*

are pandas pigs dogs and camels all animals

---

*Are pandas, pigs, dogs and camels all animals?*

is cricket a sport

---

*Is cricket a sport?*

what a big boat

---

What a big boat!

jill is in a band

---

Jill is in a band.

i just cannot do it

---

I just cannot do it!

(When most students have finished,  
write the correct sentences on the board and explain the errors.)

## 7.2 Nouns

**GOAL:** To be able to identify nouns

*When we write we write in sentences.*

*A sentence tells us about a person, place or thing.*

*We call the words we use to name people, places and things, nouns. You can put the words 'a', 'an' or 'the' in front of a common noun, eg, a snake, an apple, the house, the kids.*

*Most nouns can be singular (just one) eg table,  
or plural (more than one), eg tables.*

*With your partner, count the number of things you can name in this picture.  
You have one minute.*





(Circulate)

*The words you used to name the things in the picture are called common nouns. However, when we name particular people, like you (insert name/s) and me (insert name) and places (eg Adelaide), days of the week and months (eg Monday, April), we use proper nouns. Proper nouns begin with an upper case letter.*

### 7.3 Fill the gaps (nouns)

*With your partner, choose the best noun to fill the gaps and write it on the line.*

drink   seconds   Kim   track   kids   forest   rock

#### Kim and Ben Get Lost

The children, \_\_\_\_\_ and Ben, run with Uncle Bob along a \_\_\_\_\_ in the forest. They are hot. They stop for a \_\_\_\_\_ and a rest. Uncle Bob sits on a \_\_\_\_\_ and sips on a drink. Kim and Ben sit for ten \_\_\_\_\_ and then run on into the \_\_\_\_\_. The \_\_\_\_\_ get lost.

## 7.4 Adjectives

GOAL: To choose appropriate adjectives

*An adjective is a word that describes (tells more about) someone or something.*

red	mad	sad	pregnant	hot	glum	glad	big	black	free	sick
-----	-----	-----	----------	-----	------	------	-----	-------	------	------

*Now, read this sentence with me:*

It is a boat.

*Underline the noun in this sentence. (Wait.)*

*The noun is ..... boat.*

*This sentence does not tell us anything about the boat.*

*Which of the adjectives we read could be used to describe the boat?*

*Choose the words from the list that could be used to describe a boat. The sentence must make sense.*

*Here is an example:*

It is a red boat.

*Does the sentence make sense? Which word is the noun? Which word is the adjective?*

It is a mad boat.

*Does the sentence make sense? (Wait)*

*No, it does not. It is not a proper sentence because it doesn't make sense.*

*Read each sentence. Then choose an adjective from the list to describe the noun. Remember, sentences must make sense. There is not one correct answer.*

*Write the adjective on the line. Circle the noun that the adjective describes.*

A \_\_\_\_\_ tin sits on the desk.

He has a \_\_\_\_\_ dog.

Rick got a \_\_\_\_\_ cap.

The \_\_\_\_\_ kitten hid in the dog kennel.

(Circulate and choose sentences with appropriate adjectives to share with the group.)

## 7.5 Adding an ending

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

*In English, we add endings to base words for different reasons.  
You will learn about different word endings in later modules.*

*In this module, we are going to read the base word and then the  
base word and ending. Copy me.*

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

hill > hills	speed > speeds	huff > huffs
sail > sails	stand > stands	beep > beeps
wait > waits	struggle > struggles	feel > feels
get > gets	puff > puffs	see > sees

---

## 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 Scotsman misses the boat!

- 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?*
- question mark?*

(Point to the exclamation mark.)

*The sentence starts with an upper case letter and makes sense but it does not end with a full stop or a question mark. It ends with an exclamation mark.*

*We use an exclamation mark when a sentence expresses strong feelings such as sudden surprise, joy, anger, fright or loudness.*

*How do you think the driver of a train might feel if the mail boat left before the train had reached the dock?*

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

## 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. Look for the word with an upper case letter. It is likely to be the first word in a sentence.*

*Then look for the word that is followed by a full stop, question mark or exclamation mark. It is likely to be the last word in the sentence.*

*Then move the remaining words around until the sentence makes sense.*

*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, question mark or exclamation mark.

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.*

The Scotsman train. is a black

---

*The Scotsman is a black train.*

The Scotsman up the hills. huffs and puffs as it struggles

---

*The Scotsman huffs and puffs as it struggles up the hills.*

How as he waits? is the driver feeling

---

*How is the driver feeling as he waits?*

The Scotsman the port in time! got to

---

*The Scotsman got to the port in time!*

(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

(In Module 4, punctuation includes the use of:

- an upper case letter at the beginning of a sentence and at the beginning of a name
- a full stop, question mark or exclamation mark at the end of a sentence
- commas in lists.

Spelling refers to the use of the correct letters in a word.)

*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 Scotsman beeps its horn as it speeds across the plans.  
(2 errors: 1 punctuation, 1 spelling)

---

*The Scotsman beeps its horn as it speeds across the plains.*

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

*There are two errors in the sentence: 1 punctuation error and 1 spelling error.*

*1. The word 'the' needs to begin with an upper case letter because it is the first word in the sentence.*

*2. The word 'plains' is spelt wrong.*

(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 Scotsman has to stop and wait for the gort to get off the track  
(2 errors: 1 punctuation, 1 spelling)

---

*The Scotsman has to stop and wait for the goat to get off the track.*

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

3. Wil the train get to the port of Dundee before the boat sets sail  
(2 errors: 1 punctuation, 1 spelling)

### Will the train get to the port before the boat sets sail?

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

#### 4. Will the train miss the boat?

(2 errors: 2 spelling)

---

### Will the train miss the boat?

(When most students have finished, write the correct sentence on the board and explain the errors. Students check and correct their own work.  
Provide additional practice activities for skills that are not yet automatic.)

## 8.3 Dictation

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

(Write the sentence on the board.)

*Read the sentence with me.*

Was the train black or red?

*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.*

---

(Students should write the sentence in their 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 23:*

- *21 letters*
- *1 upper case letter, 1 question mark.*

*Write your score*

Score     /23

*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 the statements that are correct. Put a cross at the end of the statements that are incorrect.*

1. The Scotsman is a train.
2. The Scotsman is a mail train.
3. The Scotsman stopped for a pig.
4. The train hit a goat.

(Wait. Provide correct answers.)

### 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 was it important for the mail train to get to the port on time?

*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?*

What would happen if the mail train missed the boat?

*Partner 2, then Partner 1.*

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

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

How do you think the mail gets from Dundee to Britain today?

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

*In this story, being punctual is very important. Tell your partner about two other situations where it is important to be on time.*

*Partner 2, then Partner 1.*

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

Why is punctuality important?

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

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

### 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 Scotsman a big, red mail train? Yes/No

---

*No. The Scotsman is not a big, red mail train.*

2. The Scotsman struggles up the hills and across the plains. Yes/No

---

*Yes. The Scotsman struggles up the hills and across the plains.*

3. Is the train speeding to a port? Yes/No

---

*Yes. The train is speeding to a port.*

4. Did the driver beep his horn to get a cat off the rail track? Yes/No

---

*No. The driver did not beep his horn to get a cat off the rail track.*

5. In ending 1, is the driver glad or sad at the end?

---

*Tell your partner why.*



## 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

*Tell your partner how the train driver might feel:*

- *as he waits for the goat*
- *if he misses the boat*
- *if he got to the boat before it left.*

*Partner 2, then Partner 2.*

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

*Lots of people drive cars, trucks, trains, boats and planes in their jobs.*

*With your partner, think of four jobs that involve driving a vehicle.*

(Wait)



*Tell your partner two things about a job that involves driving a vehicle.*

*Partner 2, then Partner 1.*

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

## Final Comment

*You have now completed the exercises for Module 4. 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.17 of 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!*

rain paid mail aim job jog road soak coat moan pie lied  
feet jeep been fork sort port torn born paint train  
snail brain drain jump just junk toast groan float coast  
cried flies tries sleep green free creep steer sport  
storm strain sprain street again jacket coffee raincoat  
subject unload complain obtain crossroads untie agree  
asleep terrified important agreement

(60 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. beep	2. boat	3. replies	4. port	5. sail
6. feel	7. goat	8. transport	9. speeds	10. just
11. sees	12. Dundee	13. horn	14. for	15. you
16. some	17. said	18. there	19. they	20. there

(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 the colour of a train, and then I will dictate the words to you slowly so you can write them down.*

(Read the sentence below.)

Is the train green or red?

*I am now going to read the sentence again so that you can write it down. I will read the sentence in sections 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 question mark.*

Is the train // green or black? *(question mark)*

*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 work.)

Is the train green or black?

(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 4 and you are now ready to extend your skills by studying Module 5.*

## Appendix A

### Focus Words

Below is a list of Focus Words.

Focus Words have unusual spellings or include spellings that have not yet been taught. A group of focus words is included in each module starting in Module 3.

Many of these words are irregular and need to be revised often.

One way to provide practice is to choose 5 Focus Words from earlier modules that are proving difficult, and add them to the spelling test included in the program.

Module 3				
the	he	me	we	be
she	all	call	fall	small
was	are	to	do	I

Module 4				
you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

Module 5				
only	old	give	have	live
like	time	down	were	who
why	where	what	which	when

Module 6				
any	many	more	before	father
other	mother	another	because	want
saw	put	could	should	would

Module 7				
two	four	goes	does	made
always	also	of	eight	love
use	after	very	every	over

Module 8				
people	water	friend	until	study
through	story	along	our	different
last	again	still	between	home

Module 9				
asked	away	right	might	enough
something	buy	build	both	those
won't	don't	going	often	together

Module 10				
own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

Module 11				
year	near	know	write	since
sentence	across	large	during	today
either	however	young	change	answer

Module 12				
eye	blood	break	heart	head
word	work	world	thought	bought
brought	whole	hole	sure	house

Module 13				
hour	gone	damage	example	against
turned	learn	usually	ready	special
family	move	done	group	whether

Module 14				
half	English	fire	certain	picture
money	tomorrow	quiet	piece	peace
power	notice	probably	area	equipment

Module 15				
though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage

## Appendix B

# Glossary

<b>Blending</b>	<i>Blending</i> is the process of joining speech sounds to make a word. For example, <i>c-a-t &gt; cat</i>
<b>Comprehension</b>	Reading <i>Comprehension</i> is the ability to process information we have read and to understand the meaning. <i>Literal</i> comprehension uses stated facts in the text. <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: <b>Letter names</b> are written with the lower case letter and enclosed by angular brackets < >. For example, the word <i>chin</i> begins with the letter <c>. <b>Letter sounds</b> are written with the lower case letter and enclosed by forward slashes //. 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, a o a e igh oi ee or. The letter y makes a consonant sound when it is at the beginning of a word, for example, <i>yacht</i> , <i>yellow</i> ; but y makes a vowel sound when at the end of a word, for example, <i>sunny</i> , <i>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 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 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> <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> <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> <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 spellings for the vowel sounds and consonants, 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> <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> <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> <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> <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> <b>ear, eer, ere/ear/</b> <u>fear, cheer, here</u>