



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

Supervisor Guide

XR600 Reading and writing course
Orange levels 1 & 2

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

XR600SG
2016/1



Reading packs at this level:

- XR601 Rowing
- XR602 The airport
- XR603 The dairy farm
- XR604 The farmer's market
- XR605 Kites
- XR606 Netball
- XR607 Softball practice
- XR608 New neighbours

Supplementary resource

An additional resource that details online activities and websites is available. As the document contains a number of URL links, your learning advisor will send it to you electronically. Please ask your learning advisor if you have not already received this.

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

Complete the workbook activities and the workbook assessment page then return it to your Te Kura learning advisor along with any additional work samples and results of testing. This will help your learning advisor choose the right resource for your student.

Acknowledgements

Cover image: Great-grandmother reads a book to the great-grandchild. iStockphoto 87282329.

Skills for this level

Students at this level are learning to:

- think about what is happening in the story and predict what might happen next. This includes using clues from the pictures
- notice when a word or the initial letter(s) of a word does not match with what they have said
- notice if what they read does not make sense or sound right
- use letter sounds and clusters of letters to help them work out a new or tricky word
- read on to the end of a sentence to help them think about what would make sense and match with the letter cues, when they get stuck on a new or tricky word
- re-read a sentence to check if what they have said was correct and matches the text
- read an increasing number of common (high frequency) words
- pay attention to the punctuation and read familiar text fluently and with ease.

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

- that text has different purposes and is written in specific ways e.g. lists, instructions, diary, poems, narrative and recount
- that we use capital letters for names of people, places and other special terms
- that punctuation has meaning e.g. comma for a pause, exclamation mark for surprise and shouting, speech and question marks, apostrophe to show a contraction or possession
- about sentences and paragraphs
- that some letter patterns appear often e.g. word endings, contractions, compound words, word families.

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 a blends book.
- Scrapbook to be used as a homophones/homographs book.
- Pencils, crayons, chalk and paint.
- Blends and digraphs books or a wall 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 and word activities, language and listening activities.

The sections in the workbook give you ideas for different ways you can practice the skills. Spend at least fifteen minutes on each of these 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.

Complete a weekly timetable to track which activities you have completed. Ask your Te Kura teacher to send you a tracking sheet.

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. They should not be pointing to each word as they say it. However, if they get stuck they may want to point and match words or if they notice there is a mismatch they may check closely. They may want to isolate a group of letters to help them work out a new word. On familiar books they should be able to read quickly and fluently with no finger or tracking support.
- Always allow time for them to work out a tricky word if they get stuck.
- 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.
- If they get stuck, encourage them to think about what is happening by using the picture cues. You can prompt them to say the first sound(s) and re-read the sentence getting the first sound of the tricky word ready or to read to the end of the sentence and think about what would fit there. You can point out a part of the word they may know.

- Allow them time to notice if what they said did not match with the words on the page.
- Allow them time to notice that what they said did not make sense.
- If they do not notice an error, don't point to the word they got wrong but read the sentence back to them, just as they said it and ask, 'does that make sense?' or 'would we say it like that?' or 'can you find the part that does not match with what is on the page?'

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 sounds to help you', or 'It was really good that you went back and read that page again.'
- Draw attention to the punctuation by talking about what speech, question, exclamation marks and commas mean. Model how this should sound by reading a page to your student. Let them have a try at reading with greater speed and fluency.
- Use the questions at the beginning of the workbook to get an idea of how much your student has understood. Record your student's responses to the questions and send them to your Te Kura learning advisor. Make links between the student's own life and experiences and the topic.
- Talk again about any of the new objects or ideas.
- Share the book with other whānau and friends – what about reading over the phone to someone or reading via Skype?
- Read the book to your Te Kura learning advisor.
- Record your student reading and play it back to them.
- Put the book in the student's book box so they can read it again tomorrow. Your student needs to read the book many times to help them become a fast and confident reader.

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 the syllables in a word, e.g. **going** has two go ing.
- Changing the order of the syllables, e.g. **going** becomes ing go.
- Hearing the sounds in a word or syllable, e.g. **cat** has three c a t.
- Identifying the beginning, middle and final sounds in a word.
- Removing a beginning or final sound from a word.
- Changing the beginning or final sound in a word.
- Hearing and making words that rhyme. This activity practices two skills. Thinking of another word that has the same rhyme. Hearing the odd one out that doesn't rhyme.
- Hearing and making words that all start with the same sound. This activity practices two skills. Thinking of another word that has the same sound. Hearing the odd one out that doesn't start with the same sound. This can also be done with the middle or final sounds.
- Hearing individual sounds and blending them together to make a word.
- Attending to different sounds a letter may make. This is especially highlighted with the vowels that have a long and short vowel sound and letters like **c** and **g** that have a soft and hard sound.

2 Learning about digraphs and blends

Students should know that some combinations of letters make a single sound. The first ones to learn are the digraphs **ch**, **ph**, **sh**, **th**, **wh**. There are also vowel digraphs, **ai**, **ea**, **ee**, **ei**, **ie**, **oa**, **oo**, **ou**, **ow**. Some of these are tricky as they may have the same spelling but make a different sound e.g. **cow** and **know** or **shout** and **through**.

Blends are two or three letters that maintain their individual sounds but are introduced as common groupings e.g. **bl**, **dr**, **fr**, **str**.

- It is recommended that you focus on one digraph or blend for at least a week.
- Set up a table somewhere in the home or school room for the weekly focus. Put objects on the table that start with the digraph or blend.
- Put up the blends and digraphs frieze (XR312).
- Continue to add new blends to a blends and digraphs scrapbook, allow at least a double page per blend. Label the pages with the focus letters and gradually fill with pictures of objects that start like that. Revisit pages you have already created and talk about the objects and letter sounds.
- Create your own blends posters. Make a blends slide, wheel or a flip book.
- Have the blends and digraphs card nearby when reading and writing.
- Draw attention to the blend or digraph when reading text by masking the surrounding letters with your index fingers.
- Play the card matching game for blends and digraphs (XR312).

3 Working with rhyming patterns in words

There are some common clusters or chunks of letters in words, e.g. **ight** in fright, might, sight, flight or **ew** in knew, stew and grew.

Knowing about these chunks will help your student with both reading and writing. If they can read **light** and know the sounds the blend **fr** makes, they can read **fright**. In the same way, if they can write **light** and they know the letter for the **t** sound they can write **tight**.

These skills can be taught by using magnetic letters and making lists of rhyming words that use the same clusters of letters. Change the first letter(s) and make a new word. As well as the exercises in the workbook, make up your own lists using words from the reader or other books. Make sure you include blends in your word lists e.g. stow, throw, grow, flow.

If your student finds these tasks difficult, check that they can hear rhyme. Can they think of other words that rhyme with **grow**? 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. and, hand, band, cand.

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 'end', you can write bend and send, lend and fend." 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(s) and get them to try the tricky word.

4 Learning about words

By this stage, students should be able to read many words in isolation. High-frequency words are the essential building blocks in reading. Not all of these words can be sounded out. Knowing the high-frequency words makes reading easier and encourages reading for meaning. There are word games available from earlier levels, XR111, XR211, XR311. Ask your Te Kura learning advisor to send you these games if your student is struggling with some of the basic vocabulary.

Some of the word work at this level includes learning about common word endings. This is both a reading and a writing task. Recognising the **ing** ending helps to speed up reading and can be practised as a writing task as well. Other common endings are **ed**, **er**, **est**, **ly**.

Compound words are words made with two small words. Taking time to focus on hearing and seeing small words within larger words has similar benefits for the student as being able to recognise a cluster or chunk of letters in a word.

In the same way, working with some of the common suffixes and prefixes also helps the learner to understand how words work. This is linked to the activities around hearing syllables and breaking words into syllables as an aid to spelling.

Contractions are two words joined together with an apostrophe taking the place of one or more missing letters. Work with your student to identify the two words. Identify the letters that have been replaced by the apostrophe.

At this level there are vocabulary building tasks in the workbook that involve homophones (words that sound the same but have a different meaning and spelling), homographs (words that look the same but are said differently), antonyms (words with opposite meanings), synonyms (words with the same meaning). Students are also encouraged to recognise adjectives and adverbs in text and use interesting descriptive language in their writing.

5 Daily reading

As well as spending time on a guided reading lesson 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 nonfiction 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 will 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 or drawings as illustrations. The objects and themes you choose will be about things that your student knows and interests them.

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. Expect your student to read the books in an interesting voice. Draw their attention to the punctuation and ask them to read as if someone is speaking, or as if they are excited.

Talk about what the punctuation means. A comma and a full stop are places to have a breath. Question marks and exclamation marks make the story interesting.

Expect your reader to read fluently, without word by word finger pointing.

6 Handwriting

There are no formal handwriting activities in the workbooks at this level. It is expected that students will practice letter formation as part of their daily routines. This can be in relation to writing blends or digraphs, writing lists of rhyming words and daily writing activities.

Students need to continue to form letters correctly and use upper and lower case letters in the right places. They should know the upper and lower case form for each letter and its size and placement on the line in relation to other letters.

There are handwriting programmes available on websites, and apps for tablets, as well as other Te Kura resources. Key words for an internet search would be 'handwriting exercises'.

If students are struggling with letter formations and letter reversals allow time each day to practise writing individual letters. Some of the successful strategies used to reinforce letter formation are:

- Large whole arm movements before expecting fine motor control in the fingers and wrist.
- Working in a standing position before sitting at a table.
- Writing on a vertical surface before sitting at a table.
- Using a fat paintbrush, chalk or a thick felt tip before moving to pencil or pen.
- Working with materials that have a pleasing sensory effect or provide some resistance e.g. finger paint, sandpaper letters, chalkboards, gel in a zip lock bag.
- Prompting with verbal instructions to support memorising e.g. 'd goes around up and down.'

It is accepted that the ability to work on a keyboard and type effectively is growing in importance in an increasingly digital/online society. There are many free touch typing programmes and software packages available on the internet. Key words for an internet search would be 'touch typing for kids'.

7 Guided writing

Reading and writing go hand in hand. They are complementary skills and what is learned in one is practised 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. The workbooks include ideas for writing for different purposes e.g. making a list, writing instructions, writing a recount or a description, keeping a daily diary or journal, writing a poem, entering information on a chart.

Encourage your student to think of ways they can make their writing more interesting. Focus on including adjectives and adverbs in their story writing. The use of speech in recount or narrative writing also adds to the writing experience. Students will be aware of punctuation in reading so they can be using it in their writing.

Your student will be able to write a growing number of words quickly and easily from memory. Their developing knowledge about words will make the writing task easier as they memorise word endings such as ed or ing. You can support your student to write new words by helping them make the link to words they already know. If they know how to write light, they can write sight, tight, bright and fright. They can also find some words they want to use in their writing by looking in the reader, on an alphabet card or in a junior dictionary.

For some words they may need to say the word slowly and record the sounds in sequence by filling in sound boxes you have drawn for them. Ask them to say the word slowly. What sound can they hear at the beginning, what comes next, and next, what is the last sound? You may need to write in the letters they could not hear or identify. Always encourage your student to have a go at a new word first before you help them.

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. Commit them to memory.

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 topics. There are ideas in every workbook and you can adapt these to suit your local situation and your student's 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 nonfiction, 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 some 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.

The internet has unlimited information and some of the suggestions refer to using internet searches. Using the internet as a source for photos and video simply to generate discussion and interest for your student can be worthwhile. The reading level will invariably be too difficult.

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.

The workbook is returned to your Te Kura learning advisor along with your student's written response to the comprehension questions and examples of your student's daily writing. Include some different forms of writing e.g. a narrative story, a list, some instructions, a letter or card.

The reader can be kept by your student. Make a time to read to your Te Kura learning advisor over the phone, by skype or send them a video clip.

Complete the assessment rubrics at the back of the workbook. Some of the assessments refer to your student's reading behaviours. Check the section in this guide on page 3 (Guided Reading) to give you some ideas for the best way you can help your student. Discuss this with your Te Kura learning advisor. Your feedback helps them to plan the next step in the 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:

Junior Writing ENW100

The Writing Journey XWG100

Guided Reading – A general guide PGRGNC

