

# Structured Synthetic Phonics (SSP)

**Class: PP-III**

**Teacher's Resource Book**



**Department of Curriculum and Professional Development**  
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## Introduction

Synthetic Phonics has been identified internationally as the most effective approach to teaching reading and spelling. Phonics relates to linking speech sounds with written letters. In written English there are 44 sounds (or phonemes) and these sounds are represented either by an alphabet letter, or a combination of letters. For example, the speech sound /sh/ is commonly represented by the letters 'sh'.

Synthetic Phonics - the 'synthetic' phonic component of this method involves blending or synthesizing the sounds together to form words. When learning to read, a student learns to link the letters to speech sounds and then blend them together to read the word. In learning to spell, students learn to separate (or segment) words into their individual small sound units and link these sounds to letters.

The criteria for the successful implementation of Structured Synthetic Phonics involves:

- a systematic and clear sequence of phonic skills that progresses from one-year level to the next.
- blending and segmenting are explicitly taught when teaching decoding (or reading) and encoding (or spelling).
- providing multiple opportunities to practice reading, spelling and writing the phonic concepts within the teaching sequence.

This Teacher's Resource Book outlines the recommended structured approach to teaching phonics for classes PP to III. It has to be noted that the SSP does not constitute the whole curriculum. It is only a part of the whole. But the major chunk of aspects of literacy in primary classes such as sounds, reading, spelling and writing are included in it. However, there are other competencies across the four language strands that need to be included to have a wholesome learning experience.

This Resource Book suggests time and even explicit method for each of the activities. However, teachers may adopt it to suit the needs of the learners and the learning environment. The recommendation of this resource book is 15 – 20 minutes daily dose of SSP. The rest of the period must be used for other learning experiences as outlined in the curriculum framework.

Within the set time for SSP, various activities are allocated different lengths of time. The one activity that is done on a daily basis is the **Sound Recall Activity** which should take no more than 3 minutes. The second activity, **Phonemic Awareness Activity**, introduces new sounds and may be carried out on a daily basis if required. It is allocated 2 minutes.

The next activity is the **Blending & Segmenting** (in PP and I), which evolves into **Reading and Spelling** (I, II and III). Here, 10 – 15 minutes are apportioned and depending upon the learners' needs may be conducted daily with shorter time frame.

Finally, the **Phonic Story Reading & Rewriting** activity is conducted over a period of four days. The first two days is for deliberate reading and time allotted is five minutes each time. The next two days is followed up with phonic story rewriting. Each session with a fifteen minutes time range.

# Class PP

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# Unit 1

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## Week 1

### Introduction to the Alphabet Sounds (s, a, t, p, i, n)

**Objective:** Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.

**Explanation by the teacher:** We are going to learn the first six common initial sounds in English with actions daily. We will also focus on mouth movement while sounding out these sounds. Every day we will practice these sounds for fluency. Later, we will learn the letter names.

**Source of Materials:** Yellow alphabet cards in SSP Pack

### 'Sounding-out' cards

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support),
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement).

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n words.

**Teachers Note:** Commence and finish each lesson with the sounding-out cards.

## Week 2

**Teacher's Note:** Continue with the activities from Week One if they have not completed.

### Activity 1: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

**Objective:** Children will receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.

**Explanation by the teacher:** We are going to practice these alphabet sounds daily to read, spell and write well. Like last week, we are going to say the sounds, (not the letter name) and focus on our mouth movement and actions to make these letter sounds. Later, we will practice writing these sounds.

**Source of Materials:** Yellow alphabet cards in SSP Pack

**Teachers Note:** Commence and finish the lesson with the alphabet sounds learned.

## Activity 2: 'Sounding-out' cards

### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year, this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support),*
- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement).*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n* words.

**Teachers Note:** Commence and finish the lesson with the sounding-out cards

## Week 3

### Activity 1: Continue to teach the Alphabet Sounds (*s, a, t, p, i, n*)

**Objective:** *Children will be able to receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n*

**Explanation by the teacher:** We are going to practice these alphabet sounds daily to read, spell and write well. Like last week, we are going to say the sounds, (not the letter name) and focus on our mouth movement and actions to make these letter sounds. Later, we will practice writing these sounds.

**Source of Materials:** Yellow alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2: 'Sounding-out' cards

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year, this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support),*
- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement).*



**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n* words.

**Teachers Note:** Commence and finish each lesson with the sounding-out cards.

## Week 4

### Activity 1: Continue to teach the Alphabet Sounds (*s, a, t, p, i, n*)

#### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive exposure and teaching of the group 1 sounds: *s, a, t, p, i, n*.

**Explanation by the teacher:** We are going to practice these alphabet sounds daily to read, spell and write well. Like last week, we are going to say the sounds, (not the letter name) and focus on our mouth movement and actions to make these letter sounds. Later, we will practice writing these sounds.

**Source of Materials:** Yellow alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2: 'Sounding-out' cards

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year, this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n* words.

**Teachers Note:** Commence and finish each lesson with the sounding-out cards.

## Week 5

### Activity 1: Continue to teach the Alphabet Sounds (*s, a, t, p, i, n*)

#### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive exposure and teaching of the group 1 sounds: *s, a, t, p, i, n*.

**Explanation by the teacher:** We are going to practice these alphabet sounds daily to read, spell and write well. Like last week, we are going to say the sounds, (not the letter name) and focus on our mouth movement and actions to make these letter sounds. Later, we will practice writing these sounds.

**Source of Materials: Yellow alphabet cards in SSP Pack**

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

**Activity 2: Letters of the alphabet (s, a, t) Lower Case Letter Formation**

Children will be able to:

- develop motor skills for letter formation
- recognize letters and write lower case letter s, a, t

**Teacher’s note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds s, a, t.

**Activity 3: ‘Sounding-out’ cards**

**Daily Activity:**

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

Children will be able to:

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher’s sounding-out and or being directed to watch the teacher’s mouth movement.)

**Source of Materials: Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n words.**

**Teachers Note:** Commence and finish each lesson with the sounding-out cards.

**Assessment Tool: Letter Formation Rubrics (s, a, t, only)**

**Assessment Tool: Unit 1 Continuous Formative Assessment consisting of 1 subtest: Group 1 - s, a, t, p, i, n alphabet sounds**

**Unit 1 subtests:**

**Teacher Note:** After daily targeted teaching, the expected unit 1 results: 5/6 or 6/6 for group 1 alphabet sound recall

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Continuous Formative Assessment Pre-Primary Pre-Literacy Skills

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sound	s		n		i		Negative Observations (negative behavior still development is required)	Date tested: _____
	U/A	Response	U/A	Response	U/A	Response		
s	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/> Said the letter name <input type="checkbox"/> Show recall <input type="checkbox"/> Allowance or adult prompting	Score: _____ /6
p	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
t	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			

Unit 1 s n t i p a

## Week 6

### Activity 1: Continue to teach the Alphabet Sounds (s, a, t, p, i, n)

#### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive exposure and teaching of the group 1 sounds: s, a, t, p, i, n.

**Explanation by the teacher:** We are going to practice these alphabet sounds daily to read, spell and write well. Like last week, we are going to say the sounds, (not the letter name) and focus on our mouth movement and actions to make these letter sounds. Later, we will practice writing these sounds.

#### Source of Materials: Yellow alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2: 'Sounding-out' cards

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year, this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3). Children will be able to:

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

#### Source of Materials: Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n words.

**Teachers Note:** Commence and finish each lesson with the sounding-out cards.

#### Assessment

**Assessment Tool: Letter Formation Rubrics (for p, i, n, only)**

**Assessment Tool: Area 2: Phonemic Awareness (SSP) blending and segmenting**

**Teacher Note:** After daily targeted teaching the expected unit 1 results: for blending and segmenting: 0% or 20% with negative observations

**NOTE:** You may notice that the words given in

Assessment Tool: Area 2: Phonemic Awareness (SSP) blending and segmenting in all the units contain sounds that are not yet introduced. It is with the understanding that, once the learners master the skills of blending and segmenting, they will be able to pronounce or spell any word containing any sounds. After all, in this particular assessment, learners are expected to listen and speak and not recognize nor write the sounds.

Teacher has the discretion, depending on the learners, either to use the words given in the assessment sheet or make up words with only the specific sounds that learners have been taught.

Blending Test Set 1	CVC Phonemic Level Blending	Unit 1	Response	Date tested:
m	(1 second pause) u	(1 second pause) d	<input type="checkbox"/>	
s	(1 second pause) u	(1 second pause) n	<input type="checkbox"/>	
f	(1 second pause) a	(1 second pause) n	<input type="checkbox"/>	
b	(1 second pause) e	(1 second pause) d	<input type="checkbox"/>	
t	(1 second pause) a	(1 second pause) p	<input type="checkbox"/>	

Segmentation Test Set 1	Unit 1	Response	Date tested:	Score: /5
top	<input type="checkbox"/> Tick if correct response (t - o - p) If incorrect, what did the child answer? .....	<input type="checkbox"/>		
lid	<input type="checkbox"/> Tick if correct response (l - i - d) If incorrect, what did the child answer? .....	<input type="checkbox"/>		
peg	<input type="checkbox"/> Tick if correct response (p - e - g) If incorrect, what did the child answer? .....	<input type="checkbox"/>		
bug	<input type="checkbox"/> Tick if correct response (b - u - g) If incorrect, what did the child answer? .....	<input type="checkbox"/>		
nut	<input type="checkbox"/> Tick if correct response (n - u - t) If incorrect, what did the child answer? .....	<input type="checkbox"/>		

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## Unit 2

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### Week 1

#### Activity 1: Introduction to Alphabet Sounds (c, h, e, r, m, d)

##### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).

**Explanation by the teacher:** Now that we know six of the most common initial sounds in English, we are now ready to learn and keep practicing the next group of sounds.

**Source of Materials:** Yellow and blue alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

#### Activity 2

##### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year, this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n, c, h, e, r, m, d words.

**Teachers Note:** Commence and finish each lesson with the sounding-out cards.

### Week 2

#### Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

##### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).

**Explanation by the teacher:** Now that we know six of the most common sounds in English, we are now ready to learn and keep practicing the next group of sounds.

**Source of Materials:** Yellow and blue alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

## Week 3

### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year, this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n, c, h, e, r, m, d* words.

**Teachers Note:** Commence and finish each lesson with the sounding-out cards

## Week 4

### Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

#### Objectives:

- *Use phonics (letter sounds) to read new words and pronounce them clearly).*
- *Receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

**Explanation by the teacher:** *now that we know six of the most common sounds in English, we are now ready to learn and keep practicing the next group of sounds.*

**Source of Materials:** Yellow and blue alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2: Letters of the alphabet (e, d, c) Lower Case Letter Formation

*Children will be able to:*

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter e, d, c*

**Teacher's Note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day.

Use print book to practice sounds e, d, c

### Activity 3

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n, c, h, e, r, m, d* words.

**Letter Formation Rubrics for (e, d, c only)**

## Week 5

### Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

#### Objectives:

- *Use phonics (letter sounds) to read new words and pronounce them clearly).*
- *Receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

**Explanation by the teacher:** now that we know six of the most common sounds in English, we are now ready to learn and keep practicing the next group of sounds.

**Source of Materials:** Yellow and blue alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2: Letters of the alphabet (m, h, r) Lower Case Letter Formation

*Children will be able to:*

- *develop motor skills for letter formation*
- *recognize letters and write lower case letter m, h, r*

**Teacher's Note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds m, h, r.

### Activity 3

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n, c, h, e, r, m, d words.

**Assessment Tool:** Letter Formation Rubrics for (m, h, r only)

## Week 6

### Activity 1: Continue to teach the Alphabet Sounds (c, h, e, r, m, d)

#### Objectives:

- *Use phonics (letter sounds) to read new words and pronounce them clearly).*
- *Receive ongoing revision of the group 1 sounds: s, a, t, p, i, n and teaching of the group 2 sounds (c, h, e, r, m, d).*

**Explanation by the teacher:** now that we know six of the most common sounds in English, we are now ready to learn and keep practicing the next group of sounds.

**Source of Materials:** Yellow and blue alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated throughout Units 1 and 2, students will require much adult support (as it can take over half of a school year to develop these skills). On the teaching cards it states suggestions if students are experiencing difficulty (which is anticipated throughout units 1, 2 and 3).

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

Source of Materials: Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n, c, h, e, r, m, d* words.

Assessment Tool: Unit 2 Continuous Formative Assessment consisting of 2 subtests:

Unit 2		Group 1 Alphabet Sounds			Group 2 Alphabet Sounds			Scores	Negative Observations (suggesting further skill development is required)	Date tested: _____
		Sound	✓ X	Response	Sound	✓ X	Response			
Group 1 Alphabet Sounds	p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>	<input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations:	Score: _____ /12
	s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>		
Group 2 Alphabet Sounds	c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>		
	m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>		



Teacher Note: After daily targeted teaching the expected unit 2 results: 10/12, 11/12 or 12/12 for group 1 & 2 alphabet sound recall.

- CVC Phonemic Level Blending
- Segmentation of CVC Words

Tracking Pre-Literacy Skill Area 2: Phonemic Awareness											
Blending (A precursor to decoding or reading ability.) Instructions: "I am going to say 3 sounds. Put them together and guess the word."					Segmentation of CVC Words (A precursor to spelling and writing.) Instructions: "What are the sounds in these words?"						
CVC Phonemic Level Blending		Unit 1		Unit 2		Unit 1		Unit 2			
	✓ X	Response	Date tested:	✓ X	Response	Date tested:					
Blending Test Set 1	m (1 second pause)	u (1 second pause)	d	<input type="checkbox"/>			top	<input type="checkbox"/>	Tick if correct response ("t - o - p"). If incorrect, what did the child answer? .....		
	s (1 second pause)	u (1 second pause)	n	<input type="checkbox"/>			lid	<input type="checkbox"/>	Tick if correct response ("l - i - d"). If incorrect, what did the child answer? .....		
	f (1 second pause)	a (1 second pause)	n	<input type="checkbox"/>			peg	<input type="checkbox"/>	Tick if correct response ("p - e - g"). If incorrect, what did the child answer? .....		
	b (1 second pause)	e (1 second pause)	d	<input type="checkbox"/>			bug	<input type="checkbox"/>	Tick if correct response ("b - u - g"). If incorrect, what did the child answer? .....		
	t (1 second pause)	a (1 second pause)	p	<input type="checkbox"/>			nut	<input type="checkbox"/>	Tick if correct response ("n - u - t"). If incorrect, what did the child answer? .....		
Score: _____ /5			= _____ %			Score: _____ /5			= _____ %		

Teacher Note: After daily targeted teaching the expected unit 2 results: for blending and segmenting: 20%, 40% or 60% with negative observations.

**NOTE:** You may notice that the words given in Assessment Tool: Area 2: Phonemic Awareness (SSP) blending and segmenting in all the units contain sounds that are not yet introduced. It is with the understanding that, once learners master the skills of blending and segmenting, they will be able to pronounce or spell any word containing any sounds. After all, in this particular assessment, learners are expected to listen and speak and not recognize nor write the sounds.

Teacher has the discretion, depending on the learners, either to use the words given in the assessment sheet or make up words with only the specific sounds that learners have been taught.



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## Unit 3

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### Week 1

#### Activity 1: Introduction to the Alphabet Sounds: (g, o, u, l, f, b)

##### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b).

**Explanation by the teacher:** now that we know twelve of the most common sounds in English, we are now ready to learn and keep practicing the next group of sound.

**Source of Materials:** Yellow, blue and green alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

#### Activity 2

##### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b words.

### Week 2

#### Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

##### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b).

**Explanation by the teacher:** now that we know twelve of the most common sounds in English, we are now ready to learn and keep practicing the next group of sound.

**Source of Materials:** Yellow, blue and green alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b*, words.

## Week 3

### Activity 1: Continue to teach the Alphabet Sounds: (*g, o, u, l, f, b*)

#### Objectives:

- *Use phonics (letter sounds) to read new words and pronounce them clearly).*
- *Receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b).*

**Explanation by the teacher:** now that we know twelve of the most common sounds in English, we are now ready to learn and keep practicing the next group of sound.

**Source of Materials:** Yellow, blue and green alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*

- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b*, words.

Teach the Sound Song from Class PP Anthology.

**Teacher's Note:** Teach the lines in the song that have sounds of the letters taught for this week only. These lines can be written on a chart and displayed in the classroom.

## Week 4

### Activity 1: Continue to teach the Alphabet Sounds: (*g, o, u, l, f, b*)

#### Objectives:

- *Use phonics (letter sounds) to read new words and pronounce them clearly).*
- *Receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b).*

**Explanation by the teacher:** now that we know twelve of the most common sounds in English, we are now ready to learn and keep practicing the next group of sound.

**Source of Materials:** Yellow, blue and green alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with *s, a,t,p,i,n, c,h,e,r,m,d,g, o, u, l, f, b*, words.

## Week 5

### Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)

#### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b).

**Explanation by the teacher:** now that we know twelve of the most common sounds in English, we are now ready to learn and keep practicing the next group of sound.

**Source of Materials:** Yellow, blue and green alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2: Letters of the alphabet (g, o, u) Lower Case Letter Formation

Children will be able to:

- develop motor skills for letter formation
- recognize letters and write lower case letter (g, o, u)

**Teacher's Note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds g, o, u.

### Activity 3

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with s, a,t,p,i,n, c,h,e,r,m,d,g, o, u, l, f, b, words.

**Assessment Tool:** Unit 1 Continuous Formative Assessment consisting of 1 subtest:

• Group 3 alphabet sounds

Unit 1 subtests:

HHfB HEAR HEAR FOR BHUTAN

Continuous Formative Assessment Pre-Primary Pre-Literacy Skills

Student Name..... Class.....

Tracking Pre-Literacy Skill Area 1: Alphabet Sound Recall (A precursor to reading, spelling and writing.) Instructions: "What are these sounds?"

Unit 1	Group 1 Alphabet Sounds	Sound	✓ X	Response	Sound	✓ X	Response	Sound	✓ X	Response	Negative Observations (suggesting further skill development is required)	Date tested: _____
		s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>			
		p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>			

Unit 1 s n t i p a

**Teacher Note:** After daily targeted teaching the expected unit 1 results: 5/6 or 6/6 for group 1 alphabet sound recall

**Assessment Tool:** Letter Formation Rubrics for (g, o, u only)

Week 6

**Activity 1: Continue to teach the Alphabet Sounds: (g, o, u, l, f, b)**

**Objectives:**

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1 & 2 sounds: s, a, t, p, i, n, c, h, e, r, m, d and teaching of the group 3 sounds (g, o, u, l, f, b).

**Explanation by the teacher:** now that we know twelve of the most common sounds in English, we are now ready to learn and keep practicing the next group of sound.

**Source of Materials:** Yellow, blue and green alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

**Activity 2: Letters of the alphabet (l, f, b) Lower Case Letter Formation**

Children will be able to:

- develop motor skills for letter formation
- recognize letters and write lower case letter (l, f, b)

**Teacher’s Note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds l, f, b.

**Activity 3**

**Daily Activity:**

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack with s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b, words.

**Assessment Tool:** Letter Formation Rubrics for (l, f, b only)

**Assessment Tool:** Unit 3 Continuous Formative Assessment consisting of 2 subtests:

**Unit 2 subtests:**

Unit 2		Sound	✓ X	Response	Sound	✓ X	Response	Sound	✓ X	Response	Negative Observations (suggesting further skill development is required) <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations:	Date tested: _____ Score: _____/12
Group 1 Alphabet Sounds	p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>				
	s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>				
Group 2 Alphabet Sounds	c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>				
	m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>				

Unit 2	p	t	a	s	n	i
	c	d	e	m	r	h

**Teacher Note:** After daily targeted teaching the expected unit 2 results: 10/12, 11/12 or 12/12 for group 1 & 2 alphabet sound recall.

Tracking Pre-Literacy Skill Area 2: Phonemic Awareness											
Blending (A precursor to decoding or reading ability.) Instructions: "I am going to say 3 sounds. Put them together and guess the word."						Segmentation of CVC Words (A precursor to spelling and writing.) Instructions: "What are the sounds in these words?"					
CVC Phonemic Level Blending		Unit 1		Unit 2		Unit 1		Unit 2			
	✓ X	Response	Date tested:	✓ X	Response	Date tested:					
Blending Test Set 1	m (1 second pause)	u (1 second pause)	d <input type="checkbox"/>				top <input type="checkbox"/>	Tick if correct response ("t - o - p"). If incorrect, what did the child answer? .....		Tick if correct response ("t - o - p"). If incorrect, what did the child answer? .....	
	s (1 second pause)	u (1 second pause)	n <input type="checkbox"/>				lid <input type="checkbox"/>	Tick if correct response ("l - i - d"). If incorrect, what did the child answer? .....		Tick if correct response ("l - i - d"). If incorrect, what did the child answer? .....	
	f (1 second pause)	a (1 second pause)	n <input type="checkbox"/>				peg <input type="checkbox"/>	Tick if correct response ("p - e - g"). If incorrect, what did the child answer? .....		Tick if correct response ("p - e - g"). If incorrect, what did the child answer? .....	
	b (1 second pause)	e (1 second pause)	d <input type="checkbox"/>				bug <input type="checkbox"/>	Tick if correct response ("b - u - g"). If incorrect, what did the child answer? .....		Tick if correct response ("b - u - g"). If incorrect, what did the child answer? .....	
	t (1 second pause)	a (1 second pause)	p <input type="checkbox"/>				nut <input type="checkbox"/>	Tick if correct response ("n - u - t"). If incorrect, what did the child answer? .....		Tick if correct response ("n - u - t"). If incorrect, what did the child answer? .....	
Score: _____/5			Score: _____/5								

**CVC Phonemic Level Blending**  
**Segmentation of CVC Words**

**Teacher Note:** After daily targeted teaching the expected unit 2 results: for blending and segmenting: 20%, 40% or 60% with negative observations.

**NOTE:** You may notice that the words given in Assessment Tool: Area 2: Phonemic Awareness (SSP) blending and segmenting in all the units contain sounds that are not yet introduced. It is with the understanding that, once learners master the skills of

blending and segmenting, they will be able to pronounce or spell any word containing any sounds. After all, in this particular assessment, learners are expected to listen and speak and not recognize nor write the sounds. Teacher has the discretion, depending on the learners, either to use the words given in the assessment sheet or make up words with only the specific sounds that learners have been taught.

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## Unit 4

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### Week 1

#### Activity 1: Introduction to the Alphabet Sounds: (x, j, q, k, z, v, w, y)

##### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, band teaching of the group 4 sounds (x, j, q, k, z, v, w, y)

**Explanation by the teacher:** now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

#### Activity 2

##### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

### Week 2

#### Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

##### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).

- Receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)

**Explanation by the teacher:** Now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practicing the sounds that you know too.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

## Activity 2

### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack

## Week 3

### Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

#### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)

**Explanation by the teacher:** now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practicing the sounds you know too.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

## Activity 2

### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.



**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack

## Week 4

### Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

**Objectives:**

- *Use phonics (letter sounds) to read new words and pronounce them clearly).*
- *Receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)*

**Explanation by the teacher:** Now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practicing the sounds you know too.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

**Daily Activity:**

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- *engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).*
- *engage in the segmenting activities with adult support (i.e. using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

### Activity 3

**Introducing CVC words to read using the following steps:**

1. Cover the picture.
2. Ask students (or the group) to read the word.
3. Once the word is sounded and read, reveal the picture.
4. Optional: ask students to sound-out and spell the word.

Commence with the yellow s, a, t, p, i, n words. Progress onto the blue group 1 and 2 sound words.

## Week 5

### Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

**Objectives:**

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)

**Explanation by the teacher:** now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practicing the sounds you know too.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2 Letters of the alphabet (x, j, q, k) Lower Case Letter Formation

*Children will be able to:*

- develop motor skills for letter formation
- recognize letters and write lower case letter (x, j, q, k)

**Teacher's Note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds x, j, q, k.

### Activity 3

**Daily Activity:**

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

*Children will be able to:*

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth movement.)

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

**Activity 4**

Introducing CVC words to read using the following steps:

1. Cover the picture.
2. Ask students (or the group) to read the word.
3. Once the word is sounded and read, reveal the picture.
4. Optional: ask students to sound-out and spell the word.

Commence with the yellow s, a, t, p, i, n words. Progress onto the blue group 1 and 2 sound words.

Assessment Tool: Letter Formation Rubrics (for x, j, q, k only)

Assessment Tool: Unit 4 Continuous Formative Assessment consisting of 3 subtests:

- Group 1, 2, 3 & 4 alphabet sounds

Unit 1 subtests:

Continuous Formative Assessment Pre-Primary Pre-Literacy Skills

Student Name..... Class.....

Tracking Pre-Literacy Skill Area 1: Alphabet Sound Recall (A precursor to reading, spelling and writing.) Instructions: "What are these sounds?"

Unit 1	Group 1 Alphabet Sounds	Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X	Response	Scores	Negative Observations (suggesting further skill development is required) <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	Date tested: _____ Score: _____/6
		s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>				
		p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>				

Unit 1: s n t i p a

Teacher Note: After daily targeted teaching the expected unit 1 results: 5/6 or 6/6 for group 1 alphabet sound recall

Unit 2 subtests:

Unit 2	Group 1 Alphabet Sounds	Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X	Response	Scores	Negative Observations (suggesting further skill development is required) <input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations:	Date tested: _____ Score: _____/12
		p	<input type="checkbox"/>		t	<input type="checkbox"/>		a	<input type="checkbox"/>				
		s	<input type="checkbox"/>		n	<input type="checkbox"/>		i	<input type="checkbox"/>				
	Group 2 Alphabet Sounds	c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>				
		m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>				

Unit 2: p t a s n i c d e m r h

Teacher Note: After daily targeted teaching the expected unit 2 results: 10/12, 11/12 or 12/12 for group 1 & 2 alphabet sound recall.

Unit 3 Subtests:

Unit 3		Group 1 Alphabet Sounds	Group 2 Alphabet Sounds	Group 3 Alphabet Sounds	Group 1 Alphabet Sounds	Group 2 Alphabet Sounds	Group 3 Alphabet Sounds	Group 1 Alphabet Sounds	Group 2 Alphabet Sounds	Group 3 Alphabet Sounds	Negative Observations (suggesting further skill development is required)	Date tested: _____ Score: _____ /18	
Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X	Response	Sound	✓/X			Response
i	<input type="checkbox"/>		n	<input type="checkbox"/>		s	<input type="checkbox"/>		a	<input type="checkbox"/>		<input type="checkbox"/> Said the letter name <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting Other Observations:	
a	<input type="checkbox"/>		t	<input type="checkbox"/>		p	<input type="checkbox"/>		m	<input type="checkbox"/>			
m	<input type="checkbox"/>		r	<input type="checkbox"/>		h	<input type="checkbox"/>		c	<input type="checkbox"/>			
c	<input type="checkbox"/>		d	<input type="checkbox"/>		e	<input type="checkbox"/>		u	<input type="checkbox"/>			
u	<input type="checkbox"/>		b	<input type="checkbox"/>		g	<input type="checkbox"/>		o	<input type="checkbox"/>			
o	<input type="checkbox"/>		f	<input type="checkbox"/>		l	<input type="checkbox"/>						

Unit 3	i	n	s	a	t	p
	m	r	h	c	d	e
	u	b	g	o	f	l

**Teacher Note:** After daily targeted teaching the expected unit 3 results: 16/18, 17/18, or 18/18 for group 1, 2 & 3 alphabet sound recall.

## Week 6

Corner and do independent reading over the weeks.

### Activity 1: Continue to teach the Alphabet Sounds: (x, j, q, k, z, v, w, y)

#### Objectives:

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision of the group 1, 2 and 3 sounds: s, a, t, p, i, n, c, h, e, r, m, d, g, o, u, l, f, b and teaching of the group 4 sounds (x, j, q, k, z, v, w, y)

**Explanation by the teacher:** now that we know 18 of the most common sounds in English, we are now ready to learn the final group of sounds. These are the less common sounds in English. We will keep practising the sounds you know too.

#### Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2 Letters of the alphabet (z, v, w, y) Lower Case Letter Formation

Children will be able to:

- develop motor skills for letter formation
- recognize letters and write lower case letter z, v, w, y)

**Teacher's note:** These letter sounds are to be covered within the week. Teacher can plan to cover the letters as they wish over this period.

Refer to the verbal cues listed on the card. Mix up the order in which sounds are presented each day. Use print book to practice sounds z, v, w, y.

### Activity 3

#### Daily Activity:

**Phonemic Awareness Training:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** To begin to develop the skill of blending (a precursor to decoding) and segmentation (a precursor to spelling and writing). It is anticipated that by units 3 and 4 that the students are gaining confidence and skill in this area. Some support will still be provided by the teacher. On the teaching

cards it states suggestions if students provide an incorrect response to the blending and segmenting tasks.

Children will be able to:

- engage in the blending activities with adult support (i.e., short pauses between sounds, repetition of the sounds and/or revealing the pictures for visual support).
- engage in the segmenting activities with adult support (i.e., using the model of the adult, copying the teacher's sounding-out and or being directed to watch the teacher's mouth.)

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

### Activity 4

Introducing CVC words to read using the following steps:

1. Cover the picture.
2. Ask students (or the group) to read the word.
3. Once the word is sounded and read, reveal the picture.
4. Optional: ask students to sound-out and spell the word.

Commence with the green CVC words (from groups 1, 2, and 3 sounds). Progress onto the red CVC cards (makeup of the full alphabet).

Assessment Tool: Letter Formation Rubrics for (z, v, y, w only)

Assessment Tool: Unit 4 Continuous Formative Assessment consisting of 1 subtest1:

- CVC Phonemic Level Blending
- Segmentation of CVC Words

CVC Phonemic Level Blending				Unit 3		
				✓	X	Response
Blending Test Set 2	m (1 second pause)	a (1 second pause)	p	<input type="checkbox"/>		
	l (1 second pause)	e (1 second pause)	g	<input type="checkbox"/>		
	p (1 second pause)	a (1 second pause)	n	<input type="checkbox"/>		
	m (1 second pause)	o (1 second pause)	p	<input type="checkbox"/>		
	r (1 second pause)	u (1 second pause)	n	<input type="checkbox"/>		
<b>Negative Observations</b> (suggesting further skill development is required) <ol style="list-style-type: none"> <li>Was the task presented with short pauses between sounds?</li> <li>Did the child request the sounds to be repeated?</li> <li>Did the child repeat the sounds (inside their head) in order to perform the task?</li> <li>Did the task appear difficult and cognitively effortful? (i.e. face grimace, uncertain tone of voice)</li> </ol>						

Unit 3		Date tested: _____	Score: _____ /5
Segmentation Test Set 2	sit	<input type="checkbox"/> Tick if correct response ("s - i - t"). If incorrect, what did the child answer? .....	
	yes	<input type="checkbox"/> Tick if correct response ("y - e - s"). If incorrect, what did the child answer? .....	
	tub	<input type="checkbox"/> Tick if correct response ("t - u - b"). If incorrect, what did the child answer? .....	
	sad	<input type="checkbox"/> Tick if correct response ("s - a - d"). If incorrect, what did the child answer? .....	
	wet	<input type="checkbox"/> Tick if correct response ("w - e - t"). If incorrect, what did the child answer? .....	
<b>Negative Observations</b> (suggesting further skill development is required) <ol style="list-style-type: none"> <li>Did the student confuse the task and perform the task incorrectly?</li> <li>Did the task appear difficult for the child?</li> <li>Was the student reliant upon adult prompts?</li> <li>Other: _____</li> </ol>		Date tested: _____	Score: _____ /5

After daily targeted teaching the expected unit 3 results: for blending and segmenting: 60% or 80% with negative observations.

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## Unit 5

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### Week 1

**Activity 1: Revise the Alphabet Sounds for the full alphabet, while teaching the upper case letters S, A, T, P, I, N and the associated letter names.**

**Objectives:**

- Use phonics (letter sounds) to read new words and pronounce them clearly).
- Receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

**Activity 2 Letters of the alphabet (S, A, T, P, I, N) Upper Case Letter Formation**

*Children will be able to:*

- develop motor skills for letter formation of upper-case letters S, A, T, P, I, N

**Teacher's note:** Use Handwriting Book

### Activity 3

**Daily Activity:**

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials: Pink Phonemic Awareness cards in SSP Pack.**

#### **Activity 4**

**Repeated guided practice of CVC word reading and spelling, through teacher modelling.**

##### **Materials**

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.  
Workbook tasks

## **Week 2**

**Upper-case letters C, H, E, R, M, D and the associated letter names.**

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been teaching them in.

**Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack**

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

**Activity 2 Letters of the alphabet (C, H, E, R, M, D) Upper Case Letter Formation**

*Children will be able to:*

- *develop motor skills for letter formation of upper-case letters C, H, E, R, M, D*

**Teacher's note:** Use Handwriting Book

#### **Activity 3**

##### **Daily Activity:**

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials: Pink Phonemic Awareness cards in SSP Pack.**

#### **Activity 4**

**Repeated guided practice of CVC word reading and spelling, through teacher modelling.**

##### **Materials**

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 3 and 4

## Week 3

### Upper-case letters G, O, U, L, F, B and the associated letter names.

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e. speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

### Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2 Letters of the alphabet (G, O, U, L, F, B) Upper Case Letter Formation

*Children will be able to:*

- *develop motor skills for letter formation of upper-case letters G, O, U, L, F, B*

**Teacher's note:** Use Handwriting Book

### Activity 3

#### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

### Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

### Activity 4

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

#### Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 5 and 6

## Week 4

### Activity 1: Continue to revise the Alphabet Sounds for the full alphabet, while teaching the upper-case letters X, J, Q, K, J, V, Z, Y, W and the associated letter names.



- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### **Activity 2: Letters of the alphabet (X, J, Q, K, J, V, Z, Y, W) Upper Case Letter Formation**

Children will be able to:

- *develop motor skills for letter formation of upper-case letters X, J, Q, K, J, V, Z, Y, W*

**Teacher's note:** Use Handwriting Book

### **Activity 3**

**Daily Activity:**

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack

### **Activity 4**

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

**Materials**

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 7 and 8

## **Week 5**

### **Activity 1: Continue to revise the Alphabet Sounds for the full alphabet.**

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

## Activity 2

### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- accurately and confidently blend three sounds to form a simple CVC word.
- accurately and confidently segment a CVC word into the three sounds.

Source of Materials: Pink Phonemic Awareness cards in SSP Pack.

## Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

### Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 9 and 10

**AFTER READING** (continuation of Week 4 activities)

**Assessment Tool: Unit 5 CVC reading assessment (use table to convert into percentage scores)**

HHFB HEAR HEAR BHUTAN Continuous Formative Assessment Pre-Primary Pre-Literacy Skills

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Tracking Early Reading Skills Instructions: "Read the following words."

Reading Test CVC Words	Read Correctly ✓	If read incorrectly - write what the child said	Date tested:
1 pin <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: p/i/n <input type="checkbox"/> Sounding out: p/ri/s <input type="checkbox"/> Whole word reading: pin			Score: _____ /10 * _____ % Reading Percentage Converter 1/10 = 10% 2/10 = 20% 3/10 = 30% 4/10 = 40% 5/10 = 50% 6/10 = 60% 7/10 = 70% 8/10 = 80% 9/10 = 90% 10/10 = 100%
2 tap <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: t/a/p <input type="checkbox"/> Sounding out: t/ap <input type="checkbox"/> Whole word reading: tap			
3 sit <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: s/i/t <input type="checkbox"/> Sounding out: s/it <input type="checkbox"/> Whole word reading: sit			
4 hat <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: h/a/t <input type="checkbox"/> Sounding out: h/at <input type="checkbox"/> Whole word reading: hat			
5 kit <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: k/i/t <input type="checkbox"/> Sounding out: k/it <input type="checkbox"/> Whole word reading: kit			
6 net <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: n/e/t <input type="checkbox"/> Sounding out: n/et <input type="checkbox"/> Whole word reading: net			
7 run <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: r/u/n <input type="checkbox"/> Sounding out: r/un <input type="checkbox"/> Whole word reading: run			
8 jog <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: j/o/g <input type="checkbox"/> Sounding out: j/og <input type="checkbox"/> Whole word reading: jog			
9 gum <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: g/u/m <input type="checkbox"/> Sounding out: g/um <input type="checkbox"/> Whole word reading: gum			
10 win <input checked="" type="checkbox"/> <input type="checkbox"/> Sounding out: w/i/n <input type="checkbox"/> Sounding out: w/in <input type="checkbox"/> Whole word reading: win			

## Week 6

**Activity 1: Continue to revise the Alphabet Sounds for the full alphabet.**

- Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

## Activity 2

### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

Children will be able to:

- accurately and confidently blend three sounds to form a simple CVC word.
- accurately and confidently segment a CVC word into the three sounds.

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

## Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- Workbook tasks
- PP reading and spelling list 11 and 12

**Assessment Tool:** Unit 5 CVC reading assessment (use table to convert into percentage scores)

### Unit 5 CVC spelling assessment

Reading Test CVC Words		Read Correctly ✓			If read incorrectly - write what the child said	Date tested:
1	<b>pin</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: p/i/n	<input type="checkbox"/> Sounding out: p/in	<input type="checkbox"/> Whole word reading: pin		Score: _____ /10 = _____ % <b>Reading Percentage Converter</b> 1/10 = 10% 2/10 = 20% 3/10 = 30% 4/10 = 40% 5/10 = 50% 6/10 = 60% 7/10 = 70% 8/10 = 80% 9/10 = 90% 10/10 = 100%
2	<b>tap</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: t/a/p	<input type="checkbox"/> Sounding out: t/ap	<input type="checkbox"/> Whole word reading: tap		
3	<b>sit</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: s/i/t	<input type="checkbox"/> Sounding out: s/it	<input type="checkbox"/> Whole word reading: sit		
4	<b>hat</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: h/a/t	<input type="checkbox"/> Sounding out: h/at	<input type="checkbox"/> Whole word reading: hat		
5	<b>kit</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: k/i/t	<input type="checkbox"/> Sounding out: k/it	<input type="checkbox"/> Whole word reading: kit		
6	<b>net</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: n/e/t	<input type="checkbox"/> Sounding out: n/et	<input type="checkbox"/> Whole word reading: net		
7	<b>run</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: r/u/n	<input type="checkbox"/> Sounding out: r/un	<input type="checkbox"/> Whole word reading: run		
8	<b>jog</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: j/o/g	<input type="checkbox"/> Sounding out: j/og	<input type="checkbox"/> Whole word reading: jog		
9	<b>gum</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: g/u/m	<input type="checkbox"/> Sounding out: g/um	<input type="checkbox"/> Whole word reading: gum		
10	<b>win</b> <input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: w/i/n	<input type="checkbox"/> Sounding out: w/in	<input type="checkbox"/> Whole word reading: win		

## Unit 6

Spelling Test CVC Words							Date tested: _____ Score: ____/5 = ____%				
CVC Words	✓ x	If incorrect - write what the child wrote	CVC Words	✓ x	If incorrect - write what the child wrote	CVC Words		✓ x	If incorrect - write what the child wrote		
1	map	<input type="checkbox"/>		2	sun	<input type="checkbox"/>		3	him	<input type="checkbox"/>	
4	pan	<input type="checkbox"/>		5	gap	<input type="checkbox"/>		6	hat	<input type="checkbox"/>	

Unit 5 Pre-Literacy Students				If the student is unable to read and spell the CVC words, screen the pre-literacy skills on the reverse				
Alphabet Sound Recall Score:		_____ /26	Phonemic Blending Score:		_____ /5 = _____%	Phonemic Segmentation Score:		_____ /5 = _____%

### Week 1

#### Activity 1: Revise the Alphabet Sounds for the full alphabet.

- Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

#### Activity 2

##### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials: Pink Phonemic Awareness cards in SSP Pack.**

### Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

#### Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.
- PP reading and spelling list 13 and 14

## Week 2

### Activity 1: Revise all the Alphabet Sound.

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials: Yellow, blue, green and red alphabet cards in SSP Pack**

**Teachers Note: Commence and finish each lesson with the alphabet sounds learned.**

### Activity 2

#### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials: Pink Phonemic Awareness cards in SSP Pack.**

### Activity 3

Repeated guided practice of CVC word reading and spelling, through teacher modelling.

#### Materials

- CVC cards in the 4 colours, in which the picture is hidden. These cards sets can now be mixed up.

- PP reading and spelling list 15 and 16

## Week 3

### Activity 1: Revise the Alphabet Sounds

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

**Daily Activity:**

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

### Activity 3

**Repeated guided reading and writing practice of CVC words into passages.**

**Guided reading of the CVC passages.**

Step 1: Read the whole passage by sounding out all of the CVC words.

Step 2: Re-read the passage with more fluency and whole word reading.

Step 3: Using various strategies (choral, echo, buddy, independent, etc.), allow learners to read the text. Guided writing (as per modelled on the training videos). Teacher re-writes the passage with the students and models sounding-out the words. The teacher should also highlight capital letters to start a sentence and full stops to end it.

**Materials:** Story 1: Pat the big dog

**Pat the big dog**

It is a dog.

It is a big dog.

It is a big fat dog.

Pat the big fat dog.

## Week 4

### Activity 1: Revise the Alphabet Sounds

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

**Daily Activity:**

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

### Activity 3

**Repeated guided reading and writing practice of CVC words into passages.**

**Guided reading of the CVC passages.**

Step 1: Read the whole passage by sounding out all of the CVC words.

Step 2: Re-read the passage with more fluency and whole word reading.

Step 3: Using various strategies (choral, echo, buddy, independent, etc.), allow learners to read the text.

Guided writing (as per modelled on the training videos). Teacher re-writes the passage with the students and models sounding-out the words. The teacher should also highlight capital letters to start a sentence and full stops to end it.

**Materials:** Story 2: I am a ...?

**I am a...?**

I can run and sit.

I can nap and dig.

I can lap. I like pats.

I am a cat.

## Week 5

### Activity 1: Revise the Alphabet Sounds

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all of the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings we have been teaching them in.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

#### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

### Activity 3

**Repeated guided reading and writing practice of CVC words into passages.**

**Guided reading of the CVC passages.**

Step 1: Read the whole passage by sounding out all of the CVC words.

Step 2: Re-read the passage with more fluency and whole word reading.

Step 3: Using various strategies (choral, echo, buddy, independent, etc.), allow learners to read the text.

Guided writing (as per modelled on the training videos). Teacher re-writes the passage with the students and models sounding-out the words. The teacher should also highlight capital letters to start a sentence and full stops to end it.

**Materials:** Story 3: Dad's bag

**Dad's bag**

Dad had a big bag.



In the bag Dad had a net, a pot, a pan and a mug.

Dad had lots in his bag

## Week 6

### Activity 1: Revise the Alphabet Sounds

- *Children will receive ongoing revision to acquire alphabet sound mastery (i.e., speedy and accurate recall of sounds)*

**Explanation by the teacher:** Now that we know all the alphabet sounds. We need to keep practicing in a mixed order and not in the colour groupings.

**Source of Materials:** Yellow, blue, green and red alphabet cards in SSP Pack

**Teachers Note:** Commence and finish each lesson with the alphabet sounds learned.

### Activity 2

#### Daily Activity:

**Phonemic Awareness Consolidation:** Teaching the ability to process sounds, so that by the end of the year this will evolve into the skill of decoding/reading and spelling.

**Objective:** By Unit 5 and 6, the students should be able to blend and segment with greater ease and confidence. The teacher can still develop this skill by placing large pauses (i.e., 2 second pauses) between the sounds. (e.g., r (2 second pause) u (2 second pause) n (2 second pause) =?)

*Children will be able to:*

- *accurately and confidently blend three sounds to form a simple CVC word.*
- *accurately and confidently segment a CVC word into the three sounds.*

**Source of Materials:** Pink Phonemic Awareness cards in SSP Pack.

### Activity 3

**Repeated guided reading and writing practice of CVC words into passages.**

**Guided reading of the CVC passages.**

Step 1: Read the whole passage by sounding out all of the CVC words.

Step 2: Re-read the passage with more fluency and whole word reading.

Step 3: Using various strategies (choral, echo, buddy, independent, etc.), allow learners to read the text.

Guided writing (as per modelled on the training videos). Teacher re-writes the passage with the students and models sounding-out the words. The teacher should also highlight capital letters to start a sentence and full stops to end it.

**Materials:** Story 4: The man Om

The man Om

Om was in bed.

Om had a nap.

Om got up.  
 He went for a run.  
 Om was hot and red.

**Assessment Tool 1: Unit 6 CVC reading assessment (use table to convert into percentage scores)  
 Continuous Formative Assessment consisting of the CVC spelling subtest.**

Tracking Early Reading Skills				Instructions: "Read the following words."	
Reading Test CVC Words		Read Correctly ✓		If read incorrectly - write what the child said	
1	fan	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: f/a/n	<input type="checkbox"/> Sounding out: fan	<input type="checkbox"/> Whole word reading: fan
2	vet	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: v/e/t	<input type="checkbox"/> Sounding out: vet	<input type="checkbox"/> Whole word reading: vet
3	yes	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: y/e/s	<input type="checkbox"/> Sounding out: yes	<input type="checkbox"/> Whole word reading: yes
4	sum	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: s/u/m	<input type="checkbox"/> Sounding out: sum	<input type="checkbox"/> Whole word reading: sum
5	got	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: g/o/t	<input type="checkbox"/> Sounding out: got	<input type="checkbox"/> Whole word reading: got
6	sad	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: s/a/d	<input type="checkbox"/> Sounding out: sad	<input type="checkbox"/> Whole word reading: sad
7	job	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: j/o/b	<input type="checkbox"/> Sounding out: job	<input type="checkbox"/> Whole word reading: job
8	hug	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: h/u/g	<input type="checkbox"/> Sounding out: hug	<input type="checkbox"/> Whole word reading: hug
9	big	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: b/i/g	<input type="checkbox"/> Sounding out: big	<input type="checkbox"/> Whole word reading: big
10	nut	<input type="checkbox"/> ✓ X	<input type="checkbox"/> Sounding out: n/u/t	<input type="checkbox"/> Sounding out: nut	<input type="checkbox"/> Whole word reading: nut

Date tested: \_\_\_\_\_

Score: \_\_\_\_\_ /10

\* \_\_\_\_\_ %

Spelling Percentage Conversion

1/6 = 17%

2/6 = 33%

3/6 = 50%

4/6 = 67%

5/6 = 85%

6/6 = 100%

Tracking Early Spelling Skills				Instructions: "Spell the following words."	
CVC Words ✓ X		Spelling Test CVC Words		CVC Words ✓ X	
If incorrect - write what the child wrote		If incorrect - write what the child wrote		If incorrect - write what the child wrote	
1	fog	<input type="checkbox"/>	2	get	<input type="checkbox"/>
4	run	<input type="checkbox"/>	5	fan	<input type="checkbox"/>
3	pad	<input type="checkbox"/>	6	him	<input type="checkbox"/>

Date tested: \_\_\_\_\_

Score: \_\_\_\_\_ /6 = \_\_\_\_\_ %

Unit 6 Pre-Literacy Students

If the student is unable to read and spell the CVC words, screen the pre-literacy skills on the reverse.

Alphabet Sound Recall Score: \_\_\_\_\_ /26

Phonemic Blending Score: \_\_\_\_\_ /5 = \_\_\_\_\_ %

Phonemic Segmentation Score: \_\_\_\_\_ /5 = \_\_\_\_\_ %

**Class I**

The Class I curriculum builds on the foundation of Structured Synthetic Phonic (SSP), introduced in 2019 into the PP Curriculum.

**Introduction to Unit 1:** The focus of unit 1 is to review and consolidate the PP early reading and spelling skills. The unit aims for students to reinstate CVC skills and to apply these CVC skills to sentences and passages. Some students may require more support. Other students may require a modified PP program if they do not know their alphabet sounds and cannot blend and segment words.

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## Unit 1

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### Week 1

**Daily Activity:** Revision of the alphabet sounds (not the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling CVC list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word get!
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 1: CVC words (containing high frequency words)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the CVC phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*

- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

Unit 1 Story 1 titled '**Pema ran**' (*The stories are included in the guide for teachers/schools to make their own print*)

### **Pema Ran**

Pema ran and ran.  
Pema ran up a hill.  
But Pema had to sit and rest.  
In the end, Pema ran to the top.

**Teacher note:** Use Workbook A page 3 for blending and segmenting activity.

## **Week 2**

**Daily activity: Revision of the alphabet sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling CVC list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word get!

- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 1 List 2: CVC words (containing high frequency words)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the CVC phonic words of focus within the story.*
- *read the words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

*Unit 1 Story 2 titled ‘Yum, yum, yum!’*

**Yum, yum, yum!**

Nima had lots to eat.

Nima had a jam bun.

Nima had a bag of nuts.

Yum, yum, yum!

**Teacher note:** Use Workbook A page 6 for blending and segmenting activity.

**Week 3**

**Daily activity: Revision of the alphabet sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher’s Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet sound flashcards within the SSP pack.**

**Daily Activity: Reading and spelling CVC list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 1 List 3: CVC words (containing high frequency words)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the CVC phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

*Unit 1 Story 3 titled 'Pema likes red'*

**Pema likes red**

Pema had a red pen and a red cap

Pema had a red jet and a red van and a red jug.

Pema had lots of red.

**Teacher note:** Use Workbook A page 11 for blending and segmenting activity.

## Week 4

**Daily activity:** Revision of the alphabet sounds (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling CVC list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 1 List 4: CVC words (containing high frequency words)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the CVC phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.



### Unit 1 Story 4 titled 'Dawa'

#### Dawa

Dawa was in bed.

Dawa had a nap.

Dawa got up. He went for a run.

Dawa was hot and red.

**Teacher note:** Use Workbook A page 14 for blending and segmenting activity.

**NOTE:** Use Class I story 4 titled 'The man Om'. Change Om as Dawa while teaching this story.

## Week 5

**Daily activity: Revision of the alphabet sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organized groupings).

**Source:** Alphabet sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling CVC list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, g-e-t, g-e-t, g-e-t makes the word 'get'.
- Step 2: Call out the words for the students to spell. For example: Spell the word bed, b-e-d. Spell the word bed.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 1 List 5: CVC words (containing 'x')

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the CVC phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*

- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

### *Unit 1 Story 5 titled 'Nima and his cat'*

#### **Nima and his cat**

Nima had a cat on his lap.

Nima had a nap, but the cat did not nap.

So Nima got up and the cat got up.

**Teacher note:** Use Workbook A page 17 for blending and segmenting activity.

**NOTE:** Use Class 1 story 5 titled 'Zam and his cat'. Change Zam as Nima while teaching this story.

## **Week 6**

**Daily activity: Revision of the alphabet sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** *Alphabet sound flashcards within the SSP pack.*

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objective:**

- *sound-out the CVC phonic words of focus within the story*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the CVC words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage will likely occur over 2 days.

*Unit 1 Story 6 titled 'Dema's pets'*

**Dema's pets**

Dema had a pet dog, a pet pig, a pet rat and a pet ram.  
 Dema had a pet hen too.  
 Dema had lots of pets.

**Assessment Tool:**

**Unit 1 Continuous Formative Assessment:**

- Subtest 1 - CVC word reading test
- Subtest 2 - CVC word spelling test
- Subtest 3 - CVC word writing in sentences

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.



**Continuous Formative Assessment Class I Literacy Skills**



Student Name..... Class.....

		Reading Test Words		Spelling Test Words		Writing Test Sentences		
Unit 1 Review	CVC words	1	him <input type="checkbox"/> ✓X	win <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	Fun in the sun.	
		2	yes <input type="checkbox"/> ✓X	sun <input type="checkbox"/> ✓X				If incorrect how was it spelled?
		3	jam <input type="checkbox"/> ✓X	fan <input type="checkbox"/> ✓X	If incorrect how was it spelled?		2	A pig sat in the mud.
		4	wet <input type="checkbox"/> ✓X	hot <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
		5	cup <input type="checkbox"/> ✓X	pop <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
<b>Scores:</b>		/5 = %		/5 = %		/5 = %		

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## Unit 2

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### Week 1

**Daily Activity: Revision of the alphabet sounds** (rather than the letter names) and the introduction of the phonic concept 'sh'.

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds with accuracy, confidence and speed.*
- *understand that when the letters 's' and 'h' are placed together they typically represent the sound /sh/.*

**Teacher's Note:** Present the alphabet cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of /sh/ flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept /sh/**

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *blend the sounds together to form a sh word (to support decoding and reading)*
- *segment a sh word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source: 'sh' blending and segmenting cards within the SSP pack (blue in colour).**

**Daily Activity: Reading and spelling sh list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the sh list words.*
- *read the sh list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the sh list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, sh-e-d, sh-e-d, sh-e-d makes the word 'shed'.
- Step 2: Call out the words for the students to spell. For example: Spell the word fish, f-i-sh. Spell the word fish.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 2 List 1: with 'sh'**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes everyday

**Objectives:**

- *sound-out and decode the sh phonic words contained within the story.*
- *read the sh words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced sh ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the *sh* words.
- Step 2: The second reading of the short story should involve reading the *sh* words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 2 Story 8 titled ‘The shut shop’*

**The shut shop**

Tashi rushed to the fish shop.

Tashi rushed as it may have been shut.

Tashi dashed with his cash, but the shop was shut. Oh no!

**Worksheet – Spelling Detective**

Spelling Detective			
Sl No	Spelling word	How many sounds?	How many letters?
1			
2			
3			
4			
5			
6			

## Week 2

**Daily Activity: Revision of the alphabet sounds** and the phonic concept sh and the introduction of the phonic concept 'ch'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concept sh with accuracy, confidence and speed.*
- *understand that when the letters 'c' and 'h' are placed together they typically represent the sound /ch/.*

**Teacher's Note:** Present the alphabet cards and sh in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the ch card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept ch**

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *blend the sounds together to form a ch word (to support decoding and reading)*
- *segment a ch word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source:** 'ch' blending and segmenting cards within the SSP pack (orange in colour).

**Daily Activity: Reading and spelling ch list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the ch list words.*
- *read the ch list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the ch list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, ch-o-p, ch-o-p, ch-o-p makes the word chop!
- Step 2: Call out the words for the students to spell. For example: Spell the word such. s-u-ch Spell the word such.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 2 List 2: with 'ch'

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the ch phonic words contained within the story.*
- *read the ch words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ch ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the ch words.
- Step 2: The second reading of the short story should involve reading the ch words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 2 Story 9 titled ‘Choki and Chimi’*

**Choki and Chimi**

*‘Let’s have chops and chips.*

*It will be fun.’*

*Choki and his pal had so much food.*

*Choki and his pal had such a lot to eat.*

**Use worksheet – Spelling Detective from Unit 2: week 1**

**NOTE: Use Class 1 story 9 titled ‘Zam and his pal’. Change Zam as Choki and his Pal as Chimi while teaching this story.**

**Week 3**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** sh and ch and the introduction of the phonic concept ‘th’.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letters ‘t’ and ‘h’ are placed together they typically represent the /th/ and /th/ sounds. One is voiced and the other unvoiced.*

**Teacher’s Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the th card.

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity: Phonemic awareness ‘sounding-out’ cards that contain the phonic concept th**

**Suggested length of time:** 2 minutes every day

**Teacher’s Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source: ‘th’ blending and segmenting cards within the SSP pack (red in colour).**

**Daily Activity: Reading and spelling th list words Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the th list words.*
- *read the th list words automatically (without applying the ‘sounding-out’ technique).*
- *sound-out and spell the th list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, th-a-t, th-a-t, th-a-t makes the word that!
- Step 2: Call out the words for the students to spell. For example: Spell the word them. Th-e-m Spell the word them.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 2 List 3: with ‘th’**

**Phonic story reading & story rewriting** (i.e. 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objective:**

- *sound-out and decode the th phonic words contained within the story.*
- *read the th words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced th ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the th words.
- Step 2: The second reading of the short story should involve reading the th words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.



Unit 2 Story 10 titled *'Dema's maths'*

**Dema's maths**

Dema had a big maths sum to do.  
The maths made Dema think.  
Dema did the maths sum.  
Dema is good at maths.

**Use worksheet – Spelling Detective from Unit 2: week 1**

**Week 4**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts sh, ch, th and the introduction of the phonic concept 'wh'.**

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letters 'w' and 'h' are placed together they typically represent the sound /w/.*
- *understand that wh is less common than the 'w' but they both represent the same sound.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the wh card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept wh**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 'wh' blending and segmenting cards within the SSP pack because it is quite an uncommon sound in English.

**Source:** 'wh' blending and segmenting cards within the SSP pack (purple in colour).

**Daily Activity: Reading and spelling wh and w list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the wh and w list words.*
- *read the wh and w list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the wh and w list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, wh-e-n, wh-e-n, wh-e-n, make the word when!
- Step 2: Call out the words for the students to spell. For example: Spell the word whip. Wh-i-p Spell the word whip.
- It is essential to clarify and explain the meaning of any words not understood by the class.

Source: Class 1, Unit 2 List 4

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the wh and w phonic words contained within the story.*
- *read the wh and w words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced wh and w 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the *wh and w* words.
- Step 2: The second reading of the short story should involve reading the *wh and w* words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

Unit 2 Story 11 titled '*The whip*'

**The whip**

Sonam wanted a whip.

When he got his wish Sonam was thrilled.

The whip whacked his shin.

His shin became red which made him sad.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## Week 5

**Daily Activity: Revision of the alphabet sounds and the phonic concepts sh, ch, th, wh and the introduction of the phonic concept 'qu'.**

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letters 'q' and 'u' are placed together they typically represent the sounds /k+w/.*
- *understand that in English q is usually followed by u*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the *qu* card.

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept qu**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 'qu' blending and segmenting cards within the SSP pack because it is quite an uncommon sound in English.

**Source: 'qu' blending and segmenting cards within the SSP pack (purple).**

**Daily Activity: Reading and spelling 'qu' list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the qu list words.*
- *read the qu list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the qu list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, qu-i-ck, qu-i-ck, qu-i-ck makes the word quick!!
- Step 2: Call out the words for the students to spell. For example: Spell the word quiz. qu-i-z Spell the word quiz.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 2 List 5**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the qu phonic words contained within the story.*

- *read the qu words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced qu sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the *qu* words.
- Step 2: The second reading of the short story should involve reading the *qu* words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 2 Story 12 titled 'The queen and the quilt'*

### **The queen and the quilt**

The queen wanted a quilt.

She wanted it quick.

'You have a week' she quipped.

'Can you make a quilt quick?'

The queen liked her quilt.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## **Week 6**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts sh, ch, th, wh and qu**

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** *Alphabet and phonic sound flashcards within the SSP pack.*

**Daily Activity: Reading and spelling sh, ch & th list words (revision)**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the sh, ch, th list words.*
- *read the sh, ch, th list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the sh, ch, th list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, sh-i-f-t, sh-i-f-t, sh-i-f-t makes the word shift
- Step 2: Call out the words for the students to spell. For example: Spell the word thin th-i-n Spell the word thin.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class I, Unit 2 List 6**

**Assessment Tool:**

**Unit 2 Continuous Formative Assessment:**

- Subtest 1 - sh, ch, th, qu, wh reading test
- Subtest 2 - sh, ch, th, qu, wh spelling test
- Subtest 3 -sh, ch, th, qu, wh writing in sentences test

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 2 Review</b> sh, ch, th, qu & wh words	1	shed <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	wish <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?	1	The <u>shop</u> is <u>shut</u> .	
	2	thin <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	then <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?			
	3	such <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	chip <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?			
	4	whip <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	quit <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?			
	5	quiz <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	when <input type="checkbox"/> ✓ <input checked="" type="checkbox"/>	If incorrect how was it spelled?			
<b>Scores:</b>		_____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %	

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## Unit 3

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### Week 1

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** sh, ch, th, wh, qu, and the introduction of the phonic concept 'ck'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters 'c' and 'k' are placed together they typically represent the sound /ck/ as in bee and see.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ck/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept /ck/**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 'ck' blending and segmenting cards within the SSP pack.

**Source:** 'ck' blending and segmenting cards within the SSP pack (magenta pink).

**Daily Activity: Reading and spelling /ck/ list words**

**Suggested length of time:** 10-15 minutes

**Objective:**

- *sound-out and decode the /ck/ list words.*
- *read the /ck/ list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the /ck/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, t-i-ck,t-i-ck,t-i-ck make the word tick!
- Step 2: Call out the words for the students to spell. For example: Spell the word duck, d-u-ck spell the word duck.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 1

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the /ck/ phonic words contained within the story.*
- *read the /ck/ words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced /ck/ 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ck/ words.
- Step 2: The second reading of the short story should involve reading the /ck/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 3 Story 13 titled 'A stack of food'.*

**A stack of food**

At the back of the shack the duck had lots of food.

The food was on a rack and in a big sack.

Munch! Crunch! The duck ate all that was in the big stack.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## **Week 2**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** sh, ch, th, wh, qu, and ck.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that the letters 'c', 'k' and phonic sound 'ck' make the same sound.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity: Reading and spelling /ck/ list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the /ck/ list words.*
- *read the /ck/ list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the /ck/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, t-i-ck,t-i-ck,t-i-ck make the word tick!
- Step 2: Call out the words for the students to spell. For example: Spell the word milk, m-i-l-k spell the word milk.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 3 List 2

**Use worksheet – Spelling Detective from Unit 2: week 1**

## Week 3

**Daily Activity: Revision of the alphabet sounds and the phonic concepts sh, ch, th, wh, qu, ck and the introduction of the phonic concept 'ee'.**

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters 'e' and 'e' are placed together they typically represent the sound /ee/ as in bee and see.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ee/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept /ee/**

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *blend the sounds together to form a 'ee' word (to support decoding and reading)*
- *segment a 'ee' word into its individual sounds (to support spelling and writing)*

**Teacher's note:** There are only 4 'ee' blending and segmenting cards within the SSP pack.

**Source:** 'ee' blending and segmenting cards within the SSP pack (green in colour).

**Daily Activity: Reading and spelling /ee/ list words**



**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the /ee/ list words.*
- *read the /ee/ list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the /ee/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example f-ee-t, f-ee-t, f-ee-t, make the word feet!
- Step 2: Call out the words for the students to spell. For example: Spell the word jeep. J-ee-p Spell the word jeep.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 3

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the /ee/ phonic words contained within the story.*
- *read the /ee/ words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced /ee/ 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ee/ words.
- Step 2: The second reading of the short story should involve reading the /ee/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 3 Story titled 'Jigme and the bees'*

**Jigme and the bees**

Jigme sees three bees up in a tree.

He creeps up the tree.

He needs some sweets but the queen bee is there.

He creeps back from the tree.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## Week 4

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** sh, ch, th, qu, wh,ck, ee and the introduction of the phonic concept 'oo' (long sound).

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letters 'o' and 'o' are placed together they typically represent the short /oo/ and the long /oo/ sounds. Focus on long /oo/ for this week*

**Teacher's Note:** Present the alphabet cards and the above-mentioned phonic sounds in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards – the long /oo/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept long oo**

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *blend the sounds together to form long oo word (to support decoding and reading)*
- *segment long oo word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source: 'oo' blending and segmenting cards within the SSP pack (yellow in colour).**

**Daily Activity: Reading and spelling oo list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the long oo list words.*
- *read the long oo list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the long oo list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, b-oo-t, b-oo-t, b-oo-t, b-oo-t makes the word boot!
- Step 2: Call out the words for the students to spell. For example: Spell the word root. R-oo-t Spell the word root.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class I, Unit 3 List 4: with long 'oo'**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the long oo phonic words contained within the story.*
- *read the long oo words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced long oo 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the long oo words.
- Step 2: The second reading of the short story should involve reading the long oo words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural rate of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 3 Story 15 titled 'Food in the zoo'*

**Food in the zoo**

The moon was on top of the zoo.

The zoo cats, rats and dogs all got food.

All at the zoo were in a good mood.

## Week 5

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** sh, ch, th, qu, wh, ck, ee, long oo and the introduction of the phonic concept 'short oo'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letter 'o' and 'o' are placed together they typically represent the short /oo/ and the long /oo/ sounds. Focus on short /oo/ for this week*

**Teacher's Note:** Present the alphabet cards and the above-mentioned phonic sounds in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards – the short /oo/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept short oo**

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *blend the sounds together to form a short oo word (to support decoding and reading)*
- *segment a short oo word into its individual sounds (to support spelling and writing)*

**Teacher's Note:** Instructions are scripted on the cards along with tips, should some of the students experience difficulty sounding out words.

**Source: 'oo' blending and segmenting cards within the SSP pack (yellow in colour).**

**Daily Activity: Reading and spelling oo list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the short oo list words.*
- *read the short oo list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the short oo list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, b-oo-k, b-oo-k, b-oo-k makes the word book!
- Step 2: Call out the words for the students to spell. For example: Spell the word foot, f-oo-t  
Spell the word foot.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 3 List 5: with short 'oo'**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the short oo phonic words contained within the story.*
- *read the short oo words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced short oo 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the short oo words.
- Step 2: The second reading of the short story should involve reading the short oo words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

Unit 3 Story 14 titled 'The good cook'

### The good cook

A cook was cooking.

He was cooking buns.

The cook was good at cooking buns.

The cook looked in his cookbook.

Soon the cook shook.

The buns looked very good.

Use worksheet – Spelling Detective from Unit 2: week 1

## Week 6

**Daily Activity: Revision of the alphabet sounds and the phonic concepts ck, ee, and oo**

**Suggested length of time:** 3 minutes every day

**Objective:** recall the alphabet sounds and the phonic concepts with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling ck, ee & oo list words (revision)**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the ck, ee, oo list words.
- read the ck, ee, oo list words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the ck, ee, oo list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, s-i-ck,s-i-ck,s-i-ck, makes the word sick.
- Step 2: Call out the words for the students to spell. For example: Spell the word sock s-o-ck Spell the word sock.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 3 List 6

**Assessment Tool:**

**Unit 3 Continuous Formative Assessment:**

- Subtest 1 - ck, ee, oo reading test
- Subtest 2 – ck, ee, oo spelling test
- Subtest 3 - ck, ee, oo writing in sentences test

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 3 Review oo, ee &amp; ck words</b>	1	foot <input type="checkbox"/> ✓X	look <input type="checkbox"/> ✓X	<small>If incorrect how was it spelled?</small>	1	Look in the <u>book</u> .	
	2	teeth <input type="checkbox"/> ✓X	deep <input type="checkbox"/> ✓X	<small>If incorrect how was it spelled?</small>		2	Feed the <u>sheep</u> .
	3	neck <input type="checkbox"/> ✓X	duck <input type="checkbox"/> ✓X	<small>If incorrect how was it spelled?</small>	3		Pick up the <u>sock</u> .
	4	food <input type="checkbox"/> ✓X	tooth <input type="checkbox"/> ✓X	<small>If incorrect how was it spelled?</small>			
	5	week <input type="checkbox"/> ✓X	rock <input type="checkbox"/> ✓X	<small>If incorrect how was it spelled?</small>			
<b>Scores:</b>		_____/5 = _____%	_____/5 = _____%	_____/5 = _____%			

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## Unit 4

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### Week 1

**Daily Activity: Revision of the alphabet sounds and the phonic concepts learnt**

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain ccvc words**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 6 cards (stop, swim, slip, step, stem, frog) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (light blue).

**Daily Activity: Reading and spelling ccvc list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the ccvc list words.*
- *read the ccvc list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the ccvc list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, b-l-a-ck, b-l-a-ck, b-l-a-ck makes the word black!
- Step 2: Call out the words for the students to spell. For example: Spell the word green. g-r-ee-n  
Spell the word green.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 4 List 1 (yellow)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the ccvc words contained within the story.*

- read the ccvc words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced ccvc 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the ccvc words.
- Step 2: The second reading of the short story should involve reading the ccvc words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 4 Story 18 titled 'A frog and a grub'*

### **A frog and a grub**

The green tree frog liked to munch and crunch on grubs.

The green tree frog spotted a grub.

Munch! Munch! Crunch! Crunch!

That green tree frog began to grin.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## **Week 2**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts learnt**

**Suggested length of time:** 3 minutes every day

**Objective:** recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain ccvc words**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 6 cards (flip, plum, crop, crab, flag, twin) for blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (light blue).

**Daily Activity: Reading and spelling ccvc list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**



- *sound-out and decode the ccvc list words.*
- *read the ccvc list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the ccvc list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, t-w-i-n, t-w-i-n, t-w-i-n makes the word twin!
- Step 2: Call out the words for the students to spell. For example: Spell the word smash. S-m-a-sh  
Spell the word smash.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 4 List 2 (yellow)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the ccvc words contained within the story.*
- *read the ccvc words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ccvc 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the ccvc words.
- Step 2: The second reading of the short story should involve reading the ccvc words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

**Unit 4 Story 17 titled 'Jigme's trip'**

**Jigme's trip**

Jigme went on a trip in his truck.

Jigme went on a track in his trip.

Crash! Smash!

Jigme's truck hit a tree.

Jigme cannot go on his trip.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## Week 3

**Daily Activity: Revision of the alphabet sounds and the phonic concepts learnt**

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain cvcc words**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (tent, left, sand, gold, list) for blending and segmenting within the SSP pack.

**Source: The blending and segmenting cards within the SSP pack (red).**

**Daily Activity: Reading and spelling cvcc list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the cvcc list words.*
- *read the cvcc list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the cvcc list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, j-u-s-t, j-u-s-t, j-u-s-t makes the word just!
- Step 2: Call out the words for the students to spell. For example: Spell the word left. L-e-f-t Spell the word left.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class I, Unit 4 List 3 (yellow)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the cvcc words contained within the story.*
- *read the cvcc words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced cvcc 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the cvcc words.
- Step 2: The second reading of the short story should involve reading the cvcc words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 4 Story 23 titled 'The tent in the wind'.*

### **The tent in the wind**

In the sand by a pond a tent went up.

The tent went up at dusk.

But a sudden gust of wind twisted the tent and the tent went down with a thump.

## **Week 4**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts learnt**

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** *Alphabet and phonic sound flashcards within the SSP pack.*

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain cvcc words**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (nest, hand, wind, think, desk) for blending and segmenting within the SSP pack.

**Source:** *The blending and segmenting cards within the SSP pack (red).*

**Daily Activity: Reading and spelling cvcc list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the cvcc list words.*
- *read the cvcc list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the cvcc list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, e-n-d, e-n-d, e-n-d makes the words end!
- Step 2: Call out the words for the students to spell. For example: Spell the word help. H-e-l-p  
Spell the word help.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class I, Unit 4 List 4 (yellow)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the cvcc words contained within the story.*
- *read the cvcc words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced cvcc 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the cvcc words.
- Step 2: The second reading of the short story should involve reading the cvcc words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 4 Story 24 titled 'A skunk's hunt'.*

**A skunk's hunt**

A skunk went on a hunt.

It went on a hunt for pink plums.

This skunk was fond of pink plums.

In the end, the skunk did not find a plum.

But the skunk kept hunting.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## Week 5

**Daily Activity: Revision of the alphabet sounds and the phonic concepts learnt**

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain cvcc words**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (nest, hand, wind, think, desk) for blending and segmenting within the SSP pack.

**Source: The blending and segmenting cards within the SSP pack (red).**

**Daily Activity: Reading and spelling cvcc list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the cvcc list words.*
- *read the cvcc list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the cvcc list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, t-o-l-d, t-o-l-d, t-o-l-d makes the word told!
- Step 2: Call out the words for the students to spell. For example: Spell the word gold. G-o-l-d Spell the word gold.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 1, Unit 4 List 5 (yellow)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the cvcc words contained within the story.*
- *read the cvcc words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced cvcc 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the cvcc words.
- Step 2: The second reading of the short story should involve reading the cvcc words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

#### Unit 4 Story 19 titled 'A fresh plump plum'

#### A fresh plump plum

A plump plum was in a tree.

The plum dropped from the tree.

The plum slid along until it rolled into a truck.

The plump plum is fresh no more.

### Week 6

#### Daily Activity: Revision of the alphabet sounds and the phonic concepts learnt

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

#### Daily Activity: Phonemic awareness 'sounding-out' cards that contain both ccvc and cvcc words

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 5 cards (snip, drag, drag, gift, sink) or blending and segmenting within the SSP pack.

**Source:** The blending and segmenting cards within the SSP pack (red).

#### Daily Activity: Reading and spelling cvcc list words

**Suggested length of time:** 10-15 minutes

#### Objectives:

- *sound-out and decode the ccvc and cvcc list words.*
- *read the ccvc and cvcc list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the ccvc and cvcc list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, b-r-oo-m, b-r-oo-m, b-r-oo-m makes the word broom!
- Step 2: Call out the words for the students to spell. For example: Spell the word chunk. Ch-u-n-k Spell the word chunk.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class I, Unit 4 List 6 (yellow)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the ccvc and cvcc words contained within the story.*
- *read the ccvc and cvcc words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ccvc and cvcc 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the ccvc and cvcc words.
- Step 2: The second reading of the short story should involve reading the ccvc and cvcc words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 4 Story 22 titled 'Daza's bump'*

**Daza's bump**

Daza was an ant.

Daza held on to a twig.

He wanted to jump from the twig and fly.

But Daza lost his grip and slid.

Daza felt a bump as he hit the sand.

**Use worksheet – Spelling Detective from Unit 2: week 1**

**NOTE: Use Class I story 22 titled 'Frank's bump'. Change Frank as Daza while teaching this story.**

**Assessment Tool:**

**Unit 4 Continuous Formative Assessment:**

- Subtest 1 – CCVC & CVCC reading test
- Subtest 2 - CCVC & CVCC spelling test
- Subtest 3 -CCVC & CVCC writing in sentences test

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class.

However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 4 Review CCVC &amp; CVCC words</b>	1	flag <input type="checkbox"/> ✓X	glad <input type="checkbox"/> ✓X	If incorrect how was it spelled?	Regular Snip	1	I <u>went</u> for a <u>swim</u> .
	2	trip <input type="checkbox"/> ✓X	crop <input type="checkbox"/> ✓X	If incorrect how was it spelled?		2	The <u>frog</u> has <u>spots</u> .
	3	held <input type="checkbox"/> ✓X	hint <input type="checkbox"/> ✓X	If incorrect how was it spelled?	3	I <u>went</u> to the tree.	
	4	cold <input type="checkbox"/> ✓X	wink <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	5	plan <input type="checkbox"/> ✓X	slip <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
<b>Scores:</b>	_____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %		



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## Unit 5

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### Week 1

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned and the introduction of the phonic concept 'ar'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters 'a' and 'r' are placed together they typically represent the sound /ar/ as in star*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ar/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept /ck/**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 'ar' blending and segmenting cards within the SSP pack.

**Source:** 'ar' blending and segmenting cards within the SSP pack (blue).(shark, scarf, sharp, arch, chart, farm, spark, march)

**Daily Activity: Reading and spelling /ck/ list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the /ar/ list words.*
- *read the /ar/ list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the /ar/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, c-ar, c-ar, c-ar, make the word car.
- Step 2: Call out the words for the students to spell. For example: Spell the word m-ar-k spell the word mark.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 5 List 1&2 (purple)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the /ar/ phonic words contained within the story.*
- *read the /ar/ words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced /ar/ 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /ar/ words.
- Step 2: The second reading of the short story should involve reading the /ar/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 5 Story 26 titled 'Karma at the market'.*

**Karma at the market**

*Karma the farmer marched off to the market.*

*Karma had to get hay for his farm.*

*At the market, Karma was alarmed.*

*The market had no hay for his barn.*

**Use worksheet – Spelling Detective from Unit 2: week 1**

**Week 2**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned and the introduction of the phonic concept 'or'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters 'o' and 'r' are placed together they typically represent the sound /or/ as in horse-h-or-se*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /or/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept /ck/

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are only 4 'or' blending and segmenting cards within the SSP pack.

**Source:** 'or' blending and segmenting cards within the SSP pack (orange in colour). (storm, port, thorn, forty, torch, horse, north, cork)

**Daily Activity:** Reading and spelling /or/ list words

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the /or/ list words.*
- *read the /or/ list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the /or/ list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, sh-or-t, sh-or-t,sh-or-t, make the word short.
- Step 2: Call out the words for the students to spell. For example: Spell the word t-or-ch spell the word torch.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 5 List 3

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the /or/ phonic words contained within the story.*
- *read the /or/ words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced /or/ 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the /or/ words.
- Step 2: The second reading of the short story should involve reading the /or/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

Unit 5 Story 27 titled *'The black horse'*.

### The black horse

A black horse went for a run.  
The black horse ran north.  
The horse sprinted for forty steps.  
It was a short run north for the horse.

Use worksheet – Spelling Detective from Unit 2: week 1

## Week 3

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned and the introduction of the phonic concept “.

**Suggested length of time:** 3 minutes every day

### Objectives:

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters ‘e’ and ‘r’ are placed together they represent the sound /er/ as in her and /er/ as in finger.*

**Teacher’s Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /er/ + /er/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness ‘sounding-out’ cards that contain the phonic concept /ck/**

**Suggested length of time:** 2 minutes every day

**Teacher’s note:** There are only 4 ‘er’ blending and segmenting cards within the SSP pack.

**Source:** ‘er’ blending and segmenting cards within the SSP pack (pink in colour). (dinner, number, summer, winter, jumper, silver, sister, letter)

**Daily Activity: Reading and spelling /or/ list words**

**Suggested length of time:** 10-15 minutes

### Objectives:

- *sound-out and decode the /or/ list words.*
- *read the /er/ + /er/ list words automatically (without applying the ‘sounding-out’ technique).*
- *sound-out and spell the /er/ + /er/ list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, make the word short.

- Step 2: Call out the words for the students to spell. For example: Spell the word u-n-d-er spell the word under.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class I, Unit 5 List 4**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the /er/ phonic words contained within the story.*
- *read the /er/ words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced /or/ 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (/er/ sounding-out) of the /er/ words.
- Step 2: The second reading of the short story should involve reading the /er/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 5 Story 29 titled 'My sister's letter'*

**My sister's letter**

My sister sent me a letter about a dinner.

The dinner is to be this winter.

As it will not be summer, I must bring a jumper.

It will be a good hot dinner in winter.

**Use worksheet – Spelling Detective from Unit 2: week 1**

## Week 4

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned and the introduction of the phonic concept “.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters ‘i’ and ‘ng’ are placed together they represent the sound /ing/ as in.*

**Teacher’s Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ing/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness ‘sounding-out’ cards that contain the phonic concept /ck/**

**Suggested length of time:** 2 minutes every day

**Teacher’s note:** There are only 4 ‘ing’ blending and segmenting cards within the SSP pack.

**Source:** ‘er’ blending and segmenting cards within the SSP pack.

**Daily Activity: Reading and spelling /or/ list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**

- *sound-out and decode the /or/ list words.*
- *read the /ing/ list words automatically (without applying the ‘sounding-out’ technique).*
- *sound-out and spell the /ing/ list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. k-i-ng,k-i-ng,k-i-ng make the word king.
- Step 2: Call out the words for the students to spell. For example: Spell the word w-i-ng
- spell the word wing.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class I, Unit 5 List 5

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the /ing/ phonic words contained within the story.*
- *read the /ing/ words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*

- *rewrite part of the story, applying the practiced /or/ 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (/ing/ sounding-out) of the /ing/ words.
- Step 2: The second reading of the short story should involve reading the /ing/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

### **Unit 5 Story titled 'Tshering can sing'**

#### **Tshering can sing**

Tshering likes to sing in front of the king.

He was rocker who could sing.

All were asked to swing.

At the end, king gifts him a silver ring.

#### **Use worksheet – Spelling Detective from Unit 2: week 1**

## **Week 5**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet sounds and the phonic concepts with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** **Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Reading and spelling ar, or, er & ing list words (revision)

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the ar, or, er & ing list words.*
- *read the ar, or, er & ing list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the ar, or, er & ing list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, s-i-ng,s-i-ng,s-i-ng, makes the word sing.
- Step 2: Call out the words for the students to spell. For example: Spell the word sock s-w-i-ng  
Spell the word swing.

- It is essential to clarify and explain the meaning of any words not understood by the class.

Source: Class 1, Unit 5 Lists

**Assessment Tool:**

**Unit 5 Continuous Formative Assessment:**

- Subtest 1 - ar, or, er &ing reading test
- Subtest 2 –ar, or, er &ing spelling test
- Subtest 3 - ar, or, er &ing writing in sentences test

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 5 Review ar, or, er &amp; (i)ng words</b>	1	never <input type="checkbox"/> ✓X	start <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	The <u>shark</u> has <u>sharp</u> teeth.	
	2	sting <input type="checkbox"/> ✓X	bring <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	3	sport <input type="checkbox"/> ✓X	north <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	A <u>storm</u> in the <u>north</u> .	
	4	shark <input type="checkbox"/> ✓X	sharp <input type="checkbox"/> ✓X	If incorrect how was it spelled?	3	<u>Bring</u> it to me.	
	5	star <input type="checkbox"/> ✓X	under <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
<b>Scores:</b>		_____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %	

**Week 6**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned and the introduction of the phonic concept ‘’.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.
- understand that when the letters ‘a’ and ‘ll’ are placed together they represent the sound /all/ as in fall and ball.

**Teacher’s Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /all/

Source: Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness ‘sounding-out’ cards that contain the phonic concept /ck/**

**Suggested length of time:** 2 minutes every day

**Teacher’s note:** There are only 4 ‘all’ blending and segmenting cards within the SSP pack.

Source: /all/ blending and segmenting cards within the SSP pack (no all card)

**Daily Activity: Reading and spelling /or/ list words**

**Suggested length of time:** 10-15 minutes

**Objectives:**



- *sound-out and decode the /all/ list words.*
- *read the /all/ list words automatically (without applying the ‘sounding-out’ technique).*
- *sound-out and spell the /all/ list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, c-all make the word call.
- Step 2: Call out the words for the students to spell. For example: Spell the word s-m-all spell the word small.
- It is essential to clarify and explain the meaning of any words not understood by the class.

### Source: Class I, Unit 6 List 5

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

#### Objectives:

- *sound-out and decode the /all/ phonic words contained within the story.*
- *read the /all/ words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced /or/ ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (/all/ sounding-out) of the /all/ words.
- Step 2: The second reading of the short story should involve reading the /all/ words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

### Unit 5 Story 35 titled ‘A tall wall’

#### A tall wall

My ball went over the wall.  
I am small, but the wall is tall.  
If I go up the wall I may fall.  
I cannot get my ball.

**Use worksheet – Spelling Detective from Unit 2: week 1**

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## Unit 6

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### Week 1

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learnt and the introduction of the phonic concept 'ai' and 'ay'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letters 'a' and 'i'; and 'a' and 'y' are placed together they typically represent the sound of the letter name 'a'.*
- *understand that 'ai' usually appears in the middle of words and 'ay' at the end of words.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of 'ai' and 'ay' sound flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness 'sounding-out' cards that contain the phonic concept 'ai' and 'ay'**

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 8 'ai' and 8 'ay' blending and segmenting cards within the SSP pack.

**Source:** 'ai' and 'ay' blending and segmenting cards within the SSP pack (light green and red).

**Daily Activity: Reading and spelling 'ai' and 'ay' list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the 'ai' and 'ay' list words.*
- *read the 'ai' and 'ay' list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the 'ai' and 'ay' list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique.
- For example, d-ay, d-ay, d-ay makes the word day!
- Step 2: Call out the words for the students to spell.
- For example: Spell the word paint. p-ai-n-t Spell the word paint.
- It is essential to clarify and explain the meaning of any words not understood by the class.
- Teachers may choose to read list 1 and 2 and spell list 3

**Source:** Class 1, Unit 6 List 1,2 and 3.

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the 'ai' and 'ay' phonic words contained within the story.*
- *read the 'ai' and 'ay' words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'ai' and 'ay' sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the 'ai' and 'ay' words.
- Step 2: The second reading of the short story should involve reading the 'ai' and 'ay' words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading
- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 6 Story 36 titled 'Seday's train'*

**Seday's train**

Seday had just painted her train red when it started to rain.

Seday put a tray over her train to stop the rain from getting on the train.

From the rain, the paint began to drip.

I am afraid that the train will need to be painted yet again.

**Use worksheet – Spelling Detective from Unit 2: week 1**

**NOTE: Use Class 1 story 36 titled 'The red train'. Change The red as Seday while teaching this story.**

**Week 2**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learnt and the introduction of the phonic concept 'oi' and 'oy'.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*
- *understand that when the letters 'o' and 'i'; and 'o' and 'y' are placed together they typically represent the sound /oi/ and /oy/ as in coin and toy*
- *understand that 'oi' usually appears in the middle of words and 'oy' at the end of words.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of 'oi' and 'oy' sound flashcards.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness 'sounding-out' cards that contain the phonic concept 'oi' and 'oy'

**Suggested length of time:** 2 minutes every day

**Teacher's note:** There are 4 'oi' and 4 'oy' blending and segmenting cards within the SSP pack.

**Source:** 'oi' and 'oy' blending and segmenting cards within the SSP pack (magenta pink and yellow).

**Daily Activity:** Reading and spelling 'oi' and 'oy' list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the 'oi' and 'oy' list words.*
- *read the 'oi' and 'oy' list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the 'oi' and 'oy' list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique.  
For example, b-oy, b-oy, b-oy makes the word boy!
- Step 2: Call out the words for the students to spell.  
For example: Spell the word oil. Oi-I Spell the word oil.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class 1, Unit 6 List 4 (Teacher may want to use words from list 6)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the 'oi' and 'oy' phonic words contained within the story.*
- *read the 'oi' and 'oy' words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'oi' and 'oy' sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the 'oi' and 'oy' words.
- Step 2: The second reading of the short story should involve reading the 'oi' and 'oy' words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading

- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

*Unit 6 Story titled 'Norbu and Penjor'*

**Norbu and Penjor**

Norbu is a boy.

He cannot enjoy for he has lost his toy.

Penjor points in the soil, "Look, your toy!"

Norbu is joyful.

**Unit 6 Continuous Formative Assessment:**

- Subtest 1 – ai, oy, oi & all reading test
- Subtest 2 –ai, oy, oi & all spelling test
- Subtest 3 - ai, oy, oi & all writing in sentences test

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class.

However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 6 Review</b> <b>ai, ay, oi, oy &amp; all words</b>	1	small <input type="checkbox"/> ✓x	tall <input type="checkbox"/> ✓x	If incorrect how was it spelled?	1	Wait for the <u>rain</u> to stop.	
	2	paint <input type="checkbox"/> ✓x	train <input type="checkbox"/> ✓x	If incorrect how was it spelled?		2	Today I will <u>play</u> .
	3	stay <input type="checkbox"/> ✓x	play <input type="checkbox"/> ✓x	If incorrect how was it spelled?	3		<u>Point</u> to the <u>ball</u> .
	4	soil <input type="checkbox"/> ✓x	spoil <input type="checkbox"/> ✓x	If incorrect how was it spelled?			3
	5	boy <input type="checkbox"/> ✓x	toy <input type="checkbox"/> ✓x	If incorrect how was it spelled?			
<b>Scores:</b>		_____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %	

**Use worksheet – Spelling Detective from Unit 2: week**

# Class II

The Class II curriculum builds on the foundation of Structured Synthetic Phonics (SSP), introduced in the earlier classes.

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## Unit 1

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### Week 1

**Introduction to Unit 1:** The focus of unit 1 is to review and consolidate the early reading and spelling skills learnt in Class I. The unit aims for students to reinstate those skills and read and spell simple words. Some students may require more support such as a modified PP program if they do not know their alphabet sounds nor possess the skills of blending and segmenting words.

### Week 1

**Daily Activity: Revision of the alphabet and phonic sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet (learnt in Class PP) and phonic sounds (learnt in Class I) with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, *th-a-n-k, th-a-n-k, th-a-n-k* makes the word thank!
- Step 2: Call out the words for the students to spell.

For example: Spell the word pack (p-a-ck). It is essential to clarify and explain the meaning of any words not understood by the children.

**Source:** Class II, Unit 1 List 1: Revision of Class 1 Concepts: with ck and k (desk, thank, risk, drink, milk, rock, pack, shack, chick, sick)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

Unit 1 Story 1 titled 'The lost clock' (*Teachers/schools must make their own print*)

**The lost clock**

Kinga lost his clock. He looked in his  
shack. He looked on his desk and under  
his pack. It was not next to the milk.  
It was not on the rock.  
But it was in his sack.

**Week 2**

**Daily Activity: Revision of the alphabet and phonic sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet (learnt in Class PP) and phonic sounds (learnt in Class I) with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day



**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the ‘sounding-out’ technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique.
- For example, *t-o-d-ay, t -o-d-ay, t-o-d-ay* makes the word today!
- Step 2: Call out the words for the students to spell.
- For example: Spell the word rain (r-ai-n). It is essential to clarify and explain the meaning of any words not understood by the children.

**Source: Class II, Unit 1 List 2: Revision of Class 1 Concepts: with ay and ai (delay, away, stay, today, drain, again, grain, faith, chain, brain)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the ‘sounding-out’ technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (There, was, they, to, the)

Unit 1 Story 2 titled ‘The snail and the quail’ *(Teachers/schools must make their own print)*

**The snail and the quail**

The snail and the quail sailed away today. There was a delay when it rained and they had to

stay. But today the snail  
and the quail sailed away.

### Week 3

**Daily Activity: Revision of the alphabet and phonic sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet (learnt in Class PP) and phonic sounds (learnt in Class I) with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, p-oi-n-t, *p-oi-n-t*, *p-oi-n-t*, makes the word point!
- Step 2: Call out the words for the students to spell.
- For example: Spell the word enjoy (e-n-j-oy). It is essential to clarify and explain the meaning of any words not understood by the children.

**Source:** Class II, Unit 1 List 3: Revision of Class 1 Concepts: with oi and oy (point, spoil, joint, moist, noise, royal, loyal, enjoy, destroy, employ)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** (to, the, they, if, will, is)

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

Unit 1 Story 3 titled 'Moist soil' (*Teachers/schools must make their own print*)

### Moist soil

Plants need moist soil. They enjoy  
the sun but will spoil if the soil is not  
moist. Bugs utter no noise  
but will destroy plants.  
It is best to destroy the bugs.

## Week 4

**Daily Activity: Revision of the alphabet and phonic sounds** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet (learnt in Class PP) and phonic sounds (learnt in Class I) with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour-organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity: Reading and Spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, u-n-d-er, u-n-d-er makes the word 'under'.
- Step 2: Call out the words for the students to spell. For example: spell the word farmer, f-ar-m-er. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 1 List 4: Revision of Class 1 Concepts: with er (sister, river, under, number, never, anger, clever, finger, silver, timber)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Unit 1 Story 4 titled 'My clever sister'** (*Teachers/schools must make their own print*)

**My Clever sister**

My sister is clever. She has a plan.  
We play under the tree by the river.  
I drop her jumper in the river.  
It is all wet but my sister  
is not upset. I can never anger her.

**Week 5**

**Daily Activity: Revision of the alphabet and phonic sounds learnt** (rather than the letter names).

**Suggested length of time:** 3 minutes every day

**Objective:** *recall the alphabet (learnt in Class PP) and phonic sounds (learnt in Class I) with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour-organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the list words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

- **Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.
- **Step 1:** Read each word on the list, modeling the decoding technique. For example, qu-i-ck, qu-i-ck, qu-i-ck, makes the word ‘quick’.
- **Step 2:** Call out the words for the students to spell. For example, spell the word whip, wh-i-p. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 1 List 5: Revision of Class 1 Concepts: with qu and wh (wheel, when, which, whip, whack, quick, queen, quack, equip, quilt)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the ‘sounding-out’ technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (wanted, was, made, she, the, a)

Unit 1 Story 5 titled ‘The queen’s quilt’ (*Teachers/schools must make their own print*)

**The queen’s quilt**

The queen wished for a quilt. She  
 wanted it quick. When it got stuck in  
 the wheel the quilt got  
 a rip. The quilt was  
 torn which made the queen sad.

## Week 6

**Daily Activity: Revision of the alphabet and phonic sounds learnt** (rather than the letter names)

**Suggested length of time:** 3 minutes every day

**Objectives:** *recall the alphabet (learnt in Class PP) and the phonic concepts (learnt in Class I) with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour-organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique.
- For example, m-or-n-i-ng makes the word morning! g-ar-d-e-n makes the word garden!
- Step 2: Call out the words for the students to spell.
- For example: Spell the word start. s-t-ar-t spell the word starts.
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 1 List 6: Revision of Class 1 Concepts: with ar and or (morning, horse, forget, report, sport, garden, large, start, market, farmer)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.

- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (the, his, to, a, of, he, there, was)

Unit 1 Story 6 titled ‘The farmer and his horse’ (*Teachers/schools must make their own print*)

**The farmer and his horse**


In the morning the farmer and his horse went to market. The farmer had a large garden of corn. He took the corn to market to sell. On the way back there was a storm.

**Assessment Tool:**

**Unit 1 Continuous Formative Assessment:**


- Subtest 1 - Reading test
- Subtest 2 - Spelling test
- Subtest 3 - Writing in sentences

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.



**Continuous Formative Assessment Class II Literacy Skills**

Student Name..... Class.....



		Reading Test Words		Spelling Test Words		Writing Test Sentences	
<b>Unit 1 Review</b>	<b>Revision Class 1</b>	1	farmer <input type="checkbox"/> ✓X	queen <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>	1	The <u>grain</u> was <u>stored</u> in the <u>shack</u> .
		2	morning <input type="checkbox"/> ✓X	point <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
		3	again <input type="checkbox"/> ✓X	market <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
		4	timber <input type="checkbox"/> ✓X	finger <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>	2	Will you <u>start</u> at <u>number</u> three?
		5	enjoy <input type="checkbox"/> ✓X	brain <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
<b>Scores:</b>		...../5 = ..... %	...../5 = ..... %	...../5 = ..... %			

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## Unit 2

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**Introduction to Unit 2:** The focus of unit 2 is to work with double and triple consonant blends. In Class I, learners were exposed to CCVC and CVCC words. In Class II, learners progress further and read and spell words with triple consonant blends such as 'str-' and 'spl-', The unit also introduces learners to double letters such as 'ss', 'll', 'ff' and 'zz'.

### Week 1

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Words with double initial consonant blends.

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *Pronounce words containing initial consonant blends accurately.*

**Teacher's note:** Double initial consonant blends have already been introduced in Class I, Unit 3. Here, learners are exposed to more and varied double initial consonant blends.

**Source:** Class II, Unit 2 List 1: Words with double initial consonant

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, *sh-r-i-m-p*, *sh-r-i-m-p* makes the word Shrimp.
- Step 2: Call out the words for the students to spell. For example: Spell the word thrill (th-r-i-ll). It is essential to clarify and explain the meaning of any words not understood by the class.



**Source: Class II, Unit 2 List 1: Words with double initial consonant blends (wrong, thrash, throb, thrill, shred, shrub, shrug, squeak, squish, squat)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (the, he, to, of, be, a, out, want)

**Unit II Story1 titled 'Shrunk' (Teachers/schools must make their own print)**

### **Shrunk**

The man had shrunk to the size of a shrimp.

He can squeeze under the door.

He can squish into a cup.

The man let out a squeak.

He did not want to be shrunk.

## **Week 2**

**Daily Activity:** Revision of the alphabet sounds and phonic concepts

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and read the triple initial consonant blends with accuracy, confidence and speed.*

**Teacher's Note:** Present the words with triple initial consonant blends. (as opposed to presenting within colour organised groupings). Introduce the set of flashcards with triple initial consonant blends.

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness

Introduction of words with triple initial consonant blends.

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *Pronounce words containing triple initial consonant blends accurately.*

**Teacher's note:** Learners are exposed to triple initial consonant blends.

**Source: Class II, Unit 2 List 2: Words with triple initial consonant blends**

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, s-p-r-ay, s-p-r-ay, s-p-r-ay makes the word spray!
- Step 2: Call out the words for the students to spell. For example: Spell the word scrub (s-c-r-u-b). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class 2, Unit 2 List 2: Words with triple initial consonant blends (scrub, splinter, spring, strong, splash, stream, street, spray, strip, split)**

**Phonic story reading & story rewriting (i.e., 2 reading and writing sessions presented over 2 days)**

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out and decode the triple initial consonant word words contained within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** High Frequency words (was, to, by, a, the)

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words with triple initial consonant blends.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.

- Step 4: Following the readings (and once the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage may occur over 2 days.

### Unit 2 Story 2 titled 'Scram!' (*Teachers/schools must make their own print*)

#### Scram!

A tiger hid in the scrub next to a stream.

The tiger waited to spring.

When a stork strolled by, the strong tiger sprang from the shrub.

The stork was quick to scam.

### Week 3

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts

**Suggested length of time:** 3 minutes every day

#### Objective:

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of double initial and final consonants (CCVCC and CCCVCC)

**Suggested length of time:** 2 minutes every day

#### Objectives:

- *Pronounce words containing double initial and final consonant blends accurately.*

**Teacher's note:** Here the words are slightly complex with double initial and final consonants. There are also few examples of triple initial and double final consonant words.

**Source:** Class II, Unit 2 List 3: Words with CCVCC and CCCVCC

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

#### Objectives:

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- **Step 1:** Read each word on the list, modeling the decoding technique. For example, s-p-r-i-n-t, s-p-r-i-n-t, makes the word **sprint**.
- **Step 2:** Call out the words for the students to spell. For example: Spell the word **branch** (b-r-a-n-ch).
- It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 2 List 3: Words with CCVCC and CCCVCC (shrink, squint, branch, crunch, squelch, thrust, shrimp, scold, strict, sprint)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

### **Objectives**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- re-write part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- **Step 1:** The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- **Step 2:** The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- **Step 3:** The third reading of the short story should occur at a more natural pace of reading.
- **Step 4:** Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over three consecutive days.

**Teacher's note:** High Frequency words (was, to, as, his, past, the, he)

Unit II Story 3 titled 'Drenching rain' (*Teachers/schools must make their own print*)

### **Drenching rain**

The man was drenched.

He had to squint to see the branches as he went past the trees.

The mud squelched under his boots.

But he thrust his hands in his pockets and sprinted.

## Week 4

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts

**Suggested length of time:** 3 minutes every day

**Objectives:**

- recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of double-letter 'll'

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *understand that when there is double 'll' placed together, they represent a single /l/ sound.*

**Source:** Class II, Unit 2 List 4: Words with final double letter 'll'

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- **Step 1:** Read each word on the list, modeling the decoding technique. For example, h-i-ll, h-i-ll, h-i-ll makes the word hill.
- **Step 2:** Call out the words for the students to spell. For example: Spell the word fell (f-e-ll). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 2 List 4: Words with final double letter 'll' (spell, hill, fell, still, well, will, tell, thrill, smell, yell)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).

- read the story with accuracy and fluency.
- re-write part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- **Step 1:** The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- **Step 2:** The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- **Step 3:** The third reading of the short story should occur at a more natural pace of reading.
- **Step 4:** Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (the, he, was, be, a)

Unit II Story 4 titled 'The ill gull' (Teachers/schools must make their own print)

### The ill gull

The gull did not feel well.

The gull had got a chill.

The gull stood still but then the gull fell.

The gull was ill.

The gull must sit still and soon he will be well.

## Week 5

**Daily Activity:** Revision of the alphabet and phonic concepts

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet and phonic sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of the double-letter 'ss'.

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *understand that when there is double 'ss' placed together, they represent a single /s/ sound.*

**Source:** Class II, Unit 2 List 5: Words with final double letter 'ss'

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, *d-r-e-ss, d-r-e-ss*, makes the word dress!
- Step 2: Call out the words for the students to spell. For example: Spell the word fuss (f-u-ss). It is essential to clarify and explain the meaning of any words not understood by the children.

**Source: Class II, Unit 2 List 5: Words with 'ss' as in dress (dress, miss, cross, press, stress, bless, chess, mess, loss, fuss)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (we, a, made, was, my, I, as)

Unit 2 Story 5 titled 'My poster is a mess' (*Teachers/schools must make their own print*)

**My poster is a mess**

In art class we made a poster.

I pressed paint onto my poster but

I got paint on my dress.

I fussed and stressed.  
I did get cross as my  
poster was a big mess.

## Week 6

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of the double-letter 'zz' and 'ff'.

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *understand that when there is double 'zz' and 'ff' placed together, they represent a single /z/ and /f/ sound respectively.*

**Source:** Class II, Unit 2 List 6: Words with 'zz' and 'ff'

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, **wh-i-zz, wh-i-zz, wh-i-zz makes the word whizz and o-ff, o-ff, o-ff makes the word off.**
- Step 2: Call out the words for the students to spell. For example: Spell the word **buzz (b-u-zz) or stuff (st-u-ff)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 2 List 6: Words with 'zz' and 'ff' (whizz, buzz, fuzzy, off, stuff, stiff, whiff, cliff, scruff, sniff)



**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)  
**Suggested length of time for the story reading:** 5 minutes every day  
**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (was, a, she)

Unit 2 Story 6 titled ‘In a tizz’ (*Teachers/schools must make their own print*)

**In a tizz**

Seday was in such a tizz.  
 A bee was buzzing around her head.  
 She was dizzy and had a stiff neck.  
 Then the fluffy bee did whizz off.  
 It went over the cliff.

**Assessment Tool: Unit 2 Continuous Formative Assessment:**

- Subtest 1 - Reading test
- Subtest 2 - Spelling test
- Subtest 3 - Writing in sentences

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 2 Review</b> Double & Triple Consonants & Double Letters	1	street <input type="checkbox"/> ✓X	branch <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	He <u>thrust</u> the <u>branch</u> off the <u>cliff</u> .	
	2	splinter <input type="checkbox"/> ✓X	splash <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	3	stress <input type="checkbox"/> ✓X	smell <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	<u>Will</u> you <u>tell</u> me what happened?	
	4	stiff <input type="checkbox"/> ✓X	dress <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	5	strict <input type="checkbox"/> ✓X	shrug <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
<b>Scores:</b>		/5 = _____ %		/5 = _____ %		/5 = _____ %	

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## UNIT 3

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**Introduction to Unit 3:** The focus of unit 3 is long and short vowels. In Class I, learners learnt some vowels ('oo', 'ee', 'ar', 'or'). In Class II, in this particular unit, learners are exposed to both long and short vowels with the addition or omission of the silent 'e'.

### Week 1

**Daily Activity:** Revision of the alphabet and phonic concepts

**Suggested length of time:** 3 minutes every day

**Objectives:** recall the alphabet (learnt in Class PP) and phonic sounds (learnt in Class I and presently learning) with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness.

Introduction of short vowels (/a/, /e/, /i/, /o/, /u/) and long vowels (/a\_e/, /e\_e/, /i\_e/, /o\_e/, /u\_e/) and the conversion of vowel from short to long with the presence of silent 'e' at the end of the word.

**Suggested length of time:** 2 minutes every day

**Objectives:**

- understand that the short vowel sound changes to the long vowel sound (the letter's own name) with the presence of silent 'e' at the end of the word.

**Teacher's note:** There are only 5 'long and short vowel' sounding (blending and segmenting) cards within the SSP pack.

Short (a)	Long(a_e)
mat	mate
tap	tape
cap	cape

Short (e)	Long(e_e)
pet	pete
her	here
them	theme

Short (i)	Long(i_e)
hid	hide
tim	time
shin	shine

Short (o)	Long(o_e)
rod	rode
hop	hope
slop	slope

Short (u)	Long(u_e)
cub	cube
tub	tube
cut	cute

Source: 'Long and short vowel' sounding cards within the SSP pack (green in colour).

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, *p-l-a-n, p-l-a-n, p-l-a-n makes the word plan and p-l-a (letter name)-n, p-l-a (letter name)-n, p-l-a (letter name)-n makes plane!*
- Step 2: Call out the words for the students to spell. For example: Spell the word cut (c-u-t) or cute (c-u (letter name)-t). It is essential to clarify and explain the meaning of any words not understood by the children.

Source: Class II, Unit 3 List 1: Words with long and short vowels and contrasting pairs (plan, plane, hid, hide, hop, hope, cub, cube, pet, pete)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (he, a, want, of, the, was, to)

Unit 3 Story 1 titled 'Penjor sat in the shade' (*Teachers/schools must make their own print*)

### Penjor sat in the shade

Penjor sat in the shade of a tree.  
He was mad. He did not want  
to play hide and seek.  
Penjor made a note and  
hid it under the cube.

## Week 2

**Daily Activity:** Revision of the alphabet and phonic sounds learnt

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet and phonic sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Long vowel sound /a\_e/.

**Suggested length of time:** 2 minutes every day

**Objectives:**

- understand that the short vowel sound /a/ changes to the long vowel sound /a\_e/ (the letter's own name) with the presence of silent 'e' at the end of the word.

**Teacher's note:** There is only 1 sounding (blending and segmenting) card for /a/ and /a\_e/ with a list of words on the front and back to read and spell.

**Source:** 'Long and short vowel' (/a/ /a\_e/) sounding card within the SSP pack (green in colour).

### Daily Activity: Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

#### Objectives:

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, *m-a (letter name)-d, m-a (letter name)-d, m-a (letter name)-d m-a-d-e* makes the word made.
- Step 2: Call out the words for the students to spell. For example: Spell the word *gave (g-a (letter name)-v)*. It is essential to clarify and explain the meaning of any words not understood by the children.

**Source: Class II, Unit 3 List 2: Words with a\_e (made, snake, late, cake, take, game, same, came, gave and state)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

#### Objectives:

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (me, they, of, the, go, a, I)

**Unit 3 Story 2 titled 'The grapes that I ate' (Teachers/schools must make their own print)**

### The grapes that I ate

I ate a case of grapes but the grapes had a bad taste. They made

me shake and go pale.  
The grapes made me sick.  
I gave the grapes away.

### Week 3

**Daily Activity:** Revision of the alphabet and phonic concepts learnt  
**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet and phonic sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Long vowel sound /e\_e/ and /ee/

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *Understand that the short vowel sound /e/ changes to the long vowel sound /e\_e/ (the letter's own name) with the presence of silent 'e' at the end of the word.*
- *The sounds /e\_e/ and /ee/ sounds the same*

**Teacher's note:** There is only 1 sounding out (blending and segmenting) card each for /e/ and /e\_e/ and /ee/ with a list of words on the front and back to read and spell.

**Source:** 'Long and short vowel' (/e/, /e\_e/) and /ee/ sounding cards within the SSP pack (green and purple respectively).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the list words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, *e (letter name) -v, e (letter name) -v, e (letter name) -v* makes the word eve.
- Step 2: Call out the words for the students to spell. For example: Spell the word *these (th- e (letter name) -s)*. It is essential to clarify and explain the meaning of any words not understood by the children.

Source: Class II, Unit 3 List 2: Words with e\_e and ee (these, theme, eve, delete, extreme, teeth, need, seem, sheet, cheek)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (to, the)

Unit 3 Story 3 titled 'The tree at the park' (*Teachers/schools must make their own print*)

### **The tree at the park**

Dorji and Norbu meet at the park.  
Dorji hides in these trees. Norbu  
runs to these trees and sees Dorji's  
feet. Norbu peeks into  
these trees and sees  
Dorji's cheek.

## **Week 4**

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts.

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).



**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness.

Long vowel sound /i\_e/

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *understand that the short vowel sound /i/ changes to the long vowel sound /i\_e/ (the letter's own name) with the presence of silent 'e' at the end of the word.*

**Teacher's note:** There is only 1 sounding (blending and segmenting) card for /i/ and /i\_e/ with a list of words on the front and back to read and spell.

**Source: 'Long and short vowel' sounding cards within the SSP pack (green).**

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, *l-i-f-e, l-i-f-e, l-i-f-e makes the word life.*
- Step 2: Call out the words for the students to spell. For example: Spell the word *ride (r-i-d-e)*. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 3 List 4: Words with i\_e. (ride, slide, life, while, time, like, fire, white, inside, five)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.

- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (was, to, out, a, the)

Unit III Story 4 titled 'Time to dine' (*Teachers/schools must make their own print*)

### Time to dine

Dema lit a fire. Next, she wiped the benches and made them shine.

Then she hung things on the line.

While the dinner cooked,

Dema set out five plates. It was time to dine.

## Week 5

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

### Objective:

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness.

Long vowel sound /o\_e/

**Suggested length of time:** 2 minutes every day

### Objectives:

- *understand that the short vowel sound /o/ changes to the long vowel sound /o\_e/ (the letter's own name) with the presence of silent 'e' at the end of the word.*

**Teacher's note:** There is only 1 sounding (blending and segmenting) card for /o/ and /o\_e/ with a list of words on the front and back to read and spell.

**Source:** 'Long and short vowel' sounding cards within the SSP pack (green).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

### Objectives:

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).

- sound-out and spell the list words with accuracy.

**Teacher’s note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, **w-o-k-e, w-o-k-e, w-o-k-e makes the word woke.**
- Step 2: Call out the words for the students to spell. For example: Spell the word **home (h-o-m-e)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 3 List 4: Words with o\_e. (rode, broke, woke, home, close, drove, note, rope, choke, nose)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (to, was, he, the, of, a)

Unit III Story 5 titled ‘The note in smoke’ *(Teachers/schools must make their own print)*

**The note in smoke**

Pem was lost on the slope of a hill.

Pem had a stove and a trap with rope to make a tent.

But he was all alone. Pem made a note with smoke to send home.

## Week 6

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness

Long vowel sound with /u\_e/

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *understand that the short vowel sound /u/ changes to the long vowel sound /u\_e/ (the letter's own name) with the presence of silent 'e' at the end of the word.*

**Teacher's note:** There is only 1 sounding (blending and segmenting) card for /u/ and /u\_e/ with a list of words on the front and back to read and spell.

**Source: 'Long and short vowel' sounding cards within the SSP pack (green).**

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. *For example, h-o-m-e, h-o-m-e, h-o-m-e, makes the word home.*
- Step 2: Call out the words for the students to spell. For example: Spell the word **rope(r-o-p-e)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 3 List 4: Words with u\_e. (cute, use, tune, dune, rude, flute, June, prune, mute, tube)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (as, of, my, a, down, many, do, like, I, to)

Unit III Story 6 titled 'The month of June' (Teachers/schools must make their own print)

**The month of June**

In June I play a tune on my flute.

I like to make cute red cubes as gifts.

I like to run down sand dunes.

In the month of June I do many things.

**Assessment Tool: Unit 3 Continuous Formative Assessment:**

- Subtest 1 - Reading test
- Subtest 2 - Spelling test
- Subtest 3 - Writing in sentences

**Teacher's note:** The spelling and writing tasks are designed to be presented to the whole class.

However, the reading task requires the teacher to spend less than a minute with each child in the class.

Unit 3 Review Short & Long Vowels	1	snake <input type="checkbox"/> ✓X	made <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	She <u>made</u> a <u>white</u> cake for him.	
	2	these <input type="checkbox"/> ✓X	while <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	3	like <input type="checkbox"/> ✓X	teeth <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	4	home <input type="checkbox"/> ✓X	cute <input type="checkbox"/> ✓X	If incorrect how was it spelled?		2	I will go <u>home</u> in <u>June</u> .
	5	use <input type="checkbox"/> ✓X	broke <input type="checkbox"/> ✓X	If incorrect how was it spelled?			
	Scores:	/5 = %		/5 = %		/5 = %	

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## UNIT 4

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**Introduction to Unit 4:** The focus of unit 4 is digraphs such as 'oa', 'ow', 'ea' and 'aw'. Here learners establish that some sounds sound the same but are spelt differently. For instance, 'ow' (in bow) and 'oa' (in goat) sound the same. Similarly, 'ee' (in bee) and 'ea' (in leaf) sound the same.

### Week 1

**Daily Activity: Revision of the alphabet and phonic sounds learned.**

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet and phonic sounds with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /oa/ card.

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness

Introduction of the phonic concept /oa/

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that when the letters 'o' and 'a' are placed together they typically represent the sound /oa/ as in boat (b-**oa**-t).*

**Source: 'oa' sounding-out cards within the SSP pack (green).**

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, **s-**oa**-p, s-**oa**-p** makes the word **soap**.
- Step 2: Call out the words for the students to spell. For example: Spell the word **float (f-**l**-**oa**-t)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 4 List 1: Words with 'oa' (boat, road, goal, soap, float, throat, coat, soak, coast)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (**onto, was, a, the**)

Unit 4 Story 1 titled 'A trip to the coast' (*Teachers/schools must make their own print*)

### **A trip to the coast**

A coach drove along a road. In the coach was a groaning goat and a croaking toad. At the coast the driver loaded the goat and the toad onto a boat.

## **Week 2**

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters 'o' and 'w' are placed together they typically represent the sound /ow/ as in show (sh-ow).*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ow/ card.

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness

**Introduction of the phonic concept 'ow'.**

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that when the letters 'o' and 'w' are placed together they typically represent the sound /ow/ as in show (sh-ow).*

**Source: 'ow' sounding-out cards within the SSP pack (yellow).**

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, **s-l-ow, s-l-ow, s-l-ow** make the word **slow**.
- Step 2: Call out the words for the students to spell. For example: Spell the word **grow (g-r-ow)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 4 List 2: Words with 'ow' (yellow, below, own, grow, show, follow, slow, rainbow, throw)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.



- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (**out, saw, to, a, his, the**)

Unit 4 Story 2 titled 'Outside the window' (*Teachers/schools must make their own print*)

### Outside the window

A small boy looked out his window  
at the rainbow. Below the rainbow  
he saw a yellow bird in a shallow  
pond and flowers growing  
in a row. The boy ran to  
follow the rainbow.

## Week 3

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

#### Objectives:

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ur/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

**Introduction of the phonic concept 'ea'.**

**Suggested length of time:** 2 minutes every day

#### Objective:

- *understand that when the letters 'e' and 'a' are placed together they typically represent the sound /ea/ as in boat- m-ea-t.*

**Source:** 'ea' sounding-out cards within the SSP pack (yellow in colour).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, **t-ea-m, t-ea-m, t-ea-m** makes the word **team**.
- Step 2: Call out the words for the students to spell. For example: Spell the word **real (r-ea-l)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 4 List 3: Words with 'ea' (sea, tea, team, beach, read, real, eat, tea, each)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (**we, be, to, as, my, a**)

Unit 4 Story 3 titled 'My teacher' (*Teachers/schools must make their own print*)

**My teacher**

My teacher teaches us to read and  
tells us not to be mean and to join  
together as a team. My  
teacher tells each of us to dream big and to  
reach for all we can be.

## Week 4

**Daily Activity: Revision of the alphabet sounds and the phonic concepts learned** **Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness

Contrasting words with phonic concepts /ea/ and /ee/

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that 'ea' and 'ee' make the same sound*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

**Source: 'ea' and 'ee' sounding-out cards within the SSP pack (green and purple in colour respectively).**

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, c-r-ea-m, c-r-ea-m, c-r-ea-m makes cream and d-ee-p, d-ee-p, d-ee-p makes deep.
- Step 2: Call out the words for the students to spell. For example: Spell the word keep (k-ee-p) and spell the word meat (m-ea-t). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 4 List 4: Words with 'ea' and 'ee' (deep, three, sheet, keep, cream, beach, meat)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (**we, was, to, the**)

Unit 4 Story 4 titled 'A day at the beach' (*Teachers/schools must make their own print*)

**A day at the beach**

The three of us went to the beach for the weekend.  
At the beach the heat from the sun was strong.  
We swam in the deep sea, had a feast and then a sleep.

**Week 5**

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned **Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ur/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction to the phonic concept /aw/ as in straw

**Objectives:**

- *understand that when the letters 'a' and 'w' are placed together they represent the sound /aw/ as in straw*

**Suggested length of time:** 2 minutes every day

**Source: 'aw' sounding-out cards within the SSP pack (green in colour).**

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, d-r-aw, d-r-aw, d-r-aw makes the word draw.
- Step 2: Call out the words for the students to spell. For example: Spell the word straw (s-t-r-aw). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 4 List 5: Words with 'aw' (saw, straw, shawl, prawn, hawk, claw, raw, draw, jaw, dawn)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (we, was, to, the)

Unit 4 Story 5 titled 'The hawk's meal' (*Teachers/schools must make their own print*)

### The hawk's meal

It was dawn when a big hawk saw a prawn.

The hawk looked down upon the prawn with open claws.

The raw prawn got trapped in the claws and then the jaws of the hawk.

## Week 6

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned

**Suggested length of time:** 3 minutes every day

### Objectives:

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Contrasting words with /aw/ and /or/

**Suggested length of time:** 2 minutes every day

### Objectives:

- *understand that /aw/ and /or/ sound the same*

**Source:** 'aw' and 'or' sounding-out cards within the SSP pack (green and orange in colour respectively).

**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

### Objectives:

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, d-r-aw, d-r-aw, d-r-aw makes the word draw.

- Step 2: Call out the words for the students to spell. For example: Spell the word **straw(s-t-r-aw)** and **sport (s-p-or-t)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 4 List 6: Words with ‘aw’ and ‘or’ (torch, thorn, order, short, north, yawn, crawl, law, paw, fawn)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (they, together, the)

Unit 4 Story 6 titled ‘A horse and a farm’ (*Teachers/schools must make their own print*)

**A horse and a fawn**

A horse and a fawn sat on the lawn.  
The horse and the fawn ate straw and corn. At dawn the horse and the fawn yawned and crawled under the gate. Together they ran north.

**Assessment Tool: Unit 4 Continuous Formative Assessment:**

- Subtest 1 - Reading test
- Subtest 2 - Spelling test
- Subtest 3 - Writing in sentences

Unit 4 Review aw, ow, or, oa aw, or	1	oast	<input type="checkbox"/>	✓X	road	<input type="checkbox"/>	✓X	If incorrect how was it spelled?	1	I saw a boat under a rainbow.
	2	below	<input type="checkbox"/>	✓X	follow	<input type="checkbox"/>	✓X	If incorrect how was it spelled?		
	3	dream	<input type="checkbox"/>	✓X	teacher	<input type="checkbox"/>	✓X	If incorrect how was it spelled?	2	I dream when I am asleep.
	4	saw	<input type="checkbox"/>	✓X	order	<input type="checkbox"/>	✓X	If incorrect how was it spelled?		
	5	short	<input type="checkbox"/>	✓X	draw	<input type="checkbox"/>	✓X	If incorrect how was it spelled?		
Scores:		/5 = %		/5 = %		/5 = %				

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

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## UNIT 5

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**Introduction to Unit 5:** The focus of unit 5 is digraphs 'ou', 'ow', 'ir', and 'ur'. Similar to the previous unit, learners establish that 'ou' (in out) and 'ow' (in now) sound the same; and 'ir' (in bird) and 'ur' (in burn) sound the same. Another significant aspect of phonemic awareness that learners discern is that the same digraph can sound differently. For example, 'ow' (in crow) and 'ow' (how) sound completely different.

### Week 1

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

**Objective:**

- recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness**

Introduction of the phonic concept 'ou'.

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that when the letter 'o' and 'u' are placed together they represent the sound /ou/.*

**Teacher's Note:** There is only 1 sounding-out (blending and segmenting) cards within the SSP pack.

**Source:** 'ou' sounding-out cards within the SSP pack (green).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- **Step 1:** Read each word on the list, modelling the decoding technique. For example, s-ou-th, s-ou-th, s-ou-th makes the word south.



- **Step 2:** Call out the words for the students to spell. For example: Spell the word out (ou-t). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 5 List 1: Words with ou. (out, house, found, mouse, around, our, sound, ground, cloud, about)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

### **Objectives**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- re-write part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- **Step 1:** The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- **Step 2:** The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- **Step 3:** The third reading of the short story should occur at a more natural pace of reading.
- **Step 4:** Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days

**Teacher's note:** High Frequency words (over, the, began, to, a)

Unit 5 Story 1 titled 'Storm clouds' (Teachers/schools must make their own print)

### **Storm clouds**

Over the house, clouds began to gather.  
 Soon a loud storm began to sound. The  
 rain pounded over the ground and over  
 the house. Then the clouds  
 moved south and the sun  
 came out again.

## Week 2

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

**Objective:**

- recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness**

Introduction of the phonic concept 'ow'.

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that when the letter 'o' and 'w' are placed together they represent the sound /ow/.*

**Teacher's Note:** There is only 1 sounding-out (blending and segmenting) cards within the SSP pack.

**Source:** 'ow' sounding-out cards within the SSP pack (green).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- **Step 1:** Read each word on the list, modeling the decoding technique. For example, b-r-ow-n, b-r-ow-n, b-r-ow-n, makes the word brown.
- **Step 2:** Call out the words for the students to spell. For example: Spell the word how (h-ow). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 5 List 2: Words with ow. (brown, now, flower, how, down, power, shower, town, owl, clown)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

### Objectives

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- re-write part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- **Step 1:** The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- **Step 2:** The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- **Step 3:** The third reading of the short story should occur at a more natural pace of reading.
- **Step 4:** Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (was, a)

Unit 5 Story 2 titled 'Power off in tower' (Teachers/schools must make their own print)

### Power off in tower

A crowd gathered down in town.  
The crowd growled about how the  
town's power had been turned  
off. Without power everyone  
was having cold showers.

### Week 3

**Daily Activity:** Revision of the alphabet and phonic concept learned.

**Suggested length of time:** 3 minutes every day.

### Objectives:

- recall the alphabet and phonic sounds with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards in alphabetical order (as opposed to presenting within colour organized groupings).

**Source:** Sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness  
Contrasting /ou/ and /ow/ words  
Suggested length of time: 2 minutes every day

**Objectives:**

- understand that 'ou' and 'ow' make the same sound

**Teacher's note:** There are only two sounding-out (blending and segmenting) cards within the SSP pack.

**Source:** 'ou' and 'ow' sounding-out cards within the SSP pack (green).

**Daily Activity:** Reading and spelling list words  
**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the list words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, sh-ow-er, sh-ow-er, sh-ow-er makes shower and s-ou-th, s-ou-th, s-ou-th makes the word south.
- Step 2: Call out the words for the students to spell. For example: Spell the word how (h-ow) and spell the word loud (l-ou-d). It is essential to clarify and explain the meaning of any words not understood by the children.

**Source:** Class II, Unit 5 List 3: Words with 'ou' and 'ow' (round, south, loud, shout, flour, tower, frown, coward, powder, crown)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)  
**Suggested length of time for the story reading:** 5 minutes every day  
**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (a, the, to)

Unit 5 Story 3 titled 'An owl's nest' (Teachers/schools must make their own print)

### An owl's nest

A brown owl flew down from the clouds.

The owl went down to the ground for twigs.

Then the owl flew around the town and scouted about for things for her nest.

## Week 4

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned.

**Suggested length of time:** 3 minutes every day

### Objectives:

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ir/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

**Introduction of the phonic concept /ir/**

**Suggested length of time:** 2 minutes every day

### Objectives:

- *understand that when the letters 'i' and 'r' are placed together they typically represent the sound /ir/ as in bird-b-ir-d.*

**Teacher's Note:** There is only 1 sounding-out card.

**Source:** 'ir' sounding-out cards within the SSP pack (green)

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

### Objectives:

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, **b-ir-th-d-ay, b-ir-th-d-ay, b-ir-th-d-ay makes the word birthday and f-ir-st, f-ir-st, f-ir-st makes the word first.**
- Step 2: Call out the words for the students to spell. For example: Spell the word **swirl (sw-ir-l)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 5 List 4: Words with 'ir' (bird, girl, first, birthday, swirl, third, stir, skirt, shirt, dirt)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (of, my, onto, a, I)

Unit 5 Story 4 titled 'Getting dirty' (*Teachers/schools must make their own print*)

**Getting dirty**

This morning, I got dirty. First a squirt of paint landed on my shirt.

Then outside mud splashed onto my skirt.

Third I got birthday cake on my coat. I am a dirty girl.

**Week 5**

**Daily Activity: Revision of the alphabet sounds and the phonic concepts** learned and the **Suggested length of time:** 3 minutes every day

**Objectives:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*
- *understand that when the letters 'u' and 'r' are placed together they typically represent the sound /ur/ as in church- ch-ur-ch.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings). Introduce the set of flashcards the /ur/ card.

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

**Introduction of the phonic concept 'ur'.**

**Suggested length of time:** 2 minutes every day

**Objectives:**

- *understand that when the letters 'u' and 'r' are placed together they typically represent the sound /ur/ as in church- ch-ur-ch.*

**Teacher's Note:** There is only 1 sounding-out card.

**Source:** 'ur' sounding-out cards within the SSP pack (green).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, h-ur-t, h-ur-t makes the word hurt.
- Step 2: Call out the words for the students to spell. For example: Spell the word turn (t-ur-n). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 5 List 5: Words with 'ur' (hurt, turn, Saturday, nurse, burst, fur, burn, return, purse, churn)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (to, a, he, the)

Unit 5 Story 5 titled 'Sunburn' (*Teachers/schools must make their own print*)

### Sunburn

On Saturday a boy went to surf.

He surfed all day in the hot sun.

The surfer got sunburnt and it hurt.

He had to see a nurse. The nurse told him not to return to the sun.

### Week 6

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned

**Suggested length of time:** 3 minutes every day

#### Objectives:

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

#### Daily Activity: Phonemic awareness

Contrasting /ir/, /ur/ and /er/ words.

**Suggested length of time:** 2 minutes every day

#### Objectives:

- *understand that 'ir', 'ur' and 'er' make the same sounds.*

**Teacher's Note:** There is only 1 sounding-out card for each phonic sound.

**Source:** 'er' sounding-out cards (orange in colour) and 'ir' & 'ur' sounding-out cards (green in colour) within the SSP pack.

#### Daily Activity: Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

#### Objectives:



- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, **b-e-tt-er, b-e-tt-er, b-e-tt-er makes the word better; l-ur-k, l-ur-k, l-ur-k makes the word lurk; and t-w-ir-l, t-w-ir-l, t-w-ir- makes the word twirl.**
- Step 2: Call out the words for the students to spell. For example: Spell the word **person (p-er-s-o-n), curl (c-ur-l) or birth (b-ir-th).** It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 5 List 5: Words with 'er', 'ir' & 'ur' (better, person, paper, together, lurk, curl, turnip, twirl, birth, chirp)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (the, of, a, be, would, to)

**Unit 5 Story 6 titled 'Chirp' (Teachers/schools must make their own print)**

**Chirp**

Sonam had been waiting for the birth of the birds but now a small bird had fallen out.

A cat may be lurking and would hurt it.

Sonam had better transfer the bird back to the nest.

**Assessment Tool: Unit 5 Continuous Formative Assessment:**

- Subtest 1 - Reading test
- Subtest 2 - Spelling test
- Subtest 3 - Writing in sentences

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 5 Review</b> ou, ow, ir, ur, er	1	house <input type="checkbox"/> ✓X	found <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1	I <u>found</u> a red <u>flower</u> .
	2	flower <input type="checkbox"/> ✓X	brown <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
	3	first <input type="checkbox"/> ✓X	birthday <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
	4	person <input type="checkbox"/> ✓X	paper <input type="checkbox"/> ✓X	If incorrect how was it spelled?	2	Return the <u>paper</u> to the <u>first</u> window.
	5	hurt <input type="checkbox"/> ✓X	burst <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
<b>Scores:</b>		_____ /5 = _____ %		_____ /5 = _____ %		

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## UNIT 6

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**Introduction to Unit 6:** The focus of unit 6 is digraphs 'ew', 'ue', 've', 'kn' and the letter 'y' at the end of a word making the 'igh' and the 'ee' sound. Learners figure out that 'ew' in 'grew' and 'few' sound different. However, 'ew' (in threw) and 'ue' (in clue) sound the same. Likewise, 'ue' in 'clue' and 'cue' do not sound the same. In addition, learners work with digraphs 've' where the latter letter is silent and 'kn' where the initial letter is silent.

### Week 1

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned  
**Suggested length of time:** 3 minutes every day

**Objective:**

- recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity: Phonemic awareness**

**Introduction of phonic concept 'ew' and 'ue' which makes the sounds of long /oo/ and also /y+oo/ (like the letter name 'u')**

**Suggested length of time:** 2 minutes every day

**Objective:**

- understand that 'ew' and 'ue' make the sound of long /oo/ (as in **flew** and **glue**) and /y+oo/ (as in **few** and **cue**).

**Teacher's Note:** There is only 1 sounding-out (blending and segmenting) card each for /ew/ and /ue/

**Source:** 'ew' and 'ue' sounding-out cards within the SSP pack (both are green).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- **Step 1:** Read each word on the list, modelling the decoding technique. For example, g-r-ew, g-r-ew, g-r-ew makes the word grew.
- **Step 2:** Call out the words for the students to spell. For example: Spell the word true (t-r-ue). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 6 List 1: Words with ew and ue. (new, threw, stew, few, flew, drew, true, blue, due, glue)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)  
**Suggested length of time for the story reading:** 5 minutes every day  
**Suggested length of time for partial story re-writing:** 15 minutes every day

### Objectives

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- re-write part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- **Step 1:** The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- **Step 2:** The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- **Step 3:** The third reading of the short story should occur at a more natural pace of reading.
- **Step 4:** Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (put, his, a, he)

Unit 5 Story 1 titled 'A new bookshelf' (Teachers/schools must make their own print)

### A new bookshelf

Karma needed a new bookshelf.  
He took a few moments and drew a plan.  
Then he put the shelves together with glue and screws.  
Karma painted his new book shelf blue.

## Week 2

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned

**Suggested length of time:** 3 minutes every day

**Objective:**

- recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.

**Teacher's Note:** Present the alphabet cards and the phonic cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

**Contrasting words with /ew/, /ue/ and /oo/**

**Suggested length of time:** 2 minutes every day

**Objective:**

- understand that /ew/, /ue/ and long /oo/ in certain words sound the same

**Teacher's Note:** There is only 1 sounding-out card each for /ew/, /ue/ and /oo/.

**Source:** 'ew', 'ue' and 'oo' sounding-out cards within the SSP pack (green and purple).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- **Step 1:** Read each word on the list, modelling the decoding technique. For example, c-r-ew, c-r-ew, c-r-ew makes the word crew.
- **Step 2:** Call out the words for the students to spell. For example: Spell the word few (f-ew). It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 6 List 2: Words with oo, ew and ue. (cue, clue, grew, chew, blew, smooth, loose, scoop, goose, balloon)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

### Objectives

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the 'sounding-out' technique).
- read the story with accuracy and fluency.
- re-write part of the story, applying the practiced 'sounding-out' spelling skills.

**Teacher's note:** Students are allocated a story for the week.

- **Step 1:** The first reading of the short story should involve modeling the decoding (or sounding-out) of the words.
- **Step 2:** The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- **Step 3:** The third reading of the short story should occur at a more natural pace of reading.
- **Step 4:** Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days

**Teacher's note:** High Frequency words (a, to, the, is)

Unit 6 Story 2 titled 'A loose tooth' (Teachers/schools must make their own print)

### A loose tooth

Pelsel had a loose tooth. When she started to chew the tooth hurt. When she blew up a balloon, the hurt grew. The loose tooth is due to fall out soon. Then Pelsel can chew again.

### Week 3

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned

**Suggested length of time:** 3 minutes every day

### Objective:

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source: Alphabet and phonic sound flashcards within the SSP pack.**

**Daily Activity:** Phonemic awareness

Introduction of the phonic concept **/-y/ which sounds like /igh/ (letter name 'i')**

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that the letter '-y' represent the sound /igh/ (letter name 'i'), at the end of certain words*

**Teacher's note:** There is only one sounding out (blending and segmenting) card for '-y' (as in cry)

**Source: '-y' sounding-out cards within the SSP pack (green in colour and has a picture of a crying baby).**

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, b-y, b-y, b-y makes the word by.
- Step 2: Call out the words for the students to spell. For example: Spell the word **why (wh-y)**. It is essential to, clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 6 List 3: Words with 'y as igh' (by, my, try, fly, why, cry, dry, sky, shy, sly)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.

- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (my, is, the, she, will, and, to, a, at, her, me)

Unit 6 Story 3 titled 'The shy spy' (*Teachers/schools must make their own print*)

### The shy spy

My sister is shy.

She will sit by herself and cry.

I try to ask her why.

She will look at the sky and tell me she wishes she could fly.

My sister would like to try and fly a plane.

## Week 4

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned

**Suggested length of time:** 3 minutes every day

### Objective:

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of the phonic concept /ve/

**Suggested length of time:** 2 minutes every day

### Objective:

- *understand that when the letters 'v' and 'e' are placed together, they represent a single/v/ sound.*

**Teacher's note:** There is no sounding out card for this concept. However, example words may be used from the word list.

**Source:** Unit 6, List 4-word list



**Daily Activity: Reading and spelling list words**

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, l-i-ve, l-i-ve, l-i-ve makes the word live.
- Step 2: Call out the words for the students to spell. For example: Spell the word **give (g-i-ve)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 6 List 4: Words with 've' (live, leave, give, have, weave, active, nerve, serve, sleeve, captive)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced 'sounding-out' spelling skills.*

**Teacher's note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher's note:** High Frequency words (place, they, of, the, as, into, a, to, together)

Unit 6 Story 4 titled 'Olive tree home' (*Teachers/schools must make their own print*)

### Olive tree home

The children have a cubby. They weave branches together to make a place to live. They heave buckets of rocks up into the olive tree. They serve these rocks as food.

## Week 5

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds and the phonic concepts learnt with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of the phonic concept */-y/* which sounds like */ee/* (letter name 'e')

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that the letter 'y' at the end of certain words represents the long vowel /ee/ sound.*

**Teacher's note:** There is only one sounding out (blending and segmenting) card for '-y' (as in body)

**Source:** '-y' sounding-out cards within the SSP pack (green and has a picture of a puppy).

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- sound-out and decode the list words.
- read the words automatically (without applying the 'sounding-out' technique).
- sound-out and spell the list words with accuracy.

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modeling the decoding technique. For example, p-u-pp-y, p-u-pp-y, p-u-pp-y, makes the word **puppy**.
- Step 2: Call out the words for the students to spell. For example: Spell the word **study** (s-t-u-d-y) It is essential to clarify and explain the meaning of any words not understood by the class.

**Source: Class II, Unit 6 List 5: Words with ‘-y’ as ‘ee’ (puppy, happy, funny, study, yummy, story, body, windy, sunny, sticky)**

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- *sound-out the phonic words of focus within the story.*
- *read the words automatically (without applying the ‘sounding-out’ technique).*
- *read the story with accuracy and fluency.*
- *rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.*

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (place, they, of, the, as, into, a, to, together)

Unit 6 Story 5 titled ‘The puppy with no name’ (*Teachers/schools must make their own print*)

**The puppy with no name**

We got a new puppy. The puppy had  
no name. He was a funny puppy.  
But he made the house all  
sticky and messy. So we  
called the puppy messy.

## Week 6

**Daily Activity:** Revision of the alphabet sounds and the phonic concepts learned

**Suggested length of time:** 3 minutes every day

**Objective:**

- *recall the alphabet sounds and the phonic concepts learnt/ mentioned above with accuracy, confidence and speed.*

**Teacher's Note:** Present the alphabet cards and the phonic sound cards in a mixed order (as opposed to presenting within colour organised groupings).

**Source:** Alphabet and phonic sound flashcards within the SSP pack.

**Daily Activity:** Phonemic awareness

Introduction of the phonic concept/**kn**/

**Suggested length of time:** 2 minutes every day

**Objective:**

- *understand that though there are two letters in the sound /kn/, 'k' is silent and only /n/ is sounded out.*

**Teacher's note:** There is no sounding out card for this concept. However, example words may be used from the word list

**Source:** Unit 6, List 6 word list

**Daily Activity:** Reading and spelling list words

**Suggested length of time:** 10-15 minutes every day

**Objectives:**

- *sound-out and decode the list words.*
- *read the words automatically (without applying the 'sounding-out' technique).*
- *sound-out and spell the list words with accuracy.*

**Teacher's note:** The class is allocated a list of words for the week. Students will engage in sounding, reading and spelling-based practice with the words of the week.

- Step 1: Read each word on the list, modelling the decoding technique. For example, kn-ow, kn-ow, kn-ow makes the word know.
- Step 2: Call out the words for the students to spell. For example: Spell the word **knee (kn-ee)**. It is essential to clarify and explain the meaning of any words not understood by the class.

**Source:** Class II, Unit 6 List 6: Words with 'kn' (know, knee, knock, knew, knife, knead, kneel, knoll, knit, knot)

**Phonic story reading & story rewriting** (i.e., 2 reading and writing sessions presented over 2 days)

**Suggested length of time for the story reading:** 5 minutes every day

**Suggested length of time for partial story re-writing:** 15 minutes every day

**Objectives:**

- sound-out the phonic words of focus within the story.
- read the words automatically (without applying the ‘sounding-out’ technique).
- read the story with accuracy and fluency.
- rewrite part of the story, applying the practiced ‘sounding-out’ spelling skills.

**Teacher’s note:** Students are allocated a story for the week.

- Step 1: The first reading of the short story should involve modelling the decoding (or sounding-out) of the words.
- Step 2: The second reading of the short story should involve reading the words in full (without sounding) and at a reduced or slow pace.
- Step 3: The third reading of the short story should occur at a more natural pace of reading.
- Step 4: Following the readings (and when the children are familiar with the story) the children will rewrite the passage. The rewriting of the passage activity can be carried over two consecutive days.

**Teacher’s note:** High Frequency words (the, one, as, he, a, to)

Unit 6 Story 6 titled ‘The knight’s knife’ (*Teachers/schools must make their own print*)

**The knight’s knife**

The knight knelt on one knee. As the knight knelt he knocked a sharp knife.

The sharp knife fell and cut a rope that had big knots in it.

The knight knew he needed to fix the rope.

**Assessment Tool: Unit 6 Continuous Formative Assessment:**

- Subtest 1 - Reading test
- Subtest 2 - Spelling test
- Subtest 3 - Writing in sentences

**Teacher’s note:** The spelling and writing tasks are designed to be presented to the whole class. However, the reading task requires the teacher to spend less than a minute with each child in the class.

<b>Unit 6 Review</b> ew, ue, oo, y as igh & ee ve & kn	1	threw <input type="checkbox"/> ✓X	blue <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>	1	Why is the <u>knife</u> <u>sticky</u> ?
	2	why <input type="checkbox"/> ✓X	fly <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
	3	leave <input type="checkbox"/> ✓X	have <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
	4	happy <input type="checkbox"/> ✓X	story <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
	5	know <input type="checkbox"/> ✓X	knock <input type="checkbox"/> ✓X	<small>if incorrect how was it spelled?</small>		
2					2	I got <u>glue</u> on my <u>sleeve</u> .
<b>Scores:</b>	_____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %	

# Class III

The Class III curriculum builds on the foundation of Structured Synthetic Phonics (SSP), introduced in the earlier classes. (PP, I & II)

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## Unit 1

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**Introduction:** Unit 1 focuses on the review and reinforcement of foundational reading and spelling skills acquired in Class II, with the primary goal of reinstating and advancing these abilities, enabling students to confidently read and spell simple words. Specific attention must be given to learners who may need additional support, particularly those who lack knowledge of alphabet sounds or struggle with the essential skills of segmenting and blending sounds, possibly due to gaps in their understanding from classes PP and I, prior to class II revision. The unit serves as a crucial bridge to the next units.

### Week 1

**Concept: Revision of class II concepts vowel diagraph (split 'e') (a-e, o-e, i-e, u-e and e-e).**

**Suggested time length:** Dedicate 5 minutes every day to the aforementioned sound revision until the completion of review.

**Objective(s):** *Recall the sound of vowel diagraph (split 'e') learnt in class II.  
Articulate and spell the words accurately.*

**Materials:** Class II SSP (Phonic flash cards)

**Teacher must watch SSP training video prior to lesson delivery.**

**Links:** <https://youtu.be/2uPaR08vnkU?feature=shared> (a-e sound)  
<https://youtu.be/nrrdAPewBx8?feature=shared> (u-e sound)  
[https://youtu.be/EF\\_T\\_8zpr5A?feature=shared](https://youtu.be/EF_T_8zpr5A?feature=shared) (i-e sound)  
<https://youtu.be/V9XcLX1rqEw?feature=shared> (o-e sound)  
[https://youtu.be/qNca\\_nbt5CQ?feature=shared](https://youtu.be/qNca_nbt5CQ?feature=shared) (e-e sound)

**(Teacher may use the above links in supplement to the sound training video.)**

**Teacher's Note:** The teacher must teach sounds using the flash cards. Provide more words.

**(Words suggested in the table below)**

### Steps

1. Teacher shows the flash card. Let children recall the sound.
2. Learners' segment and blend the sounds to read word.

(Side) (Base) (Shone) (Theme) (f-l-ute)

3. Learners read the words without sounding out.

a-e	o-e	i-e	u-e	e-e
base	shone	rice	mule	theme
cave	lone	side	cute	Pete
bake	gone	life	mute	eve
sale	glove	drive	tune	these
tale	tone	kite	flute	complete

**Activity: Reading and Spelling**

**Suggested time length: 15minutes** (10 minutes reading & writing practice, 5 minutes for writing spelling test)

**Objective(s):** Recall the sound of vowel diagraph (split 'e') learnt in class II.

*Articulate and spell the words accurately.*

**Materials: Class III SSP (Unit 1-Reading & Spelling list 1) & Phonic Workbook.**

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps:**

1. Teacher picks a word. Model reads by segmenting and blending sounds.
  2. Learners' segment and blend the sounds to read each word given in the list.
  3. Learners read the words without sounding out.
  4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**
- (Guided writing. Utilize phonic workbook page 1)**
5. Let learners rewrite the spellings. **(Spelling Test)** (Teacher must dictate the words. It is not necessary to conduct test for all the words)
  6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length: 20 minutes.** (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** Read story with fluency and accuracy using phonemic awareness.

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials: Class III SSP (Unit 1-Story 1-The plane and the cube)**

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

**Steps**

1. Let learners hunt and underline all the long vowel (split e) words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the entire story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)



6. (Writing Test) Let children rewrite a part of the story. (The teacher must dictate two or three sentences for writing)

## Week 2

**Concept:** Revision of class II concepts vowel diagraph (/oa/ /ow/).

**Suggested time length:** Dedicate 10 minutes (5 minutes daily for each sound)

**Objective(s):** Recall the sound of vowel diagraph /oa/ow/ learnt in class II.

*Articulate and spell the words accurately.*

**Materials:** Class II SSP (Phonic flash cards)

Teacher must watch SSP training video prior to lesson delivery.

**Links:** <https://youtu.be/kmsixZbKxhA?feature=shared> (/oa/ sound)

<https://youtu.be/Cp-IB2e9ezc?feature=shared> (both /oa/ & /ow/ sound)

(Teacher may use the above links to supplement to SSP training video)

**Teacher's Note:** The teacher must teach sounds using the flash cards. Provide more words.

(Words suggested in the table below)

**Steps:**

1. Teacher shows the flash card. Let children recall the sound.
2. Learners' segment and blend the sounds to read word. E.g (s-**oa**-p) (**b-l-ow**)
3. Learners read the words without sounding out.

<b>oa</b>	blow	grow	snow	low	slow
<b>ow</b>	soap	coat	boat	soak	toad

**Explanation:** If we hear the long 'O' sound in the middle of a word, it typically corresponds to the 'oa' combination, and if the long 'O' sound is at the end of a word, it is generally spelled with 'ow')

**Activity:** Reading and Spelling

**Suggested time length:** 15minutes (10 minutes reading & writing practice and 5 minutes writing spelling test)

**Objective(s):** Recall the sound of vowel diagraph /oa/ow/ learnt in class II.

*Listen, articulate and spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Reading & Spelling list 2) & Phonic Workbook.

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps**

1. Teacher picks a word. Model reads by segmenting and blending sounds.
2. Learners' segment and blend the sounds to read each word given in the list.  
e.g (r-**oa**-d) (**sh-a-ll-ow**)
3. Learners read the words without sounding out.
4. Let children practice writing words using phonemic awareness. **(Repeat twice)**  
**(Guided writing. Utilize phonic workbook page 2).**
5. Let learners rewrite the spellings. **(Spelling Test)**  
(Teacher must dictate the words. It is not necessary to conduct test for all the words)

6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting the story. Reading and writing must be done in separate days)

**Objective(s):** *Read story with fluency and accuracy using phonemic awareness.*

*Rewrite a part of the story.*

*Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Story 2-The home on the coast)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

**Steps**

1. Let learners hunt and underline all the vowel diagraph (**oa/ow**) words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the entire story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy.  
**(Teacher-student or student-student shared writing strategy)**
6. (Writing Test) Let learners rewrite a part of the story. **(The teacher must dictate two or three sentences for writing)**

**Week 3**

**Concept:** Revision of class II concepts vowel diagraph (/ea/ /aw/).

**Suggested time length:** 10 minutes (5minutes daily for each sound)

**Objective(s):** *Recall the sound of vowel diagraph (/ea/aw/) learnt in class II.*

*Articulate and spell the words accurately using phonemic awareness.*

**Materials:** Class II SSP (Phonic flash cards)

**Teacher must watch SSP training video prior to lesson delivery.**

**Links:** <https://youtu.be/hsxhnhxylpE?feature=shared> (/ea/ sound)

<https://youtu.be/HVjG2wRnsaQ?feature=shared> (aw/ sound)

**(Teacher may use the above links to supplement SSP training video)**

**Teacher's Note:** The teacher must teach sounds using the flash cards. Provide more words.

**(Words suggested in the table below)**

**Steps**

1. Teacher shows the flash card. Let children recall the sound.
2. Learners' segment and blend the sounds to read word. **E.g (l-ea-d) (c-l-aw)**
3. Learners read the words without sounding out.

ea	meat	seat	read	lead	leaf
aw	jaw	law	flaw	claw	raw

**Activity: Reading and Spelling**

**Suggested time length:** 15 minutes (10 minutes reading & writing practice, 5 minutes for writing spelling test)

**Objective(s):** Recall the sound of vowel diagraph (/ea/aw/) learnt in class II.

*Articulate and spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Reading & Spelling list 3) & Phonic Workbook.

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps**

1. Teacher picks a word. Model reads by segmenting and blending sounds.
2. Learners' segment and blend the sounds to read each word given in the list.  
e.g (s-t-r-ea-m) (sh-aw-l)
3. Learners read the words without sounding out.
4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**  
*(Guided writing. Use phonic workbook page)*
5. Let learners rewrite the spellings. **(Spelling Test)** (Teacher must dictate the words. It is not necessary to conduct test for all the words)
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** Read story with fluency and accuracy using phonemic awareness.

*Rewrite a part of the story.*

*Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Story 3-The hawk's hunt)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

**Steps**

1. Let learners hunt and underline all the vowel diagraph (ea/aw) words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the entire story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners rewrite a part of the story. **(The teacher must dictate two or three sentences for writing)**

## Week 4

**Concept: Revision of class II concepts vowel diagraph (/ou/ /ow/).**

**Suggested time length:** Dedicate 10 minutes (5minutes daily for each sound)

**Objective(s):** Recall the sound of vowel diagraph (/ou/ow/) learnt in class II.

*Articulate and spell the words accurately using phonemic awareness.*

**Materials: Class II SSP (Phonic flash cards)**

Teacher must watch SSP training video prior to lesson delivery.

**Links:** <https://youtu.be/Zj4yChIjaBQ?feature=shared> (both ow/ou/ sound)

(Teacher may use the above link to supplement SSP training video)

**Teacher's Note:** The teacher must teach sounds using the flash cards. Provide more words.

**(Words suggested in the table below)**

**Steps:**

1. Teacher shows the flash card. Let children recall the sound.
2. Learners' segment and blend the sounds to read word. E.g (a-b-ou-t) (c-r-ow-n)
3. Learners read the words without sounding out.

<b>ou</b>	<b>scout loud shout about out</b>
<b>ow</b>	<b>cow gown down crown brown</b>

**Activity: Reading and Spelling**

**Suggested time length:** 15 minutes (10minutes reading and writing practice; and 5 minutes writing spelling test)

**Objective(s):** Recall the sound of vowel diagraph (/ea/aw/) learnt in class II.

*Articulate and spell the words accurately using phonemic awareness.*

**Materials: Class III SSP (Unit 1-Reading & Spelling list 4) & Phonic Workbook.**

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps**

1. Teacher picks a word. Model reads by segmenting and blending sounds.
2. Learners' segment and blend the sounds to read each word given in the list.  
e.g (w-i-th-ou-t) (f-l-ow-er)
3. Learners read the words without sounding out.
4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**  
**(Guided writing. Use phonic workbook page 5)**
5. Let learners rewrite the spellings. **(Spelling Test)** (Teacher must dictate the words. It is not necessary to conduct test for all the words)
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** *Read story with fluency and accuracy using phonemic awareness.*

*Spell correctly using phonemic awareness.*

*Rewrite a part of the story.*

**Materials:** Class III SSP (Unit 1-Story 4- A scouting owl)

**Teacher’s note:** The teacher must ensure children have the story either individually or in group.

**Steps:**

1. Let learners hunt and underline all the vowel digraph (**ou/ow**) words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the entire story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. **(Writing test)** Let learners rewrite a part of the story. **(The teacher must dictate two or three for writing)**

**Week 5**

**Concept:** Revision of class II concepts vowel digraph (/ir/ /er/ur).

**Suggested time length:** 15 minutes (Dedicate 5 minutes daily to recapitulate all the vowel digraphs. Teach each digraph over three separate days.)

**Objective(s):** *Recall the sound of vowel digraph (/er/ir/ur) learnt in class II.*

*Articulate and spell the words accurately using phonemic awareness.*

**Materials:** Class II SSP (Phonic flash cards)

**The teacher must watch SSP training video prior to lesson delivery.**

**Links:** <https://youtu.be/85AzXSHLxHk?feature=shared> (er/ur/ir sound)

<https://youtu.be/iWRsVUOj9M?feature=shared> (er/ur/ir sound)

**(Teacher may use the above link to supplement the SSP training video.)**

**Teacher’s Note:** The teacher must teach sounds using the flash cards. Provide more words.

**(Words suggested in the table below)**

**Steps**

1. Teacher shows the flash card. Let children recall the sound.
2. Learners’ segment and blend the sounds to read word. **E.g (b-ir-d) (Th-ur-s-d-ay)**
3. Learners read the words without sounding out.

<b>ir</b>	third	bird	shirt	skirt	irk
<b>er</b>	her	herb	Perth	fern	baker
<b>ur</b>	turn	churn	burn	disturb	Thursday

**Activity: Reading and Spelling**

**Suggested time length:** 15 minutes (10minutes reading and writing practice; and 5 minutes writing spelling test)

**Objective(s):** Recall the sound of vowel diagraph (/ea/aw/) learnt in class II.

*Articulate and spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Reading & Spelling list 5) & Phonic Workbook.

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps;**

1. Teacher picks a word. Model reads by segmenting and blending sounds.
2. Let learners' segment and blend the sounds to read each word given in the list.  
e.g (b-ir-th-d-ay) (p-er-f-e-c-t) (r-e-t-ur-n) *(In the word 'return' sound out 'e' as /ee/)*
3. Let learners read the words without sounding out.
4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**  
*(Guided writing. Use phonic workbook page 3)*
5. Rewrite the spellings. **(Spelling Test)** *(Teacher must dictate the words. It is not necessary to conduct test for all the words)*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** Read story with fluency and accuracy using phonemic awareness.

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Story 5-Seday's birthday)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

**Steps;**

1. Let learners hunt and underline all the vowel diagraph (ir/ur/er) words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the entire story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners rewrite a part of the story. *(The teacher must dictate two or three sentences for writing)*
6. **(Writing test)** Let learners rewrite a part of the story. *(The teacher must dictate two or three for writing)*

## Week 6

**Concept:** Revision of class II concepts (y as /igh/ and y as /ee/).

**Suggested time length:** 10 minutes (Dedicate 5 minutes daily to recapitulate the sounds. Teach each sound over two separate days.)

**Objective(s):** Recall two different final sounds of letter 'y' learnt in class II. ('Y' as /ee/ and /igh/.

*Articulate and spell the words accurately using phonemic awareness.*

**Teacher must watch SSP training video prior to lesson delivery.**

**Materials:** Class II SSP (Phonic flash cards)

**Links:** [https://youtu.be/epwU\\_PjTik?feature=shared](https://youtu.be/epwU_PjTik?feature=shared) (For both 'Y' as /ee/ and 'Y' as /igh/)

*Pronounce /igh/ like letter name (I) (Long I)*

*(Teacher may use the above link to supplement the SSP training video.)*

**Teacher's Note:** The teacher must teach sounds using the flash cards. Provide more words.

**(Words suggested in the table below)**

**Steps:**

1. Teacher shows the flash card. Let children recall the sound.
2. Children segment and blend the sounds to read word. E.g **(j-e-ll-y) (c-r-y)**
3. Children read the words without sounding out.

Y as /ee/	jelly	lazy	funny	bunny	penny
Y as /igh/	sky	my	by	cry	shy

**Activity: Reading and Spelling**

**Suggested time length:** 15 minutes (10minutes reading & writing practice; and 5 minutes writing spelling test)

**Objective(s):** Recall the sound of vowel diagraph (/ea/aw/) learnt in class II.

*Articulate and spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Reading & Spelling list 6) & Phonic Workbook.

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps;**

1. Teacher picks a word. Model reads by segmenting and blending sounds.  
*e.g (s-a-n-d-y) (wh-y)*
2. Learners' segment and blend the sounds to read each word given in the list.
3. Learners read the words without sounding out.
4. Let learners practise writing words using phonemic awareness. **(Repeat twice)**  
**(Guided writing. Use phonic workbook page 4)**
5. Rewrite the spellings. **(Spelling Test)** *(Teacher must dictate the words. It is not necessary to conduct test for all the words)*

6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** *Read story with fluency and accuracy using phonemic awareness.*

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 1-Story 6 A windy day at the beach)

**Teacher’s note:** The teacher must ensure children have the story either individually or in group.

**Steps;**

1. Let students hunt and underline all the final /ee/ and /igh/ sound words in the story.
2. Guide learners to sort out the words. (Y as /ee/ and Y as /igh/)
3. Let learners read all the underlined words by segmenting and blending sounds.
4. Let learners read the entire story without segmenting and blending sounds at a **slow pace**.
5. Let learners read the entire story without segmenting and blending words at a **normal pace**.
6. Let learners practice story rewriting using the shared writing strategy.  
(Teacher-student or student-student shared writing strategy)
7. Let learners rewrite a part of the story. *(The teacher must dictate two or three sentences for writing)*

**Unit 1 end Assessment:** Use unit 1 tracking sheet from class III SSP)

**(Red)**

HHFB HEAR HEAR OF BHUTAN		Continuous Formative Assessment Class III Literacy Skills					P I D		
		Student Name .....			Class .....				
		Reading Test Words		Spelling Test Words			Writing Test Sentences		
Unit 1 Review	Revision Class III	1	close	<input type="checkbox"/> ✓	plane	<input type="checkbox"/> ✓	If incorrect how was it spelled?	1	The ground is dry and sandy.
		2	follow	<input type="checkbox"/> ✓	float	<input type="checkbox"/> ✓	If incorrect how was it spelled?		
		3	hawk	<input type="checkbox"/> ✓	stream	<input type="checkbox"/> ✓	If incorrect how was it spelled?		
		4	house	<input type="checkbox"/> ✓	brown	<input type="checkbox"/> ✓	If incorrect how was it spelled?	2	I saw a rainbow.
		5	sticky	<input type="checkbox"/> ✓	first	<input type="checkbox"/> ✓	If incorrect how was it spelled?		
<b>Scores:</b>		/5 = %		/5 = %			/5 = %		



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## Unit 2

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**Introduction:** Unit 2 focuses mainly on final consonant digraphs and tri graphs. The objective is to establish a strong foundation for children in these areas by incorporating lessons learned in the lower classes.

### Week 1

**Concept: Reading and spelling ('ce' as /s/)**

**Suggested time length:** 15 minutes (5 minutes daily. 5 minutes for teaching concept, 5 minutes for writing practice and 5 minutes writing spelling test)

**Objective(s):** *Articulate 'ce' as /s/ and spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Reading & Spelling list 1) & Phonic Workbook.

*(Teacher must refer to the SSP training video.)*

*Explain to children that the letter 'c' sounds as /s/ when it is followed by letter 'e'.*

e.g: **g-r-a-ce**   **p-l-a-ce** (ce=/s/ (one sound))

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

### Steps

1. Teacher picks a word. Model reads by segmenting and blending sounds as shown in the example above.
2. Learners segment and blend the sounds to read each word given in the list.
3. Learners read the words without sounding out.
4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**  
*(Guided writing. Use phonic workbook page 7)*
5. Rewrite the spellings. **(Spelling Test)** *(Teacher must dictate the words. It is not necessary to conduct test for all the words)*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

### Activity: Phonic story reading & rewriting

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** *Read story with fluency and accuracy using phonemic awareness.*

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Story 1 Yangki's spiced rice.)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

**Steps;**

1. Let learners hunt and underline all the 'ce' as /s/ sound words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the whole story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners rewrite a part of the story. *(The teacher must dictate two or three sentences for writing)*

**Week 2**

**Concept: Reading and spelling ('se' as /s/)**

**Suggested time length:** 15 minutes (5minutes daily. 5 minutes for teaching concept, 5 minutes for writing practice and 5 minutes writing spelling test)

**Objective(s):** Articulate 'se' as /s/ and spell the words accurately using phonemic awareness.

**Materials:** Class III SSP (Unit 2-Reading & Spelling list 2) & Phonic Workbook.

*(Teacher may refer the sound training video prior to lesson delivery)*

*Explain to children that the letter 's' sounds as /s/ when it is followed by letter 'e'.*

e.g: **g-oo-se h-or-se** (se=/s/ (one sound))

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

**Steps**

1. Teacher picks a word. Model reads by segmenting and blending sounds as shown in the example above.
2. Children segment and blend the sounds to read each word given in the list.
3. Children read the words without sounding out.
4. Let children practice writing words using phonemic awareness. **(Repeat twice)**  
*(Guided writing. Use phonic workbook page 8)*
5. Rewrite the spellings. **(Spelling Test)** *(Teacher must dictate the words. It is not necessary to conduct test for all the words)*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** Read story with fluency and accuracy using phonemic awareness.

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Story 2 Goose on the loose.)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

### Steps;

1. Let learners hunt and underline all the 'se' as /s/ sound words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the whole story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners rewrite a part of the story. *(The teacher must dictate two or three sentences for writing)*

### Week 3

**Concept: Reading and spelling ('se' as /z/)**

**Suggested time length:** 15 minutes (5minutes daily. 5 minutes for teaching concept, 5 minutes for writing practice and 5 minutes writing spelling test)

**Objective(s):** Articulate 'se' as / z / and spell the words accurately using phonemic awareness.

**Materials:** Class III SSP (Unit 2 - Reading & Spelling list 3) & Phonic Workbook.

*(Teacher must refer the sound training video prior to lesson delivery)*

*Explain to children that the letter 's' also sounds as / z / when it is followed by letter 'e'.*

e.g: **r-ai-se** **ea-se** (se=/z/ (one sound))

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

### Steps

1. Teacher picks a word. Model reads by segmenting and blending sounds as shown in the example above.
2. Let learners segment and blend the sounds to read each word given in the list.
3. Let learners read the words without sounding out.
4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**  
*(Guided writing activity. Use phonic workbook page 9)*
5. Rewrite the spellings. **(Spelling Test)** *(Teacher must dictate the words. It is not necessary to conduct test for all the words)*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** Read story with fluency and accuracy using phonemic awareness.

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Story 3 Surprise.)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

## Steps

1. Let learners hunt and underline all the 'se' as /z/ sound words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the whole story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners rewrite a part of the story. *(The teacher must dictate two or three sentences for writing)*

## Week 4

**Concept: Reading and spelling ('ge' as /j/)**

**Suggested time length:** 15 minutes (5minutes daily. 5 minutes for teaching concept, 5 minutes for writing practice and 5 minutes writing spelling test)

**Objective(s):** Articulate 'ge' as /j/ and spell the words accurately using phonemic awareness.

**Materials:** Class III SSP (Unit 2-Reading & Spelling list 4) & Phonic Workbook.

*(Teacher may refer the SSP training video prior to lesson delivery.*

*Explain to children that the letter 'g' sounds as /j/ when it is followed by letter 'e'.*

e.g: l-ar-ge c-a-ge (ge=/j/ (one sound)

**Links:** [https://youtu.be/QfHfY18alUQ?si=6jeCl-Rum\\_gPwFCq](https://youtu.be/QfHfY18alUQ?si=6jeCl-Rum_gPwFCq)

*(Use it to supplement SSP training video)*

**Teacher's Note:** The teacher must ensure children have the wordlist either individually or in group.

## Steps

1. Teacher picks a word. Model reads by segmenting and blending sounds as shown in the example above.
2. Learners segment and blend the sounds to read each word given in the list.
3. Learners read the words without sounding out.
4. Let learners practice writing words using phonemic awareness. **(Repeat twice)**  
*(Guided writing. Use phonic workbook page 10)*
5. Rewrite the spellings. **(Spelling Test)** *(Teacher must dictate the words. It is not necessary to conduct test for all the words)*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic story reading & rewriting**

**Suggested time length:** 20 minutes. (10 minutes each for reading and rewriting. Reading and writing must be done in separate days)

**Objective(s):** *Read story with fluency and accuracy using phonemic awareness.*

*Rewrite a part of the story. Spell correctly using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Story 4. The plunge)

**Teacher's note:** The teacher must ensure children have the story either individually or in group.

**Steps**

1. Let learners hunt and underline all the 'ge' as /j/ sound words in the story.
2. Let learners read all the underlined words by segmenting and blending sounds.
3. Let learners read the whole story without segmenting and blending sounds at a **slow pace**.
4. Let learners read the entire story without segmenting and blending words at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners rewrite a part of the story. *(The teacher must dictate two or three sentences for writing)*

**Week 5**

**Concept:** Reading and spelling ('dge' as /j/)

**Suggested time length:** 15 minutes (5minutes daily. 5 minutes for teaching concept, 5 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Articulate 'dge' as /j/*

*Spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Reading & Spelling list 5) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Explanation:** 'dge' is pronounced as /j/. For instance, in words like 'e-dge' and 'b-r-i-dge,' 'dge' represents a single /j/ sound.

**Link(s):** <https://youtu.be/GMF7hYgKcE?si=IQZvNGvu0upKy7Q3>

*(Use it as supplement to SSP training video.)*

**Teacher's Note:** The teacher must ensure children have a copy of wordlist either individually or in group.

**Steps:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Let learners practice writing the words using phonemic awareness. **(Repeat twice)**  
*(Guided writing. Utilize Phonic Workbook page 11).*

5. Conduct a spelling test by dictating words (**Note: It is not necessary to test all the words; select a subset for assessment.**)
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes each for reading and rewriting, to be done on separate days)

**Objective(s):** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story.*

*Spell accurately through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Story 5 "Porridge for Dinner")

**Teacher's Note:** Ensure that students have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing 'dge' pronounced as /j/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Let learners read the whole story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Conclude the activity by having learners rewrite a portion of the story. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 6**

**Activity: Reading and spelling ('tch' as /ch/)**

**Suggested time length:** 15 minutes (5minutes daily. 5 minutes for teaching concept, 5 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Articulate 'tch' as /ch/ and spell the words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 2-Reading & Spelling list 6) & Phonic Workbook.

*(Teacher must refer the sound training vide prior to lesson delivery)*

**Explanation:** 'tch' is pronounced as /ch/. For instance, in words like 'm-a-tch' and 'f-e-tch,'

'tch' represents a single /ch/ sound.

**Link(s):** [https://youtu.be/Kb6Gk3xrdRc?si=FmaAkMma\\_p8qnHh](https://youtu.be/Kb6Gk3xrdRc?si=FmaAkMma_p8qnHh)

<https://youtu.be/Kb6Gk3xrdRc?si=Dh7UcfP1p7qBbaM1>

*(Teacher may watch the sound videos to supplement SSP video)*

**Teacher's Note:** The teacher must ensure children have a copy of wordlist either individually or in group.

**Steps:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Let learners practice writing the words using phonemic awareness. **(Repeat twice)**  
(Guided writing. Utilize Phonic Workbook page 12).
5. Conduct a spelling test by dictating words (Note: It is not necessary to test all the words; select a subset for assessment).
6. Let children construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes each for reading and rewriting, to be done on separate days)

**Objective(s):** Read the story with fluency and accuracy utilizing phonemic awareness.

Rewrite a section of the story.

Spell correctly through the application of phonemic awareness.

**Materials:** Class III SSP (Unit 2-Story 6 "Lhamo's Chicken")

**Teacher's Note:** Ensure that students have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing 'ch/tch' pronounced as /ch/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Conclude the activity by having children rewrite a portion of the story. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Unit 2 end Assessment: Use unit 2 tracking sheet from class III SSP)**

Green

Unit 2 Review		Scores:	
1	dance <input type="checkbox"/> ✓X	since <input type="checkbox"/> ✓X	If enclosed here was it spelled? If enclosed here was it spelled? If enclosed here was it spelled? If enclosed here was it spelled? If enclosed here was it spelled?
2	cheese <input type="checkbox"/> ✓X	mouse <input type="checkbox"/> ✓X	
3	large <input type="checkbox"/> ✓X	page <input type="checkbox"/> ✓X	
4	bridge <input type="checkbox"/> ✓X	judge <input type="checkbox"/> ✓X	
5	catch <input type="checkbox"/> ✓X	match <input type="checkbox"/> ✓X	
1		Fetch the ball from the hedge.	
2		The huge goose was by the fence.	

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## Unit 3

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**Introduction:** Unit 3 is primarily focused on tricky and r-controlled vowel digraphs and trigraphs which are commonly known as diphthongs and triphthongs, in phonology. The objective is to establish a strong foundation for children in these areas by integrating lessons learned in earlier classes.

### Week 1

**Concept: Reading and spelling (/air/ and /ear/) sound (r-controlled vowel)**

**Suggested time length:** 20 minutes (5 minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Articulate */air/* and */ear/* sound words correctly.

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Reading & Spelling list 1) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Explanation:** Pronounce /air/ as in **pair**. Segment and blend as (**p-air**)

Pronounce /ear/ as **bear**. Segment and blend as (**b-ear**)

**Link(s):** <https://youtu.be/siARYqqvuEE?feature=shared>

*(Teacher may watch the video as a supplement to the SSP training video)*

**Teacher's Note:** The teacher must ensure children have a copy of wordlist either individually or in group.

#### Stepwise Activities:

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 13).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Note:** Use online lesson titled "Trigraph /air/ under R&L strand"

#### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** Read the story with fluency and accuracy utilizing phonemic awareness.



*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Story 1 "The pear tree")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing **/air/ and /ear/** sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. **(Writing Test)** Let children rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 2**

**Concept: Reading and spelling (/are/ sound) (r-controlled vowel)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Articulate /are/ sound words correctly.*

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Reading & Spelling list 2) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Explanation:** Pronounce /are/ as in **mare**. Segment and blend as **(m-are)**

**Link(s):** <https://youtu.be/siARYqqvuEE?feature=shared>

*(Teacher may watch the video as a supplement to the SSP training video)*

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Stepwise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 14).**
5. Conduct a spelling test by dictating words **(Note: It is not necessary to test all the words; select a subset for assessment).**

6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Story 2 "The scarecrow")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /are/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 3**

**Concept: Reading and spelling (/ui/ and /ou/ sound)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Articulate /ui/ and /ou / sound words correctly.*

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Reading & Spelling list 3) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/wv0LtsayoXQ?si=a3PO0yzpsnYRQeEn> *(For /ui/ sound)*

*(Teacher may watch the video as a supplement to the SSP training video)*

**Explanation:** Pronounce /ui/ as in **juice**. Segment and blend as **(j-ui-ce)**

Pronounce /ou/ as in **group**. Segment and blend as **(g-r-ou-p)**

Both /ui/ and /ou/ sound like double /oo/ sound, which is long /oo/.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
(Repeat the activity twice. Utilize Phonic Workbook page 15).
5. Conduct a spelling test by dictating words (Note: It is not necessary to test all the words; select a subset for assessment).
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Note: Use online lesson titled 'long vowels-/ou/ and /ui/ as long /oo/ under writing strand.'**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** Read the story with fluency and accuracy utilizing phonemic awareness.

Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.

**Materials:** Class III SSP (Unit 3-Story 3 "Youth group cruise")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /are/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 4**

**Concept: Reading and spelling (vowel trigraph /igh/ sound)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /igh/ sound words correctly.

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Reading & Spelling list 4) & Phonic Workbook.

(Teacher must refer to the SSP training video prior to lesson delivery)

Link(s): [https://youtu.be/W0-5QUvmMNC?si=9e\\_UkKt2jZhLd3jY](https://youtu.be/W0-5QUvmMNC?si=9e_UkKt2jZhLd3jY)

(Teacher may watch the video to supplement SSP training video)

**Explanation:** Pronounce /igh/ as in right. Segment and blend r-igh-t.

Pronounce it like letter name 'I'.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
(Repeat the activity twice. Utilize Phonic Workbook page 16).
5. Conduct a spelling test by dictating words (Note: It is not necessary to test all the words; select a subset for assessment).
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Use online lesson titled 'Vowel trigraph-/igh/ under L&S strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** Read the story with fluency and accuracy utilizing phonemic awareness.

*Rewrite a section of the story, ensuring correct spelling through the application of Phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Story 4 "Lighting strike")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /igh/ sound.
2. Have children read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let children rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 5

**Concept: Reading and spelling (vowel digraph 'ea' as /e/ sound)**

**Suggested time length:** 20 minutes (5 minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /ea/ sound words correctly.

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Reading & Spelling list 5) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/kdswe0jQo6I?si=r3J6H3zNKVoSsdm9> *(Teacher may watch the video as a supplement to the SSP training video)*

**Explanation:** Pronounce /ea/ as in bread. Segment and blend b-r-ea-d.

Pronounce it like /e/. (Sound of letter 'e')

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 17).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson titled 'Vowel digraph-/ea/ as /e/ under R&L strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** Read the story with fluency and accuracy utilizing phonemic awareness.

*Rewrite a section of the story, ensuring correct spelling through the application of Phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Story 5 "A bird without feathers")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /ea/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the story at a **normal pace** without segmenting and blending words.

5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 6

**Concept: Reading and spelling (vowel trigraph /ear/ and /eer/ sound) (r-controlled vowels)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /ear/ and /eer/ sound words correctly.

*Spell words accurately using phonemic awareness.*

Materials: Class III SSP (Unit 3-Reading & Spelling list 6) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/0iSY1mzx4KU?feature=shared>

[https://youtu.be/rvy\\_tys00q8?feature=shared](https://youtu.be/rvy_tys00q8?feature=shared)

*(Teacher may watch the video as a supplement to the SSP training video)*

**Explanation:** Pronounce /ear/ as in clear. Segment and blend c-l-ear.

Pronounce /eer/ as in cheer. Segment and blend ch-eer.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

### Step-wise Activities:

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 18).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** Read the story with fluency and accuracy utilizing phonemic awareness.

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 3-Story 6 "Mr. Kinley")

**Teacher’s Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps;**


1. Instruct learners to identify and underline all the words in the story containing /ear/ and /eer/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learner rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*


**Unit 3 end Assessment: Use unit 3 tracking sheet from class III SSP) (Blue)**

## Class III

# Continuous Formative Assessment

### Unit 3





Unit 3 Review air, are, ui, ou, igh, ea as e, ear, eer	1	chair <input type="checkbox"/> ✓X	pear <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1 I found a <u>bright feather</u> for you.  2 The <u>chair</u> is near the <u>bed</u> .
	2	spare <input type="checkbox"/> ✓X	square <input type="checkbox"/> ✓X	If incorrect how was it spelled?	
	3	fruit <input type="checkbox"/> ✓X	soup <input type="checkbox"/> ✓X	If incorrect how was it spelled?	
	4	sight <input type="checkbox"/> ✓X	night <input type="checkbox"/> ✓X	If incorrect how was it spelled?	
	5	bread <input type="checkbox"/> ✓X	hear <input type="checkbox"/> ✓X	If incorrect how was it spelled?	
<b>Scores:</b>		_____/5 = ____%	_____/5 = ____%	_____/5 = ____%	

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## Unit 4

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**Introduction:** Unit 4 is focused primarily on the introduction and practice of another set of tricky r-controlled vowel digraphs and trigraphs, commonly referred to as diphthongs and triphthongs in phonology. The goal is to reinforce children's foundation in these areas by integrating lessons acquired in earlier classes.

### Week 1

**Concept: Reading and spelling (vowel trigraph 'oar' as /or/sound) (r-controlled vowel)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate /oar/ sound words correctly.*

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Reading & Spelling list 1) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/Gxk958YgWIU?feature=shared>

*(Teacher may watch the video as a supplement to the SSP training video)*

**Explanation:** Pronounce /oar/ as in **boar**. Segment and blend b-oar.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

#### Step-wise Activities:

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 19).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled Phonemic awareness - /oar/ and /ore/ as /or/, -/oor/ and /our/ as /or/ under RL strand.**

#### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*



**Materials: Class III SSP (Unit 4-Story 1 "The boar on the shore")**

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /oar/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the whole story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 2**

**Concept: Reading and spelling (vowel trigraph 'ore' as /or/sound) (r-controlled vowel)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /ore / sound words correctly.  
*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Reading & Spelling list 2) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/Gxk958YgWIU?feature=shared> *(Teacher may watch the video as a supplement to the SSP training video)*

**Explanation:** Pronounce /ore/ as in shore. Segment and blend sh-ore.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 20).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled Phonemic awareness - /oar/ and /ore/ as /or/, -/oor/ and /our/ as /or/ under RL strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Story 2 "Chedup ate more")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /ore/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let children rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 3**

**Concept: Reading and spelling (vowel trigraph /oor/ and /our/sound) (r-controlled vowels)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate /oor/ and /our/ sound words correctly.*

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Reading & Spelling list 3) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/Gxk958YgWIU?feature=shared> *(Teacher may watch the video as a supplement to the SSP training video)*

**Explanation:** Pronounce /our/ as in **four**. Segment and blend f-**our**.

Pronounce /oor/ as in **floor**. Segment and blend f-l-**oor**.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.

**(Repeat the activity twice. Utilize Phonic Workbook page 21).**

5. Conduct a spelling test by dictating words (**Note: It is not necessary to test all the words; select a subset for assessment**).
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled Phonemic awareness - /oar/ and /ore/ as /or/, -/oor/ and /our/ as /or/ under RL strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Story 3 "A mess on the floor")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /our/ and /oor/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the whole story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. (*The teacher should dictate two or three sentences for the writing exercise.*)

**Week 4**

**Concept: Reading and spelling (vowel trigraph 'ear' as /er/sound) (r-controlled vowel)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate /ear/ sound words correctly.*

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Reading & Spelling list 4) & Phonic Workbook.

(Teacher must refer to the SSP training video prior to lesson delivery)

**Link(s):** <https://youtu.be/mzpOeBpnaOI?feature=shared>

<https://youtu.be/njnUnSrPwaY?feature=shared>

*(Teacher may watch the video(s) as a supplement to the SSP training video)*

**Explanation:** Pronounce /ear/ as in **early**. Segment and blend **ear-l-y**.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 22).**
5. Conduct a spelling test by dictating words **(Note: It is not necessary to test all the words; select a subset for assessment)**.
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled, Phonemic awareness. Long vowel /ear/ as /er/ sound under R&L strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Story 4 "The early bird")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /ear/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 5

**Concept: Reading and spelling ('a' as /ar/sound) (r-controlled vowel)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /a / as /ar/ sound words correctly.

*Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Reading & Spelling list 5) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** [https://youtu.be/pJDYQGU\\_PzY?feature=shared](https://youtu.be/pJDYQGU_PzY?feature=shared) (For /ar/ sound)

*(Teacher may watch the video(s) as a supplement to the SSP training video)*

**Explanation:** Pronounce /a/ as in **grass**. Segment and blend **g-r-a-ss**.

/a/ as in **past**. Segment and blend **p-a-s-t**.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

### Step-wise Activities:

1. The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 23).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment)*.
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled, Phonemic awareness. Long vowel /a/ as /ar/ sound under R&L strand.**

### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** Read the story with fluency and accuracy utilizing phonemic awareness.

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Story 5 "After class")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

### Steps:

1. Instruct learners to identify and underline all the words in the story containing /a/ as /ar/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide children in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the entire story at a **normal pace** without segmenting and blending words.

5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 6

**Concept: Reading and spelling ('a' as /o/sound)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate /a / as /o/ sound words correctly.  
Spell words accurately using phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Reading & Spelling list 6) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Explanation:** Pronounce /a/ as in **quality**. Segment and blend, **qu-a-l-i-t-y**.  
/a/ as in **swan**. Segment and blend, **s-w-a-n**.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

### Step-wise Activities:

- 1.The teacher selects a word and models reading it by segmenting and blending sounds, as provided in the example above.
2. Learners practice segmenting and blending sounds to read each word in the list.
3. Learners read the words without sounding them out.
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 24).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled, phonemic awareness - /a/ as /o/ under R&L strand.**

### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective (s):** *Read the story with fluency and accuracy utilizing phonemic awareness.*

*Rewrite a section of the story, ensuring correct spelling through the application of phonemic awareness.*

**Materials:** Class III SSP (Unit 4-Story 6 "The swan's nest")

**Teacher's Note:** Ensure that students have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /a/ as /o/ sound.
2. Have learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story **slowly** without segmenting and blending sounds.
4. Encourage learners to read the whole story at a **normal pace** without segmenting and blending words.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. **(Writing Test)** Let children rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Unit 4 end Assessment: Use unit 4 tracking sheet from class III SSP)**

(Yellow)

Class III Continuous Formative Assessment Unit 4				PLD		
Unit 4 Review oat, one, oat, out, ear as er, a as or & o	1	score <input type="checkbox"/> ✓x	before <input type="checkbox"/> ✓x	If incorrect how was it spelled?	1	What is in the cupboard?
	2	soar <input type="checkbox"/> ✓x	floor <input type="checkbox"/> ✓x	If incorrect how was it spelled?		2
	3	search <input type="checkbox"/> ✓x	learn <input type="checkbox"/> ✓x	If incorrect how was it spelled?	door	
	4	lost <input type="checkbox"/> ✓x	path <input type="checkbox"/> ✓x	If incorrect how was it spelled?		
	5	want <input type="checkbox"/> ✓x	wash <input type="checkbox"/> ✓x	If incorrect how was it spelled?		
Scores: _____ /5 = _____ %		_____ /5 = _____ %		_____ /5 = _____ %		

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## Unit 5

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**Introduction:** Unit 5 is largely focused on practising some tricky vowels and final consonant sounds. This unit will also introduce children to a new reading and writing strategy - the syllabic strategy. The objective is to establish a strong foundation for children in these areas by integrating lessons learned in earlier classes.

### Week 1

**Concept: Reading and spelling (vowel 'a' as /ai/ sound) and Syllables**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate /a/as /ai/ sound words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Reading & Spelling list 1) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/vJAXjGiVXKg?feature=shared> (For /ai/ay/sound)

*Refer to this video as supplement to the SSP training video.*

**Explanation:** Pronounce /a/ as in **basic**. Break the word into syllables to read, as in **ba-sic**.

*( 'a' should be pronounced like /ai/)*

**Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.**

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

#### Step-wise Activities:

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound of /a/as /ai/. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy.  
**(Let them clap as they read each syllable)**
4. Engage children in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 25).**
5. Conduct a spelling test by dictating words **(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).**
6. Let children construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled Phonemic awareness 'a' as /ai/ under R&L strand.**

#### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)



**Objectives:** Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.

Rewrite a portion of the story, ensuring accurate spelling through the application both sounds and syllabic knowledge.

Materials: Class III SSP (Unit 5-Story 1 "A basic room")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /ai/ sound words.
2. Let learners read aloud all the underlined words, emphasizing segmenting and blending of sounds.
3. Guide learners in reading the entire story at a **snail's pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 2**

**Concept: Reading and spelling (vowel 'e' as /ee/ sound) and Syllable**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /e/as /ee/ **sound** words correctly.

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Reading & Spelling list 2) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/celFET23MeQ?feature=shared> (For /ee/sound revision) Refer to this video as supplement to the SSP training video.

**Explanation: Pronounce /e/ as in beside. Use syllabic strategy to read. (be-side)**

*Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.*

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound of /e/as /ee/. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy.

**(Let them clap as they read each syllable)**

4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
*(Repeat the activity twice. Utilize Phonic Workbook page 26).*
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.  
**Refer online lesson plan titled phonemic awareness 'e' as /ee/ under R&L strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Story 2 "Beware of the octopus")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps;**

1. Instruct learners to identify and underline all the words in the story containing /e/ as /ee/ sound words.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 3**

**Concept: Reading and spelling (final sound 'ey' as /ee/ sound) and Syllable**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate /ey/as /ee/ sound words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Reading & Spelling list 3) & Phonic Workbook.

(Teacher must refer to the SSP training video prior to lesson delivery)

Link(s): <https://youtu.be/9waOpGAWXC8?feature=shared> (For /ey/ sound)

Refer to this video as supplement to the SSP training video.

**Explanation:** Pronounce /ey/ as in **kidney**. Use syllabic strategy to read. (**kid-ney**)

**Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.**

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.

2. Let learners practise reading the words focusing on sound of 'ey' as /ee/. (**Segment & blend**)

3. Let learners read words without sounding out but using syllabic spelling strategy.

**(Let them clap as they read each syllable)**

4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.

**(Repeat the activity twice. Utilize Phonic Workbook page 27).**

5. Conduct a spelling test by dictating words. (Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).

6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled phonemic awareness 'ey' & 'y' as /ee/ under R&L strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Story 3 "The valley")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing /ey/ as /ee/ sound words.

2. Let learners read aloud all the underlined words.

3. Guide learners in reading the entire story at a **slow pace**.

4. Ask learners to read the entire story at a **normal pace**.

5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)

6. Let learners practice story rewriting using guided writing strategy.

7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

#### Week 4

**Concept: Reading and spelling (final sound 'y' as /ee/ sound) and Syllable**

**Suggested time length:** 20 minutes (5 minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate /y/as /ee/ sound words correctly.

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials: Class III SSP (Unit 5-Reading & Spelling list 4) & Phonic Workbook.**

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/Crc8zR3xiU8?feature=shared>

[https://youtu.be/epwU\\_PjrTik?feature=shared](https://youtu.be/epwU_PjrTik?feature=shared) (For 'y' as /ee/ sound)

*Refer to the videos as supplement to the SSP training video.*

**Explanation:** Pronounce /y/ as in plenty. Use syllabic strategy to read. (plen-ty)

*Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.*

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

#### Step-wise Activities:

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.

2. Let learners practise reading the words focusing on sound of /y/as /ee/. **(Segment & blend)**

3. Let learners read words without sounding out but using syllabic spelling strategy.

**(Let them clap as they read each syllable)**

4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.

**(Repeat the activity twice. Utilize Phonic Workbook page 28).**

5. Conduct a spelling test by dictating words. **(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).**

6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled phonemic awareness 'ey' & 'y' as /ee/ under R&L strand.**

Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.

Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.

**Materials:** Class III SSP (Unit 5-Story 4 "Plenty")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing 'y' as /ee/ sound words.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a slow pace.
4. Ask learners to read the entire story at a normal pace.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let children rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 5

**Concept:** Reading and spelling ('a' as /or/) and Syllable

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate 'a' as /or/ sound words correctly.

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Reading & Spelling list 5) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/F0GSvbCyoUk?feature=shared> (For /or/ sound revision) Refer to the videos as supplement to the SSP training video.

**Explanation:** Pronounce /a/ as in **also**. Use syllabic strategy to read, **al-so**.

/a/ as in **install**. Use syllabic strategy to read, **in-stall**.

- Sound out 'a' as /or/

*Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.*

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound of 'a' as /or/. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy.  
**(Let them clap as they read each syllable)**

4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
*(Repeat the activity twice. Utilize Phonic Workbook page 29).*
5. Conduct a spelling test by dictating words. *(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled, phonemic awareness – /a/ as /or/, /ar/ as /or/ under R&L strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Story 5 "Water fun")

**Teacher’s Note:** Ensure that learners have a copy of a story individually or in groups.

**steps:**

1. Instruct learners to identify and underline all the words in the story containing ‘a’ as /or/ sound words.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a slow pace.
4. Ask learners to read the entire story at a normal pace.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 6**

**Concept: Reading and spelling (‘ar’ as /or/) and Syllable**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate ‘ar’ as /or/ sound words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Reading & Spelling list 6) & Phonic Workbook.

(Teacher must refer to the SSP training video prior to lesson delivery)

**Link(s):** <https://youtu.be/F0GSvbCyoUk?feature=shared> (For /or/ sound revision) Refer to the videos as supplement to the SSP training video.

*Explanation: Pronounce /ar/ as in quarter. Use syllabic strategy to read, quart-er.*

*Sound out 'a' as /or/*

*Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.*

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound of 'ar' as /or/. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy. **(Let them clap as they read each syllable)**
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy. **(Repeat the activity twice. Utilize Phonic Workbook page 30).**
5. Conduct a spelling test by dictating words. **(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).**
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer online lesson plan titled, phonemic awareness – /a/ as /or/, /ar/ as /or/ under R&L strand.**

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 5-Story 6 "Swarm of bees")



**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing 'ar' as /or/ sound words.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a slow pace.
4. Ask learners to read the entire story at a normal pace.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.

7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Unit 5 end Assessment: Use unit 5 tracking sheet from class III SSP) (Purple)**

Class III Continuous Formative Assessment Unit 5				 	
Unit 5 Review base on an on of 100% of 100%	1	basic <input type="checkbox"/> ✓x	paper <input type="checkbox"/> ✓x	<small>If incorrect how was it spotted?</small>	
	2	between <input type="checkbox"/> ✓x	begin <input type="checkbox"/> ✓x	<small>If incorrect how was it spotted?</small>	1 The key is behind the table
	3	redly <input type="checkbox"/> ✓x	donkey <input type="checkbox"/> ✓x	<small>If incorrect how was it spotted?</small>	
	4	almost <input type="checkbox"/> ✓x	water <input type="checkbox"/> ✓x	<small>If incorrect how was it spotted?</small>	
	5	reward <input type="checkbox"/> ✓x	swarm <input type="checkbox"/> ✓x	<small>If incorrect how was it spotted?</small>	2 It is already warm
	6				
Scores: _____ %		_____ %		_____ %	



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## Unit 6

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**Introduction:** Unit 6 builds on learners' foundational knowledge of word syllables, aiming to advance their reading and writing skills with a focus on syllabic strategies. The unit also provides opportunities for exploring and practising additional consonant digraphs and trigraphs. By the end of this unit, learners will have acquired comprehensive reading and writing skills through sound pattern mastery.

### Week 1

**Concept: Reading and spelling (final 'le' as /l/ sound) and Syllables**

**Suggested time length:** 20 minutes (5 minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate 'le' as /l/ sound words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Reading & Spelling list 1) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/MmhxgROmK78> (For 'le' as /l/sound)

<https://youtu.be/KRAyneBo-tU?feature=shared> (For Syllable breaks)

*(Refer to this video to supplement the SSP training video)*

**Explanation:** Pronounce /le/ as in **andle**. Break the word into syllables to read, as in **can-dle**.

*( 'le' should be pronounced like /l/)*

**Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.**

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

#### Step-wise Activities:

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound of 'le' as /l/. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy. **(Let them clap as they read each syllable)**
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy. **(Repeat the activity twice. Utilize Phonic Workbook page 31).**
5. Conduct a spelling test by dictating words **(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).**
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Refer suggestive online lesson plan titled, phonemic awareness – 'le' as /l/ under R&L strand. Make necessary changes wherever necessary to suit your learners.**

#### Activity: Phonic Story Reading & Rewriting

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objective(s):** *Read the story fluently and accurately by applying phonemic awareness and*

*syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Story 1 "The stable fire")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing 'le' as /l/ sound words.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 2

**Concept:** Reading and spelling (final 'le' as /l/ sound) and Syllables

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate 'le' as /l/ sound words correctly.

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Reading & Spelling list 2) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/MmhxqROmK78> (For 'le' as /l/sound)

<https://youtu.be/KRAyneBo-tU?feature=shared> (For Syllable breaks)

*Refer to this video as supplement to the SSP training video.*

**Explanation:** Pronounce /le/ as in **settle**. ('le' should be pronounced like /l/)

Break the word into syllables to read, as in **set-tle**.

\*When there are double letters, divide the letters in each syllable. (**puzzle as puz-zle**)

**Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.**

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound of 'le' as /l/. (**Segment & blend**)
3. Let learners read words without sounding out but using syllabic spelling strategy.  
**(Let them clap as they read each syllable)**

4. Engage learners in the practice of rewriting the words, employing the guided writing strategy. **(Repeat the activity twice. Utilize Phonic Workbook page 32).**
5. Conduct a spelling test by dictating words **(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).**
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Story 2 “Wangmo loved to giggle”)

**Teacher’s Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing ‘le’ as /l/ sound words.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 3**

**Concept: Reading and spelling (Syllables-Double letters)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate double syllabic words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Reading & Spelling list 3) & Phonic Workbook.

**(Teacher must refer to the SSP training video prior to lesson delivery)**

**Link(s):** <https://youtu.be/KRAyneBo-tU?feature=shared> (For Syllable breaks)

**Refer to this video as supplement to the SSP training video.**

**Explanation:** When there are double letters, divide the letters for each syllable.

**E.g** (sudden as sud-den) (cubby as cub-by)

***Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.***

**Teacher’s Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy.  
**(Let them clap as they read each syllable)**
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 33).**
5. Conduct a spelling test by dictating words **(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).**
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Story 3 “The cubby”)

**Teacher’s Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing double letters.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let children rewrite a part of the story independently. ***(The teacher should dictate two or three sentences for the writing exercise.)***

**Week 4**

**Concept: Reading and spelling (Syllables-Double letters)**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate double syllabic words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Reading & Spelling list 4) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/KRAyneBo-tU?feature=shared> (For Syllable breaks)

*Refer to this video as supplement to the SSP training video.*

**Explanation:** When there are double letters, divide the letters for each syllable.

E.g (summer as sum-mer) (Sunny as sun-ny)

**Syllable is a single unit of a sound in a word consisting of a vowel or a vowel-consonant combination.**

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading using syllabic spelling strategy.
2. Let learners practise reading the words focusing on sound. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy.  
**(Let them clap as they read each syllable)**
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 34).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Story 4 "Norbu's Puppet")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing double letters.
2. Let learners read aloud all the underlined words.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

## Week 5

**Concept: Reading and spelling ('tion' words) and syllables**

**Suggested time length:** 20 minutes (5 minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** *Listen and articulate double 'tion' words correctly.*

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Reading & Spelling list 5) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/7ubdMEhShmc> (For 'tion' sound )

*Refer to this video as supplement to the SSP training video.*

**Explanation:** Pronounce /**tion**/ as in action. Segment and blend, **a-c-tion**.

*('tion' is basically pronounced as 'shun')* Divide in syllables, **ac-tion**.

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading by sounding out as shown above.
2. Let learners practise reading the words focusing on sound. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy.  
**(Let them clap as they read each syllable)**
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy.  
**(Repeat the activity twice. Utilize Phonic Workbook page 35).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Story 5 "The solution to pollution")

**Teacher's Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing double letters.
2. Let learners read aloud all the underlined words by segmenting and blending followed by syllabic strategy.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let learners rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*

**Week 6****Concept: Reading and spelling ( 'ph' as /f/ sound) and syllables**

**Suggested time length:** 20 minutes (5minutes daily on each activity. 5 minutes for teaching concept, 10 minutes for writing practice and 5 minutes writing spelling test)

**Objective (s):** Listen and articulate double 'ph' as /f/ sound words correctly.

*Identify syllables in each word.*

*Spell words accurately using phonemic awareness and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Reading & Spelling list 6) & Phonic Workbook.

*(Teacher must refer to the SSP training video prior to lesson delivery)*

**Link(s):** <https://youtu.be/IJ0V4peFU4s?feature=shared> (For 'ph' and 'gh' as /f/ sound )

*Refer to this video as supplement to the SSP training video.*

**Explanation:** Pronounce /ph/ as in photo. Segment and blend, **ph-o-t-o**.

*('ph' is pronounced as /f/) Divide in syllables, pho-to.*

- Teacher may also teach 'gh' as /f/ sound

**Teacher's Note:** The teacher must ensure learners have a copy of wordlist either individually or in group.

**Step-wise Activities:**

1. The teacher selects a word from the wordlist and models reading by sounding out as shown above.
2. Let learners practise reading the words focusing on sound. **(Segment & blend)**
3. Let learners read words without sounding out but using syllabic spelling strategy. **(Let them clap as they read each syllable)**
4. Engage learners in the practice of rewriting the words, employing the guided writing strategy. **(Repeat the activity twice. Utilize Phonic Workbook page 36).**
5. Conduct a spelling test by dictating words *(Note: It is not necessary to test all the words; select a subset for assessment. Teacher must focus on syllables while reading out the words).*
6. Let learners construct a few sentences using words of their choice from the wordlist, to practice application of words in sentences.

**Activity: Phonic Story Reading & Rewriting**

**Recommended Duration:** 20 minutes (10 minutes for reading, 5 minutes rewriting practice and 5 minutes rewriting test.)

**Objectives:** *Read the story fluently and accurately by applying phonemic awareness and syllabic knowledge.*

*Rewrite a portion of the story, ensuring accurate spelling through the application of both sound knowledge and syllabic strategy.*

**Materials:** Class III SSP (Unit 6-Story 6 “The photo”)

**Teacher’s Note:** Ensure that learners have a copy of a story individually or in groups.

**Steps:**

1. Instruct learners to identify and underline all the words in the story containing double letters.
2. Let learners read aloud all the underlined words by segmenting and blending followed by syllabic strategy.
3. Guide learners in reading the entire story at a **slow pace**.
4. Ask learners to read the entire story at a **normal pace**.
5. Let learners practice story rewriting using the shared writing strategy. (Teacher-student or student-student shared writing strategy)
6. Let learners practice story rewriting using guided writing strategy.
7. (Writing Test) Let children rewrite a part of the story independently. *(The teacher should dictate two or three sentences for the writing exercise.)*


**Unit 6 end Assessment: Use unit 6 tracking sheet from class III SSP)**


Pink

Class III

Continuous Formative Assessment

Unit 6





<b>Unit 6 Review</b> ie, double letters, ti as sh, ph as f	1	bottle <input type="checkbox"/> ✓X	simple <input type="checkbox"/> ✓X	If incorrect how was it spelled?	1  2	The <u>elephant</u> has <u>hidden</u> in the <u>jungle</u> .  That <u>section</u> has a large <u>puddle</u> .
	2	candle <input type="checkbox"/> ✓X	apple <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
	3	rabbit <input type="checkbox"/> ✓X	letter <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
	4	emotion <input type="checkbox"/> ✓X	function <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
	5	dolphin <input type="checkbox"/> ✓X	photo <input type="checkbox"/> ✓X	If incorrect how was it spelled?		
<b>Scores:</b>	_____ /5 = _____ %	_____ /5 = _____ %	_____ /5 = _____ %			