



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

# Supervisor Guide

**XR200 Reading and writing course  
Red levels 1, 2 & 3**

*Read this guide before you start  
and refer to it often*

XR200SG  
2014/1



## Reading packs at this level:

- XR201 Balls
- XR202 Who lives at my house?
- XR203 School gala
- XR204 Toast and jam in the morning
- XR205 Garden tools
- XR206 Things we like to do
- XR207 Working dogs
- XR208 Bugs in my garden
- XR209 Working at night
- XR210 Going to see Nanny and Papa

## Supplementary packs

- XR111 Alphabet pack
- XR112 Beginning sound/picture matching game
- XR113 Upper and lower case letter matching game
- XR114 Emergent word bingo
- XR211 Red word bingo

Each reading pack is designed to provide **at least 3–4 weeks** work for your student. The reader can be kept by your student.

Return the workbook to your Te Kura Learning advisor.

Complete the assessment page at the back of the workbook.

Send in any additional work samples and results of testing to help your Learning advisor choose the right resource for your student.

### Acknowledgements

Cover image: Mother and daughter, © Steve Harper from Mychillybin.co.nz, 100237\_724.

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## Skills for this level

Students at this level are learning to:

- remember the story
- remember repetitive phrases
- use the pictures as word clues
- use the first letter of a word as a clue
- point to each word as they say it
- notice when a word or the initial letter does not match with what they said
- make sure that what they read makes sense and sounds right
- read some common (high frequency) words.

Students are learning how books and text works. This includes:

- knowing there is a difference between a letter and a word
- knowing there is space between words
- following the direction we read in
  - front to back of the book
  - top to bottom of the page
  - left to right on each line
- knowing that sentences start with a capital letter and end with a full stop
- knowing that other punctuation marks have meaning, e.g. speech, question, exclamation.

Talk to your Te Kura Learning advisor if this resource is too easy or too hard for your student.

## **Equipment you will need for your language programme**

- Paper, pictures and photos to create your own reading books.
- Exercise book for daily writing.
- Scrapbook to be used as an alphabet book.
- Pencils, crayons, chalk, paint.
- Alphabet books, alphabet frieze, magnetic letters.

## **A daily routine for reading and writing activities**

Being able to communicate, developing oral language and learning to read and write, are some of the most essential skills for living. The time allocated to these activities in your daily programme should reflect their importance.

Set aside time every day for reading, writing, handwriting, letter, word, language and listening activities. The eight sections in the workbook give you ideas for different ways you can practice the skills.

This supervisor guide provides an overview of all the activities to cover at this level.

## **Guided reading**

Take a guided reading lesson with your student each day.

Follow this model.

### **1. Introduce the book**

- Read the title and talk about the cover picture.
- Ask your student what they think the book is about.
- Look through the book together, talking about the pictures.
- Make sure your student knows the names of the people or the objects in the book.
- Relate the book to your student's own experiences and knowledge.

### **2. Read the book**

- Read the title together again.
- Now your student should read as much as they can by themselves, pointing to each word as they say it.
- Encourage them to use the picture clues.
- Always allow time for them to work out a tricky word if they get stuck. You could prompt them to say the first sound and to re-read the sentence getting the first sound of the tricky word ready.
- Allow them time to notice if what they said did not match with the word on the page.
- Allow them time to notice that what they said did not make sense.
- You can wait for up to 10 seconds for your student to try to work out a tricky word.
- Telling or quickly correcting your student is the last thing to do unless the word is completely new to them and they have no experience or knowledge of it.

### **3. After reading the book**

- Praise your student for what they did well, e.g. ‘I liked the way you noticed it didn’t make sense on this page’; or ‘It was great the way you used the letter sound to help you’, and ‘It was really good that you went back and read that page again to make it sound like someone was talking.’
- Ask some questions about the book, e.g. ‘Why do you think that machine can do that?’; ‘Who else do you know that works at night?’; ‘What might happen if the dog got loose?’
- Talk about any of the new objects or ideas.

### **4. Read the book again**

- Share the book with other whānau and friends – what about reading over the phone to someone or reading via Skype?
- Put the book in the student’s book box so that they can read it again on another day. Your student needs to read the book many times to help them learn the words and to become a fast and confident reader.

## **Eight sections in the workbook**

As well as taking a guided reading session, spend at least fifteen minutes on each of these eight activities every day. Break up the time across the day. Some activities may take longer and offer opportunities for a game and a more relaxed approach. Others will be shorter and require more focus and attention.

# 1 Hearing and listening to words and letters

All hearing and listening activities should be done by the student without looking at any written words or letters. The games can be played anywhere and anytime.

The skills covered at this level include:

- Hearing and identifying separate words in a sentence.
- Hearing and identifying the syllables in a word, e.g. **going** has two go ing.
- Hearing the sounds in a word, e.g. **cat** has three c a t.
- Identifying the beginning, middle and final sounds in a word.
- Hearing and making words that rhyme. This activity practices two skills. Hearing the odd one out that doesn't rhyme. Making another word that has the same rhyme.
- Hearing and making words that all start with the same sound. This activity practices two skills. Hearing the odd one out that doesn't start with the same sound. Making another word that has the same sound.
- Hearing individual sounds and putting them together to make a word.

## 2 Learning about letters

Students need to know:

- the name of the letter
- the shape of the letter (both upper and lower case)
- the sound the letter makes
- words that start with the letter
- how to write the letter.

It is recommended you focus on one letter for at least a whole week.

- Set up a letter table somewhere in the home or school room. Put objects on the table that start with the letter. Include magnetic letters, letter cards or wooden letters. Add in commercial alphabet books open to the page.
- Create an alphabet book in a blank scrapbook, with at least a double page per letter. Label the pages with the upper and lower case letters and fill with pictures of objects that start with the letter.
- Make your own alphabet theme book e.g. My alphabet book of food (a is for apple, b is for bread etc.), or My alphabet book of people I know. Alphabet books can link into the theme of the book you have read or your term topic. You do not have to have a page for every letter.
- Make letters out of dough, icing, playdough or modelling clay.
- Put up an alphabet frieze and talk about the pictures and the sound the letter makes in that word. Chant and sing the alphabet and the alphabet song together.
- Have the alphabet card nearby when reading and writing.
- Play the card matching game for upper and lower case letters (XR113).
- Play the card matching game for alphabet letters and pictures (XR112).



### 3 Working with rhyming patterns in words

There are some common clusters or chunks of letters in words, e.g. **ook** in book, look, took etc. or **an** in can, man, ran, tan etc.

Knowing about these chunks will help your student with both reading and writing. If they can read **look** and know the sound a letter **b** makes, they can read book. In the same way, if they can write **look** and they know the letter for the **t** sound they can write **took**.

These skills can be taught by using magnetic letters and making lists of rhyming words by changing the first letter(s). As well as the exercises in the workbook, make up your own lists using words from the reader or other books.

If your student finds these tasks difficult, check that they can hear rhyme. Can they think of other words that rhyme with look? Do lots of practise in hearing and making rhyming words. Look back at the first section in this guide, Hearing and listening to words and letters, for other ideas about rhyming. It is OK to accept nonsense words when they are generating rhymes, e.g. look, cook, hook, mook.

After lots of practise making rhyming words with magnetic letters, encourage your student to write lists of words. Choose a word they know how to write and say, "If you can write 'look', you can write book and took, and hook and nook." Encourage them to write quickly and to think of their own rhyming words.

This skill is also useful when they are trying to work out tricky new words in their reading. Draw their attention to the part they know in a word by covering the surrounding letters with your index fingers. Say "Can you see something here you know?" "It looks like ...". Then reveal the first letter and get them to try the tricky word.

## 4 Learning about words

### High-frequency words

Each reading book lists some high-frequency words on the inside back cover.

It is very important that students learn to read the high-frequency words quickly and easily. These words are common in all reading. Not all of these words can be sounded out.

Knowing the high-frequency words makes reading easier and encourages reading for meaning. The student starts to develop the skills of re-reading when the text they have read does not make sense.

### Practice

There are many fun ways to help your student learn these words. Make up word cards with several copies of the words your student is learning. Make sure the printing and the card is large enough for your student to handle easily.

Play word games every day, choose from:

- memory
- snap
- your pile my pile
- word flip
- go fish
- bingo.

In every game, to win the pair or set, your student must be able to read the word. Build a word mountain or a word staircase and ask your student to read the words every day. Add in more words over time.

## 5 Independent reading

We see words, signs and symbols everywhere in our daily lives. Think about ways you can add labels with words, pictures and symbols to your home and schoolroom. Your student needs to develop an understanding that these labels mean something. Labels are useful to reinforce both word recognition and knowledge of the letters at the start of words.

### **Daily reading**

It is important that you read to your student every day. Have a quiet time set aside for you both to enjoy reading together. This can include fiction and non-fiction and will be on themes and topics of interest to your student. You can get more books from your local library or the Te Kura library. Your student can also enjoy looking at these books even if they cannot read them by themselves.

The reader sent in the pack is yours to keep. You can easily make many more readers like this. You can use photos, pictures from magazines and drawings as illustrations. The objects you choose will be about things that your student knows and interests them.

At first you can make readers using exactly the same words and phrases. As your student grows in confidence you can make more books adding in words that describe the object in the picture, e.g. colour, size, feel or adding a sentence, e.g. 'I like the rabbit.' becomes 'I like the rabbit. He is fluffy'.

There are apps available for tablets that allow you to make your own books with photos you have taken. Most apps have a sound recording option. At first you can record the story. Later you can record your student reading the book.

### **Book box**

Keep all the books you make and the readers you have been sent in a book box. Make time every day for your student to read these by themselves and share with whānau and friends.

## 6 Handwriting

There are many different ways you can practice forming letters.

### Model

Show your student how to make the letter before they begin and repeat this modelling often. You may need to guide their arm and hand. Be careful to stand beside them, not opposite.

As your student forms the letters, support them by talking about the way the letter is formed.

- **d** is made by going “around up and down”.
- **l** is “start at the top, down to the line”.

### Practice

Begin with large whole arm movements in the air. Use large thick crayons and paintbrushes before expecting good grip with a thin pencil.

Write on various surfaces including paper, white and blackboards or upright painting easels. It is better to stand and work on a wall mounted board before working on flat surfaces. Use lots of coloured paint, chalk, charcoal, felt pens and thick pencils.

Use their index finger to copy over tactile letters made out of sandpaper or glitter. Remember to use one continuous movement supported by the instruction to encourage correct letter formation.

There are handwriting programmes available on websites and apps for tablets as well as other Te Kura resources.

## 7 Guided writing

Reading and writing go hand in hand. They are complementary skills and what is learned in one can be useful in the other. It is important to write every day. Your student can write about the book they have just read or something that is important to them.

### **Dictation and shared writing**

At an early stage, students will be able to dictate their own simple sentence before they start to write the letters on the page. Help your student to repeat and remember that sentence. Encourage your student to write some letters/marks on the page.

Write the sentence underneath showing correct spelling and spacing. When your student has finished writing, have them read their story to you, matching each spoken word with the written word.

As the student grows in confidence, encourage your student to write the words they require using words they have met in their reading. They can also find the words they may need for their story in the workbook, in the reader, or on their alphabet card. Help them to form the letters correctly.

### **Using sound boxes**

When they get to a new or tricky word ask them to say the word slowly. What sound can they hear at the beginning, and do they know what letter makes that sound? Use a grid that matches the number of sounds in the tricky word. Ask your student to fill in the letters they can hear. You can then write in the letters they could not hear or identify.

Always encourage your student to have a go at a new word.

### **Independent writing**

Gradually the writing task will shift from a shared task to an independent activity. Be careful to write about different things and use a variety of words. Your student may want to write the same story every day because they feel secure writing the same words. There is no new learning in this situation. You can help by encouraging your

student to add some more to the end, to change one part of the phrase or to add in a new describing word.

### **Practice**

It is a good idea to practise writing some of the high-frequency words that your student will want to use often in their writing. Practise writing them many times, with correct letter formation. Jumble and make them with magnetic letters many times. Use the magnetic letters as a model.

## **8 Language experience**

Every day there are many opportunities for you to talk with your student and help them understand more about their world and the language we use to describe it.

The readers in the packs are on a variety of topics and it is useful to plan some trips or experiences related to the topic. There are ideas in every book and you can adapt these to suit your local situation and your students' interests.

There are suggestions for things to make, to do and to see. Get your student talking by using open ended questions about what they can see, what they are thinking about and what they think this might mean. You can help them by using lots of interesting words to describe the experience.

Sharing books, both fiction and non-fiction, poems, songs and rhymes also helps to develop new vocabulary and language. Make sure you have a range of books to share in the home or schoolroom at all times.

There are suggestions for books to read in the workbooks and you can also get your own books from the library. Librarians are always happy to help with ideas about books enjoyed at this level. Every full time student should be receiving books from the Te Kura library. Te Kura has an excellent collection of books, some with audio support.

## Assessment

Each pack is designed to provide at least 3–4 weeks work for your student.

Make sure your student has had opportunities to practise the skills and activities every day over a period of at least three weeks. Complete the workbook as the final example of what your student can now do.

Make a time to read to your Te Kura Learning advisor over the phone, by Skype or send them a video clip.

The reader can be kept by your student. Only the workbook is returned to your Te Kura Learning advisor along with any other work you would like them to see.

Complete the assessment rubrics at the back of the workbook. Give your Te Kura Learning advisor as much information as possible. This helps them to plan the next step in your learning programme.

There are other Te Kura resources available that you may like to receive. They explain the theory and practice in developing early literacy skills.

Ask your Learning advisor about:

Learning to write – Level 1	KL100
Junior Writing	ENW100
The Writing Journey	XWG100
Guided Reading – A general guide	PGRGNC
Guided Reading – Red levels 1, 2 & 3	PGRREDP

