

# **SPELD SA**

## **Literacy Program**

### *A Trip to the Top End*



## **Module 8: 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>A Trip to the Top End</i> (Module 8), a board, dry wipe pen or chalk, eraser</p> <p><b>Student:</b> Student workbook: <i>A Trip to the Top End</i> (Module 8), pencil, rubber</p>
<b>How to use this handbook</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 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: 'A Good Holiday' or 'A Bad Holiday' (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 8 can be found at: <a href="http://www.speld-sa.org.au/service/155-speld-sa-phonic-books-set-8.html">http://www.speld-sa.org.au/service/155-speld-sa-phonic-books-set-8.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 8 when students have learnt one way to write the 42 main sounds of English. Modules 8 to 15 cover the structures underlying the following text types: recount, procedure, exposition and narrative.</p> <p>An emphasis on oral language and vocabulary is fundamental to the success of the program.</p>

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## *A Trip to the Top End*

Bob's big wish was to film Australia's top predator, the big croc. In 2014, Bob's wish came true. He took the train to Darwin and from there a bus to Fogg Dam, the starting point for the boat trip he had booked.

A boat trip is the best way to see crocodiles. They swim up to the boat for food and can be seen sitting on the river banks, soaking up the sun.

After the boat trip, Bob visited a crocodile farm. He saw thousands of crocodiles. Some were in pens and some were in billabongs. Bob saw the pen where the young crocs hatch out from their eggs. In just 24 weeks they will be adult crocodiles.

Crocodiles are farmed for their skins and their meat. The skins are used to make products such as handbags, hats, hat-bands and belts.

Crocodile is a popular meat that is eaten in Australia and overseas. It tastes a bit like chicken.

Bob got his wish and has lots of shots of crocodiles. He intends to load them on Facebook for his friends to see.

(182 words)

## Note to students

*As you know, the sounds in English words can be spelt with different letters. In the next modules you will learn which words use which spellings. This means that by the end of Module 15 you will have learnt most of the alternative spellings used for the sounds in English 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 8, choose a text and click on your preferred format, for example, *text format for older readers*.

# A Trip to the Top End

## 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 'A Trip to the Top End'. It is about a person who wanted to see a crocodile at close quarters.*

*What do you think might happen?*

*Partner 1, then Partner 2.*

(Circulate amongst students 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 Basic spellings of the 42 main sounds of English (revision)

**GOAL:** To revise alternative spellings of the vowel sounds

*In Modules 1-7, you learnt one way to spell the 42 main sounds of English. We are now going to revise the spellings you have learnt so far.*

#### Consonants and vowels

*The sounds of a language are separated into two groups: consonants and vowels.*

*We'll start with the consonants. I'll lead.*

*Say the sounds with me as I point to them.*

*I'll go from left to right.*

Consonants												
s	t	p	n	c	h	r	m	d	g	l	f	b
j	z	w	ng	v	y	x	sh	ch	th (think)	th (that)	qu	

Now, say the vowel sounds with me as I point to them.

Vowels																
a	e	i	o	u	ai	ee	ie	oa	ue	or	oo (foot)	oo (room)	ou	oi	er	ar

How do we tell the difference between vowels and consonants?

Tell your partner. Partner 2, then Partner 1.

(Wait)

Yes, in all vowels, the mouth passage is unobstructed. If it is obstructed, the sound will be a consonant.

## 2.2 Alternative spellings of the vowel sounds

**GOAL:** To learn alternative spellings of the vowel sounds

In Modules 1 – 7 you learnt one way to spell the 42 main sounds of English. Modules 8 – 15 introduce alternative spellings for those sounds. Module 8 introduces alternative spellings for the long vowel sounds: ai, ee, ie, oa, ue.

These words have the first spelling you learnt for the long vowel sounds. Say the sounds and the words after me as I point to them.

(Point to ai, ee, ie, oa, ue and say the sounds and sample words.)

ai (pain) ee (seen) ie (pie) oa (road) ue (cue)

The spellings <ai, ee, ie, oa, ue> are digraphs. A digraph is a sound that is spelt with two letters.

## 2.3 Alternative spellings and sample words

Say the sounds and words with me as I read across the page.

ai	pain	a-e /ai/	cake
ee	seen	e-e /ee/	these y /ee/ lucky
ie	pie	i-e /ie/	bike
oa	road	o-e /oa/	note
ue	cue	u-e /ue/	tune

The words cake, these, bike, note, tune use alternative spellings for the sounds you learnt in earlier modules. We call these spellings 'split digraphs'.



*A digraph is a sound spelt with two letters. Here, the two letters that make the digraph are split by a consonant. Hence the name, split digraph.*

*Say each sound and its cue word after me as I point to them.*

(Read across the page.)

<a> split <e> (cake)   <e> split <e> (these)   <i> split <e> (bike)

<o> split <e> (note)   <u> split <e> (tune)

*Say these words after me.*

game   date   make   plane   spade   shade   Steve   Pete  
here   even   these   evening   bone   home   rope   joke   owe  
spoke   cube   tune   tube   cute   use   computer

*Let's see how many of these words you can read in one minute. Start with the word 'game'. 1,2,3 GO.*

(Say STOP at the end of one minute. Ask students to count the number of words they read and ask them to enter the number in their workbook.)

*One more new spelling is introduced in Module 8. At the end of a word with more than one syllable, the letter <y> is pronounced /ee/. For example, lucky.*

*Say these words after me.*

funny   silly   puppy   fussy   rocky   sunny   dusty   cherry  
foggy   muddy   spotty   sandy   yummy   sadly   empty

*What patterns can you see in these words? Partner 1, then Partner 2.*

(Wait. Explain the two patterns.)

*The first vowel in each of these words is a short vowel. It says its sound:  
/a,e,i,o,u/*

*There are two consonants between the vowel and the <y>.*

*When there is only one consonant before the <y>, the vowel says its name, as in baby, duty.*

## 2.4 Alternative spellings and sample words

*Say the sounds and words after me as I read across the page.*

ai	train	<a> split <e>	take	
ee	green	<e> split <e>	these	y/ee/ lucky
ie	tie	<i> split <e>	side	
oa	coat	<o> split <e>	joke	
ue	fuel	<u> split <e>	tube	

*The <e> at the end of words like take, these, side, is sometimes called silent <e>.*

*It is not pronounced but it has the job of altering the pronunciation of the preceding vowel.*

## 2.5 Word sort

*With your partner, read each word aloud. Copy the word into the correct column in your workbook. The first word has been done for you.*

Words with silent <e>				
<del>woke</del> mule hate cute drive made cure Steve here brave even cube evening nine five line joke tube plane hole those quake these home hide				
a-e	e-e	i-e	o-e	u-e
hate	Steve	drive	<u>wo</u> ke	mule
made	here	five	joke	cute
brave	even	nine	hole	cure
plane	evening	line	those	cube
quake	these	hide	home	tube

## 2.6 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.*

(Letter name, letter sound.)

y	x	f	qu	v	e	u	n	g	c	w	t	o
z	j	p	i	d	b	a	r	k	s	h	m	l

## 2.7 Sounds spelt with more than one letter

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

th (thing)	th (that)	er	oo (cook)	oo (cool)	ai	qu	ou	ck
ch	ee	or	ie	sh	ue	ng	oa	oi
ar	a-e	e-e	i-e	o-e	u-e			

### 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**.)

c-a-ke /c-ai-c/	th-e-se /th-ee-s/	m-i-ne /m-ie-n/
b-o-ne /b-oa-n/	t-u-ne /t-ue-n/	

*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.)

c-a-ke > cake	th-e-se > these	m-i-ne > mine
b-o-ne > bone	t-u-ne > tune	

*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.)

like	used	make	wish	film	look	tastes
banks	jumps	skins	belts	Darwin	crocodile	thousands

#### 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.*

soak/ing > soaking	hunt/ed > hunted	vi/si/ted > visited
pro/ducts > products	thou/sands > thousands	bill/a/bongs > billabongs
croc/o/dile > crocodile	Aus/tra/li/a > Australia	pre/da/tor > predator
a/dult > adult	pop/u/lar/ > popular	in/tends > intends
Dar/win > Darwin	ri/ver > river	li/ving > living

### 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.*

bus	used	boat	make	see	food	shot
up	mud	farm	such	like	load	them
eggs	wish	look	film	trip	from	after
train	best	swim	jumps	tastes	skins	belts
Darwin	river	crocodile	thousands	soaking	living	products
visited	adult	chicken				

### 3.4 Assessing reading rate

**GOAL:** To measure reading speed

(Instruction: test individually for assessment of reading speed.)

*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.*

*Go back to the beginning again if you get to the end before your partner says, 'Stop'.*

(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
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## 4. Spelling

### 4.1 Spelling tips

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

(These spelling tips relate to the sounds and spellings introduced in Module 8)

#### **Silent final <e>**

*Silent final <e> makes the preceding vowel say its name, for example*

plan → plane; pet → Pete; win → wine; hop → hope; cut → cute

#### **When short vowels say their name**

*The short vowels /a,e,i,o,u/ say their names in an open syllable, for example*

ba/by, e/ven, me, i/tunes, o/val, u/nit.

(Note: in an open syllable, there are no letters after the vowel.

In the word 'me', we say the vowel is open because there are no letters closing it in.

In the words 'ba/by, e/ven, i/tunes, o/ral, u/unit' the first syllable is open because there are no letters closing it in so the vowel says its name.)

#### **<y> at the end of a word**

*At the end of a word with more than one syllable, <y> is pronounced /ee/, for example baby funny ugly.*

### 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 'take' into its sounds.*

(Raise 3 fingers.)



*The word 'take' has 3 sounds, /t/- /ai/-/k/.*

(Model how to touch each finger as you say the sounds: t-a-k )

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

(Ask students to say the word, then you say the sounds, pinching a finger for each sound.)

Now, we are going to **write the letters for each sound on 3 fingers, like this.**

(Raise 3 fingers and say the sounds as you demonstrate how to finger-write the letter sounds on your 3 raised fingers using the pointer of your writing hand.)

**t-a-k**

(Write a lower case <e> in the air as you say:)

**split <e>. Adding the <e> makes the /a/ say its alphabet name.**

**Now, it is your turn. I'll say some words with a split digraph.**

- **Count the sounds in your head.**
- **When I say 'fingers', raise a finger for each sound.**
- **Then, together say the word, then pinch a finger as you say each sound and write a lower case <e> in the air, as you say split <e>.**

make	these	like	bone	tune
------	-------	------	------	------

**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.**

- **Say the word in your head and count the sounds on your fingers.**
- **Write the word in your workbook.**

make	these	like	bone	tune
------	-------	------	------	------

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(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).**

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

**Write the test words on line (b) in your workbook.**

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

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

*Partner 1 checks the words.*

*Partner 2 re-writes any word wrongly spelt and copies the word correctly.*

*Partners then reverse roles.*

(Students organise themselves while you circulate.)

## 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 lists for Modules 6 & 7.*

*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.)

<b>Date 1:</b> /   /	<b>Date 2:</b> /   /	<b>Date 3:</b> /   /
<b>Reading Mod 6 &amp; 7 focus words</b>	<b>Reading Mod 6 &amp; 7 focus words</b>	<b>Reading Mod 6 &amp; 7 focus words</b>
<b>Score</b> _____	<b>Score</b> _____	<b>Score</b> _____



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

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

(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. any	2. more	3. mother	4. because	5. could
6. four	7. goes	8. always	9. eight	10. love

*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 8 focus words

**GOAL:** To practise reading Module 8 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.)

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

*Now read the words together.*

## 5.4 Spelling Module 8 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:*

*A way to remember how to spell the word 'people' is to use the first letter of the words: People eat omelettes, people like eggs.*

*Try remembering the spelling of 'water' by saying the sounds: /w-a-t-e-r/.*

*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.)

through through through

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*Hand up your spelling pre-test.*

## 6. Text Reading

### 6.1 Reading focus words in the text

**GOAL:** To read commonly used focus words in the 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.)

was	to	Australia	are	is	the	they
be	there	by	where	way	young	their
overseas	of	he	friends	eaten		

*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 the following words on the board.)

Australia	A/a	eggs	of	go
goes	friends	he	be	

(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/, as in A bun, Australia*

*In 'eggs, thousands, skins, pens, friends', the final <s> sounds like /z/*

*If the sound doesn't work, try the name (he, be, Australia)*

*The <f> at the end of 'of' is pronounced /v/*

*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/

<e> in 'the' = /uh/

In 'eggs, friends, goes' the final <s> = /z/

<e> in 'he' says its name = <e>

The <o> in 'go' says its name = <o>

The <e> in 'he' and 'be' says its name = <e>

The third <a> in 'Australia' says its name = <a>

In 'of' the final <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 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*
- *for speech marks, they pretend they are the person speaking*
- *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 do Australians mean by the Top End?*
2. *Have you seen a real crocodile? Where was it? How did you feel? Why?*
3. *Look at a map and find Darwin and Fogg Dam. What is the name of the river the boat trip went on?*
4. *What is 'crocodile farming'?*
5. *Do you think crocodiles should be farmed? Give one argument in favour of farming crocodiles and one argument against.*

*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 'trip', 'train', 'bank', and 'pen'.  
With your partner, think of two meanings for 'train' and 'bank'.*

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

---

## 7. Punctuation and Grammar

### 7.1 Revision – how to change a verb into the past tense

(Revise the CVC trick for deciding when to double the last consonant  
before adding an ending to a verb.)

*With your partner, change the verbs below into the past tense. Remember in  
Module 7 you learnt that some verbs end in consonant-vowel-consonant (CVC)  
and need to double the final consonant before adding <ed>.*

*Some verbs do not, you just add <ed>.*

*If a verb already ends in <e>, just add <d>.*

*Let's do the first three verbs together.*

Present	Past
help	helped
smile	smiled
step	stepped
visit	visited
hope	hoped

rock	rocked
sort	sorted
complete	completed
need	needed
ban	banned
love	loved
film	filmed

## 7.2 Future Tense

*In earlier modules you learnt how verbs change in the present tense and in the past tense. Now we are going to look at how verbs change in the future tense.*

*When a verb describes an action taking place in the future, we do not add an ending. Instead, we put the word 'will' in front of the verb. 'Will' is called a helping verb because it helps the main verb which has the actual meaning. Eg, in the sentence, 'She will drive to the shops' – 'will' is the helping verb, 'drive' is the main verb.*

*Complete the table in your workbook. Write the verb in the future tense. The first one is done for you.*

Future Tense		
I will jump	I will sit	I will go
you	you	you
he	he	he
she	she	she
it	it	it
we	we	we
you	you	you
they	they	they

## Exercise 1

*With your partner, write the verb in brackets in the future tense. Then write the complete sentence on the line below. The first one has been done for you.*

It looks as if Glenelg will win (win) the soccer match.

It looks as if Glenelg will win the soccer match.

Do you think fish \_\_\_\_\_ (develop) wings in the future?

---

Jim \_\_\_\_\_ (cook) the chops on the barbecue.

---

They \_\_\_\_\_ (need) to hurry if they hope to catch the 2 o'clock train.

---

I \_\_\_\_\_ (help) you with your maths.

---

Unless you run faster, you \_\_\_\_\_ (miss) the bus.

---

Next week, we \_\_\_\_\_ (visit) grandma and grandpa.

---

## Exercise 2

*Write three sentences about the future. Begin with 'I think that ....'*

*Read the example with me.*

I think that kangaroos will soon be extinct.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### 7.3 Apostrophe of possession

**GOAL:** To use an apostrophe to show that something belongs to someone or something

*To show that something belongs to someone or something, we write an apostrophe and <s> immediately after the 'owner'.*

(Write Sam's car on the board.)

*Sam is the owner of the car. The name of the owner (Sam) is followed by an apostrophe and <s>.*

(Demonstrate how to write an apostrophe.)

*An apostrophe is like a comma written above the line. Watch how I start the apostrophe in line with the top of an upper case letter followed by a lower case <s>.*

*Read the sentences with me.*

*To practise writing apostrophe <s>, trace the sentences in your workbook. Say the words in your head as you write them.*

Where is Jim's house?

The boss's car is dark red.

Pat's dog was sick.

We swam in grandma's pool.

Which is Ben's desk?

The children's bedroom is a mess!

*In each sentence below, the apostrophe <s> is missing. Rewrite each sentence with apostrophe <s> after the owner.*

Jill dad lives in Canada.

Have you seen Mum bag?

\_\_\_\_\_

\_\_\_\_\_



I dropped Claire glasses.

The cat leg is broken.

Where is Will classroom?

I could not find my uncle house.

(Circulate to assess understanding and determine amount of additional practice needed.

Write the sentences below on the board.

Explain and demonstrate where to write apostrophe <s>. )

*Give yourself 1 point for each apostrophe <s> that is in the correct place.*

*Write your score*

Score /6

*Correct your errors.*

Jill's dad lives in Canada.

Have you seen Mum's bag?

I dropped Claire's glasses.

The cat's leg is broken.

Where is Will's classroom?

I could not find my uncle's house.

## 7.4 Adding an ending

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

*In English, we add endings to base words for different reasons.*

(For detailed information on word endings, go to 7.4 in Modules 7 and 9.)

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

handbag > handbags	sit > sitting
start > starting	visit > visited
hat-band > hat-bands	product > products
billabong > billabongs	intend > intends
crocodile > crocodiles	soak > soaking
thousand > thousands	eat > eaten
bank > banks	crocodile > crocodiles
egg > eggs	week > weeks

sit > sitting	book > booked
handbag > handbags	hat > hats
belt > belts	taste > tastes
shot > shots	friend > friends

## 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.)

### 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, using the explanation above.)

1. that he wanted to film crocodiles. Bob told his mate

---

**Bob told his mate that he wanted to film crocodiles.**

2. Australia? is the Top End of Where

---

**Where is the Top End of Australia?**

3. when the crocodile jumped up Bob was amazed and grabbed the food.

---

**Bob was amazed when the crocodile jumped up and grabbed the food.**

4. a crocodile farm Bob visited where thousands of crocodiles in pens. were kept

---

*Bob visited a crocodile farm where thousands of crocodiles were kept in pens.*

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

## 8.2 Proofreading sentences

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

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

(Write the first sentence on the board.)

*We'll do the first one together.*

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

1. a crocodile jumps an grabs the foot from the hook

(4 errors: 2 punctuation, 2 spelling)

---

(On the board, model how to make the corrections using the explanations below.)

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

*Two punctuation errors:*

- *The first word in the sentence needs an upper case letter.*
- *A full stop is needed at the end of the sentence.*

*Two spelling errors:*

- *the word 'and' needs a 'd' at the end*
- *'food' is spelt <food>.*

(Make corrections to the sentence on the board.)

*Copy the correct sentence in your workbook.*

*A crocodile jumps and grabs the food from the hook.*

---

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

*They may be spelling, punctuation or grammar.*

*Write the corrected sentences on the line in your workbook.*

2. At the crocodil farm thousands of egg wile hatch soon

(4 errors: 1 punctuation, 3 spelling)

---

*At the crocodile farm thousands of eggs will hatch soon.*

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

3. Wy are crocadiles farmd

(4 errors: 1 punctuation; 3 spelling)

---

**Why are crocodiles farmed?**

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

4. Bobs hat fel into the river and landed on a crocile

(4 errors: 2 punctuation; 2 spelling)

---

**Bob's hat fell into the river and landed on a crocodile.**

(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

Look at the size of that crocodile!

(Write the sentence on the board.)

*Read the sentence with me. 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.*

---

(Ask students to write the sentence. 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 30:*

- 28 letters*
- 1 upper case letter, 1 exclamation mark.*

*Write your score*

Score     /30

*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 text at a literal level (i.e. using stated facts)

What was Bob's big wish?

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

### 9.2 Answering questions and giving reasons

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

(Write the question below on the board.)

*Read the question with me.*

Do you think Bob liked his visit to the Top End?

*Answer yes or no. Tell your partner two reasons for your answer.*

*Partner 1, then Partner 2.*

(Circulate and choose one answer to write on the board.)

*Bob's hobby is photography. People usually have hobbies or particular interests like sport, reading, music, and so on. Tell your partner about your hobby or a hobby you would like to have.*

*How would this hobby make your life better? Partner 2, then Partner 1.*

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

### 9.3 Answering in complete sentences

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

*The textbook way to write the answer to a question is in a complete sentence.*

*Answer the question below in a complete sentence. Begin, 'I think the best part of the trip was ...'*

What do you think was the best part of the trip?

*Tell your partner what you think was the best part of the trip and give one reason why it was the best part of the trip.*

*Partner 1, then Partner 2.*

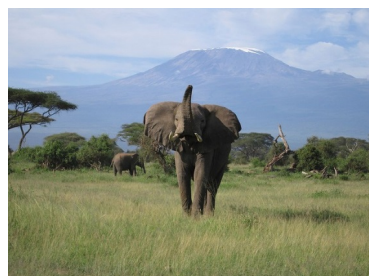
*Then complete the sentence below.*

I think the best part of the trip was \_\_\_\_\_  
because \_\_\_\_\_

## 9.4 What do you think?

**GOAL:** To make connections between the text and personal experiences and knowledge

*We learn from the text that Bob went on a trip to the Top End of Australia to film crocodiles. There are lots of different trips for people to choose from. These are some of them: a wilderness trek, a visit to a resort, a road trip, a safari, a visit to a famous landmark or city such as Paris, New York or Sydney.*



*Which trip interests you most? Tell your partner and write it in the space.*

I am interested in a \_\_\_\_\_

*Now tell your partner why that trip interests you most.*

*Partner 2, then Partner 1.*

*What would you expect to see and do? Tell your partner. Partner 1, then Partner 2. (Wait)*

*What do you like about going on holiday? Tell your partner. Partner 2, then Partner 1. (Wait)*

*Is there anything you don't like about going on holiday? Tell your partner. Partner 2, then Partner 1. (Wait)*

(Circulate)

# 10. Writing

**GOAL:** To develop writing skills in different text types (genres)

**NOTE:** Writing involves a number of different processes and skills including imagination, knowledge of genre structures, word choices, spelling, grammar and punctuation.

We strongly recommend that instructors model the writing process before asking students to work independently.

1. Model how to plan for different text types/genres
2. Model how to use the plan to write each text type
3. Share the questions you ask yourself and your decisions
4. Share your thinking processes.

Encourage students who have difficulty getting started to draw cartoons or pictures to focus their thoughts, provide them with a stimulus picture and/or let them work with a partner.

## 10.1 Text types - recounts

**GOAL:** To learn about the structure of a recount

*There are different types of writing. In the following workbooks you are going to learn about recounts, narratives, procedures and expositions.*

### Recounts

*Today, we are going to focus on a **recount**. In a recount, we recount, or tell about, something that has happened.*

*A recount involves a sequence of events that happened one after the other.*

*Let's check that 'A Trip to the Top End' follows the rules for a recount.*

*Answer together Yes or No to this question:*

*Does 'A Trip to the Top End' describe a series of events that happened one after the other? Yes/No*

(Wait. Then provide the correct answer.)

### A. Title

*The title should tell the reader what the recount is about.*

*Does the title, 'A Trip to the Top End' tell the reader what the recount is about? Yes/No*

(Wait. Then provide the correct answer.)

### B. Rules

*I will explain the rules for writing a recount. A recount is written:*

- *in the past tense*
- *in the first person (I or we) eg, We went to the zoo, or*
- *in the third person (he, she, it, they, or their/s name/s) eg, Bob went to the Top End; Ann and Kim went sailing.*

(Explain how 'A Trip to the Top End' meets these rules.)

### C. Setting the scene

(Encourage students to chorus the answers.)

*The reader needs to know:*

- **when the event took place** eg, yesterday, last year, years ago, in 2014.  
'A Trip to the Top End' took place in \_\_\_\_\_  
(Wait for the answer.)
- **who is in the recount** – in 'A Trip to the Top End', the person in the recount is \_\_\_\_\_  
(Wait for the answer.)
- **where it took place** – in 'A Trip to the Top End', the events took place in \_\_\_\_\_  
(Wait for the answer.)
- **why the event took place** – 'A trip to the Top End' took place because \_\_\_\_\_  
(Wait for the answer.)

*This information sets the scene for the events.*

### D. Events

*What are the main events in the text?*

*In 'A Trip to the Top End' there are two main things that Bob did on his trip. The first event was to go on a boat trip.*

*With your partner, decide what the second event was and write it on the line.*

Event 1: Bob went on a boat trip.

Event 2: \_\_\_\_\_

(Wait until most students have finished.)

*All together, what was the second thing Bob did?*

### E. What happened at the end?

*At the end there is a general comment about the events or a statement that sums up the main points. The writer may make a personal assessment or comment on how they felt at the end.*

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

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

*With your partner, complete the plan on page 18 of your workbook, using the information from the text. Answer the questions on the lines provided.*



Title	<i>A Trip to the Top End</i>
Set the scene	<p>What was the event?</p> <p>_____</p> <p>When did it take place?</p> <p>_____</p> <p>Who is in it?</p> <p>_____</p> <p>Where did it take place?</p> <p>_____</p>
What things happened?	<p>List two important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end?</p> <p>_____</p>
Personal assessment	<p>How did the writer feel about the trip? or What was the best part of the trip? (complete sentences)</p> <p>_____</p> <p>_____</p>

(Circulate. When most students have finished, go through the answers.)

## 10.2 Planning a recount

Goal: To plan a piece of writing using a template

*Your task today is to plan a recount about having a good time, using the template in your workbook. You can write your recount about yourself (in the first person: I or we) or about someone else (in the third person: he, she, they). Give your writing a title. Choose one of the following titles or make one up.*

A Visit to \_\_\_\_\_

A Day at the \_\_\_\_\_

Attending a Sporting Event \_\_\_\_\_

Title	_____
Set the scene	What was the event? _____ When did it take place? _____ Who was in it? _____ Where did it take place? _____
What things happened?	List two important events 1. _____ 2. _____
Ending	What happened at the end? _____ How did the person feel about their outing? OR What was the best part? (complete sentences) _____ _____

### 10.3 Sharing your recount

**GOAL:** To expand on a written plan

*Take turns to tell your partner what happened in your recount of a good time. Use your plan as a guide.*

*You have five minutes for each of these three sections.*

*1. Tell your partner:*

- the title of your recount*
- when it took place*
- who was in it*
- where it took place.*

*Partner 1, then Partner 2.*

*(Allow 5 minutes. Circulate to assess verbal fluency.)*

*2. Tell your partner about two important events. Partner 2, then Partner 1.*

*(Allow 5 minutes. Circulate to assess verbal fluency.)*

*3. Tell your partner what happened at the end. Add a personal comment about what happened. Partner 1, then Partner 2.*

*(Allow 5 minutes. Circulate to assess verbal fluency.)*

### 10.4 Writing your recount

**GOAL:** To write a recount

*After a writer has planned their recount, they use the plan as the basis for a piece of writing.*

*You have completed your plan of a recount about a good time and shared it with your partner. Now you are going to use your plan to write your recount.*

*There is an important difference between a plan and a piece of writing.*

*A piece of writing is written in complete sentences.*

*Look at the writing page in your workbook. There are four sections:*

- 1. Title (where the writer writes the title)*
- 2. Set the scene (when, who, where?)*
- 3. Events (where the writer describes what happened)*
- 4. Ending (where the writer says what happened at the end)*

*In the top section, write the title of your recount on the line.*

1. Title

---

*In the second section, write your introduction (tell the reader when the recount took place, who was in it, where it took place and why it took place.)  
Remember to write in complete sentences.*

## 2. Set the scene (what? when? who? where? why?)

---

---

---

---

---

*In the third section, write about the events that happened.  
Remember to write in complete sentences.*

## 3. Events

*First,* \_\_\_\_\_

---

---

*Then,* \_\_\_\_\_

---

---

---

*In the last section, write what happened at the end. For example, how the person felt about their day. You can also say what they liked best.  
Remember to write in complete sentences.*

## 4. Ending

*At the end,* \_\_\_\_\_

---

---

---

(Circulate. If students are having problems, copy the template on the board.  
Using the text in the module as an example, talk the group through the task, section by section.  
If you are working one-to-one, use the student's template as the example.)

*If you finish before your partner, first read your piece of writing through carefully.  
Are there words you can change that might create a clearer picture for the reader?  
Have you used the same word several times? Think of words with a similar meaning  
and use them instead.  
Then read your book or practise Reading Rate words on page 6 in preparation for  
the assessment.*

(When most students have finished, say STOP.)

*It's time to read your recount to your partner. Partner 2, then Partner 1.*

(Circulate. Assess how well the students managed the task and note any teaching points that  
need to be addressed prior to the next writing lesson.)

---

## Final Comment

*You have now completed the exercises for Module 8. 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 and speech 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.21 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!*

game gave name hate date make same take gate made  
cake came male fake Steve Pete here ride line like  
wide wife quite hide time bike shine five side home  
hope vote tune plate snake crane plane brave brakes  
state trade prize smile drive smoke broke lucky happy  
party marry sorry copy army carry hobby nickname  
divide website sunshine lonely homemade fortune story  
sleepy sticky empty windy sporty ugly study family  
unhappy unlucky hesitate memory enemy property factory  
possibly industry

(80 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. tax	2. five	3. use	4. shave	5. ute
6. smoke	7. outside	8. sorry	9. argue	10. happy
11. like	12. these	13. made	14. hope	15. every
16. party	17. through	18. people	19. water	20. after

(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 hungry crocodiles, and then I will dictate the words to you slowly so you can write them down.*

(Read the sentence below.)

These hungry crocodiles hope to be fed.

*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 full stop.*

These hungry // crocodiles // hope to be fed. (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 work.)

These hungry crocodiles hope to be fed.

(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 8 and  
you are now ready to extend your skills by studying Module 9.*



## 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</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. <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, <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 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</b> <u>April</u> <b>a-e</b> <u>game</u> <b>e</b> <u>me</u> <b>e-e</b> <u>these</u> <b>i</b> <u>ipad</u> <b>i-e</b> <u>nine</u> <b>o</b> <u>go</u> <b>o-e</b> <u>note</u> <b>u</b> <u>unite</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>