

# Introduction

SENsational Literacy is an introductory programme designed to help those children who are not yet ready for the Renewed Literacy Framework or who have been struggling to keep up with their peers in class. It is an excellent way to help them to gain confidence in literacy and build up the skills they need. Most importantly they will have fun with words and letters.

## Who can use this resource?

SENsational Literacy can be used by a teaching assistant to teach a small group of children who need extra support in literacy. After completing the scheme they will have gained the necessary skills to be able to join in with the main literacy class.

It can also be used by the teacher to teach the whole class if extra literacy support is needed across the board.

It is suitable for children in Foundation Stage and Key Stage 1, and it is also suitable for other children coming into the school who may not yet be able to cope with the Renewed Literacy Framework.

## How long does the programme last?

The children are taught one lesson every day for six weeks.

## What do the children learn?

The children learn the basics of literacy through simple tasks, covering introductory letter recognition and the application of High Frequency (HF) words, underpinned by game-based activities and guided reading. A full overview of the course can be found on page 6.

## What does the material consist of?

Each lesson is divided into a warm-up and main activity. Once a week the children are required to participate in an activity to help to consolidate their understanding. Additional Resources Sheets offer photocopiable material which can be used in a variety of games during the class. Home Learning Sheets are provided to support each lesson. The children are required to do the worksheets every weekday evening to consolidate what they have studied that day as well as guided reading at weekends. You may wish to write to the parent/guardian to let them know that their child is studying the scheme and may need help with their daily worksheet.

# Games and Activities

**Games and activities have been devised to help you teach this scheme of work. You can find the Worksheets towards the back of this publication which can be used to play the games outlined below and in the individual Lesson Plans.**

## Fastest Finger Game

**Preparation:** Photocopy the Fastest Finger Game worksheets (1–3) onto coloured card. You will need one sheet per child. Laminating the sheets will enable their re-use.

**Activity:** Each child has a sheet with letters printed on it. You say a sound and the children have to point to the correct letter as quickly as possible. You could allow children to take it in turns to call out the sounds too.

## Sound Flashcards

**Preparation:** Photocopy Worksheets 4: Sound Flashcards, 17: Vowel Flashcards and 11: Words Ending With ... onto coloured card. Photocopy Worksheets 8: Sound Cards 'h m c o d g' and 9: Sound Card Pictures 'h m c o d g' onto plain card. Enlarge where possible/if required. Cut out each square to make individual sound/picture cards and laminate.

**Activity:** Give each child one of the Sound Flashcards from Worksheet 4. When you say the sound the child with that sound holds it up (or stands up). Swap the cards around and repeat the task. Then ask each child to name something that begins with the sound they are holding.

**Activity:** Lay the Worksheet 8 Sound Cards out on the table in a line. Lay the Sound Card pictures from Worksheet 9 face down. Taking it in turns each child chooses a picture card. They say the word and the sound it begins with. Then they lay the pictures next to the correct sound.

**Activity:** Show each Sound Flashcard 'b r l f u' in turn. Get the children to say the sound and then using the wipe boards and pens get them to practice writing these letters, correcting where possible.

**Activity:** Give each child a Sound Flashcard. Ask them to name a word beginning with that sound. When you have gone around the group get them to swap sounds and repeat activity.

**Activity:** Give each child the letters 'a e i o u'. You say a word and they have to hold up the correct medial phoneme. Example: you say 'cat', they hold up 'a'.

## Fishing Game

**Preparation:**

1. Photocopy the High Frequency Sets 1 and 2 from Worksheets 7a and 7b.
2. Photocopy Worksheet 5: Fishing Game Master.
3. Cut out one of the HF words and lightly stick in the middle of the fish.
4. Photocopy the fish with the HF word on it onto card.
5. Remove the lightly stuck word and replace with one of the other words and repeat task until all words have been used.
6. Laminate all the fish. Cut round the outline of the fish.
7. Place a paper clip over the fish's mouth.
8. Make a fishing rod using a thin piece of doweling with some string attached. Then attach a magnet to the end of the string.

**Activity:** Play the fishing game with the first 23 High Frequency words (set 1). Children take it in turns to fish for a word and read it correctly to the rest of the group. Encourage them to sound out the words they find difficult where appropriate.

**Activity:** Play the fishing game with the first set of words. If the children are confident with these words introduce the second set of High Frequency words.

## Stepping Stone Game

**Preparation:** Photocopy 10 copies of Worksheet 6: Stepping Stone Game Master onto card. Write the numbers 1 to 10 on the stones and cut round the stones. Laminate each stone to make 10 stepping-stones. (You will also need a set of High Frequency Flashcards, see below.)

**Activity:** Lay the numbered stepping stones to ten on the floor. Show each child in turn a HF word and if they read it correctly they jump onto the next stone. First one to ten wins.

## Stand Up, Sit Down Game

**Preparation:** Photocopy Worksheet 14: "Stand Up, Sit Down" Game onto A3.

**Activity:** As you read the text the children have to stand up quickly at the end of each sentence. Remind the children that a sentence starts with a capital letter and ends with a full stop.

## Write a Simple Sentence Game

**Preparation:** Photocopy 3 sets of Worksheet 10: Flashcard Sentences and one set of Worksheet 9: Sound Card Pictures onto card and laminate.

**Activity:** Give each child a strip with the sentence 'This is a ...' or 'I like the ...'. Read the sentences with the children. Then ask them to select a picture to place in the space at the end of the sentence. Ask them to read the sentence again incorporating the picture into the sentence i.e. 'I like the duck.' They are then to copy the sentence into their books correctly. Repeat this activity with the other sentence and another picture. Encourage them to sound out unfamiliar words.

## High Frequency Flashcards

**Preparation:** Photocopy flashcards provided on the Worksheets 7a and 7b onto card and laminate. Cut out individual words/letters. You may like to enlarge the masters onto A3 to make the words bigger.

**Activity:** Using wipe boards go through the HF words one at a time. First show the children a flashcard with a word on. Get them to say the word and then write it in the air using their finger. Remove the flashcard and ask them to write the word on their boards. Correct any mistakes as you go along. Repeat this with each word.

## Word Lotto Game

**Preparation:** Photocopy Worksheet 13: Word Lotto Cards onto card and laminate.

**Activity:** Give each child a Lotto Card and a selection of counters. You say a word and if they have that word they place a counter on top of it. First one with a full card wins.

## Helpful Points

- Make all the learning fun and give lots of praise.
- When the children are writing have the letter formation sheets (Worksheet 19) on the table to help.
- If possible, adapt writing to include topic subject being used in class at the time.
- Although it is repetitive, remind the children every time they do a writing activity that a sentence begins with a capital letter, ends with a full stop and has finger spaces between each word.
- All home learning is designed to only take a few minutes of the children's time. Encourage them to complete this daily, as it will have an impact on their learning.
- When they have completed a piece of writing allow them to draw a picture if time permits.
- Encourage them to take pride in their work, always producing their very best work.
- Make sure all pencils are sharp and ready to use before the sessions as this will help to improve their neatness.
- Encourage the answering of questions, and offer praise even when the answer is wrong.

\*It is important that every child enjoys these sessions and comes to each one filled with confidence and keenness to learn.

# Weekly Focus Overview

## Week 1

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- To recognise and write letters 's a t p i n e'
- To read first 23 High Frequency Words
- To sound out and write VC and CVC words
- To read and write a simple sentence

## Week 2

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- To recognise and write letters 'h m d g c o'
- To read and spell first 23 High Frequency Words
- To recognise sounds at the beginning of words
- To read and write a sentence using some HF words

## Week 3

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- To recognise and write letters 'b r l f u'
- To continue to read first 23 High Frequency words
- To read and write a sentence
- To recognise sounds at the end of words
- To recognise rhyming words

## Week 4

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- To recognise and write letters 'y j w k'
- To read the second set of High Frequency words
- To recognise a sentence within written text

## Week 5

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- To recognise and write letters 'q v x z'
- To read and spell second set of High Frequency words
- To continue sentence work
- To recognise sounds at the beginning of words
- To read HF words within written text

## Week 6

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- To understand the difference between a consonant and vowel
- To recognise medial phonemes
- To understand and use describing words
- Understand the use of posters/captions

# Resources: Week 1

## Monday

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- Sound Flashcards 's a t p i n e'
- Wipe boards and pens for each child and yourself
- Fishing game made from first set of High Frequency words
- Copy of Home Learning Sheet 1 for each child

## Tuesday

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- Magnetic wipe boards for each child
- Magnetic letters 's a t i n' for each child
- Stepping stones 1 – 10
- High Frequency Flashcards Set 1
- Copy of Home Learning Sheet 2 for each child

## Wednesday

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- Sound Flashcards 's a t p i n e'
- Writing books and pencils for each child
- Copy of Home Learning Sheet 3 for each child

## Thursday

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- Wipe boards and pens for each child and yourself
- A3 copy of Activity Sheet 1: 'The dog is big.'
- Copy of Activity Sheet 1: 'The dog is big' cut up into individual words for each child
- Lined sheet for each child
- Glue
- Copy of Home Learning Sheet 4 for each child

## Friday

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- Copy of Fastest Finger Worksheet 1 for each child
- Writing books and pencils for each child

# Lesson Plan: Monday Week 1

## Resources

- Sound Flashcards 's a t p i n e'
- Wipe boards and pens for each child and yourself
- Fishing Game with first set of high frequency words
- Copy of Home Learning Sheet 1 for each child

## Warm-up activity

Focus: To recognise and form letters 's a t p i n e' correctly.

### Activity

Show each Sound Flashcard in turn. Get the children to say the sound and then using the wipe boards and pens get them to practise writing these letters, correcting where necessary.

## Comments

## Main activity

Focus: To recognise and read the first 23 High Frequency words.

### Activity

Play the fishing game with the first 23 High Frequency words on. Children take it in turns to fish for a word and read it correctly to the rest of the group. Encourage them to sound out words they find difficult where appropriate.

## Comments

## Home learning

Hand out the Home Learning Sheets for this lesson. Demonstrate how the children should do the task.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Home Learning Sheet 1

These are your words for the week. Please practice reading and writing them.



# Lesson Plan: Tuesday Week 1

## Resources:

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- Magnetic wipe boards for each child
- Magnetic letters 's a t i n' for each child
- Stepping Stones 1–10
- Flashcards of first set HF words
- Copy of Home Learning Sheet 2 for each child

## Warm-up activity

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Focus: To sound out and spell VC words correctly.

### Activity

Give each child a wipe board with the magnetic letters 's a t i n'. Say a VC word and encourage the children to sound out the word and then find the correct magnetic letters to spell it.

Words: is it in an as at

## Comments

## Main activity

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Focus: To recognise and read the first set of High Frequency words.

### Activity

Play the Stepping Stone game. Lay numbered stepping stones to 10 on the floor. Show each child in turn a HF word and if they read it correctly they jump on to the next stone. First one to ten wins.

## Comments

## Home learning

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Hand out the Home Learning Sheets for this lesson. Demonstrate how the children should do the task.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Home Learning Sheet 2

Please practise reading and writing these words.

is

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it

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in

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an

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as

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at

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# Lesson Plan: Wednesday Week 1

## Resources

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- Sound Flashcards 's a t p i n e'
- Writing books and pencils for each child
- Copy of Home Learning Sheet 3 for each child

## Warm-up activity

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Focus: To recognise letters 's a t p i n e' and read VC words. Progress on to reading CVC words using these letters.

### Activity

Lay the Sound Flashcards on the table and ask each child to make a VC or CVC word by choosing the correct cards.

Words: at in it is sat pat pin tin pet ten

## Comments

## Main activity

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Focus: To sound out and write VC and CVC words.

### Activity

In a guided writing activity go through some of the VC and CVC words used in the first part of this session. Give the children their writing books and pencils. Say the word 'at' and ask them to sound it out and then write it in their books. Correct their letter formation where necessary.

## Comments

## Home learning

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Hand out the Home Learning Sheets for this lesson. Demonstrate how the children should do the task.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Home Learning Sheet 3

Can you find the matching words below and draw a line between them?

at

big

up

me

can

at

big

the

in

up

is

can

me

is

the

in

# Lesson Plan: Thursday Week 1

## Resources

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- Wipe boards and pens for each child and yourself
- A3 copy of Activity Sheet 1: 'The dog is big.'
- Copy of Activity Sheet 1: 'The dog is big.' cut up into individual words for each child
- Lined sheet per child and pencils
- Glue
- Copy of Home Learning Sheet 4 for each child

## Warm-up activity

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Focus: To write VC and CVC words correctly.

### Activity

Give each child a wipe board and pen. Say a word and get the children to write it on their boards. Show them how to form the letters correctly where appropriate.

Words: is it in on am at get

## Comments

## Main activity

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Focus: To read and write a sentence made up from the HF words learnt this week.

### Activity

Show the children the sentence 'The dog is big.' Read the sentence together. Explain that all sentences start with a capital letter and end with a full stop. Then give each child a copy of the sentence cut up. Hand out lined paper and pencils. Get them to mix the words up and make a silly sentence. They then read their sentence to the group. Hand out the lined paper and pencils. Then they are to sort it back into original order and stick it onto the lined sheet. Ask them to copy the sentence on the line underneath.

## Comments

## Home learning

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Hand out the Home Learning Sheets for this lesson. Demonstrate how the children should do the task.