

TANZANIA INSTITUTE OF EDUCATION



Reading and Writing Skills Teacher's Guide

**Basic Education
Standard I and II
(For English Medium Schools)**

TANZANIA INSTITUTE OF EDUCATION

**READING AND WRITING SKILLS TEACHER'S
GUIDE**

**BASIC EDUCATION
STANDARD I AND II
(FOR ENGLISH MEDIUM SCHOOLS)**

© Tanzania Institute of Education, 2016

First Edition, 2016

ISBN 978- 9976- 61-417-6

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ABBREVIATIONS

ESDP	-	Education Sector Development Program
EQUIP-T	-	Education Quality Improvement Program-Tanzania
GPE	-	Global Partnership for Education
LANES	-	Literacy and Numeracy Education Support
MOEST	-	Ministry of Education, Science and Technology
TED	-	Teacher Education Department
TIE	-	Tanzania Institute of Education

Acknowledgement

The Tanzania Institute of Education (TIE) in collaboration with the Ministry of Education, Science and Technology would like to acknowledge all the education stakeholders who participated in the development of this English Subject Teacher's Guide for Reading and Writing Skills at standard one and two for English Medium Schools. We wish to particularly acknowledge the Global Partnership for Education (GPE) and other partners for supporting the government initiative to improve Reading and Writing skills in Tanzania Literacy and Numeracy Education Support (LANES). TIE also extends its gratitude to Education Quality Improvement Program in Tanzania (EQUIP-T).



Dr. Elia Y. K. Kibga
Acting Director General
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FOREWORD

The Education Sector Development Programme (ESDP) insists on building capacity, skills and attitudes for providing quality education service all levels. This plan focuses on primary education achievements that insist on equity and quality of education for all children from pre-primary to primary education.

The Government intends to achieve those broad objectives with the aim of promoting basic skills in Reading, Writing and Numeracy for pupils aged 5 to 13 in three priority areas. The areas are:

- (i) improving teaching and learning in formal primary education,
- (ii) improving the supervision of the education sector, and
- (iii) increasing community participation in helping pupils to know how to read and write inside formal primary education settings.

This guide specifically focuses on Reading and Writing. These skills are important in helping pupils learn effectively. The skills can only be achieved when pupils work with teachers who are well guided in teaching reading and writing skills. In using this teacher's guide, teachers will be able to provide high quality instructions in reading and writing. This guide is intended to produce pupils who finish primary education with fully developed reading and writing skills.

The teachers, by using this guide, will be able to facilitate teaching and learning activities well in classes. It is expected that teachers will use this guide to develop learner's competence which will later enable learners to use the competences as bases for learning in higher grades. The Tanzania Institute of Education expects full utilization of the guide.



Dr. Elia Y. K. Kibga
Acting Director General
Tanzania Institute of Education

CHAPTER ONE

1.0 ABOUT THE GUIDE

1.1 Introduction

reading and Writing skills for English Medium Schools in Tanzania begin at Standard I. The pupils have been given more learning activities in Standard I and II in order to expose them to communication skills in English as a strong foundation in learning.

1.2 Purpose of the Guide

This teacher's guide has been prepared to enable teachers who teach in English medium schools to teach reading and writing skills effectively right from Standard One. Reading and writing is a Tanzanian national initiative to improve the quality of instruction and pupil's performance at Standard I and II in specific three important learning areas which are Reading, Writing and Numeracy. However, this guide is demitted to Reading and Writing.

The guide emphasizes on developing mastery of basic literacy skills for all primary school pupils.

1.3 Structure of the Guide

This guide is comprised of eight chapters. Chapter one is About the Guide, deals with introduction which explains the purpose, structure of the guide, users of the guide and competence table. Chapter two describes pupil's reading and writing readiness. Chapter three is about preparation for reading. Chapter four deals with teaching reading skills through synthetic phonics approach. Chapter five deals with using textbooks and supplementary books in teaching reading. Chapter six deals with reading instruction. Chapter seven is about writing instructions while Chapter eight explains the relationship between reading and writing.

1.4 The Content of the Guide

The contents of this guide have been prepared focusing on the main competences of reading and writing. The guide is designed for early primary classroom teachers. It is an important tool that will help teachers in their reading and writing instructions. It includes:

- a) The important knowledge and skills pupils must acquire for reading and writing,
- b) The learning indicators that support teachers in assessing pupils' progress in these same areas,
- c) The indicators of teacher's knowledge and skills. These are necessary in providing effective and high quality instruction in reading and writing.
- d) Activities in two competence areas, that is, reading and writing that are aligned with the indicators for pupils' learning. These provide high-quality

examples teachers can use to increase their professional skills and teach pupils in their classrooms.

- e) Information about the basic resources and tools teachers should use during instruction to fully support pupil's learning.
- f) Continuous assessment to monitor pupils learning.

1.5 Targeted Users

The targeted users for the guide are primary school teachers, specifically in Standard One and Two, educational quality assurers, teacher education tutors and curriculum coordinators.

1.6 The Reading and Writing Competency Table

At the end of the guide, in the appendix section, you are provided with the reading and writing table. Generally it has summarised the content which is discussed in this guide.

1.7 Rationale

This document is important to teachers and other educators since developing literacy competence is a national priority for educational improvement. Recent student performance data demonstrate that the majority of primary school pupils have a weak foundation in mastery of language skills. A large number of pupils who complete Primary Education have unsatisfactory basic skills in reading and writing.

1.8 Purpose

The reading and writing competency table is drawn from the Standard One and Standard Two syllabi. It provides additional detailed information which includes competences, activities to be performed by pupils, learning indicators, continuous assessment, tools of assessment and teacher's competences.

1.9 Objectives

The objectives of the competence set standards for pupil's:

- a) Learning in Standard 1, and Standard 2,
- b) Learning Reading and writing,
- c) Assessment in Reading and writing.

1.10 Structure of Reading and Writing Competency

The Reading and Writing competency is for Standard One and Standard Two. Each page of the table includes specific competency, pupil's activities to be performed, assessment processes and teachers competences. (Refer to appendix 1 and 2 on page 89)

CHAPTER TWO

2.0 READING AND WRITING READINESS

2.1 Introduction

This chapter presents readiness in learning reading and writing of English as language of instruction and in taking instructions in English language. Readiness to learn refers to willingness to learn reading and writing where English is the language of instruction. Readiness is usually developed by support learning environment at home and at school.

2.2 Readiness to learn Reading and Writing skills

Many Standard I pupils come to school ready to learn, and some come to school while not ready. Readiness depends upon several factors, as shown below:

a) Experiences

- **Life Experience:** The life experience the child has had before entering school. Has the child had access to books, music, different groups of people, travel, learning experiences, etc?
- **Writing and Reading Experience:** A standard I pupil needs to experience reading and writing activities before he/she can read or write. By reading to children and modelling writing with them, teachers can ensure that children understand the process and value of reading and writing.

Some children have been exposed to reading before they enter school. Children who grew up in print-rich surrounding had the opportunity to see and handle some printed materials and try to understand them. Likewise children who have once been read a story aloud have comparably larger vocabulary than those who have not been read a story.

- **Technical Skills in Reading and Writing:** Standard I pupils need to learn technical skills to prepare them for reading and writing. The skills include holding pencils, sitting properly, using learning supplies; holding a book and handwriting. Activities to impart these skills are included in this Teaching Guide. However, it is important for teachers to remember that these skills are learned over time, and many pupils may reach Standard 2 before they have these skills under control.
- **Oral Language Experience:** This is the extent to which parents have actively talked to their child and encouraged their child to talk. Has the child been raised in a language-rich environment, where parents and children talk to each other? Children are encouraged to explore new things, ask questions, etc?

b) Age: The age of the child can determine readiness. Is the child starting school very young? Does he/she have the physical and cognitive development needed to participate fully in early learning skills development?

c) Sex: The sex of the child can also determine readiness. In general, boys take longer to be ready for school than girls. This does not mean they cannot compete equally, but boys simply take longer to mature.

d) Food and proper diet: When young learners are provided with enough food and balanced diet, they become ready for learning unlike learners who have been malnourished. Malnourished learners usually become weak and slow to learn. It is the responsibility of a school to provide food and proper diet to learners while they are at school. It is also advised that teachers remind parents to provide their children with packed foodstuff which they can carry to school.

e) Distance to and from school: A learner who lives away from school, walks a long distance and gets tired. Tiredness and fatigue retard learning. A teacher has a responsibility of identifying such children in order to give them relevant support.

f) Corporal punishment: If a Standard I and II pupil is frequently punished he/she becomes timid and hates school work including studying. Therefore, a teacher should be kind to learners and avoid corporal punishment. If a need arises for punishing a learner, punishments should be meaningful and should support effective learning. For example, a playful learner should be instructed to sit in the front seats so that the teacher supervises his/her learning more closely.

All of these factors determine the readiness of a pupil for learning. Many parents do not know how to, or cannot provide children with these opportunities. The good news is that if a learner enters school less ready, teachers can help him/her catch up. Throughout the Teachers Reading and Writing Skills Teaching Guide, teachers will see activities labelled “Pre-skills.” These are the skills that can support pupils who are less ready to learn.

Young learners have certain characteristics that suggest the best ways for them to learn. These include:

- To have physical materials to learn with (hands-on)
- To work in a social setting (talking and group work)
- To move (active learning and play)
- To experiment with ideas and materials (both process-focused work and product-focused work)
- Extended time to practise new skills and ideas (deep instruction on a small set of skill)

2.3 Readiness for English as Language of Instruction

The pupil's readiness for the language of instruction has a large impact on how fast pupils will gain early literacy skills. There are several reasons why a pupil may not be language-ready for instruction, some of which are:

a) Poor Language Background: The pupil may come from a home or community where they are not engaged in speaking English. It is the modelling of language by other speakers who speak it fluently that provides pupils with wide experience of early words and how words form sentences and ideas. When pupils have a low-language exposure in their early lives, they may enter school with less phonemic readiness than other pupils, and with a smaller natural vocabulary from which to build phonics and vocabulary instruction. This can seriously impact their ability to learn to read quickly. Pupils who come with this problem should be engaged in ways similar to other pupils, with the understanding that they may be challenged at first, and may need more time and individual support to catch up to other pupils.

b) Different first language: The pupil may come from a home where the language of instruction, English, is not the home or second language. It is important to honour pupils' first languages (e.g. Kiswahili, Kisukuma etc), but also it is equally important to make sure the pupil is engaged in English-based instruction on a regular basis. Unlike pupils who have some English background from English medium nursery schools or from homes where English is a language of communication, the pupils who have limited English proficiency are similar to pupils who come from a low-language environment. They therefore need even more language exercises and additional individual support than other pupils.

Pupils who have completely no English language exposure must be considered as new-language learners who need all the support provided to low language learners. In addition, they require some transition time – time to learn in both languages – in parallel ways. Parallel ways suggest that teachers should provide direct and immediate translation for pupils who have no English at all when they enter school. While new-language learners are challenged in early learning, the specific areas where this issue has an impact on learning are in the areas of vocabulary development, reading comprehension, fluency, and writing.

It is important for teachers to understand the different readiness of pupils for English-based instruction, and to make adjustments in time, support, and parallel instruction for pupils when they come to school for the first time. In addition, the oral language competences and oral language activities included in this Teacher's Guide can all be used to further support readiness of pupils for the language of instruction.

2.4 Modifying Instruction for Standard I and II pupils:

We can adjust our instruction for Standard I and II pupils by increasing certain kinds of activities, and decreasing other kinds of activities. The chart below provides a general guide:

What Standard I and II pupils should do more	What Standard I and II pupils should do less
Talking	Listening
Movement	Sitting
Using objects	Using pencil and paper
Raising question	Answering
Experimenting	Demonstrating
Playing together	Completing exercises
Being read to	Reading on their own
Trying to write in original ways	Copying others' writing
Playing games (It needs resource rich environment)	Completing mathematics problems
Making and learning from mistakes	Being expected to know answers

CHAPTER THREE

3.0 PREPARATION FOR TEACHING

3.1 Introduction

This chapter guides you to perform important activities of preparing a lesson for developing Reading and Writing competences. As a key facilitator of the teaching and learning process, you need to have knowledge of your pupils' mental and body needs. You are required to care and assist each individual pupil to develop the specified set of skills which support the development of intended competences. Try as much as you can to help pupils to performance at their best standards. Remember that each pupil has his/her own pace in learning. It is important to apply the best teaching and learning methods and techniques for successful learning. Application of motivating techniques and mental skill development techniques is essential to the competence based teaching and learning process.

After reading this chapter you will be able to:

- a) Develop schemes of work and lesson plans in line with the 2016 Revised Syllabus for Reading and Writing skills for Standard I and II.
- b) Prepare and use teaching and learning materials.

3.2 Preparing a Scheme of Work

A scheme of work is a medium term plan for teaching which is derived from a syllabus. It is planned by the teacher after analyzing the syllabus. Usually the scheme of work is prepared to last a school term. Though it is a tool for the teacher, a copy of the scheme of work is normally handed to the school administration.

When preparing a scheme of work you should be guided by the school calendar and the syllabus. Analyze the syllabus to identify the main competence expected. Analyze the specific competences and the number of periods (lessons) for each specific competence. This number of lessons for each specific competence is a guide for you to distribute time for each main activity. The division of time for each specific activity depends on the length and depth of the specific activity.

When preparing the scheme of work, you should consider the following questions:

- a) What is the overall aim of the skills to be learned?
- b) What competence will the pupils gain?
- c) What set of skills support the intended competence?
- c) What is the level of the pupils?
- d) How much time do I have to teach this specific competence with its main activities?
- e) What aids and resources will be required to implement the scheme?

3.3 Importance of a Scheme of Work

The scheme of work is important because:

- a) It guides you to implement the syllabus in a specified time.
- b) It enables another teacher to take over the responsibilities in case of emergency.
- c) It enables you to monitor the teaching and learning process.
- d) It facilitates effective teaching and learning.
- e) It provides records of what aspects of the syllabus have been implemented.
- f) It allows a room for making intervention to attain objectives of a competence.

3.4 Parts of a Scheme of Work

The scheme of work is organized into two parts: The first part comprises preliminary information with the following subheadings: name of school, name of teacher, class, term, year and the main competence. The second part, which is presented in a matrix, includes the following columns: specific competences, teaching activities, months, weeks, and number of periods (lessons), references, teaching aids/resources, assessment tools and remarks. (See template below):

3.5 Structure of a Scheme of Work

In this section a template of scheme of work is presented to enable you to see its structure. The structure of a scheme of work will appear as follows:

Name of school: _____
Name of teacher: _____ Subject: _____
Class: _____ Term: _____ Year: _____
Main competence: _____

Specific competence	Teaching Activities	Month	Week	Number of periods (lessons)	References	Teaching aids/resources	Assessment tools	Remarks

Clarifications of items in the Scheme of Work

Ascheme of work has 10 key items, which are: Main competence, specific competence, month, week, and number of lessons (as scheduled in the school time table), references, teaching aids/resources, assessment tools and remarks.

a) *Main competences*

Main competences represent the long-term language skills, knowledge and attitude which pupils develop over time. Main competences are enabled by several specific competences that are developed within direct instructional experiences, and built on each other to create a large set of applicable skills. In the scheme template main competences are stated right after specifying class. The remaining items are in the table.

b) *Specific competence*

These are enabling competences that are developed by a pupil in performing different tasks within a specific time. They are derived from the main competence.

c) *Teaching Activities*

These are broken down tasks (activities) in the form of sub-activities which a teacher performs to enable teaching and learning of the main activity. The activities should enable a pupil to perform the intended learning tasks and finally develop activities as indicated in the syllabus. They also enable the pupil to achieve specific set of skills which support intended competence. The teaching and learning considers the pupil's age and ability. The specific activities have neither been shown in the syllabus nor in this teacher's guide. A teacher is expected to create them drawing from the main task (activity) that the teacher intends to teach.

d) *Month*

In this column the specific month is indicated in which you will teach the main activity to develop the specific competence concerned. You ought to align this column with the school calendar.

e) *Week*

This column shows specific week(s) of the month which you plan to be covering the teaching and learning activities. You should bear in mind that a lesson lasts for 30 minutes. Standard I and II have been scheduled to have 10 reading lessons and 6 writing lessons in a week. Any estimation of activities should be done in cognizance of this information.

f) *Number of periods*

In this column, you are required to estimate a number of periods (lessons) you will need to accomplish the specified activity. The number of lessons allocated should correspond to the weight of the main activity specified together with the prevailing teaching and learning environment.

g) *References*

In this column, you are supposed to show the suggested references which will be

used in teaching and learning of the identified activities in the scheme of work. Examples of references include: posters, radio programmes, video clips, tapes, websites and editorials. Observe the following format of writing reference books: Author (year of publication) reference title, publisher, and city: page number of the book.

h) Teaching aids/ resources

In this column, all relevant teaching aids and resources which may be used in the teaching and learning activities are shown. These include word chart, picture, models, audio-visual gadgets and writing boards, letter cards.

i) Assessment method and tools

In this column, tools which will be used to identify pupils' weaknesses and strengths of learning are selected and identified. The tools will help the teacher to assess pupil's progress for reporting and record keeping. Some specific activities may require specific tools for assessment. Examples of assessment are: observation schedules, checklists, portfolios, examination questions and tests.

j) Remarks

In this column, instructional success or hindrances in enabling pupils to gain competence are noted and given explanations in terms of causes and specific results. Remarks are usually made for future references in improving the process of teaching and learning, should you be required to present the same lesson or face similar situations/ circumstances any time in future.

Samples of Scheme of Work

a) Reading competence

Name of school: Down Hill Primary School

Name of teacher: Kisungu Arunde

Class: Std I C **Term:** I **Year:** 2017

Main Competence: Reading

Specific competence	Teaching Activities	Month	Week	Number of lessons	References	Teaching aids/resources	Assessment tools	Remarks
Communication orally	To greet in formal situations	January (9 th -21 st)	2 nd - 3 rd week	18	Syllabus, Teacher's guide Pupil's text books (including title of a book, edition (if not 1 st), place of publication and publisher, page numbers of a chapter		Oral /written Exercises Rubric: assess the pupils' performance on the given tasks	The main activity has been successfully developed.

a) Writing competence

Name of school: Down Hill Primary School

Name of teacher: Kisungu Arunde

Class: Std I C **Term:** I **Year:** 2017

Main Competence: Writing

Specific competence	Teaching Activities	Month	Week	Number of lessons	References	Teaching aids/resources	Assessment tools	Remarks
Forming alphabetic letters	To write English alphabetic letters in small and capital letters	January (9 th -23 rd)	2nd -4 th week	18	Syllabus, Teacher's guide Pupil's text books (including title of a book, edition (if not 1 st); place of publication and publisher, page numbers of a chapter	CD, flash sticks, Radio cassette, Letter cards, Name cards	Written exercises Rubric: assess the pupils' performance on the given tasks Checklist Oral exercises	The main activity has been successfully developed.
Forming alphabetic letters	To write English alphabetic letters in small and capital letters	February, (30 th Jan- 3 rd Feb)	1st week	6	Syllabus, teacher's guide, pupil's text book (including title of a book, edition (if not 1 st); place of publication and publisher, page numbers of a chapter	CD, memory card, Radio cassette, Letter cards, Name cards	Written exercises Rubric: assess the pupils' performance on the given tasks Checklist	The main activity has been successfully developed.

3.6 Preparing a Lesson Plan

It is important to note that after preparation of the scheme of work, the following task is to prepare a lesson plan. A lesson plan is a well thought out short term teaching plan developed by a subject teacher to facilitate teaching and learning within a period. Usually, a teaching period in standard I and II takes 30 minutes. A lesson plan outlines the teacher's competence objectives and stages of teaching step-by-step. It provides a detailed description of the sequence of teaching and class activities that will lead to attainment of the specified competences. Lesson plans are derived from the competences and specific competences in the scheme of work broken down into specific activities.

When preparing a lesson plan, you have to consider the following things:

- a) How to introduce your lesson;
- b) How to motivate pupils;
- c) How to use teaching and learning resources;
- d) Teaching and learning activities, and
- e) How to assess each stage of learning.

Importance of the Lesson Plan

The lesson plan is important in the following ways:

- a) It enables you to adhere to specified teaching stages to make learning to be a very interesting process;
- b) It gives you a chance to prepare the teaching and learning materials;
- c) It enables a teacher to budget time appropriately;
- d) It enables the teacher cover all the syllabus in time;
- e) Another teacher can comfortably teach your lessons in your absence.

A template of a lesson plan appears as follows:

Name of school: _____

Name of teacher: _____ **Subject:** _____

Class: _____ **Date:** _____

Time: _____

Lesson Ordinal Number: _____

Total number of pupils					
Registered			Attended		
Girls	Boys	Total	Girls	Boys	Total

Main Competence:.....

Specific Competence:.....

Main Activity:.....

Specific Activity:

Teaching aids/Resources:.....

References:.....

Stages of lesson development	Time	Teaching Activities	Learning Activities	Learning Indicators
Introduction (Eliciting pupil’s demonstration of background knowledge)				
Presentation of new knowledge				
Reinforcing Competence (Practice)				
Conclusion (competence application and transfer)				

Reflection.....

Evaluation.....

Remarks.....

Clarification of items of a Lesson Plan

The current lesson plan has been adopted to suit the requirements of the competence based teaching and learning. The lesson plan is organized into three parts. The first part comprises of preliminary information with the following subheadings: Name of school, name of a teacher, class, date, time and period, number of registered pupils and those who actually attended the lesson. The second part comprises of stages of lesson development which include the introduction, new knowledge, reinforcing competence (practice) and conclusion (application and transfer skills to real life). The last part includes the ending of the lesson with pupils’ reflection and pupils/ teacher evaluation.

The main components of lesson plan are discussed below:

a) Main Competence

Main competence is a statement of what is intended to be covered in the lesson at a general level. Main competence is expected to be attained through many lessons in the whole year.

b) Specific Competence

Specific competence refers to specific knowledge, skills and attitudes which will be covered in several lessons. Specific competence when fully attained enables a pupil to perform a given task in learning.

c) Main Activity

This is an activity which a teacher aims to develop to pupils after undertaking several periods (lessons) of learning. The activities are outlined in the syllabus and are sub-divided into specific activities.

In this aspect, you are required to write the objective of teaching and learning the main activity which a pupil is expected to accomplish. You should also write the intended attitude which a pupil will have developed after accomplishing the activity. The words used need to be general statements like a pupil should be able to know, understand and use etc.

Estimation of lessons per specific competence has been provided in the syllabus. You are advised to carefully study the activities and make an estimation of possible number of lessons in each given activity to be performed by a pupil. Your estimation of number of lessons (periods) should be based on the scope of a particular activity.

d) Specific Activity

This is a specified activity which a teacher aims at so as to develop to pupils in a single period of interaction. When preparing a lesson plan, you are required to identify main and specific activities with objectives derived from activities you aim to develop to your pupils.

Specific activities should have features which can be summarized in the acronym SMART, which stands for specific, measurable, attainable, realistic and time bound. More elaboration is provided below:

- i) **Specific:** This implies that a specific activity should be a single specified outcome to be performed.
- ii) **Measurable:** This means that each specific activity should clearly indicate a criteria of measurement.
- iii) **Attainable:** It should be achievable, and should be an activity which you are capable of developing to the pupils.
- iv) **Realistic:** Specific activities should be practically possible and real instead of actions that are only stated and possible in dreams.
- v) **Time bound:** This implies that it should have an aspect of time for it to be accomplished. In case of Standard I and II a lesson lasts for 30 minutes.

NOTE: A single specific activity is scheduled to be accomplished within one period (one lesson session). However, it may extend beyond a single lesson, depending on its scope.

Example of subdivisions of activities from main into specific activities can be seen

in lesson plan samples presented in this chapter. The two examples presented are a reading and a writing lesson in Standard I.

For example, in the scheme of work model for reading competence, the main activity reads, *Writing alphabetic letters*. It is stated as a general task, it is taken from the syllabus. However a teacher has to break it down into a specific activity. In the lesson plan it has been made to read, *to write English alphabet letter 'Capital A'*. Likewise, in the scheme of work model (Reading Competence) the main activity reads, *to greet in formal situations*. This activity has been generally stated. It is found in the syllabus. However, a teacher is supposed to break it down into a specific activity which in the lesson plan reads, *to greet 'Good Afternoon'*.

e) *Introduction*

In the introduction, the teacher uses a variety of methods to find out the background knowledge pupils have about what is going to be taught (eliciting pupil's demonstration of background knowledge). Background knowledge of the pupils enables the teacher to correct misperceptions held by pupils and build a bridge between prior knowledge and new knowledge.

Methods such as question and answer, think pair share, and brainstorming, pre-listening, pre-reading and pre-writing activities are used in probing prior knowledge depending on what aspect of language is taught.

f) *Developing Competence (presentation of new knowledge)*

In presenting new knowledge, the teacher uses demonstrations, situations and contexts with the help of real objects, pictures and flash cards. Pupils listen, observe, imitate or repeat what the teacher has done individually or with a demonstration group. While reading, while listening and while writing activities may also apply here.

g) *Reinforcing competence (practice)*

At this stage pupils practise what has been presented in the previous stage using a variety of activities including oral drills, dialogues, communication games in chorus, in pairs, in groups, and individually.

h) *Conclusion (Application and transfer)*

At this stage activities that establish links between new knowledge and pupils' real life experiences are introduced. The teacher gives pupils tasks that promote thinking, application, understanding and transfer of knowledge to new contexts and situations and concludes the lesson.

i) *Learning indicators*

These are a list of descriptions of pupils learning activities which enable the teacher to practically gauge (assess) pupil's competence. Descriptions of these indicators depend upon learning activities which appear across the lesson stages column. Therefore, the learning indicators match with a specific learning activity.

j) Reflection

The teacher is supposed to ask himself or herself questions about teaching and learning of the lesson including the methods and techniques used to present the lesson. The teacher is supposed to identify the challenges she/he faced during the process, their possible causes and solutions.

k) Evaluation

Evaluation is the process of forming judgement on how the teaching and learning was conducted in order to enable pupils gain the intended competence. This is done after assessing and reflecting on the lesson. If pupils achieved the expected level of performance, then the teaching and learning was a success. If this was not the case, then the process was unsuccessful.

NOTE:

Presented below is the table with three columns which clarifies lesson reflection and evaluation. The table provides questions in reflection and evaluation columns which go in line with the items in the criteria column. The criteria column has the following items: pupil's activities, teaching and learning strategies, teaching and learning aids, teacher's performance and pupil's performance.

Criteria	Reflection	Evaluation
Pupil's activities	i) What have I realized from the results of the performed activities? ii) How do I know the pupils have learnt the way I expected them to? iii) Why did the activities succeed or fail to enable pupils gain the intended competence?	i) At what level was the intended activity performed satisfactorily? ii) Has the pupil gained the expected competence? iii) Were the given activities able to assist gaining of the intended competence?
Teaching and learning strategies	Why the strategies I used did succeed or fail?	Were the teaching strategies successful?
Teaching and learning aids	Why were the teaching and learning aids I used effective?	Were the learning and teaching aids effective?

Teacher's performance	i) How do I know if my guidance clarifications were understood or not? ii) Why did I change the style I had set?	i) Were my instructions/ clarifications understood by the pupils? ii) At what stage of the lesson was I compelled to change style?
Pupil's performance	i) Why the intended level of performance was achieved OR NOT achieved in accordance with the guidance? ii) Why has the pupil been able to OR NOT able to relate what he/ she has learnt to everyday life?	i) What level of performance was achieved according to the given guidance? ii) Was the pupil able to relate what he/she has learnt with everyday life?

l) Remarks

This provides action to take to address the issues identified in the pupil and teacher's evaluations. The actions should be geared towards setting better plans in implementing such a lesson another time in future.

Sample Lesson Plan

a) READING COMPETENCE

Name of School: Down Hill Primary School

Name of Teacher: Kisungu Arunde

Main Competence: Comprehend Oral and Written Information

Class: Standard I

Date: 16/01/2017

Lesson Ordinal Number: 3rd

Time: 9:00 – 09:30.

Total Number of Pupils					
Registered			Attended		
<i>Girls</i>	<i>Boys</i>	<i>Total</i>	<i>Girls</i>	<i>Boys</i>	<i>Total</i>
20	25	45	15	23	38

Specific Competence: Communicating orally**Activity:** To greet in formal situations**Specific Activity:** To say “Good afternoon” as a greeting**Teaching Materials:** Pictures of people greeting, word cards, sentence strips.**References:****Lesson development stages**

Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Introduction (Eliciting pupil’s demonstration of background knowledge)	5 min	Introducing a greeting song ‘ <i>Good morning song</i> ’. Demonstrate and lead pupils to sing the song. Revising about the greeting, <i>Good Morning</i> . Ask revision questions.	Listening and watching demonstration and then sing the song. Pupils answer revision questions.	Watching the demonstration, and singing of the song to be performed. Answering the revision questions to be done.
Presentation of new knowledge	10 min	To introduce a new greeting, ‘ <i>Good afternoon</i> ’ and its reply. Demonstrate the greeting using a song. Lead pupils to sing the song written on board. Read pictures of 1) A male teacher greets pupils 2) A female teacher greets pupils 3) A boy greets sister Jane 4) A girl greets brother Omary.	Listen and watch demonstration. Pupils read and sing the song Pupils listen to a modeled reading.	Demonstration and listening to be done Reading of the song and singing to be done. Model reading to be done.

Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Reinforcing Competence (Practice)	15 min	<p>Guide pupils to form Groups</p> <p>Provide different pictures to groups</p> <p>Instruct pupils to read the words in pictures</p> <p>lead discussion about pictures</p> <p>Call group members to role play greetings</p> <p>Comment to improve role play performance</p> <p>Call pupils randomly in pairs to role play shown pictures</p>	<p>Pupils form groups.</p> <p>Pupils receive pictures, read and discuss about the pictures.</p> <p>Pupils role play formal greetings according to the pictures.</p> <p>Pairs perform role plays</p>	<p>Groups to be formed.</p> <p>Receiving of pictures, reading of balloons of words in picture and discussion to be done.</p> <p>Role plays to be performed.</p>
Conclusion (competence application and transfer)	05 min	<p>Pick on few individuals to read the words in pictures.</p> <p>Lead pupils to sing the Good Afternoon song.</p> <p>Assign pupils to greet other at home.</p>	<p>Pupils read words in pictures.</p> <p>Pupils sing the song.</p>	<p>Reading of pictures and singing the good afternoon song to be done.</p>

Reflection

Given below is an example of a teacher's reflection after having completed teaching the sample shown lesson.

Pupils understood the lesson well; they participated in the song with enjoyment. They all liked the pictures. They liked role playing as teachers in class. Greeting is a

familiar experience at home, school and elsewhere.

Remarks

The lesson was very enjoyable to pupils. I will continue with a new lesson ‘*Good evening*’ next time.

I will also involve audio-visual teaching support for pupils to master and model themselves well.

b) WRITING COMPETENCE

Name of School: Down Hill Primary School

Main competence: Writing

Name of Teacher: Kisungu Arunde

Class: Standard I A

Date: 16/01/2017 **Lesson Ordinal Number:** 3rd **Time:** 9:30 – 10:00.

Total Number of Pupils					
Registered			Attended		
Girls	Boys	Total	Girls	Boys	Total
19	21	40	19	18	37

Specific Competence: Forming alphabetic letters

Main Activity: Writing English alphabetic letters

Specific Activity: Writing an alphabetic letter (Capital letter ‘A’)

Teaching Materials: Letter cards showing small letter ‘a’, Letter cards showing capital ‘a’ Letter cards showing both small and capital letter ‘a’, Name cards.

References:

Lesson development stages

Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Introduction (Eliciting pupil’s demonstration of background knowledge)	5 min	Demonstrate to sing a song of alphabetic letters a-z Lead the pupils to sing the song. Lead a revision discussion about writing small letter ‘a’ Ask revision questions.	Viewing a demo of song and sing it. Pupils respond to questions about revision of small letter ‘a’.	Watching the demonstration of singing and singing of the song to be done. Answering of revision questions to be done.

Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Presentation of new knowledge	10 min	<p>Show letter card with capital letter 'a'</p> <p>Display the card on a wall, assign pupils to draw it.</p> <p>Write letter A in one line on the chalk board.</p> <p>Instruct pupils to write in their exercise books.</p> <p>Show a pair of letters small and capital letter 'a A'.</p> <p>Display the card of paired letters on the wall.</p> <p>Instruct pupils to draw the card and then write the whole line of paired letters small and capital letter 'a'.</p>	<p>Viewing cards with letter 'a'</p> <p>Pupils draw the letter card in their exercise book.</p> <p>Pupils write a line of capital letters 'a'.</p> <p>Pupils view the pair of letters; small and capital letter 'a'.</p> <p>Pupils draw the card and then write the whole line of paired letters small and capital letter 'a'.</p>	<p>Viewing of the letter card and the drawing of the letter card to be done.</p> <p>Writing of the specific letter to be done.</p>
Reinforcing Competence (Practice)	15 min	<p>Pick randomly pupils with names which begin with letter 'a' in their first or second names.</p> <p>Write their names and ask pupils to show where is letter 'a' in the names. Let them write the names.</p> <p>Demonstrate a dancing song. <i>My name is Abdul, I have come to dance, dance in the middle and then I go away.</i></p> <p>Assign pupils with names which begin with letter 'a' to dance the song.</p>	<p>Pupils with names which begin with letter 'a' respond.</p> <p>Pupils identify letter 'a' in names and write the names in their books.</p> <p>All pupils listen to demo and pupils with names which begin with letter 'a' go and dance.</p>	<p>Picking on pupils whose names begin with 'a' to be done.</p> <p>Identifying and writing of names to be done.</p> <p>A dance of the song of alphabet letters to be performed.</p>

Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Conclusion (Application and transfer) (competence application and transfer)	5 min	Distribute an example of letter cards written small and capital letter 'a'.ie. (aA) Instruct pupils to write in their exercise books. Demonstrate a song of letter 'a' and lead pupils to sing the song <i>I am letter 'a', I have come to dance, dance in the middle and then I go away.</i>	Receiving examples of letter cards written small and capital letter 'a'.ie. (aA) Writing in the pupils exercise books. Listening to demonstration of a song and dance. Singing and dancing.	Receiving of letter cards to be done. Writing exercise to be done. Singing of the song and dancing to be done.

Reflection

Given below is an example of a teacher's reflection after completing to teach the lesson:

Pupils had learned earlier about small letter 'a' in oral communication lesson and writing lesson. It bridged well the introduction of writing capital letter 'a'. They like the song and the dances. It is simple to write a letter in capital letter.

Remarks

I will teach other alphabetic letters. The lesson was well understood. It was simple to introduce capital letter after teaching writing of small letter. I will also involve animated audio-visual teaching supports to make the lesson more interesting to pupils.

CHAPTER FOUR

4.0 TEACHING READING SKILL THROUGH SYNTHETIC PHONICS APPROACH

4.1 Introduction

Synthetic phonics is a teaching approach in language lessons where phonemes (sounds) are synthesized or blended to make words. This approach enables pupils to read. It is also known as blending phonics. This approach starts teaching from simple to complex sounds. A pupil is guided to identify letter sounds and shapes of both vowels and consonants and how letters form syllables, words and sentences by blending.

There are several methods of teaching reading skills. Each of the methods can claim some success. Among them are synthetic phonics, whole word or analytical reading and a mixture of synthetic phonics and whole word teaching approaches. However, synthetic phonics has several advantages. It enables pupils to learn:

- a) Spoken words are composed of phonemes (sounds)
- b) The 44 phonemes of English language.
- c) Different ways a phoneme can be represented (spelled) for example 'a' in words like: *apron, pay, etc.*
- d) To blend phonemes in a word.
- e) To listen for phonemes in words to spell.
- f) Irregular, high frequency words (camera words).
- g) Phonemes first then the letter name.

In order to make synthetic phonics approach effective it needs to be child-friendly. Child-friendly environment is the environment which facilitates children's learning. It makes learning easier, attractive, enjoyable and effective. In order for the pupils to learn reading skill effectively, a class needs to be rich in print materials, such as textbooks, picture books, magazines, letter cards and picture cards.

Effective teaching and learning depends on the method and techniques employed. Synthetic phonics approach needs to engage fully the pupils in practising listening, pronouncing vowel and consonant sounds correctly, blending and segmenting words into syllables and syllables into isolated (phonemes). It also emphasizes placing pupils in a lot of oral practices before they begin to read and discriminate sounds spoken by people and articulate them communicatively, make letter shapes, and tell how those letters form syllables, words and sentences by speaking.

A pupil is expected to master discriminating phonemes in oral activities first before being introduced to reading and speaking activities.

4.2 How pupils learn Reading Skill using Synthetic Phonics Approach

A pupil can learn easily and effectively using synthetic phonics approach. This approach has five criteria which help a pupil to learn effectively as described below:

- i) Phonics identification (ability to listen and identify sounds in a spoken word).
- ii) Understanding that letters represent sounds and words which are formed by those sounds.
- iii) Efficiency in reading comprises expected reading pace (fluency), accuracy and regular intonation.
- iv) Vocabulary (understanding that words have meaning in a language).
- v) Comprehension (understanding texts read and retell them in their own words).

These criteria are related to development of the four language skills of speaking, listening, reading and writing.

4.3 Using Synthetic Phonics Approach to Teach Reading Skill

Reading is among the four language skills pupils need to learn. Speaking skill in children starts with listening to other people or/and audio-visual media around them and imitate the sounds articulated by them.

At the initial stage children pronounce sounds of words wrongly. As a child grows and his/her speech organs develop, starts to pronounce some sounds correctly. A teacher is responsible to guide pupils in the initial stage to:

- i) Identify both vowel and consonant sounds in oral activities.
- ii) Teach few syllable words starting with 1, then 2 and 3.
- iii) Teach the blended syllables in words.
- iv) Blend and segment word syllables.

The teacher is advised to use word cards and relate with picture cards whose names start with the initial sounds which are intended to be taught. The teacher is also advised to engage pupils in the learning process through oral activities, identifying sounds and blending and segmenting syllables, then words and lastly sentences. We recommend that teaching reading by using this approach starts with letters which are familiar and normally used by children in familiar words in their daily lives. For example, in the words *boy*, *mother*, *father*, *cat*, *dog* and *apple* the initial letter sounds in these words can be used to teach sound discrimination and identification in forming syllables, words and sentences by either blending or segmenting them. For example the word 'boy', /b/, 'cat' the initial sound is /k/ 'hen' the initial sound is /h/.

The concept of reading is associated with identification of letter and sounds. Letters form syllables, words and sentences.

The aim of teaching reading skill through synthetic phonics approach is to enable pupils to develop ability to listen attentively to sounds, identify and discriminate sounds (phonemes) syllables, words and sentences. After developing the competences and skills, pupils would correctly identify the initial, medial and final sound in a word. A teacher is advised to provide enough exercises to pupils in identifying initial sounds of words by listening and pronouncing the words with double vowels.

Other words are formed involving two or more consonants and vowel. The first two or three consonants in those words are called cluster consonants. A teacher is supposed to guide pupils to identify those cluster consonants and their sounds (phonemes).

It is recommended that teacher use relevant picture cards and relate them with what they want to teach. For example, a picture card of a *bird* which is *flying* can be used to teach the first letter sound /f/ in a word with cluster consonant **fl**-y, a picture of a boy *drawing* can be used to teach letter sound /d/ in a word with cluster consonant **dr**-aw, a picture of a girl *sweeping* can be used to teach letter sound /s/ in a word with cluster consonant **sw**-eep. In this approach, the emphasis should be directed to engaging children in the teaching and learning process by giving them enough time to practice pronouncing of different letter sounds. The following are some of examples of some of cluster consonants which are commonly used by children in different context; *br-eak*, *bl-ock*, *cr-y*, *cl-ap*, *dr-aw*, *sch-ool*, *dr-ink*, *ch-air*, *fl-ute*, *gr-ass*, *sw-eep*, *sl-eep*, *tw-o*, *tr-ee*, *thr-ee*, etc.

Let us remind ourselves of activities which a teacher can use in teaching reading in Standard I and II.

1. Mentioning names of letters and their pronunciations
2. Blending sounds to form syllables by pronouncing them, e.g sounds: 'b-a-s-k-e-t = 'bas' and 'ket'
3. Blending syllables to form words e.g., *Syllables*: 'bas' and 'ket' = 'basket', *Syllables*: 'ap' and 'ple' = 'apple'.
4. Segmenting syllables in words; 'basket'; 'apple'.
5. Blending and segmenting cluster consonants in familiar and simple words.

Conclusion

Teaching reading and writing through phonics approach is very effective. It enables pupils to read fluently within a comparably a short time of learning. It develops permanent reading skills hence a pupil attains decoding knowledge.

CHAPTER FIVE

5.0 USING TEXTBOOKS AND SUPPLEMENTARY BOOKS FOR TEACHING READING

5.1 Introduction

A textbook is a curriculum material which is used by a teacher in teaching and a learner for learning. The textbook normally has a content which translates all competences in a particular syllabus. As a teacher you need to carefully select relevant textbook, the level it is intended for, and how helpful it is to the syllabus. As a teacher, do you know how to use textbook in teaching literacy skills? This chapter guides you toward that knowledge.

5.2 How to use Textbooks

The chapters of a textbook are arranged according to the specific competences as identified in the syllabus for each chapter. The teacher is advised to identify the competences which are intended to be developed basing on the given syllabus. Teaching and learning reading skill in language basically focus on developing the four language skills which are speaking, listening, reading and writing.

Speaking skill is associated with different oral activities such as greeting, introducing each other and using polite requests. It also includes activities in which pupils tell stories. Speaking goes together with listening whereby pupils identify sounds of different things in the environment.

The teacher is advised to guide pupils to identify and discriminate sounds at school and home environment. These may include sounds of animals like cat, dog, cow, goat and sheep. Also sounds of different birds such as goose, hen, duck, and sounds of other things like whistle, drums and cars. Discrimination of these sounds enables a pupil to master listening skill and being attentive. Later these skills help the pupils to be able to recognize sounds (phonemes), spoken syllables, words and sentences.

Learning reading is preceded with hearing oral rhymes alteration and words. Later the pupil listens to phonemes in spoken words. The teacher is advised to use both examples of suggested sounds of words, in textbooks and other familiar words so as to make pupils enjoy learning.

5.2.1 Blending and segmenting letter sounds

The teacher has to critically think of how he/she can teach reading skills. First of all the teacher should help pupils develop attentive listening skill, to identify and discriminate different sounds, and recognize in which position of these sounds in words. These skills will enable pupils to easily blend and segment letter sounds. Pupils who can blend and segment sounds easily are able to use this knowledge,

when reading and writing. In teaching reading skills the teacher is supposed to engage pupils in order of activities. The teacher may start with individual pupil, and then with small group, thereafter can engage the whole class.

Synthetic Phonics approach enables pupils to develop ability of recognizing and identifying different sounds (phoneme) in different position in the word. It also facilitates effective coding in reading. In that way it improves their speed, correctness, comprehension and fluency, coding and reading with feelings. You may also employ other methods and techniques which you think are most relevant and effective in teaching reading.

Beginners learn to read sounds in words slowly; they say each sound in a word, for example, **c-a-t** and then read the sounds quickly together, “cat”. Blending (combining sounds) and segmenting (separating sounds) are skills that are important in reading. The process of teaching beginners to read normally begins with simplest to most complex tasks. The textbook indicates sounds to be taught and illustrations to be used. A teacher has to use relevant strategies in teaching reading skills.

5.2.2 Blending Activities

In order to make teaching easier and enjoyable it should be made natural. This can be done through plays and games. The following are games which you can use in teaching blending sounds:

i) Guess-the-words Game

This game shows how to teach pupils to blend and identify a word that is stretched out into its basic sound elements. The objective of the activity is to help pupils to blend and identify a word that is stretched out into its component sounds. Picture cards of objects that pupils are likely to reorganize such as sun, bell, flag, snake, tree, book, cup, clock and plane can be used. You can also use the suggested/given pictures in the textbook you use.

Procedures: Although not limited to these procedures, the following can be used in the teaching and learning process. However, you can employ other procedures which you think are effective and relevant to your context.

Activity: Place a small number of picture cards in front of pupils. Tell them you are going to say a word slowly several times for example, /ffffllllaaaag/. Ask them to repeat what you have said; it is important to have pupils guessing the answers. Make sure everyone gets an opportunity to try it. Guide them to identify in isolation the letter sounds (phonemes) of the word correctly. Help pupils to blend them and say the sounds of the word regularly ‘flag’. Use the picture to associate the concept and the real object. Do the same with other sounds provided in the textbook.

ii) *Can-you-help-me Game?*

This technique gives instruction which needs pupils to respond to what they see. Ask pupils in rhyming and let them respond.

“*Can you help me? Tell me what you see? I see a /c/a/p/*” Do it several times. Repeat the rhyme and guide them to blend the final word by saying; “**Cap**” correctly to answer the question. Select and use familiar words. Use a picture of a cap to enable them associate the concept and the real object. Do the same with other sounds provided in the textbook.

5.2.3 Segmenting Activities

This can be done by using a game known as *segmentation cheers game*. Have pupils segmenting the word sound by sound. You may begin with words that have three phonemes, such as /*r-a-t*/, /*c-a-t*/, /*d-o-g*/ etc.

i) *Segmentation cheers*

Procedure: Guide pupils to listen to the cheer, then shout sounds of the word you teach. For example, ‘**sun**’. Do it several times slowly. Ask pupils to listen them to shout the sounds they hear. Then ask them to speak the sounds. For example the word “**sun**”, let them take part in saying “**sun**” correctly.

Activity: Guide them to say the letter sounds of the word “**sun**”:

- Give me the beginning sound:
Pupils respond with /s/.
- Give me the middle sound:
Pupils respond with /u/.
- Give me the ending sound:
Pupils respond with /n/.

Then you respond with complements and praises, eg. “That’s right” or “Very good”. Do the same for sounds of words provided in the textbook.

You are advised to demonstrate correct blending and segmenting activities and guide pupils to say the sounds correctly. You can also guide pupils to form simple sentences.

When pupils master these activities, you are advised to guide pupils to begin reading. Introduce short texts with simple and familiar words for reading. Put emphasis on slow improve of speed, fluency and correctness. As a teacher, you are responsible to identify pupils with learning difficulties such as stammering, poor vision, wrong pronunciation and lisping. Assist these pupils accordingly. Encourage peer learning so that pupils help each other.

In reading and listening comprehension, you are advised to use *wh* questions: *Why? When? Which? What? and Where? How?* Questions can also be used to give pupils opportunity to clarify objects, people, activities and time in the books. These kind of questions give pupils direction to practise arguing skills. These questions have to be associated with studying pictures in the book. By so doing pupils develop confidence and enjoy reading.

5.3 How to use Supplementary Books

Reading skill can also be developed by using supplementary books, which may go beyond pupil's knowledge and skills. In lower levels, supplementary books can have pictures and few words and simple sentences. In order to be successful in developing pupils' reading skill you are advised to group pupils according to their abilities. You have to make sure that the class has enough visual supports for reading.

5.4 Teaching Reading Using Levelled Books

Before reading a grade level book a teacher has to give pupils enough time to look at pictures in the book and the title of the book. Guide pupils to guess the expected events in the book. During reading make sure every pupil reads the book. Ask questions to check pupils' understanding: How did they feel? Why did they feel so? Allow pupil to retell the story in their own words.

5.5 Criteria for Grouping Levelled Books

The level of books does not normally relate with class levels but rather with competence of pupils in reading. These levels are one to six. Use pupils reading competence to group them in different levels. Beyond level six a pupil is expected to read different books independently. The levelled books are for extra reading program. They improve pupil reading skills. The following are criteria for level 1 – 6 to be used in grouping pupils according to their reading competences:

Levels of supplementary readers

This criteria is designed for supplementary readers. Supplementary readers are for supporting young learners in reading and writing skills acquisition. Learners at level 6 are independent readers and writers.

Item	Levels					
	1	2	3	4	5	6
Word per sentence	Wordless or letter & a picture, single word & a picture or 2-3 word phrases	Not exceeding 6 words	Not exceeding 10 words	Not exceeding 10 words	Not exceeding 12 words	Not exceeding 12 words
Number of words per page		Not exceeding 12	Not exceeding 24	Not exceeding 36	Not exceeding 60	Not exceeding 100
Wrapping	No wrapping	No wrapping	Text can wrap	Text can wrap	Text can wrap	Text can wrap
Number of sentence	1 sentence	Not exceeding 2 sentences	Not exceeding 4 sentences	Not exceeding 6 sentences	Not less than 6 sentences	Not less than 10 sentences
Number of syllables	Not exceeding 4 Many 2-3 syllables Few with 4 syllables	Not exceeding 5 Many 2 & 3 Some 4 & 5	Not exceeding 6 Many 3, 4, 5	No limitation	No limitation	No limitation
Font size	Letter not less than 100 Word Not less than 70	Not less than 20	Not less than 18	Not less than 16	Not less than 14	Not less than 12

Item	Levels					
	1	2	3	4	5	6
Font type	Literacy font type (e.g. Upstart, Sassoon)	Literacy font type (e.g. Upstart, Sassoon)	Literacy font type (e.g. Upstart, Sassoon)	Literacy font type (e.g. Upstart, Sassoon)	Literacy font type (e.g. Upstart, Sassoon)	Standard font type, can use varied font but should be consistent
Spacing						
Size of the book	A5, A4 & B5	B5 & A4	B5 Landscape/ portrait orientation	A5 & B5 Landscape/portrait orientation	A5 & B5	A5 & B5
Number of pages	Not exceeding 24 (incl. preliminary pages) Minimum number of pages 8	Not exceeding 24 including preliminary)	Not exceeding 24 (including preliminary)	Not exceeding 24 Not less than 16	Not exceeding 32 Not less than 20 (including preliminary)	Not less than 32
Illustrations	Every page, full coloured illustrations, should support the text and based on reality and reflect reality.	Every page, based on reality and reflect reality, full colour and support text	Every page, full colour illustrations and supporting text	Every page, full colour, based on reality and reflect reality & supporting text	Every double page spread, expands the meaning, full colour, based on reality and reflect reality and support the meaning.	Every double spread, expands the meaning & full colour
Placement of the text and illustrations	Consistent, spacing between text and illustrations	Consistent, spacing between text and illustrations	Can vary	Can vary	Can vary	Can vary

		Levels					
		1	2	3	4	5	6
Item							
Content & Themes		Supporting the curriculum	Supporting the curriculum	Supporting the curriculum	Supporting the curriculum	Supporting the curriculum	Supporting the curriculum & May include abstract ideas
Genre/Form of writing		Has a variety of genres e.g. Picture books, alphabet books, simple concept books	Has a variety of genres e.g. Narrative, simple concepts and themes	Has a variety of genres e.g. Informational, Narrative & poetry	Has a variety of genres e.g. informational, Narrative, biographies & poetry	Has a variety of genres e.g. informational, Narrative, biographies & poetry	Has a variety of genres e.g. informational, Narrative, biographies, poetry, drama/play
Vocabulary		Simple and familiar	Simple and familiar	Mostly simple and familiar, some complex	Increase complexity of vocabulary	Increase level of vocabulary complexity	Increase level of vocabulary complexity
Structure			Single idea	Single idea & can include simple dialogue	Not exceeding 2 ideas & can include simple dialogue	Multiple ideas & can include complex dialogue	Complex dialogue Multiple ideas
Punctuation		Where applicable use capital letters and full stops	Capital letters at the beginning of the sentences & proper nouns, use of full stop, comma & question mark	Comma, full stop, question mark, Exclamation mark & quotation mark	Full stop, comma, Exclamation mark, quotation marks, question marks	Full stop, comma, quotation marks, Exclamation mark, question mark, Colon, semi colon	Full stop, comma, Exclamation mark, quotation marks, question mark, Colon semi colon, parenthesis.

CHAPTER SIX

6.0 READING INSTRUCTION

6.1 Introduction

Reading instruction is the combined processes used to help pupils understand what they read in print. It begins with the Standard I pupils focusing on listening to sounds that make up familiar words the pupil uses in everyday life. It then provides formal instruction about letters and how they form words which we use everyday. Pupils begin to master reading simple familiar words, later on they begin to read simple sentences about things they understand and experience. They learn to understand what they are reading, and to communicate about it. When pupils are able to read simple sentences, teachers can engage them in practising reading through fluency exercises, to help them read automatically and with meaning.

Teachers are aware of the fact that the main competence Reading comprises of the following specific competences which support pupils in becoming readers. The specific competences included are:

- Communicating orally
- Phonemic awareness
- Phonics
- Reading fluently
- Reading and Listening for Comprehension and
- Using vocabulary

6.2 Pre-reading skills

Before the Standard One pupil starts taking reading instructions, it is advisable for a teacher to conduct a gradual transition and preparatory session for a complete reading instruction. The following section gives explanations about pre-reading skills which you are supposed to develop for the learner.

It is important to provide informal time for pupils to explore language, use the language they have, and learn the basic concepts of communication before pupils are engaged in formal reading instruction. Pupils must be able to discriminate between different things they see, understand the basic concepts of print (top-to-bottom, left-to-right) and be able to use simple oral language. Many pupils come to school prepared with these skills, but some come to school without the skills. By actively engaging pupils in talking to each other and exploring simple pictures and wordless books, listen to and talk about stories, teachers can develop the pre-reading skills pupils need to become successful during formal reading instructions.

6.2.1 Teacher's competences

The teacher's should be able to understand and apply:

- Visual discrimination
- Concepts of print
- Words as carriers of meaning
- Sound representation
- Conversational skills

6.2.2 What are Pre-reading Skills?

Pre-reading skills are skills which require pupils to have before they start learning to read. These skills are acquired from different activities in and out of school. In their first days at school, they have to perform well-prepared activities to prepare them for early reading experiences. The important competences listed above (for teachers and for pupils) should be addressed through brainstorming, games and play.

6.2.3 Why are Pre-reading Skills Important?

Pre-reading skill development helps pupils to be prepared for more formal reading instructions by having pupils explore the language skills they already have.

6.2.4 How to teach Pre-reading Skills in the Classroom?

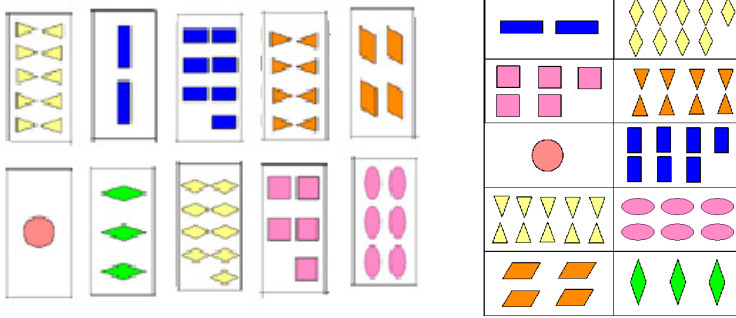
1. **Visual discrimination:** Visual discrimination means to identify things that are alike and things that are different (e.g. shapes, lines, circles, etc...). This skill plays a big role in reading as it helps pupils to identify a learned letter and distinguish it from other letters. This skill is taught by using common things around the pupils' environment and simple patterns with colours that can easily distinguish them.
2. **Teaching and learning materials:** a bottle, tins, boxes, books, sticks, drawings, and coloured patterns
3. **Skill:** Pattern identification

Example: Activity 1

Put together many objects that are well known to children and ask pupils to sort out those that have things in common.

Example: Activity 2

Play a Lotto game on a board and small parts then ask pupils to arrange them by matching small parts.



6.2.5 Concepts of print: Children should be exposed to print to help them become familiar with the basic idea of written text before starting to read. In this area they learn how to hold a book, how to open a book from front to back, where to start reading from top to bottom, direction of reading from left to right.

Skill: Print postures and finger movement

Teaching and learning materials: books, printed materials

Example: Activity 3

Give books to pupils individually or in groups. Using your book or printed material demonstrate how to hold a book, how to open a book, where to start reading, direction of reading, etc. Do one activity at a time and evaluate it by going around the class and give facilitation where necessary.

Example: Activity 4

Display a big chart /word card /sentence cards on the board (flip chart sheet) with several written words/ sentences; show how to start reading by finger movement. Give books or written materials to pupils then ask them to practise finger movement

Assessment:

Observe if pupils are able to:

- i) Hold books in the right posture
- ii) Hold the book correctly (up and down)
- iii) Open books properly
- iv) Show where to start reading using finger movements

6.2.6 Sound representation: Written letters are symbols that represent sounds. Each symbol has its own sound that it represents. Pupils have to be taught the concepts that symbols can represent sounds.

Skill: Assigning pictures and sounds

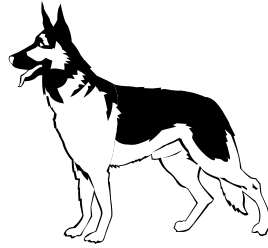
Teaching and learning materials: Pictures on cards

Example: Activity 5

Display a picture of an object that produces sound on the blackboard. Ask the pupils to make the sound it produces. Do it several times with different objects.



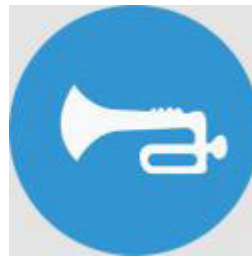
Krrrrrrr! Krrrrrrrr!



Woow! Woow!



buuuu



buuuuuu



ngrrrrrrr



myaaaauuu



Kroooow kroow

Assessment: Observe if pupils are able to:

- i) Provide correct sounds to pictures
- ii) Do it automatically

6.2.7 Words carrying Meaning: Every word carries a meaning. Young pupils need to explore words and their meanings.

Skill: Assigning meaning to pictures and signs

Teaching and learning materials: Pictures on cards

Example: Activity 6 Display a sign on the blackboard.

Tell the pupils what the picture represents.

Pupils practise to say about what it means.



DO NOT SMOKE



Stop!



Quiet Please



Assessment: Observe pupils if they are able to respond correctly according to the message of the sign.

6.2.8 Conversational skills: Reading and writing are ways of communicating, similar to listening and speaking. Before starting to learn to read, pupils should have the concept of listening and speaking as the first way of communication (including instruction on phonemic awareness and oral language development –

discussed in this chapter). All pupils should be encouraged to talk in class, to the teacher and to each other, about conversations that are of personal and learning interest to them.

Skill: Talking with others using simple and short sentences/phrases

Example: Activity 7

Give a theme or learning activity to children then demonstrate with one pupil in front of the class a simple conversation using simple, familiar and short sentence / phrases to each one (e.g. greetings, introducing oneself, asking for things, talking about an event, etc). Ask each pupil to talk to a partner, while you moves around the classroom gathering information about pupils' skills.

Assessment: Observe if pupils are able to speak with interest and engagement.

6.3 Oral Language Development

6.3.1 What is oral language development?

Oral language development refers to an improvement of children's ability to listen and understand what others are speaking. It also involves children speaking in complete sentences, using correct grammar, using appropriate vocabulary for their age, and managing to convey the intended ideas.

Teacher competences: The teacher should be able to engage pupils actively in conversation (one to one, small group and large groups).

6.3.2 Why is oral language important?

Oral language should grow as individual children grow. This helps them to perform communication activities around them, including school learning activities. Oral language ability gives power to a child to understand and pursue learning activities well. Developing pupils' oral language will help them to develop listening and speaking skills as tools for understanding teachers' instructions as well as what they read from their books.

6.3.3 Language of Instruction: The development of oral language is firmly connected to the language of instruction - English. In the readiness section of this guide, we addressed how to understand the special needs of pupils who come from poor-language environments and those who come from homes or communities where English is not a second or a language used at home. The oral language activities below should be applied to all pupils, and more to pupils who have challenges with the language of instruction. There are several important research-based understandings and practices teachers can apply during instruction with pupils who are less prepared for the language of instruction;

- The same good learning activities that work with pupils who are not challenged, work with pupils who are challenged.
- Pupils challenged by the language of instruction do not need different instruction; they simply need even more exposure to oral language activities.
- Teachers should be prepared to offer support; such as individual in-class tuition, more time for language acquisition, oral translation (for short periods), and paired learning strategies. This should involve pairing a pupil exposed to the language with a language-deficient pupil during instruction.
- Pupils challenged by the language of instruction will, at first, take more time to learn words, learn to read, and learn content. However, teachers should remember that these pupils are not slow learners, and they will catch up over time.

Teaching oral Language Development – Important Reminders

- Oral language development contains interactive activities that help pupils to develop oral language.
- Pupils need to know the meaning of words before they are able to read and understand them.
- Activities should be based on developing listening and speaking skills.
- Practice is the major activity to develop oral language.
- Remember to involve every pupil in these activities.

How do I teach oral language development in my classroom?

Skill: Developing listening skills

Teaching and learning materials: Story books, audio recorders, sound producing instruments.

Example: Activity 1

Give pupils different orders and ask them to respond. Start with one order activity, then two, three, and up to four order activities. For example:

One order: Close the door

Two orders: Open the window and go out

Three orders: Stand up, open the book, and clap your hands

Example: Activity 2

Sing a simple song and ask pupils to repeat the song.

Example: Activity 3

Tell a story to pupils and ask questions about the story.

Example: Activity 4

Provide different sounds and ask pupils to detect and imitate the sounds.

Example: Activity 5

Mention several items of the same category and ask pupils to say, “Stop!” when they hear an item from a different category (“Stop me” drill game). e.g. dog, cat, cow, goat, car (**stop**), orange, pawpaw, fish (**stop**), mango, banana, butterfly (**stop**).

Assessment: Observe if pupils are able to:

- Follow instructions given
- Answer questions related to the story provided
- Sing a song
- Detect and imitate sounds

Skill: Develop speaking skills

Example: Activity 6

Choose any of the following activities and use it in the teaching of speaking skills. In any of those activities, you are required to provide help where necessary in pronunciation, audibility, intonation, fluency, grammar, vocabulary and coherence.

- Explaining daily activities
- Telling simple and short stories
- Role playing
- Singing simple songs
- Dramatizing
- Describing pictures
- Memorizing levelled text

Assessment: Observe if every pupil is able to perform well in pronunciation, audibility, intonation, fluency, grammar, vocabulary and coherence.

6.4 Phonemic Awareness

6.4.1 Teacher’s competences: The teacher is expected to be able to:

- Identify different sounds in the environment; phonemes (sounds) of the language and the concept of rhyming;
- Identify syllables in a prepared list of words;
- Prepare and use a list of different sounds in the environment (e.g. sounds

of familiar objects, sounds of familiar animals, familiar birds, etc), set of pictures of objects or animals and birds which can produce sounds, and a list of rhyming words;

- Demonstrate and engage pupils in producing instructed sounds, form words correctly; produce initial and ending sounds in a word and identify and produce rhyming pairs.

6.4.2 What is Phonemic Awareness?

Phonemic awareness is being aware that words are made of individual sounds, which are called “phonemes.” We use these sounds when we speak a language, like Kiswahili. Phonemic awareness refers to the *sounds* we use in *speaking* rather than written words.

Phonemic awareness is a skill that helps pupils get ready to read fluently and with understanding, and supports development of oral language. It helps them to become aware that spoken words are made up of individual sounds. They can learn sounds and how sounds go together to form words.

6.4.3 Teaching phonemic awareness - important Reminders

- Teaching about sounds includes listening to sounds. It is training the ear. No writing is used.
- It is helpful to begin with sounds pupils know, e.g., drumming, thunder, dogs barking. This is how they learn what a “sound” is.
- Once they understand what a “sound” is, they can begin to learn about sounds used in speaking. For example, they can listen for the first sound in a word.
- Pupils can also listen to words that have the same sound at the end of a word. Words that begin differently but sound alike at the end (last syllable) are called *rhyming* words. Many poems and songs have words that rhyme. It is good to use rhyming words from poems and songs known to children in Tanzania.

How do I teach phonemic awareness in my classroom?

I. Sounds in the Environment

Skill: Sound identification

Teaching and learning materials: a bottle, drums, whistle, iron bars, sticks, tins, pictures, and illustrations of things that produce sound.

Example: Activity 1

Prepare different instruments that produce sounds (e.g. a bottle, iron bars, sticks, tins) then use them in the class to make sounds. Ask pupils to identify the sounds.

Example: Activity 2

Make animal sounds by mouth and ask the pupils to identify them (e.g., myaaaaw, mooow, meeee, wow-wow). Ask some children to make other animal sounds for other children to identify.

Example: Activity 3

Hide yourself somewhere in the class. Make sounds using body organs and ask pupils to identify the sound (e.g., clapping hands, whistling, snapping fingers, and stamping feet, screaming.)

Assessment: Listen and observe if pupils are able to:

- i) Identify sounds of different animals and things.
- ii) Identify sounds made by parts of the body.

Skill: Sound production

Teaching and learning materials: pictures or drawings of animals and things that produce sounds (hands clapping, knocking tins, beating drums, blowing whistle, imitating animals, machines, shuffling of feet etc)

Example: Activity 4

Ask pupils to make the sounds after showing the pictures: cat sound, cow sound, dog barking, goat hee-ing, baby crying, man laughing, man screaming, gun blasting and other sounds in the environment.

Example: Activity 5

Hide yourself somewhere in the class, then produce different sounds for pupils to imitate, e.g., clapping hands, whistling, snapping fingers, stamping feet, screaming, cat sound, cow sound, dog barking, goat hee-ing, and baby crying, man laughing, man screaming, gun blasting and other sounds in the environment.

Assessment: Listen and observe if pupils are able to:

- i) Produce sounds of common objects in the environment and body parts
- ii) Produce sounds of things they see in pictures
- iii) Imitate sounds

II. Phonemes of the Language

These are the sounds that are used in a particular language.

Skill: Recognize the phonemes of the language.

Example: Activity 6

The teacher gives examples of words then ask the pupils to mention phonemes in the word e.g. land, sand, plant, brick, stick, black, bread. Make sure you are making the sounds orally, not in writing.

TEACHING TIP: Demonstration/Modeling steps for any learning activity

- 1) “I do” Teacher demonstrates to the class.
- 2) “We do” Teacher and pupils do it together.
- 3) “You do” Teacher asks pupils to do on their own. Teacher listens and observes to assess pupils’ learning.

Example: Activity 7

The teacher mentions different words that start with the same sound and asks pupils to listen for the sound, e.g., pick, and pig. The teacher also mentions different words that end with the same sound and ask pupils to listen for the sound, e.g., cake/snake/rake, can/fan/pan, dry/cry/fly, mouse/house/, look/book/cook etc. This is demonstrated in a table below:

Teacher Demonstration ‘I do’	Teacher and Pupils ‘We do’	Pupils ‘You do’
The first sounds of words apple Listen: /a/	Now, let us say the first sound of <i>apple</i> together. Everyone, the first sound of apple is....drop your arm to cue pupils to respond with you. Whole class says /a/ with the teacher. Repeat using other words.	Your turn, class. ‘What sound do you hear at the beginning of <i>apple</i> ? Whole class responds: /a/ <i>Note:</i> Do the same for all the letters with many examples

Assessment: Listen and observe if pupils are able to:

- i) Identify syllables that create words.
- ii) Identify the first sound (or syllable) in a word.
- iii) Identify the end sound (or syllable) in a word.

III. Rhyming pairs

Skill: Identification of rhyming words (Rhyming words begin differently but have the same ending syllable. Pupils should have the skill of identifying and creating similar ending sounds of words. The teacher gives enough examples before engaging pupils practice.)

Example: Activity 8

Give examples of words that rhyme (e.g. *log/dog, top, and mop*). Make a list of 10 rhyming pairs of words in your lesson notes from which you will be giving examples. Read each pair, then ask pupils to identify the ending sound (syllable). Say pairs of words aloud and ask pupils to raise their hands if they rhyme.

Assessment: Listen and observe if pupils are able to:

- i) Identify words that rhyme from words spoken by the teacher.
- ii) Identify words that do not rhyme from words spoken by the teacher.
- iii) Mention words which rhyme with given words.

Skill: Production of pairs of rhyming words.

Example: Activity 9

Ask pupils to mention pairs of rhyming words and name the rhyme sound. Say a word and ask pupils to mention a word that rhymes with it.

Assessment: Listen and observe if pupils are able to mention pairs of words that rhyme.

6.5 Phonics

6.5.1 Teacher’s competences: The teacher is expected to be able to:

- Identify sounds of letters;
- Show how syllables are formed;
- Read words aloud;
- Show how sentences are formed.

6.5.2 What is phonics?

Phonics is a method of teaching pupils to read words by using the sound of each letter. Readers decode the words by making the sounds of the letters and letter groups (e.g., *th, sh, gh, ch, pw*) and blending them to make syllables and words.

Phonics helps pupils to learn and use the “alphabetic principle”-- the systematic and predictable relationships between written letters and spoken sounds. Knowing these relationships through phonics helps young readers to accurately and easily “decode” new words. It helps pupils to recognize and link the sounds of letters in words they read, and they can blend sounds to make syllables and words.

6.5.3 Teaching Phonics – Important Reminders

- Teaching of Kiswahili phonics involves (five) vowel sounds that are a, e, i, o, u, and 19 consonant letters. Letters q and x are not used in the Kiswahili language.

- In Kiswahili every letter has its own sound; The symbol /a/ means the sound of “ a.”
- Letters and vowels go together to form syllables;
- Putting syllables together will help to form words; and
- Words are used to form sentences.
- When we introduce any new consonant, teach skills of sound identification, words and sentences.
- After teaching all letters, introduce alphabet songs and drilling games

Standard I reading package: Introduce letters in combination with vowels in this order:

Letters	Levels of Reading Content
a) Introduce short vowels a, e, i, o, u	<ul style="list-style-type: none"> • Familiar words which are formed involving the vowels; for example, cat, fan, apple, net, egg, pencil, bed, pig, fish, big, sink, mop, fox, frog, pot, duck and cup.
b) Introduce long vowels	<ul style="list-style-type: none"> • Familiar words which are formed involving the vowels for example, aeroplanes, table, fruit, leave, nine, bone, sheep, kite, ruler, lion, goat, cake, queen, yoyo, teeth, book, spoon, foot etc
c) Introduce i) Vowel sound made by ‘w’ ii) Vowel sound made by ‘y’	a) Familiar words which are formed involving the vowels, for example, now, cow, b) Familiar words which are formed involving the vowels for example, way, say, boy, toy, always, city, baby, money etc
d) Introduce Consonants	<ul style="list-style-type: none"> • Words with not more than two syllables • Teach simple and short sentences that have not more than three words. • Introduce words with no more than three syllables, simple and short sentences with more than 5 words, simple passages of not more than 5 simple sentences

6.5.4 How do I teach Phonics in my Classroom?

I. Identify letter sounds: This helps children identify the structure of a letter (written form) and associate it with its sound. The teacher should enable pupils to match the structure of the letter with its sound.

Skill: Associate the letters with their sounds

Teaching and Learning Materials: Letter cards, letter charts, letter models, daso board, safari board, letter tree.

Example: Activity 1

Show written forms of vowels and associate them with their sounds. Ask pupils to practise sounds of vowels. Procedures for teaching vowels are shown in the following table:

Teacher -- "I do"	Teacher and pupils— "We do"	Pupils practise "You do"
Teacher says: /a/ and holds up the letter card showing letter a	Teacher says, "Let us all say /a/."	Now your turn: Pupils say /a/.
Teacher says: /e /and holds up the letter card showing letter e	Teacher says, "Let us all say /e/."	Now your turn: Pupils say /e/.
Teacher says: /i /and holds up the letter card showing letter i	Teacher says, "Let us all say /i/."	Now your turn: Pupils say /i/.
Arrange the vowels in order and point at each one. Pupils say the vowel sound.		
Interchange the position of the vowels and point at each vowel. Pupils say the vowel sound.		
Point at each vowel randomly and ask individual pupils to say the vowel sound.		

Make a revision of the previous vowels. Teach the rest of the vowels (o, u), then join them together (a, e, i, o, u). Apply drills to reinforce the sounds of the vowels (songs and games).

Example: Activity 2 - Associating consonants with their sounds

Pairs of pupils are given consonant cards, and asked to walk around the room (or outside) to find things in the environment that begin with that consonant sound. After pupil pairs have found something that matches the consonant sound, the teacher reviews pair by pair and discusses with pupils.

Assessment: Listen and observe if pupils are able to:

- i) Associate written forms of vowels or consonants with their sounds (when shown in written form - letter cards, letter charts)
- ii) Make the vowel and consonant sounds when shown to them sequentially and randomly.

Things to remember:

- i) It is important to teach letters in the order that will bring about many words and form sentences. The effective order for teaching letters:
 - a. Start with vowels
 - b. Then follows consonants

Procedures for teaching letters are shown in the following table (All the consonants should be treated in the same way):

Teacher “I do”	Teacher and pupils “We do”	Pupils practice “You do”
Teacher says: /b/ and shows the letter card showing letter b	Teacher says, “Let us all say /b/.”	Now your turn: Pupils say /b/.
Display a letter chart on the wall and ask individual pupils to find and point to letter b.		
Put many letter cards on the table and ask individual pupils to find and pick up letter b.		
Hang many letters on a letter tree and ask individual pupils to find and pick up letter b.		

Assessment: Observe if pupils are able to:

- i) Identify the written form of a letter by picking it from many displayed letter cards or pointing to it on the letter chart.
- ii) Match the letter with its sound.

III. How words are formed and read aloud: The teacher should demonstrate the procedure of forming meaningful words and how to read them.

Skill: Forming words

Teaching and learning materials: syllable cards, syllable charts, word cards, word search charts.

Example: Activity 4

Put different letters together to form words and show how to read them correctly. Point to the word chart on the wall and ask individual pupils to find and point to the words using letter cards and read them correctly.

TEACHING TIP: Drill several times to help pupils pronounce words correctly. Display a word chart on the wall at all times. Use it to work with pupils to find words from it that know and read them. Add new words to it as pupils become better word readers.

Assessment: Observe if pupils are able to read words on word cards.

IV. Sentence construction: Sentence formation is a skill of joining words to form logical and meaningful sentences. To make sentences, pupils need to

be able to join words following the same language rules as they would use in speaking.

Skill: Modelling how words join to form sentences

Teaching and learning aids: word cards, sentence strips or strip board.

Example: Activity 5

- Use words made from letters already taught to make short and meaningful sentences.
- Read them with pupils imitating. Form sentences using word cards on a card holder and ask pupils to read them and explain their meanings. Ask pupils in groups to form sentences using word cards.

TEACHING TIP: Start teaching sentences after teaching consonants. Use common and familiar words to make sentences. This allows pupils to begin making meaningful sentences much earlier during learning.

Assessment: Observe pupils if they are able to:-

- i) Construct simple sentences using word cards on a card holder (only words pupils have been taught).
- ii) Read sentences aloud correctly from a sentence strip.

6.6 Vocabulary

6.6.1 Teacher’s competences: The teacher is to be able to:

- Identify and use common vocabulary, antonyms and synonyms, singular and plural, tenses and word groups.
- Prepare and use word cards appropriate for grade level (common vocabulary, synonyms/antonyms, singular/plural, tenses).
- Demonstrate and engage pupils in discussion that promotes use of descriptive vocabulary, antonyms and synonyms, singular and plurals, correct tenses and word groups (e.g. banana, orange, pawpaw are fruits).

6.6.2 What is vocabulary?

Vocabulary is word knowledge. Vocabulary development is an ongoing process, beginning with oral language and continuing throughout one’s “reading life.”

In order to read text and understand it pupils must first be familiar with words and their meanings when they see them. For this reason, vocabulary is closely related to reading comprehension, and a pupil with a large reading vocabulary is a pupil who will read with comprehension and fluency.

6.6.3 Teaching Vocabulary – Important Reminders

- Begin with simple common spoken words.
- Start with concrete words and later abstract words.
- Teach vocabulary using real objects, pictures/illustrations, models, actions, explanations, antonyms and synonyms and translations.
- Understand how words change to form singular and plural and correct use of tenses and word groups.
- Use correct pronunciation when teaching vocabulary.
- Use correct spelling when writing vocabulary.

6.6.4 How do I teach vocabulary in my classroom?

I. Common vocabulary: These are the names of things and activities/actions which are commonly used.

Skill: Recognize common vocabulary (spoken and written).

Teaching and Learning Materials: word cards, word charts, word wall, real objects, pictures, and illustrations.

Example: Activity 1

Show pupils objects or pictures/illustrations of different things and ask them to name them. Insist on correct pronunciation of words. Ask pupils to give meanings of abstract words, e.g., God, sleep, hungry.

TEACHING TIP: One of the best ways to increase vocabulary through reading is to read stories to your pupils every day. When you come to words that you think pupils may not know, stop and ask what the word means. Explain if pupils show they do not understand. Try to relate the word meaning to their prior encounter with similar words.

Assessment: Observe if pupils are able to:

- i) Name different things around their environment.
- ii) Point to the word cards that represent those things.
- iii) Explain the meaning of common written vocabulary, especially common abstract words.

II. Synonyms and antonyms: Synonyms are words with similar meanings (e.g., large, big). Antonyms are words with opposite meanings, e.g., tall/short, fat/thin, big/small, away/near, many/few, up/down).

Skill: Identify synonyms and antonyms

Teaching and Learning Materials: word cards, word charts, word wall, real objects, illustrations, list of words.

Example: Activity 2

Provide a list of words and ask the pupils to read and find words of similar meanings, e.g., cloth/dresses, bright/intelligent, pupil/learner, big/huge, thin/slender.

Example: Activity 3

Provide a list of words and ask pupils to read and find words of the opposite meanings e.g., tall-short, fat-thin, black-white.

Example: Activity 4

Provide a list of words/cards to your pupils and ask them to group the synonyms and antonyms.

Assessment: Observe if pupils are able to:

- i) Make pairs of synonyms and antonyms from the list provided.
- ii) Pair synonyms and antonyms from the list of words.
- iii) Match synonyms and antonyms of the provided words.

III. Singular and Plural forms of Vocabulary: The singular form of words shows oneness, and the plural form of vocabulary shows more than one item, e.g., bottle-bottles, pen-pens, book-books, car-cars, chair-chairs.

Skill: Create vocabulary in singular and plural forms.

Teaching and learning materials: objects, word cards, pictures/illustrations, word charts, and picture charts.

Example: Activity 5

Show one item and ask pupils to say its name. Show many items of the same kind and ask pupils to say their names. Repeat this activity with different items. Many words (Nouns) derive their plural forms by adding 's' at the end of the word, e.g.:

(a) Words with the same form for singular and plural:

Singular	Plural
fish	fish
sheep	sheep
deer	deer

(b) Words with different singular and plural forms

(i) Words which derive their plural by adding 's':

Singular	Plural
bed	beds
cow	cows
dog	dogs
car	cars
horse	horses

(ii) Words which derive their plural by adding 'es':

Singular	Plural
bus	buses
box	boxes
church	churches
watch	watches

(iii) Words which derive their plural forms by changing final letters of a word into 'ves':

Singular	Plural
leaf	leaves
wife	wives
knife	knives
life	lives

(iv) Words which derive their plural forms by adding 'ies' at the end of a word after dropping -y:

Singular	Plural
butterfly	butterflies
baby	babies
lorry	lorries
story	stories
city	cities

Assessment: Observe if pupils are able to:

- i) Change singular words to plural and vice versa.
- ii) Group singular and plural forms of words.
- iii) Identify words that have the same singular and plural forms.

IV. Tenses

Tenses are forms of verbs that indicate the time of an action. Tenses are identified as present, past tense and future time. The teacher is required to show procedures for teaching tenses and forming words into different tenses.

Skill: Identification of tenses

Teaching and learning materials: picture cards, written stories

Example: Activity 6

The teacher demonstrates different activities (e.g., walking, talking and writing) and asks pupils to say what he/she is doing to show the now tense.

Example: Activity 7

The teacher narrates or reads a story and discusses with pupils the time of events in it to show past tense.

Assessment: Observe if pupils are able to identify verbs in present and past tenses and future time tenses by identifying the tense in given sentences.

Skill: Form words in different tenses

Example: Activity 8

The teacher and pupils role-play and give examples of verbs in present tense. The teacher asks pupils to make sentences in present tense.

Example: Activity 9

The teacher and pupils role play telling their mother about something that happened yesterday and emphasize verbs in past tense. The teacher asks pupils to make sentences in past tense.

Example: Activity 10

The teacher and pupils discuss what children want to be when they grow up and emphasize verbs in future time. The teacher asks pupils to make sentences in future time.

Assessment: Observe if pupils are able to:

- i) Form or change words into present and past tenses or future time.
- ii) Make sentences in present, past tenses and future time.

V. Word Groups

Skill: Group words in their respective categories

Teaching and learning materials: Objects, pictures/illustrations, word cards,

Example: Activity 11

Group words in their relevant categories as they are spoken by the teacher (e.g., banana, orange, guava, mango - *fruits*)

Example: Activity 12

Give examples of words which relate to a given group/category (*insects* – butterfly, grasshopper, bee, housefly)

Example: Activity 13

Using word cards, ask pupils to classify the words according to given categories. Make a Word Wall showing the words grouped in categories. Continue to add words to the Word Wall as pupils think of more words that fit in the categories.

Assessment: Observe if pupils are able to:

- i) Give examples of words in a given category, e.g., fruits.
- ii) Group words according to their categories, e.g., fruits, insects, clothes.

6.7 Comprehension

6.7.1 Teacher's competences: The teacher should be able to:

- Identify elements of reading comprehension (sequence of events, predict cause/effect, character understanding, drawing conclusions);
- Understand the different characteristics of fiction and non-fiction text;
- Prepare or select levelled texts and use them in teaching comprehension;
- Demonstrate and engage pupils with reading words, sentences and text and understand their meaning through answering related questions; and
- Show procedures to enable pupils to give perspective responses to a text from a person (retelling, summarizing, evaluating)

6.7.2 What is comprehension?

Comprehension is the ability to understand the meaning of what is read. When pupils listen to a story being read to them. This is *listening comprehension*. When pupils read a story or a passage themselves, this is *reading comprehension*.

Comprehension is the final purpose for reading instruction. If pupils can read, but they cannot discuss what they read (with accuracy) then they do not comprehend

text. They are not actually reading. Without specific comprehension instruction, pupils will not learn what they read in and out of school.

6.7.3 Teaching comprehension –important reminders

- This is the most complex aspect of reading. It involves phonics, vocabulary, and fluency, and it also requires the reader to draw upon his or her background of experiences and prior knowledge.
- Ask questions that make pupils think. This does not mean the questions need to be hard. For example, the teacher can read a story (Read-aloud) to the class and stop before the end, asking pupils how they think the story will end. The teacher can ask pupils to describe a character in a story, or retell the sequence of events. The important thing is for pupils to talk about what they read. This builds understanding.

6.7.4 How do I teach comprehension in my classroom?

Reading words, sentences and text and understand their meaning: Every word has specific meaning. Understanding the meaning of the word helps to understand the meaning of the sentence. If one word in a sentence is not understood, it can prevent understanding of the whole sentence. The teacher has to help pupils understand each word and sentence as the beginning of understanding a full text.

Skill: Engage pupils in reading words, sentences and levelled texts (according to their reading level) and understand their meaning.

Teaching and learning materials: word cards, sentence cards, levelled texts

Example: Activity 1

As teachers and pupils create sentences from word cards, pupils read the sentences. Teachers ask simple questions about the meaning of the sentences.

Example: Activity 2

Read a story or passage to pupils. Ask questions about words you think pupils may not know, and relate the new words to their own experiences and background knowledge. Ask pupils questions about the story as you read to them.

Example: Activity 3

Provide pupils with simple stories or passages to read, and provide meanings of difficult words before they read. Ask them questions about the story they read.

Assessment: Observe if pupils are able to answer questions related to the sentences or stories read to them or by them.

Skill – Using pictures to tell a story: For early readers, use a series of pictures to tell a story. For pupils who can read, use a variety of appropriately-levelled texts (fiction and non-fiction) to teach comprehension.

Teaching and learning materials: series of pictures that tell a story; fiction and non-fiction texts which are at the pupils' reading levels.

Example: Activity 4

Use pictures or picture groups to tell a story to the pupils. Then have pupils retelling the story. Disarrange the pictures and ask the pupils to put them in the correct order and retell the story again.

Example: Activity 5

Use fiction and non-fiction texts at the pupils' reading level to teach comprehension. If texts are not available, write a decodable, levelled story on a story card for them.

Assessment: Observe if pupils are able to answer questions related to picture storytelling or fiction and non-fiction texts.

TEACHING TIP: Whether you use pictures, story cards, or texts, there are simple questions you can ask pupils: Explain the sequence of events: What happened first in the story? What happened next? Then what happened? How did the story end?

Stop in the middle of telling a story or reading a story. Ask pupils to predict what will happen next. What do you think will happen next? Ask pupils why they think something happened.

Ask pupils about the characters in the story. Who was the boy/girl in the story? What was he/she like? Draw a circle on the board and put the boy's /girl's name in the circle. Draw lines coming out from the circle, like a sun. As pupils describe the character, write words that describe the boy/girl on the lines. Ask how the story ended. Why did it end that way? Did you like the ending? Why or why not?

Skill – Responding to text: Guide pupils to respond *personally* to texts by summarizing, retelling and evaluating stories.

Teaching and learning materials: Appropriate levelled texts

Example Activity 6

Using appropriate levelled text for the reader's ability, have them read a short passage and then put into their own words the important things that happened (summarize).

Example: Activity 7

Using appropriate levelled text for the reader's ability, have them read a short passage and then retell the story in their own words in a sequence of steps: What happened first in the story? What happened next? Then what happened? How did the story end? (retell the story)

Example: Activity 8

Using appropriate levelled text for the reader's ability, have them read a short passage and then ask them to evaluate what they read. Did you like the story? Why or why not? Who is your favourite character? Why? If you were the character, what would you have done?

Assessment: Observe if pupils are able to summarize, retell and evaluate texts.

6.8 Fluency

6.8.1 Teacher's competences: The teacher is able to:

- Use principles of fluency (pronunciation, pace, voice that shows understanding)
- Prepare and use words, sentences cards/charts, levelled text for modelling and pupil reading.
- Demonstrate and engage pupils in active discussion and models of fluent reading, reading letters, syllables, words, sentences and texts with pace and understanding.

6.8.2 What is fluency?

This is the ability of the reader to read a text orally with a appropriate pace, accuracy and expression. It is not about reading fast! Instead, it is reading at an appropriate speed (like normal speech) so the listener can follow and enjoy a story, told with expression by the reader. A reader must be able to move quickly enough through a text to understand what they read, and must read aloud with expression that demonstrates they have understood the text. In fluency instruction, teachers look for pupils to read words automatically, and read the entire text with feeling and emotion that shows they understand the meaning of the text.

Oral reading fluency is closely connected to comprehension. Pupils who cannot read quickly and accurately will not be able to remember what they have read. If they do not understand what they read, they cannot use appropriate expression in oral reading. The better the text is read, the better the meaning is grasped.

6.8.3 Teaching fluency – important reminders

- Fluency starts when pupils blend syllables into words easily. Provide many opportunities to pupils to blend syllables into words so that blending becomes automatic.

- To become fluent readers, pupils need many opportunities to see print on the walls of the classroom and read stories. Since most schools don't have many books, teachers can write "decodable" stories.
- Decodable stories use only words which the pupils have learned. Pupils can blend the sounds to make words and sentences. Teachers should not wait until pupils have learned all the letter sounds before they write decodable stories! Pupils can even read decodable stories using words they have learned. These will be very short, simple stories.
- By the end of Standard 1 (and in Standard 2), pupils will be introduced to all the letter sounds and can read stories, as long as they are appropriate for children of this age and ability.
- To become a good reader, children must develop phonemic awareness, phonics skills, vocabulary, the ability to read fluently and accurately, and the ability to comprehend what is read.
- In teaching fluency, the teacher should consider use of easy materials when reading, repeated reading of the same text for practice, and the teacher as a model of fluent reading.

6.8.4 How do I teach fluency in my classroom?

I. Understanding the Principles of Fluency: The principles of fluency are the skills that create fluency. Fluency as a general competence cannot be taught as a whole but through its principles. Fluency principles are proper pronunciation, appropriate pace, and a voice that shows expression. Remember, the teacher is the pupils' role model for fluent reading.

Skill: Modelling the principles of fluent reading.

Teaching and learning materials: words, sentences cards/charts, levelled text with only three punctuation marks (full stop, comma, question mark)

Example: Activity 1

The teacher writes easy, decodable stories using letters that have been taught, for pupils to practise reading orally.

Example: Activity 2

Teacher asks fluent readers to demonstrate oral reading. Afterwards the teacher asks pupils what they noticed about how the fluent reader reads.

Example: Activity 3

Provide pupils with easy-to-read text and discuss with them the punctuation marks (full stop, comma, question mark) and how they are used. Call attention to what you do with your voice when you come to a full stop, a comma or a question mark.

Read aloud a short story with proper pronunciation, appropriate pace and voice that shows expression while pupils listen.

Example: Activity 4

Give pupils easy stories and ask them to read aloud. If pupils encounter any difficult words, ask them to write the words on cards. Ask pupils to practise reading them. Pupils repeat reading the stories aloud several times.

Example: Activity 5

The teacher pairs good readers with struggling readers to practise reading a story or text. In Echo Reading, the good reader reads a sentence and then the struggling reader reads the same sentence, pointing to each word if needed. In Partner Reading, the good reader and the struggling reader take turns.

(Do not tell the pupils that one is a good reader and one is a struggling reader.)

Assessment: Observe if pupils are able to read aloud at the normal speed of talking, with accuracy, and expression, and help where necessary. This can be done individually, in pairs and in groups.

6.9 Selecting levelled texts

Choosing the correct text for reading instruction is as important as the activities teachers plan. It is useful to think about texts in three categories:

a) *Instructional text level:* Text at this level is appropriate for teaching pupils to learn, they can access most, but not all of the vocabulary. The length of the text is appropriate for their age, and the learning activities they are reading will be of interest to them. This text is at a middle level.

b) *Independent text level:* Text at this level is appropriate for pupils to read on their own for pleasure. This text is at a lower level than Instructional Text, because pupils must be able to read it without any instruction or support from the teacher.

c) *Frustration text Level:* Text at this level is too high for pupils to read in any setting. These texts should never be given to pupils for instruction or independent reading, and should not be available for self-selection in the classroom.

The table below can help teachers learn how to select appropriate levelled texts for reading instruction and for pupils to read independently.

Class	Term	Letter	Levels of reading content
Standard One	Term 1	<ul style="list-style-type: none"> • Activities • Vowels (<i>a, e, i, o, u</i>) • Letters which are commonly used in English 	<ul style="list-style-type: none"> • Activities for pre-reading readiness • Simple words • Start teaching sentences which have not more than three words. <i>The sentences involve vowels and only those five group one consonants.</i>
	Term 2	Letters which are commonly used in English	<ul style="list-style-type: none"> • Introduce few unfamiliar words and more familiar words • Sentences of not more than 3 words • A text of not more than 3 sentences
Class	Term	Letter	Levels of reading content
		<ul style="list-style-type: none"> • Letters which are commonly used in English 	<ul style="list-style-type: none"> • Sentences with not more than 5 words • A text of not more than 5 sentences • No wrapping from one line to the next • Punctuation marks
Standard Two	Term 1	<ul style="list-style-type: none"> • Capital letters • Punctuation marks • Grouped letters 	<ul style="list-style-type: none"> • Words and sentences with capital letters • Punctuation marks • Grouped letters/cluster letters • Short stories of 50 to 100 words

6.10 Reading Teaching Aids/Resources

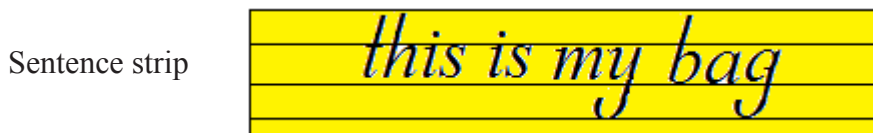
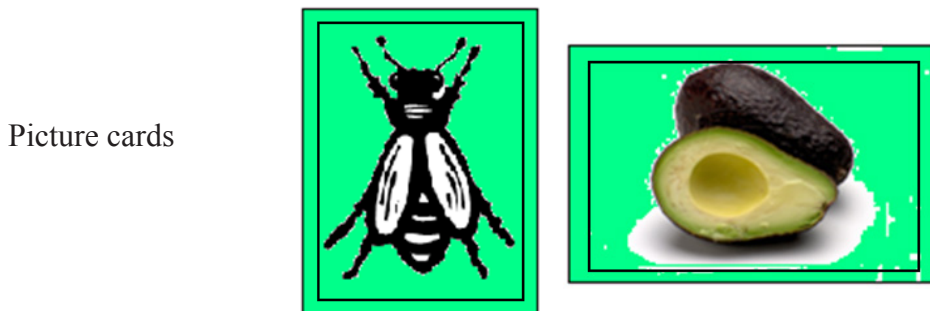
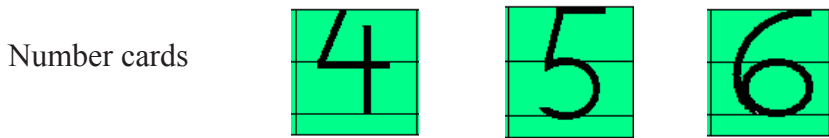
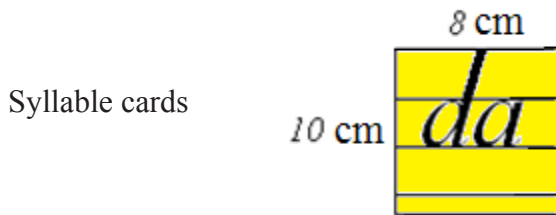
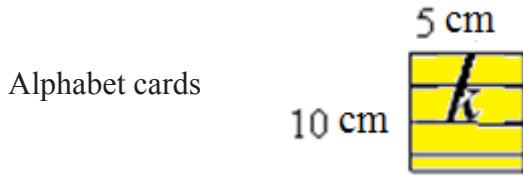
Choosing the right resources for instruction is as important as choosing the right learning activity and correctly levelled text. The examples below are simple and well-known resources teachers can effectively use to support reading instruction:

a) Flash cards

There are many flash cards which are used in teaching reading, but all of them can be put into two groups which are: flat flash cards and fold flash cards.

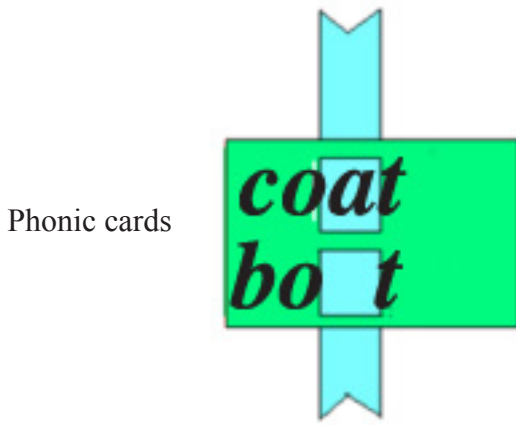
i) Flat flash cards

Flat flash cards have one leaf and they show the item/items on one face. The preparation of flat flash cards follows conditions to enable them to be displayed well. e.g., special measurements, font style and size, and margins should be used in the construction. Each one of these conditions will be shown as we deal with each aid.

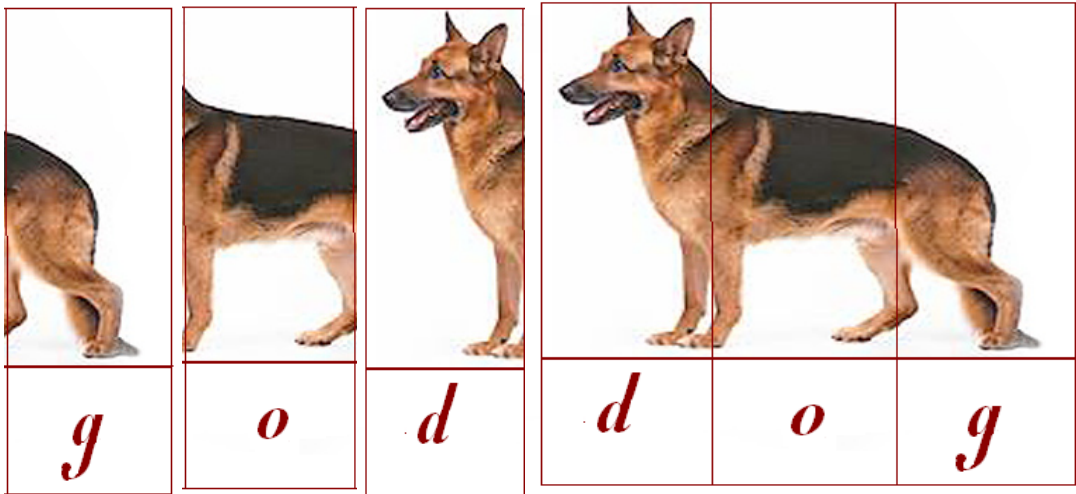


ii) Fold cards

These are cards that use more than one leaf to display aid materials. They use more than one leaf joined or cut into pieces or one leaf folded to form more leaves and faces.

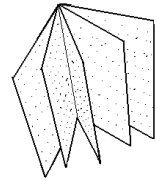
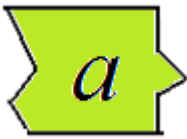


Jig saw card

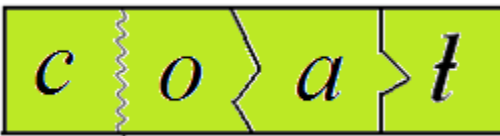


c) Matching card

Before matching:



After matching:



d) Simple reader

This is one A4 white paper which is folded in such a way that it makes a simple book in which some reading materials like letters, syllables or sentences are written for pupils to read.

e) Wall charts

Wall charts are large pieces of paper that have many items from the same category, for the purpose of teaching. In this guide, 3 types of charts are mentioned:

i) Letter charts

<i>a</i>	<i>Y</i>	<i>w</i>	<i>v</i>	<i>U</i>	<i>t</i>	<i>s</i>	<i>z</i>	<i>R</i>
<i>z</i>	<i>B</i>	<i>d</i>	<i>e</i>	<i>F</i>	<i>g</i>	<i>h</i>	<i>p</i>	<i>P</i>
<i>n</i>	<i>M</i>	<i>c</i>	<i>l</i>	<i>K</i>	<i>j</i>	<i>o</i>	<i>c</i>	<i>I</i>
<i>o</i>	<i>p</i>	<i>r</i>	<i>d</i>	<i>S</i>	<i>n</i>	<i>t</i>	<i>q</i>	<i>U</i>
<i>c</i>	<i>b</i>	<i>a</i>	<i>z</i>	<i>E</i>	<i>y</i>	<i>w</i>	<i>l</i>	<i>V</i>
<i>d</i>	<i>e</i>	<i>f</i>	<i>m</i>	<i>G</i>	<i>f</i>	<i>h</i>	<i>r</i>	<i>I</i>
<i>o</i>	<i>n</i>	<i>l</i>	<i>m</i>	<i>L</i>	<i>k</i>	<i>g</i>	<i>h</i>	<i>J</i>
<i>p</i>	<i>k</i>	<i>r</i>	<i>s</i>	<i>T</i>	<i>u</i>	<i>v</i>	<i>t</i>	<i>H</i>
<i>j</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>Z</i>	<i>y</i>	<i>w</i>	<i>u</i>	<i>I</i>

ii) Word charts

Word chart 1

day	work	who	get	these	no
out	about	well	me	time	him
any	our	which	like	know	their
up	go	can	take	what	it
me	make	into	their	think	new
when	year	there	back	say	way
good	all	after	you	look	come
one	because	and	she	only	come
I	my	an	her	apple	shop
new	win	how	two	use	now

Word chart 2

ear	uncle	floor	free	out	rat	tall	mother
morning	pen	school	all	run	pig	balloon	water
hungry	buy	sky	listen	queen	tooth	poor	long
sheep	small	sing	name	pin	book	beat	red
cry	can	like	dress	three	car	dog	say
nurse	boy	right	old	leg	see	cup	call
good	my	friend	much	bed	love	know	read
shot	baby	horse	foot	cut	cloth	girl	write
song	face	father	hair	first	bag	umbrella	ring
look	jump	bell	ugly	brother	black	big	pen
boat	man	light	home	onion	jump	tomato	dance
door	food	play	ball	two	potato	bee	eye
snake	bird	cook	drink	comb	butterfly	bread	ship
my	clean	pencil	fly	tree	paper	road	box
game	shop	nose	cake	hear	sun	ten	make

6.11 Games for practising reading

Practice games help to reinforce learning. They are enjoyable, and they attract pupils to play for enjoyment and reinforce learning without being conscious of it. Drills are another opportunity to involve pupils in practising what they have learned, even during out of school time. Below are some simple reading games:

i) Daso

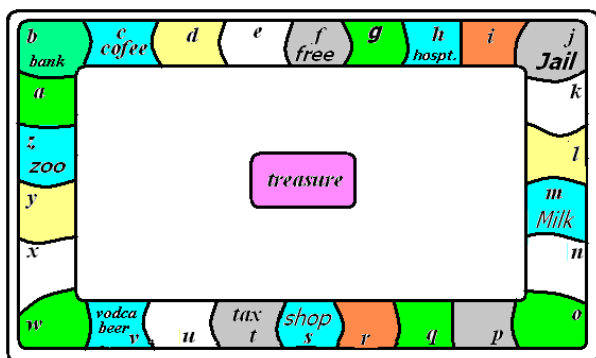
This is a board for playing a competitive game while reading vowels and another for reading syllables. Any number of players can play a daso game. The players can be those who are able to read, as partners with those who are not able to read. Special dice are used to play this game. Here are the boards:

a	e	i	o	u			n	o	!	ə	v
e	i	o	u		v	v		n	o	!	ə
i	o	u		v	e	i	!	ə	v		n
o	u		v	e	i	o	o	!	ə	v	
u		v	e	i	o			o	!	ə	v
	a	e	i	o		n	o	!	ə	v	
	u		a	e	i	o	o	i	e	a	u
	o	u		a	e	i	i	e	a	u	o
	i	o	u		a	e	a	u	u	o	i
	e	i	o	u		a	a	u	u	o	e
	a	e	i	o	u		u	o	i	e	a



ii) Reading Monopoly

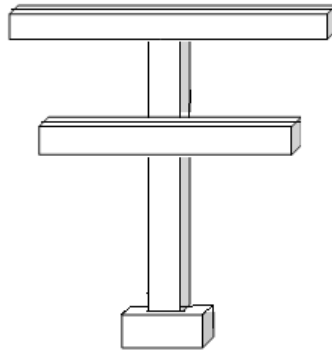
This is also a competitive game which drills reading all letters together with subtraction and addition of numbers at the same time. One dice is used to play this game.



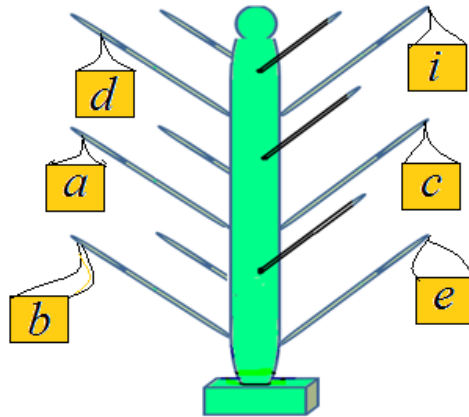
Supporting aids

These are all instruments that support the display of aids to pupils. These are boards, holders and hangers. Here are some of them:

Card holder



Letter tree



6.12 Reading Assessment

After teaching reading skills for a certain period of time, it is recommended to assess reading skills that individual children have achieved. This means several skills are to be assessed to determine the effectiveness of the methods used and the teaching and learning aids, and individual children’s mastery of the skills.

Normally, general assessment is done at the end of the term or end of the year. However, it is important to assess pupils’ learning on a more regular basis, such as every month. The following form can be used for continuous classroom reading assessment:

Reading performance review form

Pupil’s name *Class*

Purpose of assessment

Duration after starting to learn reading

Date of assessment

Table of assessment

	Competence	Abilities in Performing the tasks	Comments
A.	Phonic identification		
	i) Reading a given vowel	a e i o u short vowels (in words) long vowels (in words) y and w (as vowels in words) e.g. How, cow, now and way, say, boy and toy	
	i) Reading a given letter	<i>a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z</i>	
	ii) Finding a letter (identify a letter in jumbled letters)		
B.	Reading and blending syllables	Write the difficult syllable (in a word)	
	i) Reading a given syllable		
	i) Finding a syllable		
	ii) Blending syllables		
C.	Reading and blending words	Write the difficult word	
	i) a) Blending syllables to read meaningful words b) Reading nonsense words		
	ii) Fluency of blending		
	iii) Reading words in phrases		
D.	Reading a sentence	Write what is difficult	
	i) Reading accurately		
	ii) Appropriate pace		
	iii) Expression		
	iv) Building a sentence using word cards		

- i) The areas he /she performed well (a,b,c,and d).....
- ii) The areas he/she performed poorly (a,b,c and d)
- iii) Letters he /she failed to read (a,b,c and d)
- iv) The activities he / she failed to perform (a,b,c and d)

Assessor's name

Signature

CHAPTER SEVEN

7.0 WRITING INSTRUCTIONS

7.1 Introduction

Writing is the skill of presenting ideas and thoughts in writings for one or others to read. Writing requires special training in order to be able to write as an expected skill. In writing, a pupil develops a sentence or a story based in his/her thoughts or ideas. Learning how to write is more of a process than an event.

Writing is a combination of complex skills (technical skills and expression skills), and expectations for young learners' writing should not be too high. However, it is important for teachers to understand that young learners are able to write in simple ways, with language and skills that are appropriate for the young child.

Writing is closely linked to reading. In reading, pupils are decoding what someone has written, in order to understand the information and ideas. In writing, pupils are creating similar information for others to read and understand their ideas. Therefore, reading and writing instruction should also be linked in the classroom. Teachers and pupils can write in simple ways about what they read together, and can read the simple text that is written by pupils.

7.2 The Basics of Writing

The basics of writing include the pre-writing skills pupils must have before they can begin to write. These are the process of learning to use writing instruments and materials, correct handwriting, and putting letters together into words. By preparing the young learner for these basic skills, teachers can make sure pupils will be more successful when they begin to write for multiple purposes and in multiple forms.

Teacher's competencies: The teacher is expected to be able to understand:

- How pupils learn to hold and use writing tools (pencil and paper)
- Correct letter formation
- How to teach correct letter formation
- Correct handwriting
- That writing is using words and sentences to communicate ideas

The basics of writing set the stage for pupils to:

- 1) have the technical and hand skills to write letters, words, and sentences, and
- 2) understand that writing is not simply handwriting; instead it is the process by which they can communicate their ideas and feelings.

How do I teach this in my classroom?

Pre-writing skill: Learning to hold and use a pencil and paper for writing

Teaching and learning materials: sand/ground writing area, slates, chalk, eraser, pencils, and exercise books

Example: Activity 1 – Practising hand skills

Prepare a drawing ground with sand or soil, and set pupils into places for drawing lines and shapes from things they see, or from their own imaginations. Pupils can use their fingers and/or sticks to draw lines and shapes. This process will help them experiment with the process of using instruments to write.

Assessment: Observe if pupils are able to:

- Draw lines and shapes
- Use fingers and sticks to write lines and shapes

Example: Activity 2 – Using slate and chalk

The teacher introduces a slate and a chalk to pupils as writing tools. The teacher models:

- Correct sitting when writing
- Gripping a piece of chalk with three fingers
- Holding a slate correctly
- Being flexible when writing
- Moving a piece of chalk gently

Pupils then imitate the actions the teacher has modelled.

Assessment: Observe if the pupil is able to:

- Sit correctly
- Hold the chalk with three fingers
- Hold a slate correctly
- Remain flexible when writing
- Move the chalk gently

Example: Activity 3 – Using a pencil and exercise book to write

The teacher gives a sharpened pencil and exercise book pupils to practise writing. The teacher models and reminds pupils about:

- Proper seating when writing
- Proper and gentle gripping of a pencil
- Holding an exercise book correctly
- Being flexible when writing
- Moving a pencil gently

Pupils practise making lines and shapes in their exercise books. It is not necessary or expected that pupils will be writing letters or words. The teacher monitors pupil's efforts and provides correction and advice as they practise.

Assessment: Observe if pupils are able to:

- Demonstrate all of the correct postures and behaviours while drawing lines and shapes.

TEACHING TIP: Challenge the young writer to try and write new words (that they may not know how to spell correctly). Early primary pupils will not spell all words correctly, the ability to spell correctly will happen over time. If pupils are not allowed to experiment and try writing new unknown words, they will not become better spellers. If they are encouraged to write with phonetic spelling (spelling how it sounds), they will soon become better at spelling correctly. It is important to remind pupils that correctness and accuracy is only one part of writing – communicating ideas is just as important – they do not have to be perfect writers in order to try writing words.

- Improve when corrections and advice are provided by the teacher

TEACHING TIPS: It is important to remember that this pre-writing process of learning to hold pencils and use paper is only the beginning of becoming a writer. This process will take time and multiple opportunities for pupils to practise. However, it is not necessary for them to master these technical skills in order to move onto the next step in learning to write – formation of words and sentences. All of these skills should be practised many times, over time, and pupils will slowly become better at pencil/paper skills at the same time they become better at writing letters, words, and sentences.

7.3 Forming of Letters

These are skills that a pupil should learn in order to write fluently. These skills help the pupil to understand letter patterns and master technical hand skills necessary for correct handwriting. In addition, correct formation of letters leads the pupil on how to write simple words. Then the pupil can begin to combine those words into simple sentences.

In order for pupils to learn to use writing to communicate ideas and feelings, they must be able to write correctly and in ways that are easily read.

How do I teach letter formation in my classroom?

Teaching and learning materials: pencils, handwriting exercise books, alphabet strips, slates, chalk, eraser

Example: Activity 4 – Small letters

Use a process similar to example activity 1 to work with pupils on small letters. Allow time to practise. Assessment is similar.

Example: Activity 5 – Capital letters: Display an alphabet card with the letter on the blackboard and ask pupils to identify the letter. Model how to write it by writing it large on the board for pupils to see. Talk about where to start, how to move, and where to end as you write it. Repeat several times (start with commonly used vowels and consonants - A, E, I, O, U, B, D, K, M, N. This will help pupils begin to write simple words as quickly as possible). Turn your back to pupils and have them practise writing it in the air with you. Have pupils practise writing on slates, and then writing in exercise books. Allow time to practise many times.

Assessment: Observe if pupils are able to:

- Write letters correctly.
- Begin and end the letters in the appropriate places.
- Improve their work with feedback from the teacher.

Example: Activity 6 – Alphabet chart completion

Create an alphabet chart with missing letters (randomly – capitals and small letters). Demonstrate pupils how to fill in the gaps. Have pupils complete the alphabet chart, filling in all gaps with correctly formed capital and small letters.

A__	Bb	__c	Dd	E__
Ff	__g	Hh	I__	Jj
__k	Ll	M__	N__	Oo
Pp	Qq	R__	Ss	__t
U__	Vv	__w	Xx	Y__
Zz				

Skill – handwriting

Teacher’s competences: The teacher should be able to:

- Identify and use letter diagrams
- Identify handwriting skills (consistence, alignment, spacing)

- Prepare and use letter diagram cards, handwriting line exercise books, pencils, eraser
- Engage pupils in practising handwriting

7.4 Forming Words and Constructing Sentences

Making words is the process by which pupils learn to use letters (the letters they know from phonics instruction) and put them together to make simple words. Young learners should be expected to form one- and two-syllable words over time. Teachers should also provide many model words in the classroom (word cards, word charts), and pupils will begin this process by copying the familiar words. This appropriate first step then leads to pupils creating their own words. Making sentences is the process by which pupils learn to use words and make simple sentences that make sense. Those young learners should be expected to form simple noun/verb sentences, and be able to use words that describe (big, long, red, funny, etc) over time. Teachers should also demonstrate sentence writing with pupils regularly. This appropriate first step then leads to pupils creating their own sentences.

It is important for pupils to learn to write words and sentences so that they can communicate what they know, think, and feel through writing.

The expected Teacher’s competences:

- How letters form syllables and words
- How to provide examples of simple words
- The concept of phonetic spelling
- How words form sentences
- How to provide simple sentences
- How to engage pupils in simple sentence writing

Teaching materials: letter cards, word cards, sentence strips (cut into pieces), writing supplies

Skill – writing words

Example: Activity 1 – Writing words we know

Examine the words you are teaching in reading lessons (the word cards and word charts that are posted in the classroom). Show the pupils how we can practise writing words by using the letters we already know (first step in this process is copying down words of things that they can see in the room). This activity should be done with pupils many times, so that they build the habit of using the words of things that are in the room during both reading and writing.

Assessment: Observe to ensure that pupils are able to write correctly the words of things that are found in the room.

Example: Activity 2 – Writing New Words

After working with pupils to practise writing words they know (see example activity 7 above), discuss what other words they think they know (e.g their names, names of friends, names of family, favourite foods, numbers, etc). Ask them to try to write down the names they think they know. Remind them to not worry about correct spelling, to say the word loud. Then write the word how it sounds (phonetic spelling approach). This activity should be done with pupils many times, so they gain confidence and letter sound skills to enable them to write new words and spell correctly.

Assessment: Observe to ensure that they are able to write new words, with phonetic spelling that may be incorrect, but is logical.

Example: Activity 3 – Letters to Word Game

The teacher provides letter cards to small groups of pupils. In small groups, pupils use the letter cards to form words (words of things they can see in the classroom and new words they are trying to write). The teacher should move around the groups encouraging and helping them to form words when they are having difficulty. Identify when groups correctly form new words. Add these new words on word cards on the wall, or on an existing word chart.

TEACHING TIP: Challenge the pupils to try and write new words (that they may not know how to spell correctly. Early primary pupils will not spell all words correctly; the ability to spell correctly will happen over time. If pupils are not allowed to experiment and try writing new unknown words, they will not become better spellers. If they are encouraged to write with phonetic spelling (spelling how it sounds), they will soon be better at spelling correctly. It is important to remind pupils that correctness and accuracy is only one part of writing – communicating ideas is just as important – they do not have to be perfect writers in order to try writing words.

Assessment: Observe to ensure that pupils are able to:

- Form simple (one syllable) words using the letter cards;
- Form familiar words from words of things in the classroom, and attempt to form new words.

Example: Activity 4 – Pictures to words game

Teachers provide simple picture cards, and matching word cards to small groups of pupils. Example, pictures of a hen, a flower, an onion, a wall clock, a bicycle etc and a long list of words.

The cards are in random order. In small groups, pupils look at and talk about the picture cards, identifying what they represent. Pupils work together to choose the written word that matches the picture cards. The teacher moves around the groups, encouraging and helping pupils when they have difficulty.

Assessment: Observe to ensure that pupils are able to:

- Correctly identify what is in the picture,
- Correctly match the picture cards to the word cards.

Skill – Writing sentences: Young pupils should begin experimenting with writing sentences even before they have a large vocabulary, use punctuation, or spell correctly. By experimenting with putting words together into simple sentences, they will improve their writing very quickly.

Activity 5 – Creating Sentences from Sentence parts

Write simple sentences on strips of paper (write in large handwriting). Cut the sentences into pieces (not more than three pieces). Give the sentence pieces to small groups of pupils. Have them work together to put the sentence back together in a way that makes sense. Repeat this by shuffling the sentence to different groups in the classroom.

Assessment: Observe if pupils are able to:

- Read the simple words that are on the sentence pieces
- Understand the meaning of the words
- Combine the pieces into simple sentences that are correct

Activity 6 – Writing pupils’ own Sentences

Start the activity by asking pupils to look at all the words and sentences on the walls of the classroom. Show them the sentence pieces they have used before to put sentences back together (see the activity above). Ask pupils to choose some of the words on the walls of the classroom to write simple sentences. For example 1. This is a boy, 2 I read a book, 3 I see my teacher.

Assessment: Observe to ensure that pupils:

- Can use the familiar vocabulary words from the classroom
- Can write a simple sentence using the words
- Can use spelling and punctuation that is logical, but may not be correct.

7.5 Identifying Simple Forms of Writing

There are two main purposes for young children to write:

- i) to communicate their daily life or tell stories, and
- ii) to communicate information. Young children should also learn simple forms of writing, including short stories, lists, letters, songs, and simple poems.

Writing is not a general activity. A writer must have a specific purpose for writing. That purpose for writing also leads the writer to select the form in which they wish to communicate their thoughts and ideas.

Teacher competence: Teachers should be able to:

- List/mention different type of texts and their purposes (narrative and informational)
- Choose appropriate story models for teaching
- Explain purposes for writing simple texts (short stories, lists, letters, songs, and simple poems)
- Choose appropriate informational text models
- Engage pupils in reading and discussing stories and informational text

TEACHING TIP: It is important to repeat word and sentence activities many times, and give pupils much practice with learning how to make words, and use words to make sentences. Teachers can use the same lesson again and again, with new words and sentences.

Teaching Materials and Resources: Examples of narrative and informational text (simple developmentally-appropriate examples) selected from resources and/or written by the teacher

Skill: Differentiating different texts and their purposes.

How do I teach it in my classroom?

Example Activity 1 – Exploring narrative and information text: Provide (select or make) two examples of simple text; 1) narrative (a short developmentally appropriate story), and 2) a short informational text (2-3 sentences that give information that is based on fact) – see examples below. Write the two text examples on the blackboard, so that pupils can see each kind of text. Read the two text examples aloud to pupils (re-read more than once). Ask pupils to discuss how the two types of texts are different and what they say about each piece of writing that helps them understand the differences between them.

The grandmother and grandfather went to the market. They saw their friends. They were selling a goat. The grandfather wanted to buy the goat, but the grandmother did not. The goat was sold to someone else. Their friends asked them to come home with them for dinner. They had a good time.

Informational Text Sample: We live in Tanzania. In Tanzania, we speak Kiswahili. The capital of Tanzania is Dodoma. Our national animal is the Twiga. We have many beautiful places in Tanzania.

The sample text here is designed to be more difficult than pupils can read independently, but easy enough to understand and discuss (when teachers read it to them). Teachers should repeat this discussion many times, find new examples and also write their own examples – based on how well their pupils can read and write.

Assessment: Observe to ensure that pupils are able to:

- Recognize and discuss the differences between the texts
- Identify the differences between writing for information and writing for narrative purposes

Skill: Linking reading and writing

Activity 2 – Link to reading

During reading instruction, teachers should ask questions and discuss with pupils the purpose of the text they are reading. Simple discussion questions can help make this link between writing and reading:

- What did we read today?
- What was the purpose of what we read?
- Were we reading about someone's life?
- Were we reading a make-believe story?
- Were we reading to find information?
- How do you know?

Assessment: Observe pupils to ensure that they are able to:

- Identify the purpose of the text they are reading.
- Discuss how they know the purpose of the text which they have read.

Activity 3 – Different Structures of Texts

Provide an example (simple text), written in a specific structure (e.g. list, story, letter, poem, etc). It is important to show only one structure of text each time you do this activity. Pupils should not have to compare text. Read the text aloud to pupils several times. Tell the pupils the structure of the text, and discuss how you know it. Ask pupils questions about the form. Repeat this activity many times, using different simple forms of writing. As pupils learn more, do less teacher-led discussion and do more pupil-led discussion (see below).

Teacher- led discussion: This is a letter. I know it is a letter because it begins with a greeting. It includes information that shows I am talking to someone on paper. And it ends with my name, saying good-bye.

Pupil-led discussion: What form of writing is this? How do you know? What are the parts of the text that tell you what kind of form it is?

Assessment: Observe to ensure that pupils are able to:

- Understand the different elements of the text that are specific to that form
- Identify the specific form of writing (over time)
- Discuss the elements of the form that tell them what it is (over time)

Activity 4 – Link to Reading

During reading instruction, teachers should ask questions and discuss with pupils the purpose of the text they are reading. Simple discussion questions can help make this link between writing and reading:

- What did we read today?
- Is it in a list?
- Is it a letter, with greeting and good-bye?
- Is it a story or poem?
- How do you know?

Assessment: Observe to ensure that pupils are able to:

- Identify the form of the text they are reading
- Discuss the elements that tell them about the form

7.6 Writing with Clarity and Coherence

This is where technical skills and expression skills come together to allow the pupil to write correctly and with meaning; to express ideas or information in ways that make sense and are easy to read.

Writing increases higher level thinking skills. It helps pupils make sense of what they are learning, and make sense of the larger world. In order to fully learn at upper schooling levels, pupils must be able to write original thoughts and ideas, and communicate what they know through writing.

TEACHING TIP: Many teachers worry that early primary pupils are unable to write original ideas. It is important to remember the difference between older pupils who can write using high-level language, with complex sentences, and at great length. Young pupils can write original ideas, with simple words, in short sentences, and with short length. However, it is still critical that the young pupil be taught to write in early primary, or the skills of writing will never develop.

Teacher’s competencies: The teacher is expected to understand:

- Developmentally appropriate spelling (phonetic spelling appropriate for young learners)
- Using basic punctuation in sentences and stories (periods, question marks)
- Logical sequencing words in a sentence, and of events within a story
- Using pictures to tell a logical story
- Types of words used to describe places, people, things, and events

- How to write in past, present and future tense
- Simple developmentally-appropriate writing processes

How do I teach it in my classroom?

Teaching materials and resources: writing supplies (paper, pencil, erasers), drawing supplies (crayon, pencil, coloured pencils)

Activity 1 – Learning the writing process

Teachers should teach pupils a simple writing process to use in the early grades. This includes:

- Step 1: Thinking – this is brainstorming, coming up with ideas for what we want to write about
- Step 2: Writing – this is using pictures and words to express our ideas
- Step 3: Sharing – this is reading/sharing what we write with others in our class

The teacher should list these steps on the board in simple language (Think, Write, and Share). The teacher should ask questions for pupil’s discussion:

- What do we do when we write a story?
- What do we have to think about before we write?
- What do we do when we are writing?
- Who will want to read our stories?
- How can we share them with each other?

The teacher should provide support and information during discussion. Pupils may only be able to provide simple answers.

Assessment: Observe pupils to ensure that they are able to actively participate in the discussion of writing process.

TEACHING TIP: Young pupils should not revise or edit their writing. They are not developmentally ready to fix writing problems. They should also not be required to recopy their writing for neatness since they are not developmentally ready.

Activity 2 – Writing together

Teachers should engage pupils in a discussion of the words they have learned during reading and writing instruction (use the words that are present in the classroom – word cards, word charts, etc). The teacher should prepare a small set of these known words for use in a group writing activity. The teacher should work with pupils to use the familiar words to write a short story (5 sentences or less). As pupils give ideas for the story (orally), the teacher should write the story on the blackboard. So pupils can see how their ideas are put into writing. The pupils should then read the story together, several times. The class story should then be put on chart paper and kept

on the wall in the room, so pupils can re-read it over time. This connects writing to reading.

Sample words: grandmother, grandfather, mother, go, walk, eat

Sample class story: My mother and I go to see my grandmother and grandfather. We walk to their house. We eat and drink with them. Then we go back home.

Assessment: Observe pupil is that they are able to:

- Recognize familiar words
- Use them in oral sentences
- Work together to create a short story that makes sense

Activity 3 – Punctuation Practice

The teacher uses a story the class has already written together (see Activity 2 above), and removes all punctuation marks from the story. The teacher writes the story on the blackboard or chart paper. The teacher reminds pupils that this is a story they have already written, but it is missing something – punctuation. The class discusses what “punctuation” means, and the teacher writes basic punctuation marks on the blackboard (full stop, question mark, exclamation mark).

Important Note: Young children should be writing simple sentences, so teaching them to use comma and quotation marks is not necessary. Pupils and the teacher work together to put the correct punctuation back into the story. Teachers should regularly use this activity with pupils (using their own writing as the example), and pupils will soon learn to use full stop, question marks, and exclamation marks in their writing.

Assessment: Observe if pupils are able to:

- Identify the basic punctuation marks (period, question mark, exclamation mark)
- Identify the places in the text where sentences end
- Identify which punctuation mark works best at the end of each sentence.

Activity 4 – Daily Quick Write

This is a daily activity that can be used to get pupils settled in for learning, while the teacher is managing morning classroom requirements. In addition, it gives pupils a simple and short daily practice with writing. The teacher should provide a learning activity on the blackboard (a picture or single word pupils can read). The pupils sit down, get out their exercise books on and write or draw about the learning activity (this is less than five minutes).

Assessment: Review the exercise books periodically to ensure that pupils are completing the daily quick write. This work should not be assessed for quality or improvement. It simply supports the writing habit.

Activity 5 – Writing on my own

After pupils have learned simple words and experienced writing together as a group, teachers should engage pupils in using the simple writing process (Think, Write, Share) to write simple stories, lists, letters, and poems (gradually introduce these forms over time). Writing sessions should be short, and pupils' efforts should be accepted without editing or revision. The teacher should move around the room, encouraging and helping pupils when they have difficulty.

Assessment: Observe pupils to ensure that they are able to:

- Write simple ideas
- Gain confidence in writing over time
- Write more correctly as they have more practice
- Write longer pieces as they have more practice

7.7 Handwriting

Handwriting is the skill of writing easily and quickly, legibly, and neatly.

Why is it important?

It enables the reader to read what pupils write without difficulty.

How do I teach handwriting skills in my class?

Identify and use letter diagrams

Letter diagrams are letter drill diagrams which are drawn by pupils to drill a specific letter or letters. It is a repetition of a letter pattern that involves the procedures of writing it. These diagrams are drawn on several lines up to full page. The aim of these diagrams is to practise procedures of writing letter patterns, following lines, consistency, and joining one letter to another.

Skill: Identifying letter diagrams and using them to teach handwriting.

Teaching and learning materials: cards with letter diagrams

Example Activity 6 - Letter diagrams

The teacher shows a card with a letter diagram that is related to the letter that is being taught. Demonstrate how to draw the letter diagram by starting to draw one pattern on the blackboard for pupils to observe. The teacher turns his/her back to the blackboard to demonstrate the writing procedure in the air while pupils imitate. Repeat this process several times. Have individual pupils come to the board and demonstrate. Have pupils practise in their exercise books.

Important Note: Use this process with all letters you are teaching. Reduce the practise time as pupils become better with handwriting.

Manuscript Skills: There are two types of handwriting; manuscript and cursive. Young learners (Kindergarten through Standard 2) should be taught manuscript handwriting, not cursive writing. Their hand skills are not yet developed enough to learn to connect letters, required in cursive writing.

Teaching and learning materials: Model handwriting, handwriting papers

Assessment: Observe to ensure that pupils are able to:

- Copy the hand movements of the teacher
- Demonstrate on the board
- Practice effectively in their exercise books
- Improve with handwriting correctness and neatness over time

7.8 Writing assessment

Assessment of pupil's writing at Standards 1 and 2 should be informal and should focus on the writing process skills pupils are developing. Information gathered from assessment should be used to make instructional decisions, not to evaluate or mark the pupil's work.

Teachers should review and reflect on pupil's writing no more than once per month, using the checklist below:

Writing performance review form

Pupil name: _____

Date: _____

Skill	Beginning	Average	Good	Very good	Comments
Letter formation					
Handwriting					
Words					
Sentences					
Narrative texts					
Informational texts					
Technical Skills					
Expressive Skills					

Beginning: This is rating of a pupil's level of performance who is just getting started with developing the specific skill. A pupil rated at this level, should be provided with extensive modelling, examples, and full support for skill development.

Average: This is rating of a pupil’s level of performance who has gained some of the skills needed, but has difficulties in certain areas. A pupil rated at this level, should receive brief individual support for those specific skills.

Good: This is rating of a pupil’s level of performance who has the basic skills and behaviours needed to be successful over time.

Very Good: This is rating of a pupil’s level of performance who simply needs continuing encouragement and general support.

How to Determine Levels: Consider all of the continuous assessment you have done in writing in the last month. Think about the skills you have addressed in teaching. Reflect on the individual child, their behaviour and performance during guided, group, and individual writing activities. Draw a general conclusion about the pupil’s performance level in each skill area.

How to use this Information: Use this general performance review to make plans to offer additional support to those pupils who are having difficulty in any skills area, and continue tracking their progress.

Sample

Pupil Name: _____ **Date:** _____

Skill	Beginning	Average	Good	Very good	Comments
Letter formation			✓		Formation correct, capitals and small
Handwriting		✓			Handwriting on track for this age
Words			✓		Can write many words, spelling good
Sentences		✓			Simple sentences, punctuation a problem
Technical Skills		✓			Gaining technical skills on schedule
Expressive Skills	✓				Difficulty with original thoughts/ ideas

CHAPTER EIGHT

8.0 THE READING AND WRITING CONNECTION

8.1 Introduction

This chapter presents the relationship between reading and writing for you to implement the teaching of these two competences. It is meant to help you to see the interconnection in terms of learning activities and their interdependence. There are many ways these two competences relate and you, as a teacher are supposed to know how the competences relate.

8.2 The Reading and Writing Interconnection

Reading and writing instructions are connected to each other in many ways, and we should teach them in a connected way.

- **Letters/Sounds:** pupils learn letters and their sounds in **reading**, and must use this knowledge to make words in **writing**
- **Words:** pupils learn to read simple and familiar words in **reading**, and must use these words in **writing**
- **Sentences:** pupils learn to read simple sentences in **reading**, and must be able to **write** simple sentences
- **Meaning:** pupils learn to understand the meaning of text in **reading**, and must be able to **write** in a way that has meaning

This connection between reading and writing is clear to teachers, but it is not always clear to pupils. It is important for teachers to actively make connections between reading skills and writing skills. The easiest way to make this connection is to connect reading activities to writing activities. Examples of these connections are provided in the Reading and Writing chapters of this guide.

Carefully providing planned instruction in both reading and writing is important, but it is also important that they should not be taught separately. They should be taught together. One way to do this is to plan a connected classroom time for reading instruction to move immediately into writing instruction. See an example plan below:

Reading and Writing Instruction: Sample Day

Specific competency	Sample block lesson
Reading: Phonics	Review letters/sounds, focus on letters that pupils still need to learn more about
Reading: Vocabulary	Brainstorm words we know that begin with these sounds, and post them on the word chart
Reading: Comprehension	Read the text from the pupil's textbook, or other text selected by the teacher, that includes these new words. Discuss what they read, asking and answering questions.
Reading: Fluency	Practice re-reading the text aloud together several times, with pace and feeling
Writing: Words	Discuss how we can use the new reading words when we write, and review them again
Writing: Sentences	Write sentences together on the blackboard that use these new words (teacher-led activity)
Writing: Clarity and Coherence	Ask pupils to write sentences that use new words to tell a simple story (3-5 sentences). Tell them the story must make sense. Pupils share their stories.

APPENDIX:

3Rs Competence Table: Competences, activities, learning indicators, assessment/ tools, and teacher competences

Reading and Writing Competency Frameworks – Standard 1

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
Phonemic Awareness	Identify given types of sounds	The ability to identify sounds in the environment	Listening to and identifying sounds Tool: Pupil demonstration	<ul style="list-style-type: none"> - Understand pupil's competencies - Understand assessment competencies <p>Prepare and use</p> <ul style="list-style-type: none"> - A list of different sounds in the environment - A list of rhyming words <p>Demonstrate and engage pupils in:</p> <ul style="list-style-type: none"> - Discussing about sounds of the environment - Forming words correctly - Discussing initial and end sounds in a word - Creating rhyming pairs
		<ul style="list-style-type: none"> - The ability to identify initial and ending sounds in words - Identifying words with common first sounds and last sounds 	Identifying initial and ending sounds in spoken words Naming words with common first and last sounds Tools: list of words to be spoken to the pupil's demonstration Pupildemonstration	
		The ability to identify individual sounds in words	Identifying individual sounds in words Tool: List of words to be spoken to the pupil, Pupil's Demonstration	

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
		The ability to drop and change first sounds to form a new word	Changing words (oral) Tool: Word cards, Pupil's demonstration	
		The ability to join sounds to make new words	Joining sound to make new words Tool: Teacher list of sounds, demonstration	
Phonics	Identify individual and group/cluster consonant sounds	The ability to name letters and say their sounds	Naming letters and pronouncing their sounds Tool: Alphabet chart, Pupil's demonstration	<ul style="list-style-type: none"> - Understand pupil's competencies - Understand assessment competences
		The ability to add new letters (beginning and/or ending) to make new words	Forming new words from existing words Tool: Word cards, blank cards	
	Recognise capital and small letters	Recognizing the differences between capital and small letters	Identifying capital and small letters Tool: Alphabet chart, Pupil's identification	
Vocabulary	Request for something or services	The ability to use specific words to make a request	Using words to request an item or service Tool: Word cards, Pupil's demonstration	<p>Understand pupil's competences</p> <p>Understand assessment competencies</p> <p>Prepare and use word cards appropriately for grade level (common, synonyms/ antonyms, singular, plural, tenses)</p> <p>Demonstrate and engage pupils with</p> <p>Discussion that promotes use of descriptive vocabulary</p> <p>Discussion and use of antonyms and synonyms</p> <p>Discussion and use of singular and plural</p> <p>Discussion and use of correct tenses</p> <p>Discussion and use of word groups (banana, orange, pawpaw are fruits)</p>

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
	Relate events in time	The ability to talk about events (past, present, future)	Retelling events (in time perspective) Tool: List of learning activities, Pupil's demonstration	
	Provide sayings and interpret	The ability to tell and solve riddles	Telling and solving riddles Tool: Pupil's Demonstration	
	Greet and bid farewell	The ability to greet and say goodbye with appropriate vocabulary	Role Play to show appropriate greeting and farewell language Tool: Pupil demonstration	
	Naming close and things at a distant	The ability to differentiate between the concepts of close and far	Responding to questions that identify close and far Tool: Questions	
	Names of Colours	The ability to identify and read colour names	Identifying colours and reading colour names Tool: Colour Cards with names printed	
	Introducing	The ability to use words for Introductions	Role play to show introductions Tool: Pupil's demonstration	
	Commands	The ability to use vocabulary to give a command	Role play to show giving a command Tool: Pupil's demonstration	
	Ideas	The ability to describe a logical idea	Describing a logical idea Tool: Pupil's demonstration	
	Describing pictures	The ability to describe what is in (happening in) a picture	Describing a picture accurately Tool: Pictures	

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
	Recognise antonym	The ability to recognize when words have opposite meanings	Giving the opposite meaning of words provided Tool: Word cards (that have opposites)	
	Recognise synonym	The ability to recognize when words have similar meanings	Naming words that have similar meanings Tool: Word cards (that have synonyms)	
	Comprehending word meaning	The ability to understand the meaning of words in the context of a sentence	Explaining the meaning of words in a sentence Tool: Simple sentences with simple words	
Comprehension	Read for a variety of purposes (meaning, leisure)	The ability to read fiction and informational text and understand	Reading text and understanding Tool: Text samples, Questions	Understand pupil and assessment competencies Prepare and use - Appropriate levelled text (variety – fiction/non-fiction) - Appropriate pictures/picture groups for early reading (sequencing, storytelling) Demonstrate and engage pupils with reading words, sentences and texts
		The habit of reading for pleasure	Tracking how often pupils choose to read (checklist)	
		The ability to understand a sequence of pictures	Telling a story from pictures Tool: Pictures that form a logical sequence	
	Using books	The ability to use a book from front to back, and left to right	Using a book to show correct understanding of its use Tool: Book, checklist	

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
Fluency	Read words	The ability to read common words automatically	Reading words with automatic speed and correct pronunciation Tool: Word cards	
	Sentences	The ability to read simple sentences fluently	Reading simple sentences with correct pronunciation, speed, and expression Tool: Sentence strips	
	News/ Stories	The ability to read short news items and stories fluently	Reading short passages with speed and expression (goal of 40 words per minute) Tool: Passages	
Oral Language	Conversation	The ability to actively engage in developmentally-appropriate conversation in a group setting	Engage in conversation Tools: Learning activities for conversation, Pupil demonstration	<p>Understand</p> <ul style="list-style-type: none"> -Pupil and assessment competences <p>Prepare and use</p> <ul style="list-style-type: none"> - Learning activities, questions, and pictures that promote conversation <p>Demonstrate and engage pupils with discussion of developmentally-appropriate people, places, events and pictures</p>

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
		The ability to engage in developmentally appropriate conversation in a one-to-one setting		
	Questions/ Answers	The ability to answer questions in a meaningful way	Answer questions with meaning Tools: Questions, Pupil demonstration	
		The ability to ask meaningful questions in conversation	Ask questions in conversation Tools: Pupil demonstration	
Basics of Writing	Hand writing	The ability to correctly write capital and small letters, beginning and ending at the correct place	Write capital and small letters Tools: Writing supplies, alphabet charts (with missing letters to fill in, pupil demonstration)	- Understand pupil and assessment competencies Prepare and use - cards/posters with basic punctuation marks, letters, words, and sentences - Handwriting practice examples Demonstrate and engage pupils with - Formation of letters - Handwriting practice
		The ability to write letters neatly	Write letters neatly Tools: Writing supplies, pupil demonstration	
	Writing words	The ability to write words	Write words Tools: Writing supplies, pupil demonstration	- Understand pupil and assessment competencies Prepare and use - Word cards - Sentence strips - Model text

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
				Demonstrate and engage pupils with <ul style="list-style-type: none"> - Writing simple words with correct spelling - Writing new words with phonetic spelling - Writing simple sentences - Using basic punctuation
		The ability to spell simple words correctly	Write simple words with correct spelling Tools: Writing supplies, pupil's demonstration	
		The ability to spell unfamiliar words phonetically	Writing new words with phonetic spelling Tools: Writing supplies, pupil's demonstration	
	Sentences	The ability to write simple sentences	Writing simple sentences Tools: Writing supplies	
		The ability to use basic punctuation (full stop, question mark, exclamation)	Use basic punctuation correctly Tools: Writing supplies, pupil's demonstration	
Purposes forms	Purposes	The ability to identify and write simple narrative text		
	Forms	The ability to identify and write simple informational text	Discussion and writing of text Tools: narrative and informational text, Writing supplies	<ul style="list-style-type: none"> - Understand pupil and assessment competencies Prepare and use <ul style="list-style-type: none"> - Short stories, informational text models - Model stories and lists
				Demonstrate, and engage pupils with reading, discussion and writing of simple narrative and informational text forms (stories, lists)

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
		The ability to identify and write using simple forms	Discussion and writing of forms Tools: Model stories and lists; Writing supplies	
Writing with clarity and coherence	Logical Writing	The ability to write simple sentences to make a logical sequential story	Write a simple logical story (5 sentences or less) Tools: Writing supplies	<ul style="list-style-type: none"> - Understand pupil and assessment competencies Prepare and use <ul style="list-style-type: none"> - Word and sentence cards to organize logical sequential stories - Picture and picture groups to organize logical stories - Examples of correctly written simple stories and informational text (stories, lists, letters, poems)
		The ability to write a story by drawing, and using existing pictures to write a story	- Draw a story - Use pictures to write a story Tools: Drawing supplies, pictures	
	Past, Present, Future	The ability to write simple stories using past, present and future tense	Write simple stories in the past, present, and future (5 sentences or less) Tools: Writing supplies	
	Writing Process	The ability to brainstorm learning activities, write, and share writing	Complete the simple writing process Tools: Writing supplies, process checklist	
	Writing Products	The ability to write in these simple forms	Write short stories and lists Tools: Writing supplies	

Reading and Writing Competence Table – Standard 2

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
Vocabulary	Naming things and objects	- Using nouns in plural and singular - Group words by relationship Identify word that are not part of a group	- Use plural and singular nouns in sentences - Group words with similar characteristics - Identify words that are not part of a group Tools: Text, Word Cards, Read, Write, Group, Discuss	<ul style="list-style-type: none"> - Understand pupil and assessment competences Prepare and use <ul style="list-style-type: none"> -word cards appropriate for grade level (common, synonyms/ antonyms, singular, plural) -text -role play activities Demonstrate and engage pupils with <ul style="list-style-type: none"> - Discussion that promotes use of descriptive vocabulary -discussion and use of antonyms and synonyms -discussion and use of singular and plural -discussion and use of word groups
		Forming words that make sense and are related to other words	Form words within a word group Tools: Text, word cards, Write, Group, Speak	
	Develop familiar vocabulary	Using words and style of introductions	Use words and process of introducing people Tools: Role Play, Writing	
	Describe things and people	Using words to describe people and things	Describing people and things Tools: Speaking, Writing	
	Respond to and give commands	- Using words to - give commands Following commands	- Follow commands - Use specific words to give a logical command Tools: Role play	

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
Reading and listening for comprehension	Reading various texts	The ability to read aloud and understand what is read	<ul style="list-style-type: none"> - Demonstrate correct oral reading behaviours - Respond to comprehension questions Tools: Passages and questions	<ul style="list-style-type: none"> -understand pupil competencies -understand assessment competencies -Prepare and use appropriate levelled text (variety – fiction/ non-fiction) - Comprehension questions - Stationary materials for other text-response products Demonstrate and engage pupils with responding to words, sentences and texts in a variety of ways
		The ability to read silently and understand what is read	<ul style="list-style-type: none"> - Demonstrate correct silent reading behaviours - Respond to comprehension questions Tools: Reading passages and questions	
	Listening to various texts	The ability to listen to text that is read and understand it	<ul style="list-style-type: none"> - Demonstrate active listening behaviours - Respond to comprehension questions Tools: Reading passages and questions	
	Habits of reading	The habit of selecting text and reading by choice	<ul style="list-style-type: none"> - Tracking of pupil reading habits Tools: Reading inventory and checklist	
	Response to reading	The ability to respond to text in personal ways, showing understanding	<ul style="list-style-type: none"> - Respond to text through discussion, writing, and making of other products Tools: Text, respond materials	

Specific competence	Pupil's activity	Indicators of learning	Assessment tools	Teacher's competence
Fluency	Words	The ability to read words automatically, with correct pronunciation	Read words automatically and correctly Tools: Word cards, Word lists	<ul style="list-style-type: none"> - Understand pupil and assessment competencies Prepare and use <ul style="list-style-type: none"> - Letters, syllables, words and sentence cards/charts - Levelled text for modelling and pupil reading Demonstrate, and engage pupils with <ul style="list-style-type: none"> - Models of fluent reading - Reading letters, syllables, words, sentences and texts with pace and understanding
	Events	The ability to orally retell events logically and with speed and expression	Retell an event orally, with logical sequence and appropriate expression and speed Tools: Pupil demonstration	
	Reading	The ability to read text aloud, correctly, with speed, and appropriate expression (goal of 50 words per minute)	Read text aloud Tools: Text, stop watch, fluency checklist (speed, correctness, expression)	
Oral language	Converse in a group	The ability to actively engage in developmentally-appropriate conversation in a group setting	Engage in conversation Tools: Learning activities for conversation, Pupil Demonstration	<ul style="list-style-type: none"> Understand <ul style="list-style-type: none"> -Pupil and assessment competencies Prepare and use <ul style="list-style-type: none"> - Learning activities, Questions, and pictures that promote conversation Demonstrate and engage pupils with discussion of developmentally-appropriate people, places, events and pictures
		The ability to engage in developmentally appropriate conversation in a one-on-one setting		
	Answer and ask questions meaningfully	The ability to answer questions in a meaningful way	Answer questions with meaning Tools: Questions, Pupil demonstration	
		The ability to ask meaningful questions in conversation	Ask questions in conversation Tools: Pupil demonstration	
Present information orally in a formal setting.	The ability to present information orally in a formal setting.	Present formal information in a meaningful and logical way Tools: Pupil demonstration		

Specific Competence	Activity to be performed	Competence Indicators	Assessment /tools	Teacher's Competence
Basics Of Writing	Hand writing(writing letters neatly)	The ability to write letters neatly	Write letters neatly Tools: Writing supplies, pupil demonstration	- Understand pupil and assessment competencies Prepare and use - Handwriting practice examples Demonstrate and engage pupils with Handwriting practice
Writing with adherence to principle of writing	Writing Words/ sentences	The ability to write words	Write words Tools: Writing supplies, pupil demonstration	- Understand pupil and assessment competencies
		The ability to spell words correctly	Write simple words with correct spelling Tools: Writing supplies, pupil demonstration	Prepare and use - Word cards - Sentence strips - Model text Demonstrate and engage pupils with
	Writing sentences	The ability to write simple sentences	Writing simple sentences Tools: Writing supplies	- Writing simple words with correct spelling - Writing new words with phonetic spelling
		The ability to use basic punctuation (full stop, question mark, exclamation point)	Use basic punctuation correctly Tools: Writing supplies, pupil demonstration	- Writing simple sentences - Using basic punctuation
	Write simple narrative text	The ability to identify and write simple narrative text	Discussion and writing of text Tools: narrative and informational text, Writing supplies	• Understand pupil and assessment competencies
		The ability to identify and write simple informational text		Prepare and use • Short stories, informational text, letters, poems
Identifying simple and familiar texts (in simple form)	The ability to identify and write using simple forms	Discussion, writing Tools: stories, information text, letters, and poems, writing supplies	Demonstrate, and engage pupils with • Reading, discussion and writing of simple narrative and informational text forms (stories, information, letters, poems)	

Specific Competence	Activity to be performed	Competence Indicators	Assessment /tools	Teacher's Competence
Writing with Clarity and Coherence	Logical writing	The ability to write simple sentences to make a logical sequential story	Write a simple logical story (8 sentences or less) Tools: Writing supplies	<ul style="list-style-type: none"> Understand pupil and assessment competencies Prepare and use <ul style="list-style-type: none"> Word and sentence cards to organize logical sequential stories Picture and picture groups to organize logical stories Examples of correctly written simple stories and informational text (stories, lists, letters, poems)
		The ability to illustrate a story	- Write a story with pictures that make sense Tools: Writing and drawing supplies	
	Writing various texts	The ability to write simple stories using past, present and future tense	Write simple stories in the past, present, and future (8 sentences or less) Tools: Writing supplies	
	Writing and editing	The ability to brainstorm learning activities, write, edit, and share writing	Complete the simple writing process, including editing spelling and punctuation Tools: Writing supplies, process checklist	
		The ability to write in simple forms	Write short stories, letters, information, and poems Tools: Writing supplies	