



Zimbabwe  
Ministry of Primary and Secondary Education

# LITERACY



## IGATE Module 2

The sounds of letter  
pairs/threes and 'tricky  
spellings'



care

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Revised Module 2 (MoPSE)



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# Foundational literacy

## Module 2: The sounds of letter pairs/threes and ‘tricky spellings’

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## About these modules

This is the second of six Teacher Professional Development (TPD) modules for all teachers working with learners whose attainment in literacy is below their Grade or Form level. The modules are also appropriate for Initial Teacher Education (ITE) – particularly during school placements or practicum.

**Module 1:** Single letters sounds and first steps in writing

**Module 2:** The sounds of letter pairs/threes and ‘tricky spellings’

**Module 3:** Assessment and more on reading/writing words

**Module 4:** From longer words to short sentences

**Module 5:** Comprehension of short texts

**Module 6:** Working with longer texts / Review

The modules were collaboratively developed for the Ministry of Primary and Secondary Education (MoPSE) by The Open University, World Vision, and CARE international. The modules have been tried and tested in hundreds of primary and secondary schools across Zimbabwe, strengthening the teaching of foundation skills and improving learning outcomes. Our thanks to everyone who contributed – especially teachers, school heads, and schools’ inspectors.

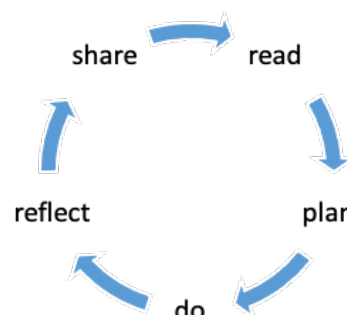
MOPSE’s highest priority is to empower ALL learners through strong foundations in literacy and numeracy. Whatever their Grade or Form, all learners need strong foundations in literacy and numeracy to succeed in other learning areas.

Learners must *learn to read and use number* so they can *read and use number to learn*.

## Using the modules

Teachers will benefit most by using the modules within reflective practice cycles in their schools, as shown below.

<b>Read</b>	an activity.
<b>Plan</b>	how you will use the activity.
<b>Do</b>	the activity with your learners.
<b>Reflect</b>	what did learners learn from doing the activity?
	➤ What worked well?
	➤ What would you change next time?
<b>Share</b>	your experiences with your colleagues.



The modules can be used by

- individual teachers.
- pairs or groups of teachers.
- whole schools.
- cluster meetings or district workshops.

The modules provide classroom activities and guidance for effective use.

## Learner attainment

We describe learners who can do an activity confidently and successfully as 'higher attaining' and learners who cannot do an activity well as 'lower attaining'.

No one knows what a learner will be able to do given the chance. Every learner has the potential for growth. Teachers have often been surprised when they found that a learner who was 'higher attaining' for one activity was then 'lower attaining' for another—and vice versa. So we don't label learners with words like 'fast' or 'slow'.

A learner may have different levels of attainment in different learning areas, or in different aspects of one learning area. That's why assessment is a big part of the activities. It is important to find out, as often as possible, what learners know and can or can't do. Then they can be given activities at a level that will help them progress.

## Working in groups

Learning takes place as a result of **doing** an activity, **thinking** about it, and **understanding** the ideas it contains.

In order to make sure that all learners are **doing**, many activities are designed so learners work together in pairs or small groups for most of the lesson. Pairs, or groups of four to six learners work best because everyone can take part. The activity will usually need to be demonstrated by the teacher first.

There are several ways in which learners can be put into groups. Teachers should choose the one which works best for the activity and their learners.

1. Learners choose themselves. Sometimes this can result in friends working (or not working!) together, while other learners are left out.
2. Learners at a similar level of attainment work together. This can work well, as learners are working at their preferred pace, but learners who need help have to find it from outside the group.
3. Learners at mixed levels of attainment work together. This type of grouping has the advantage that higher-attaining learners can help lower-attaining ones. This gives lower attaining learners personal and prompt support, and higher-attaining learners a chance to talk about what they have learnt which helps to deepen their understanding.

## Module 2: The sounds of letter pairs/threes and ‘tricky spellings’

### Introduction: digraphs and trigraphs

**Digraphs** are pairs of letters that have one sound. For example: *sh, ch, ai, ee, oo, er, ir, or*.

**Trigraphs** are groups of three letters that have one sound. For example: *igh, air, tch*.

One of the most difficult things about foundational literacy in English – for both teachers and learners – is the large number of digraphs and trigraphs. To make things even more difficult, some sounds can be spelled in several different ways. For example, look at these different ways to spell the same vowel sound: *paint, plane, play, grey, weigh*.

Some letter combinations are more common than others. It is best to start with teaching the more common ones, and leave the less common ones until later. In the examples above, *ai* is very common and needs to be taught at an early stage. There are some common words with *ay* (*day, play, stay*) but not as many as there are with *ai*, so *ay* is usually taught slightly later.

There are some uncommon letter combinations for particular sounds such as the sound of *eo* in *people* and the sound of *ch* in *school*. In these cases, it is often best to teach the spelling of the whole word. In this module, words like this are called ‘tricky spellings’.

It is important not to overload learners, as this can be confusing for them. Digraphs, trigraphs and ‘tricky spellings’ should be introduced over a period of time, not all at once, and they should be revised regularly.

### Phonics audio files

The Literacy Modules 1 and 2 are accompanied by seven short audio files which aim to help you teach successfully with phonics.

All six Literacy modules are accompanied by *A Supplementary Guide to Teaching Literacy with Phonics*. This is a collection of classroom activities based on audio files.

# Foundational literacy

## Unit 1: Introducing digraphs and trigraphs

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### Key words

early literacy, phonics, digraphs, trigraphs, assessment

# Unit 1 Introduction

## Activity for teachers

In the module introduction, you read about digraphs and trigraphs. Find the digraphs and trigraphs in these words. (Answers on page 28.)

rain	say	shop	green	bird
night	chicken	throw	singing	teacher
night	watch	stairs	hearing	bridge

The activities in this section help learners to recognise these combinations and to know what sounds they represent.

## 1.1: Say the sound

### Aim

To help learners to learn the sounds of digraphs and trigraphs.

### What the learners will do

They will learn the sounds of digraphs/trigraphs by reading and saying them in different words.

### Resources

**Resource A** (page 27) at the end of this module: common words with common digraphs/trigraphs.

If available, **Audio file C** and **Audio file D** demonstrate how to say the sounds of digraphs and trigraphs. **Audio file E** demonstrates how to blend the sounds in words that contain digraphs/trigraphs.

### Activity

1. Write a word on the board in large letters with the digraph (or trigraph) you want to introduce or revise (see **Resource A** for ideas, page 27). For example, if you want to introduce or revise the 'ee' sound, you could write *green* on the board. Check comprehension. In this case, you could point to a green object in the classroom, and ask, *What colour is it?* Get the class to practise saying the word, while you point at it on the board.
2. Underline the digraph (e.g. *greeen*), and get the class to practice saying the sound on its own, in a long, drawn out way: eeeeeeeeeee...!
3. Continue until there are about six words on the board, each containing a different digraph/trigraph which you want to teach or revise. For example, teach three new ones, and revise three from a previous lesson.



green rain shop  
rich book arm

4. Wipe the board, and write just the digraphs (in different places on the board, so the learners must read them, not just remember where they were written). Point at one of them. The class must all make the sound that goes with it. Repeat with the other sounds – the livelier and noisier the better!

ar sh ai  
oo ee ch

5. Write a different word around each digraph. It must be a common word which you think the learners already know. For example, *feet* instead of *green*. Again, say the word and check comprehension (e.g. point at your feet) and get the class to practise saying the word.

farm fish wait  
wood feet chicken

6. If time allows, repeat Stage 2 with the new words.

### Assessment

Later in the lesson or in the next lesson, briefly repeat stage 4 above for each of the letters sounds you covered. Does the whole class need more practice with these? Do some learners need more practice?? Use this to decide how many more times you need to revise these digraphs/trigraphs.

### Into practice: Introducing new letter combinations and combinations

Mrs Mhlanga knows some good activities for teaching digraphs and trigraphs, but she sometimes found it difficult to know how many to teach in each lesson. She found that if she only introduced one new sound in each lesson, progress was too slow. If she introduced too many, it was too much for her learners to take in, and they seemed to have forgotten most of them by the next lesson.

After experimenting, Mrs Mhlanga now thinks it is usually best to introduce three new digraphs/trigraphs in one lesson. Most of the activities she uses need more than this, so she mixes the new sounds with ones the learners already know. This is good for revision, and also helps any learners who missed a lesson or did not fully learn from it.



I avoid introducing easily confused letter combinations in the same lesson. For example, I introduce *ee* (*green, see*) and *ea* (*speak, tea*) in different lessons. Then, in a later lesson, I get my learners to compare these confusable letter combinations.

## 1.2: Missing letters

### Aim

To help learners to learn the sounds of digraphs and trigraphs.

### What the learners will do

They will learn the sounds of digraphs/trigraphs by reading and saying them in different words. Then they will take it in turns to read a word while a partner points to it.

### Resources

**Resource A** (page 27) at the end of this module: common words with common digraphs/trigraphs.

If available, **Audio file C** and **Audio file D** demonstrate how to say the sounds of digraphs and trigraphs. **Audio file E** demonstrates how to blend the sounds in words that contain digraphs/trigraphs.

### Activity

1. Write a word on the board in large letters **without** the digraph you want to revise, and a line in place of each missing letter. It must be a common word you think all the learners will know. For example:

— — op (shop)

2. Say the word and get the class to practise saying it. Check they know the meaning of the word. In this case, perhaps ask, 'Where can we buy things?'
3. Ask the class to say just the missing sound needed to complete the word (*shhhh!*), and then write the missing letters into the word. Do not say the names or sounds of the individual letters as you write (in this case, *sss* and *h-*). Say only the sound of the letters together (*shhhh*), so learners start to associate that digraph with its sound. Repeat until you have covered about six common, familiar six words with different digraphs.

shop      town      high  
turn      moon      catch

4. Wipe the board. Write the digraphs alone in different positions on the board. Point at one. The class must say which of the six words it came from. Repeat with the other words.

tch igh sh

oo ur ow

5. Write the words around the digraphs. Get the class to practise saying the words again.

catch high shop  
moon turn town

6. The learners say and write the words in their exercise books, with the digraphs underlined. For example: **town**.
7. Working in pairs, learners take it in turns to read and say one of their words. The partner points to that word in the partner's exercise book.

### Assessment

Write the six digraphs/trigraphs from the activity clearly on a piece of paper. Ask a randomly chosen group of around six learners to join you in the corner of the classroom. Choose a learner, point at a digraph/trigraph and ask the learner to say the sound. Repeat with the other letters and learners. Then repeat the process with another six learners. This will help to know whether the learners have really learned these letters sounds. If not, more revision is needed.

### Into practice: Pronunciation in English and sounds in home languages

Mrs Mhlanga often notices that her learners' pronunciation of English words is not very accurate. Usually this is because they are using the sounds from their home languages in their English. At the same time as she is teaching literacy, she helps her learners to have accurate pronunciation in English. When she gets the class to say a word as part of a literacy activity, she listens to their pronunciation. If their pronunciation is not very accurate, she pronounces the word correctly for the class several times, and gets them to copy her pronunciation. The improvement is not instant, but over time she finds that the class's pronunciation gradually becomes more accurate.

## 1.3: Go to the sound

### Aim

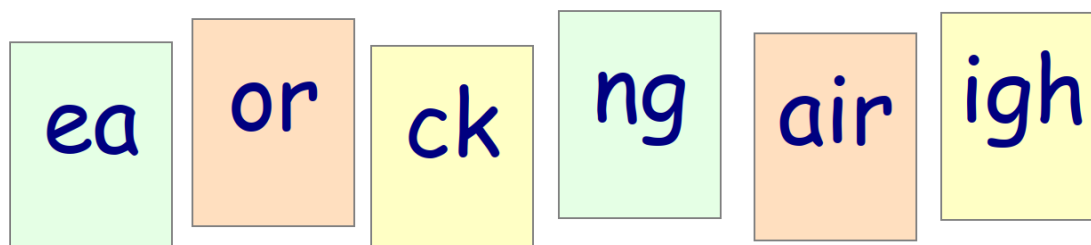
To help learners to learn the sounds of digraphs and trigraphs.

### What the learners will do

They will play a game based on moving around the classroom to match sounds in words with digraphs/trigraphs on cards.

### Resources

Words from **Resource A** (page 27). You will also need six or more quite large cards (e.g. A4 size) with a different digraph/trigraph on each one. For example:



Choose six areas in the classroom or outside, and put a letter combination card in each one.

Choose words which feature the digraphs/trigraphs, and which you know are familiar the class. For ideas, see **Resource A** (page 27).

If available, **Audio file C** and **Audio file D** demonstrate how to say the sounds of digraphs and trigraphs. **Audio file E** demonstrates how to blend the sounds in words that contain digraphs/trigraphs.

### Activity

1. Everybody must stand up and come to the front of the class. Organise the class into two or more teams.
2. Choose one learner. Say a word with one of the digraphs/trigraphs. That learner must go to the correct area. Their team mates can help the learner to choose the correct one (try to avoid the same one or two team mates always giving the help). If the team is correct, they get a point. If they are wrong, they don't get a point, but the learner moves to the correct area anyway. Then that learner stays there.
3. Repeat with a member of the other team, and continue until everybody has had a turn.
4. It doesn't matter if both/all teams get 100% of the responses correct. It just shows they have been learning well, and both teams are the winners.

5. After the game, write the whole words on the board, and get the class to read and say them together.

### Into practice: Reasons for using fun activities

Mrs Mhlanga often uses simple methods for teaching letter combinations, like the ones in 1.1 and 1.2. They are easy to do, and they don't require much preparation.

However, she knows how important it is to keep the learners interested and motivated. For this reason, she also uses some more ambitious activities. These usually require more preparation, and are a little more difficult to set up in the classroom. She has to think about how she can make the activity work in her classroom space and with the number of learners in the class.

Although these more ambitious activities mean a little more work for her, Mrs Mhlanga finds them very useful for keeping the learners enthusiastic and motivated during lessons.



The learners not are the only ones who can enjoy fun activities in the classroom. I find that I enjoy lively lessons with games too! I often come out of that type of lesson feeling really good about my work!

# Foundational literacy

## Unit 2: 'Magic e' and 'tricky spellings'

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### Key words

early literacy, phonics, digraphs, trigraphs, assessment

## Unit 2 Introduction

Compare the spellings and sounds of these words:

**plan / plane**

**hid / hide**

**hop / hope**

**cut / cute**

the final e changes the sound of the vowel before the final consonant.

Now look at these words. They are examples of words which do not follow the usual rules of spelling. We can call them 'tricky spellings'.

**the**

**said**

**come**

**two**

**where**

**people**

**could**

**water**

The activities in this unit teach learners how to read and write words with the 'magic e' and words with tricky spellings.

### 2.1: 'Magic e' with the magic spoon

#### Aim

To help learners to read letter sounds and to blend them together with the 'magic e' to form words.

#### What the learners will do

In groups, they will blend letter sounds and the 'magic e' to form words.

#### Resources

Each group of around six learners will need a list of words and a moving letter e. You could use all the words in the example below, or choose just some of them. The moving e can be written in chalk on a wooden spoon, or you could use many other things, for example chalk on a dark stone or ink on a piece of card / bottle top.

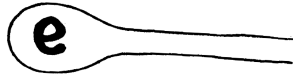
If available, **Audio file F** demonstrates how to blend the sounds in words that end with the 'magic e'.

#### Activity

In **Module 1, Activity 2.2**, you saw how to use a 'magic spoon' to get your learners to practise blending single letters to make short words. You can use the same format to practise the 'magic e'. In this case, the e on the spoon changes the word. In the example below, all the words, both with and without e are real. Ideally, the class will already know the meanings of the words, or learn them during the activity.



at	bit
cut	fin
hat	hid
hop	kit
mad	not
plan	rip
tap	tub
quit (if learners know <i>qu</i> )	



1. Demonstrate the activity for the class. Put one of the sheets of words somewhere everybody can see it. Get the class to say the words, and teach/check the meanings.
2. Hold the magic spoon against the first word. Get the class to say the new word you have made. Move the e and down to form different words. Check they understand the meanings of the new words with a mime, a simple picture on the board, a simple clear explanation or - if none of those things is possible - translation into the learners' home language.
3. Organise the class into small groups. Each group has a sheet of words and a movable e. One member of each group moves the e up and down, and the whole group says the word, in the way that you showed them. Monitor the groups while they do this, and help if necessary.
4. After a while, another member of the group takes over moving the letter. Repeat until everybody has had a turn in this role.

### Assessment

Write about six of the words that you used in the activity on the board - some with and some without a 'magic e' at the end. Point at one word, and ask the class to read and say it together. Judge from how confidently they respond how many of the learners can now read the word, and how much more work you need to do on words with the 'magic e'.

### Into practice: Getting group work started

When he uses group activities, Mr Maphosa always demonstrates them first with one group. He joins that group, and helps them to do the activity while the rest of the class watches and learns how to do the activity. In spite of this, there are sometimes some groups who have still not understood how to do the activity. Mr Maphosa visits all the groups as soon as possible, just to check they have understood how to do the activity. He quickly gives help to any group that needs it, and then moves on to the next group.

## 2.2: Using flashcards

### Aim

To help learners to read words with ‘tricky spellings’.

### What the learners will do

They will read and respond to words on flashcards.

### Resources

Choose suitable words with ‘tricky spellings’ for flashcards (see **Resource B** for some ideas, page 28). These should be words that the learners know in English or words that you plan to teach them before you use the flashcards for activities.

Write the words in large, clear letters onto pieces of card or thick paper. The letters must be large enough so that they can easily be read from all parts of the classroom.

If available, **Audio File G** and Audio Fi H demonstrates how to present words with irregular or ‘tricky spellings’.

### Activity

1. Hold up a flashcard. The whole class must say the word together. Also, sometimes invite individual learners to read the word aloud. Make sure you don’t make learners who can’t do this feel bad about it. Treat it like a game: it doesn’t matter if a learner drops the ball in a ball game, and it doesn’t matter if a learner can’t read a word in a word game. The important thing in both cases is just for learners to try their best and to have fun while they are doing it.
2. Hold up a flashcard. Say a word. If the word you say is the same as the one on the flashcard, then learners must shout ‘Yes!’ If it is different, they must shout ‘No!’ Repeat with more flashcards, varying whether or not what you say matches the flashcard. Again, you can vary this by sometimes inviting individual learners to say if your spoken words match the words on the flashcards.

### Assessment

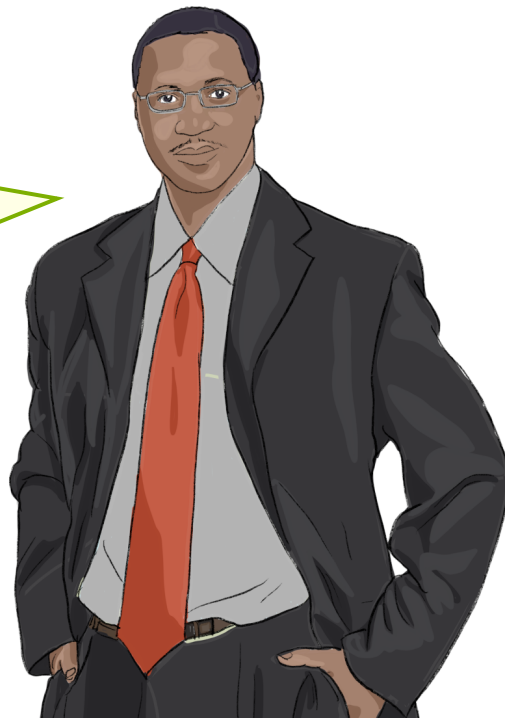
Choose some learners at random. Put several flashcards on the desk. Say a word to a learner, and that learner must find the flashcard. Repeat with other learners and words. This will help you to know how well the class can read these words now. If they are still struggling, it tells you that you may need to repeat the activity in a later lesson.

### Into practice: Making and using flashcards

Mr Maphosa finds that flashcards are easy to make, and can be very useful for simple, fun activities to help learners begin to become readers for many types of words, not just 'tricky spellings'. He uses them with short phrases too. In some flashcard activities, learners match words they hear with written words on the flashcards. In others, they match flashcards with objects. In the simplest activities, they simply read aloud the word or phrase on the flashcard.

Mr Maphosa knows it is important that the learners always understand the meanings of the words when they do activities with flashcards. If he thinks that some words or phrases are unfamiliar, he teaches them to the class before he begins the activity.

I keep my flashcards well organised into sets for different types of activity. I share them with my colleagues too.



## 2.3: Wear the word

### Aim

To help learners to read words with 'tricky spellings'.

### What the learners will do

They will walk around the classroom reading each other's words.

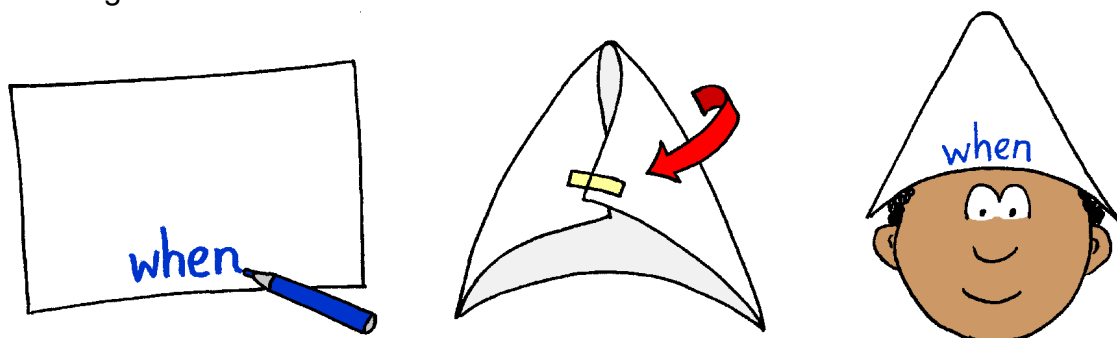
### Resources

You will need to make word cards or word hats - one for every learner. (You can also use these in later lessons and lend them to your colleagues.)

Choose some words with 'tricky spellings' which are suitable for the level of your class (see **Resource B**, page 28). You could use a different word for every learner, or choose a smaller set of words and repeat them.

You will need to bring some way for learners to fix the cards to their clothing. This could be safety pins, paper clips, string or sticky tape.

Alternatively, you could make sheets of A4 paper into hats with words, as shown in the diagram below. This is often the best way. Learners love wearing these hats!



If available, **Audio File G** demonstrates how to present words with irregular or 'tricky spellings'.

### Activity

1. Clear enough space in the classroom for the activity. Ideally, do this before the lesson starts.
2. Hold up a card/hat or write the word on the board. Ask for an example sentence with this word. If nobody offers one, give one yourself. Try to make it show the meaning of the word. Teach the meanings and practise the words for pronunciation as necessary.
3. Give each learner a word card/hat. When you give it, each learner must read and whisper the word to you. Help them to read the word correctly and understand its meaning if necessary.

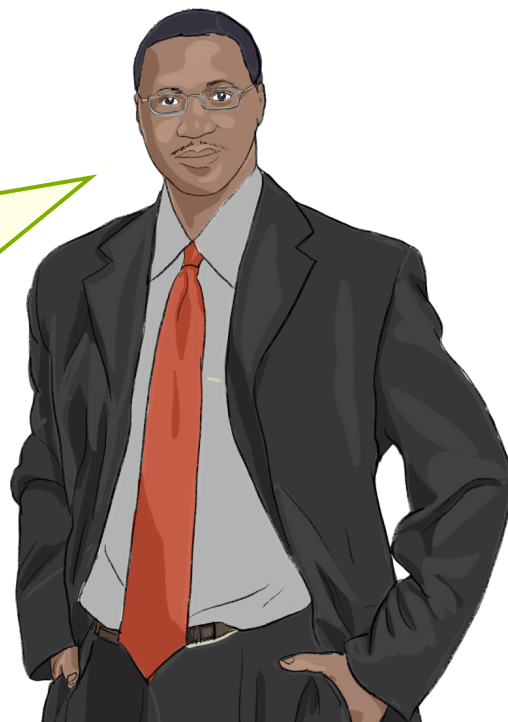
4. The learners stand up and walk around the classroom, holding their cards in front of themselves or wearing their hats. They find other learners to talk to. At each meeting, they say 'What's my word?' The other learner must read and say the word. Continue the activity until each learner has done this with most of the others in the class.
5. Collect the hats/word cards and redistribute them so everyone has a different word. Then repeat the activity.

### Into practice: Making space for classroom games

The outside areas of Mr Maphosa's school are not very suitable for lessons. However, Mr Maphosa understands that active games and other activities in which learners move around can be very useful for teaching. They are memorable and motivating for the learners, and they help to keep attendance high.

So that he can use games and activities that need a lot of space, Mr Maphosa plans his teaching so that from time to time he has a whole lesson of games and activities based on moving around. Before one of these lessons, he puts all the tables and benches outside the classroom. Then he finds that there is plenty of room for the activity, even with his very large class.

In my school I've become known as the teacher who knows lots of good classroom games! My colleagues often ask me for ideas for games to help make their lessons more fun and memorable!



# Foundational literacy

## Unit 3: Next steps in writing

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### Key words

early literacy, writing, letter formation, handwriting, assessment

## Unit 3 Introduction

This unit follows on from Unit 3 in Module 1, and will show you activities which help learners to develop their skills in forming the shapes of letters. Of course, learners need to be able to form the shapes of the letters accurately as part of learning to write. They also need to be able to do it quickly and confidently. The activities in this unit can be used to teach learners how to make the letter shapes, and also to increase their writing speed and confidence.

### 3.1: Capital letter cards

#### Aim

To help learners learn to form the shapes of capital letters, and to know when to use them.

#### What the learners will do

They will walk around the classroom and match lower case ('small') versions of letters with capital letter versions.

#### Resources

Make two sets of alphabet cards, one with lower-case (small) letters and one with capital letters. If there are more than 26 learners in the class, duplicate some of the capital letters.



#### Activity

1. Ask one of the learners to say their name. Write it on the board, but start with a lower-case letter. Ask the class: 'Is this right?' Ask the class to explain the problem: names must begin with capital letters. Repeat with a few more names.
2. Hold up each pair of cards in turn, and get the class to say the sound the letters make.
3. Put the lower-case cards around the classroom in random order. Distribute the capital letters to the learners. They must find the card with a lower-case letter that matches their capital letter, and leave the capital letter there.

4. Collect the capital letters, redistribute and repeat two or three times.
5. Get the class to copy the alphabet (in alphabetical order) in lower-case form into their exercise books.
6. Then they walk around the classroom, look at the lower-case letters with the capital versions. They copy the capital versions into their notebooks, next to the lower-case versions. The end result in their exercise books is both forms of the alphabet, written by them.

a A b B c C d D e E etc.

7. Each learner writes their name and the names of at least two others, making sure they start with capital letters.

### Assessment

Choose some learners at random. In turn, show each one a capital letter card, and ask them to say the sound it makes. This will help you to judge how much further work you need to do with them on capital letters.

### Into practice: Capital versions, names vs sounds of letters

Ms Ndlovu knows that is usual to start by teaching learners the lower-case ('small') version of letters, and then move on to the capital versions. It is important that learners understand from the start that capital letters have a different function to lower-case letters. They do not necessarily need to know all these functions yet, but a good place to start is by teaching them that names of people and places always begin with capital letters. Around this time, she also starts teaching her class the names of the letters and the sequence of the alphabet.

Ms Ndlovu's favourite way to start teaching the names of the letters is with an alphabet song. She writes the alphabet in both capital and lower-case forms on the board:

A a B b C c D d E e etc.

She found a nice tune on the internet by searching for 'alphabet song'. She gets the class to sing the song while she points at each letter on the board. This helps the class to learn the names of the letters and the capital forms.



## 3.2 Learners make name cards

### Aim

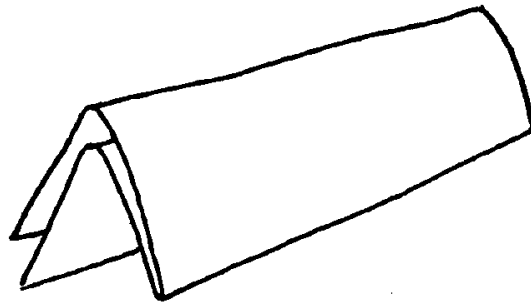
To get learners to practise writing their names, and to understand a useful purpose of writing.

### What the learners will do

They will make name cards for themselves, leave the room and then come back find them in a different place.

### Activity

1. Give each learner a piece of paper or card, folded along the middle so it can stand on the desk.



*How to make a name card with an ordinary piece of paper.*

2. Get each learner to write their first name on a name card. Check on them while they do this, and help anybody who is struggling. When necessary, encourage learners to form letters in a correct way - see **Resource C** (page 29).
3. Collect all the name cards. Send the learners outside for a minute or two. (If this is not possible, tell them to close their eyes.) While they are outside, put the cards on the desks at random around the class.
4. The learners come back in. They must find their name card, and sit at that desk.
5. Repeat the activity at least once.

### Assessment

Collect the name cards. Look at the quality of the handwriting on each one. This will give you an excellent record of your learners' level handwriting skill at the time of the activity.

### Into practice: The importance of knowing all the learners' names

Like many teachers, Ms Ndlovu does not find it very easy to learn the names of a large new class. However, she knows it is very important to do this. It can

be very disappointing and un motivating for learners if they think that the teacher does not know their name, especially after a few weeks of lessons. Ms Ndlovu finds that the name cards activity above is extremely helpful for learning the names of everybody in the class.



As a reminder of my learners' names, I put all the name cards from **Activity 3.2** around the classroom before a lesson, and ask the learners to find and sit by their name cards when they come in. This is also good for mixing up the learner so they don't always sit with the same people.

### 3.3 Learners make and read flashcards

#### Aim

To develop learners' ability to write short, simple words.

#### What the learners will do

They will make their own flashcards, then circulate and read words on each other's cards

#### Resources

Pens and paper/card. Before the lesson copy some or all for the words from **Resource B** (page 28) onto the board.

#### Activity

1. Perhaps briefly repeat **Activity 2.2**, reusing the flashcards from that lesson.
2. Go through the words you have chosen for the activity on the board. Ask for an example sentence with each word. If nobody offers one, give one yourself. Try to make it show the meaning of the word. Teach the meanings and practise the words for pronunciation as necessary.
3. Give each learner a piece of paper and ask them to choose two words from the board, and to copy one on each side of their piece of paper. Check on them while they do this, and help anybody who is struggling. When necessary, encourage learners to form letters in a correct way - see **Resource C** (page 29).
4. The learners stand, and walk around the room talking to each other. At each meeting, they show first one side and then the other of their piece of paper/card - the other learner must read and say the words.

#### Assessment

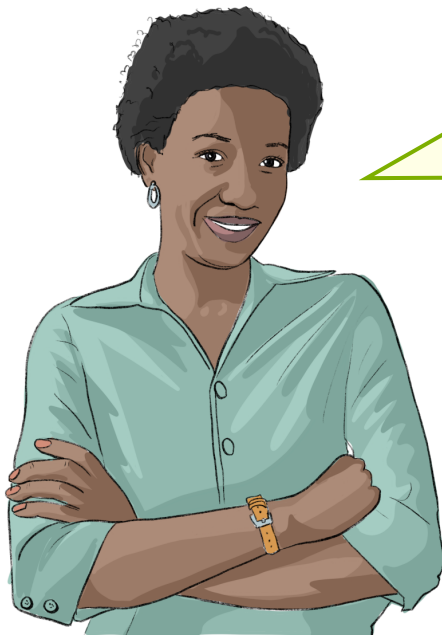
Get each learner to write their names on their pieces of paper. Collect them in, and check the handwriting. This will give you a useful record of your learners' handwriting skill at the time of the activity. You can give the cards back in a later lesson and repeat Activity 3.3.

#### Into practice: Getting to know the learners as people

Ms Ndlovu has some girls in her class who are quiet and shy and don't participate as much as most of the boys. She believes it is especially important for these girls to feel that they have a positive relationship with their teacher. She tries to make sure that all her learners – and especially the quiet girls – feel that the teacher knows who they are as people, not just as learners.

For example, she often asks the learners questions about their likes and dislikes (for example, 'Do you like tomatoes?') and tries to remember their answers. Then, in later lessons, she can refer back to that (for example when talking about food: 'You like tomatoes, don't you, Blessing?') She also tries to remember things that individual learners did in a lesson, so she can refer to it in a later lesson (for example, 'Hope won this game in the last lesson, didn't you, Hope?')

In this way, she notices and remembers the learners' different personalities, and adapts the ways she interacts with them accordingly. For example, with a very quiet, shy girl, she may need to wait a longer time for an answer to a question, or may need to speak in an especially gentle and supportive way, so that the learner feels confident enough to speak in front of the class.



In life in general, we learn about the people we meet, and adapt the way we interact with them based on what we have learned about them. It can be very helpful to do this with my learners too.

## End-of-module Reflection

When you have completed this module, and tried out the activities in class, reflect on what you have learnt from it. You can do this by yourself, but if you can, it is better to do so with other teachers in your school or cluster. Perhaps you can meet after school or set up a WhatsApp group to work with teachers who are some distance away.

- Which activities worked best with your learners? Why do you think they worked well?
- What will you do differently as a result of reading this module?
- How did the activities in this module move what your learners can do forward? What do you predict will come in Module 3?
- Choose one activity from this module. Think about how it relates to each part of the Connections diagram on page 1.



Before using this module, I hadn't thought much about letter combinations with one sound and how some words follow rules for spelling and some don't. I now know that there are different ways to teach learners to read different types of word. It's a lot to take in, but I think it will be helpful in my future teaching.

## Resource A: Example words for Unit 1 activities

### Consonant sounds

<b>ch</b>	child, rich, lunch, teacher, sandwich
<b>sh</b>	shop, sheep, wash, fish, finish
<b>ng</b>	sing, long, strong, bang, (any verb ending with <i>-ing</i> )
<b>'hard' th</b>	this, them, other, father, with
<b>'soft' th</b>	think, thanks, three, bath, teeth
<b>ck</b>	clock, back, stick, chicken, ticket
<b>ll</b>	call, fall, small yellow, balloon
<b>ss</b>	class, hiss, boss, messy, impossible
<b>tch</b>	match, catch, watch, itch, stitch

### Vowel sounds

<b>ai</b>	paint, snail, train, stairs, tail
<b>ea</b>	eat, mean, speak, tea, teacher
<b>ee</b>	green, see, sleep, free, street
<b>oa</b>	soap, boat, coat, road, goat
<b>'long' oo</b>	soon, moon, too, food, spoon
<b>'short' oo</b>	look, book, good, foot, wood
<b>ar</b>	car, farmer, party, hard, argue
<b>or</b>	for, corner, ordinary, morning, sport
<b>ur</b>	turn, purple, nurse, surprise, Saturday
<b>ir</b>	bird, shirt, thirty, first, thirsty
<b>ou</b>	out, loud, shout, mouth, cloud
<b>ow</b>	how, now, town, shower, brown
<b>ow</b>	low, show, window, yellow, grow
<b>oi</b>	coin, point, toilet, noisy, oil
<b>ay</b>	say, day, play, stay, away
<b>er</b>	her, sister, father, perfect, person
<b>igh</b>	high, right, night, bright, sigh
<b>ear</b>	ear, year, near, clear, tear
<b>air</b>	air, pair, stairs, fair, hair

## Resource B: 'tricky spellings' for Activities 2.2, 2.3 and 3.3

*These are in order of how common they are, with the most common first.*

the  
said  
was  
you  
they  
she  
we  
what  
there  
have  
some  
were  
little  
one  
when  
come  
their  
people  
your  
could  
water  
where  
would  
school  
who  
our  
two  
has  
thought  
more  
through  
laugh  
because  
eye  
friend

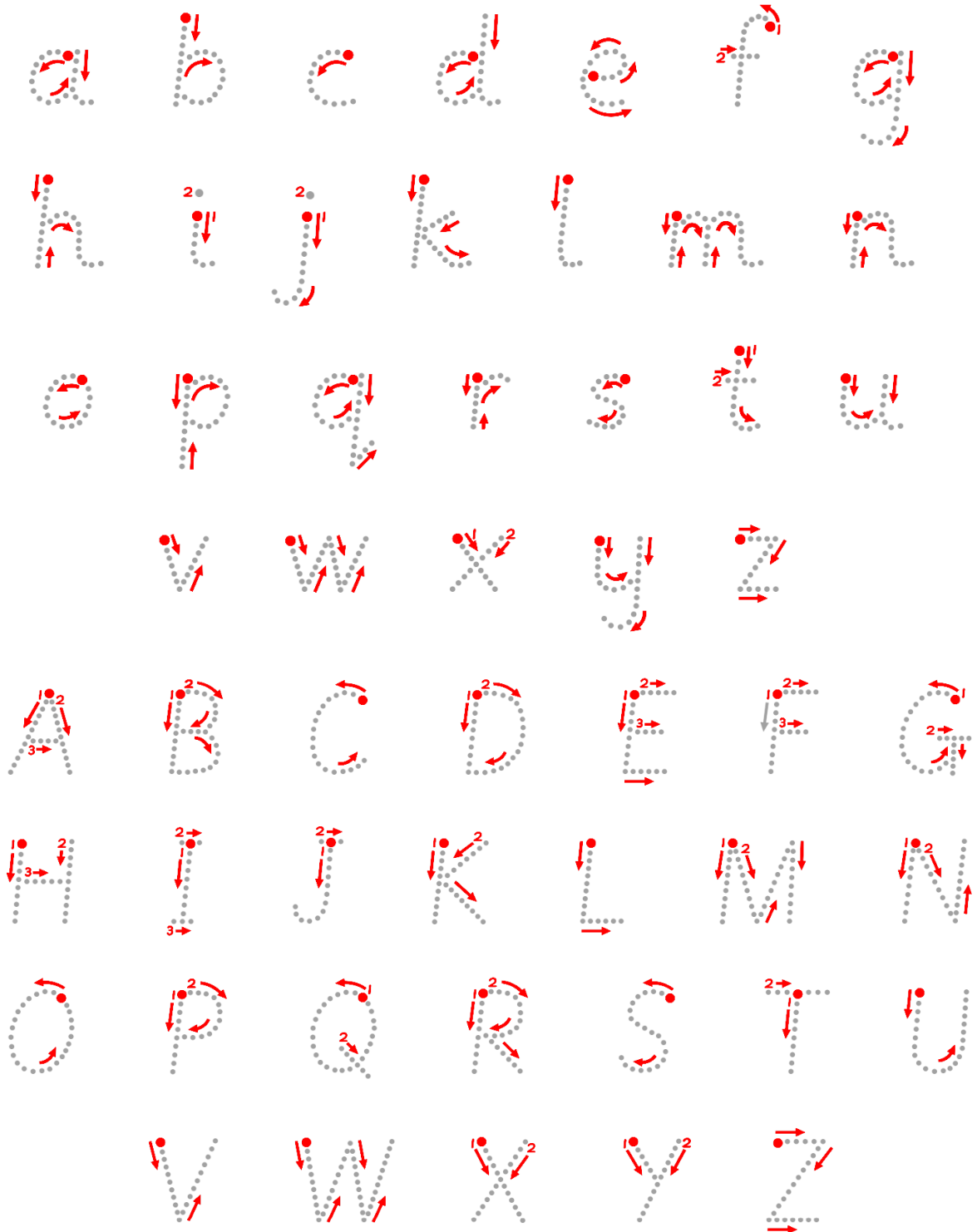
### Unit 1 Introduction

#### Activity for teachers: answers

rain	say
shop	green
bird	night
chicken	throw
singing	teacher (ea/ch/er)
night	watch
stairs	hearing
bridge	

### Resource C: Ways to form letters

Here are suggested ways of forming letters. There are possible variations for some letters. Please follow your official guidelines on teaching handwriting.





## Acknowledgements

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