

INTRODUCTION TO DIRECT PHONICS

BOOK THREE

WHAT IS DIRECT PHONICS?

Direct Phonics provides a deliberate and repetitive teaching programme for those children who struggle with basic literacy. Within the National Literacy Strategy, this extent of additional and ongoing intervention has been described as Wave 3 where the first two waves have provided effective teaching in the Literacy Lesson and early or additional literacy support.

Our trials of Direct Phonics have shown that the programme is ideal for teaching groups of children making similar progress or individual children whose progress requires even more specific attention. We have found that the length of a lesson is about 20 minutes. Progress is best when teaching takes place every day. Three or four lessons per week are the minimum.

THE PURPOSE OF BOOK THREE

Direct Phonics Book Three teaches children to recognise syllables within words (e.g. Emma, Ash-ton) and then to read words containing many syllables - polysyllabic words (e.g. re-fresh-ment). Children also learn to read words made up of two shorter words. These are called compound words (e.g. sea-side, star-fish, sea-shell).

Book Three is different from Books One and Two because it moves on from blending single sounds in words to larger sound units - syllables - taught within a wider language approach. As soon as children have learnt particular polysyllabic and compound words, they use their knowledge to read sentences and stories. This principle is shown in the diagram below.

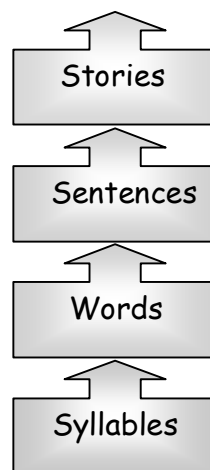


Table 3: Stories and Lessons in Book Three

Blocks of lessons	The story	Words practised in the Model-Lead-Check lessons	Reinforcement lessons	Words for assessment
Block 1 page 23	A Trip to the Seaside	Emma, Asma, Parkside, seaside, Ashton, Harker, beside, outside, inside, seashell, starfish	pages 33 - 34	page 36
Block 2 page 39	Parkside Animal Hospital	Marigold, family, goldfish, helper, animal, hospital, keeper, Emily, feeder, holiday, woodpecker, magpie, seagull	pages 49 - 50	page 52
Block 3 page 55	Uncle Dave's Market Stall	market, Carter, going, helping, basket, carton, banana, yellow	pages 65 - 66	page 68
Block 4 page 71	The Summer Holiday	camping, summer, caravan, football, morning, flying	pages 81 - 82	page 84
Block 5 page 87	The Football Match	Saturday, afternoon, behind, begin, before, shouting, shouted	pages 97 - 98	page 100
Block 6 page 103	The Lady in the Park	playing, follow, along, ahead, again belong, Sandy, lady, fallen, falling	pages 113 - 114	page 116
Block 7 page 119	The Parkside Pet Show	Carson, longest, tallest, smallest, bringing, donkey, Donald, Oscar	pages 129 - 130	page 132
Block 8 page 135	Parkside Sports Centre	basketball, lesson, children, older, Hameed, Jessica, penalty, William	pages 145 - 146	page 148
Block 9 page 151	Aunt Sara's Holiday	Sara, sister, Samira, letter, Algeria, Sahara, airport, window, England, Africa	pages 161 - 162	page 164
Block 10 page 167	Parkside Carnival	carnival, finish, dragon, parade, acrobat, lemonade, candy, fantastic	pages 177 - 178	page 180

NOTES FOR GUIDANCE

BLOCK TWO: PARKSIDE ANIMAL HOSPITAL

Below is the sequence of lessons and activities in Block Two:

- **Model-Lead-Check Lessons 7 to 12.** Start the first lesson by reading the story on the next page to the children. Say: "We are going to learn the words in this story so that you can read it by yourself." You can show the children the "I can read this story" Star Sheet at the end of the block of lessons and explain that they can take it home when they have learnt to read the story. Then continue at once with the first Model-Lead-Check lesson. **See page 8 of the manual for general instructions for these lessons and pages 10-12 for a scripted example lesson.**
- **Reinforcement Lessons – about four lessons.** These lessons are essential as they complement the Model-Lead-Check lessons. Pages 49-50, entitled Reinforcement Activities for Block Two, include the following: (1) clapping syllables; (2) recognising common syllable patterns; (3) writing in missing syllables in words; (4) sentences for dictation; (5) writing own sentences; (6) re-reading the story, or parts of it, and (7) talking about the content of the story.
- **Assessment of children's progress** can be done as part of the Reinforcement Lessons (e.g. the whole group can do the spelling test together) but time will need to be found for checking individual progress in reading. **See page 17 of the manual for instructions.** The assessment consists of:
 1. **Reading and spelling words from the story.** The words are written on page 52 in large print. The words are: family, goldfish, animal, helper, Marigold, Emily, keeper, hospital, feeder, holiday, magpie, seagull, Harker, teacher, Parkside, woodpecker. An individual record form is provided on pages 20-21. A summary group record form is provided on page 22.
 2. **Re-reading the story independently.** Complete this assessment when you think that the child is ready to read the story independently. Note down any errors and how fluently the child is reading and, if necessary, let the child continue to practise the story in class or at home whenever possible. Meanwhile, move on to the next story and block of lessons because there is plenty of opportunity for repetition and reinforcement of the syllable work throughout the programme.

On the last page of the block of lessons, we have reproduced the story as a Star Sheet entitled "I can read this story". The page can be photocopied so that children can take it home to demonstrate to their parents/carers what they have learnt. Children can also make their individual "books" containing completed stories. They can then read and re-read these books for further reinforcement. If they wish, they can design a cover for their books and illustrate the stories.

Parkside Animal Hospital

Tim and Emma's family has five pets. Tim has two dogs called Sam and Jolly. Emma has two cats called Meg and Milly, and a goldfish called Marigold.

Mrs. Brown is a helper at Parkside Animal Hospital, which is next to Parkside School. The hospital looks after wild animals that have been hurt. There are birds, rabbits, hedgehogs and a fox at the hospital.

Mrs. Brown's job is to help Emily, the bird keeper, who looks after the bird pens. In the bird pens there is a magpie, a woodpecker, an owl and a seagull.

Mrs. Brown helps Emily to fill the bird feeders inside the bird pens. The birds stay at the hospital until they are well again. In the school holidays, Tim and Emma can visit the animal hospital with their mum.

Mrs. Brown went to school to tell Emma's class about the animals at the hospital. Mrs. Brown said, "We call the woodpecker, Woody, the magpie, Maggy, the owl is Olly and the seagull is called Gully."

Mr. Harker's class made a book about the animal hospital. Emma and Asma put some pictures of the birds in the book. Emma's teacher said, "I like Woody, the woodpecker." Asma said, "I like Gully, the seagull."

Lesson: 7

Before starting this lesson, remember to read the story to the children first.

Introduce words: Mar-i-gold fam-i-ly gold-fish **Revise:** Mil-ly

Match words: Matrix with 4 words

Make words: gold-fish Mil-ly Mar-i-gold fam-i-ly

Match words: Matrix with 8 words

Read: Sentences

Write: goldfish, Milly, Marigold, family

Lesson: 8

Introduce words: help-er an-i-mal hos-pit-al **Revise:** fam-i-ly

Match words: Matrix with 4 words

Make words: help-er an-i-mal hos-pit-al fam-i-ly

Match words: Matrix with 8 words

Read: Sentences

Write: helper, animal, hospital, family

Lesson: 9

Introduce words: keep-er Em-i-ly **Revise:** help-er fam-i-ly

Match words: Matrix with 4 words

Make words: keep-er Em-i-ly help-er fam-i-ly

Match words: Matrix with 8 words

Read: Sentences

Write: keeper, Emily, helper, family

Lesson: 10

Match:

keeper	feeder	holiday	hospital
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Match:

bird	inside	until	again
visit	school	fill	their

Read:

Mrs. Brown helps Emily to fill the bird feeders inside the bird pens.

The birds stay at the hospital until they are well again.

In the school holidays, Tim and Emma can visit the animal hospital with their mum.

REINFORCEMENT ACTIVITIES FOR BLOCK TWO

We have found that four Reinforcement Lessons are usually enough. Choose from any of the activities below remembering that Activity 6 always needs to be included.

Activity 1: Clapping and counting syllables in words

With the group of children, count and clap the number of syllables. Remember to accentuate the break in the word, e.g. mag-pie.

Mar-i-gold mag-pie owl sea-gull fox hedge-hog rab-bit wood-peck-er

Ask the children to think of the names of different animals and write them on the white board. Read the animal name and ask children to count and clap the number of syllables in the name. Individual children can choose an animal name to count/clap the syllables.

Activity 2: Recognising common syllable patterns in words - reading and spelling

Instructions:

- Write a list of e.g. -Harkerø -feederø -helperø -teacherø on the whiteboard.
- Read the words with the children and point to the -erø ending in each.
- Rub out the words and write -Harkø on the board. Ask how we can make the word into -Harkerø
- Choose a child to write in the øerø
- Repeat for the other words and word families.
- Dictate the words in each word family to the children.

Words with common syllable patterns in Block Two:

Hark-er	Mag-gy	Mar-i-gold
teach-er	Gul-ly	fam-i-ly
feed-er	Wood-y	Em-i-ly
help-er		an-i-mal
keep-er		
wood-peck-er		

Activity 3: Writing in missing syllables

Instructions:

- Write one of the words listed below on the whiteboard.
- Say the word to the children stressing the syllables.
- Erase one syllable in the word.
- Choose a child to write in the missing syllable.
- Repeat with the other words.
- When all words have been completed, children can read the words and clap for each syllable.

Words for Block Two:

fami ____ Mar _ gold ani ____ Em _ ly wood ____er

Activity 4: Writing a selection of sentences from dictation

Below is a selection of sentences. Choose one or two sentences for the reinforcement lesson.

Emma has a goldfish called Marigold.
Mrs Brown is a helper at the animal hospital.
Emily is the bird keeper.
The seagull is called Gully.
Asma said, 'I like Woody the woodpecker.'

Activity 5: Writing a few sentences using words from the story

The page entitled Words for Reinforcement Activities (page 51) provides a matrix of words that children can use to write a few sentences of their own about an animal hospital. The matrix can also be cut up so that the words are used for matching and memory games.

Activity 6: Re-reading the story or parts of the story and talking about the content.

This is a key activity that should be part of every reinforcement lesson. **Each child needs to have a copy of the story.** As the children's reading improves, you will be doing less of the reading in chorus with the children. Choose from the following alternative activities:

- Read the story to the children and/or together with the children.
- Read the story around the group, with each child reading a sentence. (This will also increase awareness of sentences and full stops in the story structure.)
- Let the children read the story or parts of the story together in pairs.

Activity 7: Talking about the content of the story

Below are some questions you can include in the discussion after reading the story. You don't have to ask all the questions and the children don't have to get all the answers right. You can also make up your own questions. The main purpose is to help the children think about the content of the story.

- How many pets do Tim and Emma have?
- What are their names?
- Where is Mrs. Brown a helper?
- Why do the animals and birds stay at the animal hospital?
- Why did Mrs. Brown go to Parkside School?
- Who is Mr. Harker?
- Where are the birds kept at the hospital?
- Who is Emily?
- What kinds of animals are at the hospital?
- What does Mrs. Brown call the magpie?
- Encourage the children to talk about any birds or animals that they have seen.