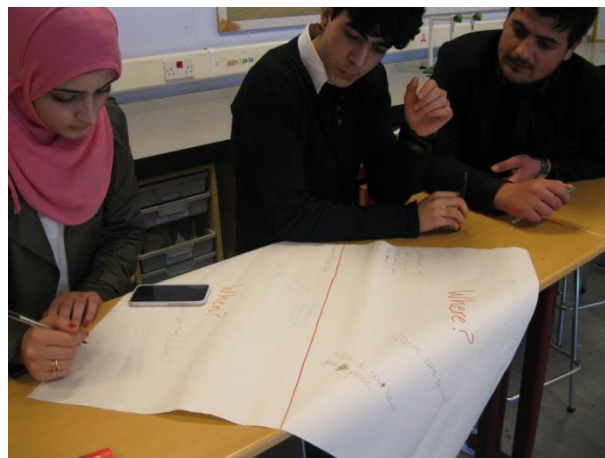
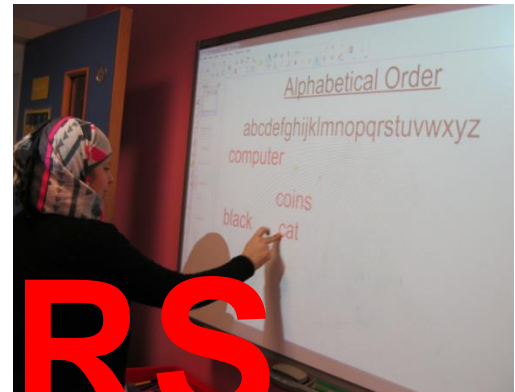


EARLY LITERACY FOR OLDER



EAL

LEARNERS



Foreword

This programme has been developed in response to a request from Springburn Academy, made to the Glasgow EAL Service via a referral form for EAL Area Leader Support. The school has about 20 'New to English' pupils who have very limited literacy in English and are struggling with basic reading and writing skills. The school wanted an Area Leader to pilot a programme teaching Phonics Instruction and vocabulary acquisition in a more adult friendly manner.

This programme was delivered once a week during a double period where EAL pupils were extracted. It is important to stress that these pupils had a complete timetable for the rest of their week and were placed in mainstream subject classes where pupils were supported by the school's EAL teacher where possible, and were given translated resources and glossaries etc. The EAL pupils also used the Language Nut interactive resource and attended ESOL classes. Phonics is just a very small part of the reading and writing process. The skills learned in this programme were to help support the pupils across the curriculum when taking part in lessons in other classes.

What is Phonics

Phonological awareness (PA) refers to an individual's awareness of the [phonological](#) structure, or sound structure, of words. It is void of print, no letters are introduced and no sound to symbol correspondence is taught. It is however an important and reliable predictor of later [reading](#) ability.

Phonological Awareness involves just the ears but Phonics involves eyes and ears. You can have PA without Phonics but you can't have Phonics without PA.

Words are made up from small units of sound called **phonemes**. Phonics teaches pupils to be able to listen carefully and identify the phonemes that make up each word. This helps pupils to learn to read words and to spell.

Phonics teaches pupils:

GPCs- grapheme phoneme correspondences. This basically means pupils are taught all the phonemes (sounds) in the English language and ways of writing them down (grapheme). These sounds are taught in a particular order. The first sounds to be taught are usually **s, a, t, p, n, i**

Blending

When pupils learn to read there are two crucial things to learn:

- the sounds (phonemes) represented by written letters (graphemes)
- how to blend the sounds together to make words.

Synthetic Phonics is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the

letter l sounds like /l/ when we say it. Children can then start to read words by blending (synthesising) the sounds together to make words.

EAL learners quickly gain this skill of blending as they have learned how to blend in their first language. For the purpose of this pack I did not concentrate on this area as pupils could blend and 'read' a word as and when individual sounds were taught.

Phonics is recommended as the first strategy that young children should be taught in helping them learn to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading. But what about EAL pupils learning to read in English?

Phonics and EAL Learners

Some research into 'Synthetic Phonics and the Literacy development of second language young learners' has been carried out by Sumanpreet Purewal. The key focus of the study was to analyse the research which was available with regards to synthetic phonics and second language acquisition to see if it was effective for word recognition and comprehension of whole texts.

Studies suggest that Phonological Awareness is very important for both L1 and L2 language learners and results show how PA skills in L1 do transfer over and support second language acquisition. However, in order for successful comprehension of whole texts it suggests that the understanding of vocabulary is crucial. This was one area I focussed on.

All studies carried out indicate that word identification and individual word reading does improve with synthetic phonics instruction but it does not prove that these effects also improve reading comprehension. Further investigation is required in relation to both comprehension and decoding abilities of second language learners.

What makes phonics tricky?

In some languages learning phonics is easy because each phoneme has just one grapheme to represent it. The English language is much more complicated than this. English only has around 44 phonemes (sounds) but there are around 120 graphemes or ways of writing down those 44 phonemes. E.g. /ee/ phoneme (sound) can be written as 'ee' or 'ea'

ch th oo ay (these are all digraphs - graphemes with two letters)

There are other graphemes that are trigraphs (made up of 3 letters) **igh**

Another problem is that some graphemes can represent more than one phoneme. For example **ch** makes very different sounds in these three words: **chip, school, chef**

How to use this pack

Each lesson shows the set of sounds taught alongside different activities and resources used. All resources required are contained in the 'Weekly resources folder' which is available on request from the EAL Service. The order I have taught the sounds can be altered if you feel necessary, as pupils may come across different sounds within words they find each week. I would recommend teaching the first 2 groups of sounds and then alter as you require:

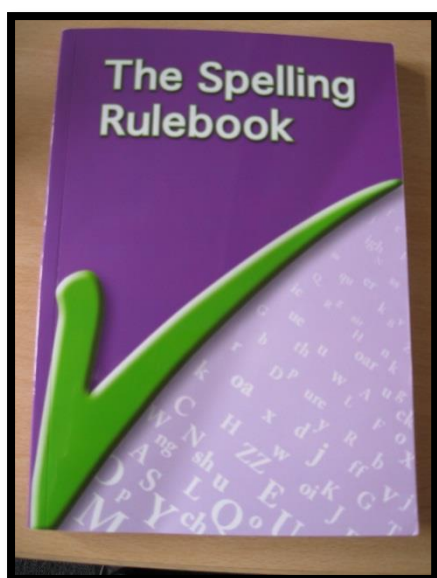
1. s, a t, p, i, n
2. (c,k) ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, ay, j, oa, ie, igh ee, ea
5. z, w, wh, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, oy, ue

Some Phonics programmes teach a list of common words or high frequency words but I did not do this. As this programme was a quick journey through phonics and vocabulary, I used the difficult words list suggested from the City of Glasgow College who run an adult Literacy programme. These are difficult words as they cannot be 'sounded out' and need to be learned as sight vocabulary:



I have tried to make each lesson very relevant to the pupils and have used real life contexts and vocabulary they understand. Where they do not understand vocabulary I have explained to them using examples and contexts they know. (This is where phonics can fail as the EAL children may be able to decode or read from

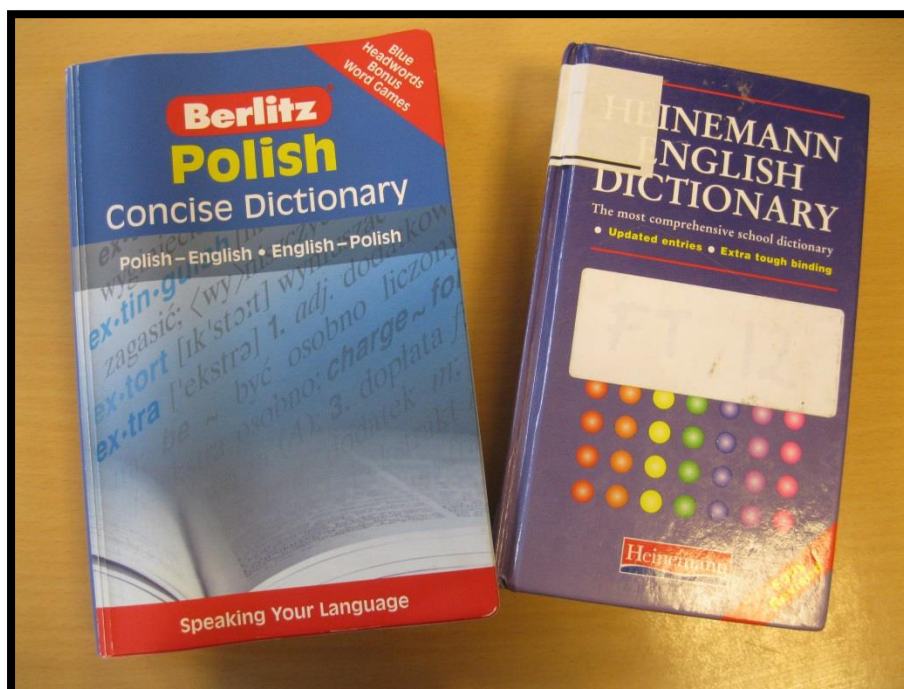
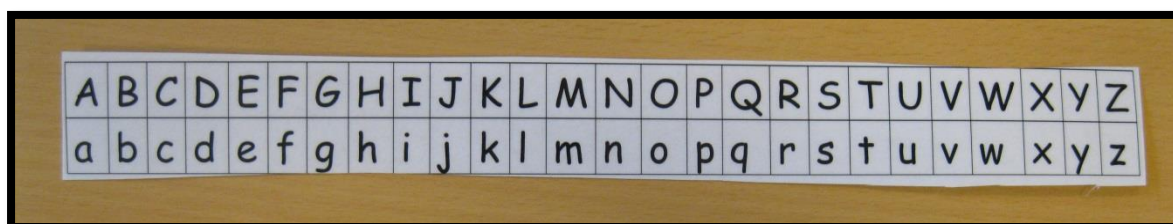
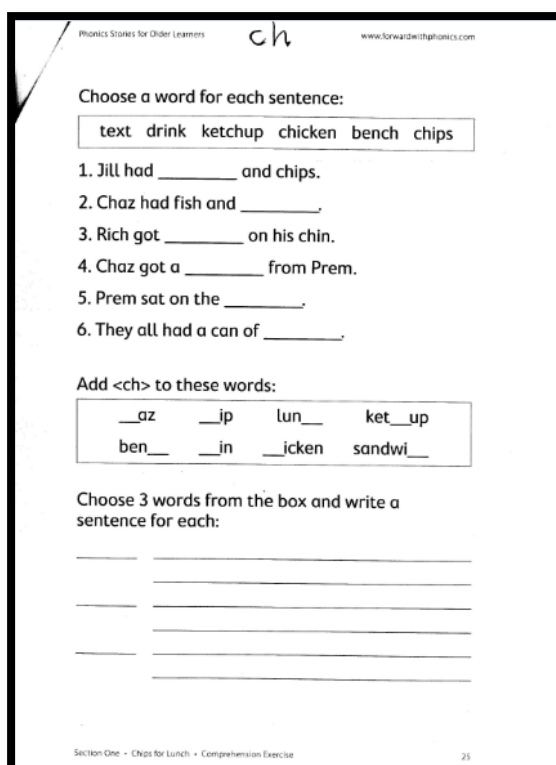
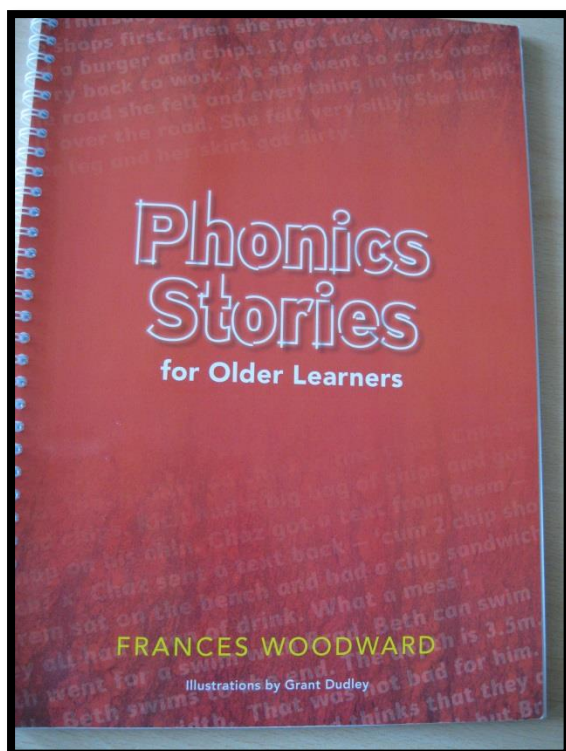
memory but have no understanding of the words). You will find that you can use the same style of lesson each week but may need to change the vocabulary used depending on what the pupils' responses were the week before. (I planned one week at a time depending on what I felt the pupils required support in). You can swap an activity used in one lesson to teach sounds in another lesson. I have just tried different ideas to add some variety to activities. This is not a prescriptive programme but a guide to help you and show you the progression as I taught the phonemes and graphemes. You will see how this pack builds from single sounds to words and then to sentences very quickly. When teaching young children phonics I do not usually go into great depth concentrating on spelling rules but I have added some spelling rules which you might find useful as this group of older EAL learners could cognitively cope with this. I used this book to make the spelling hints and tips booklet and keyring:



By SEN Marketing (available on Amazon)

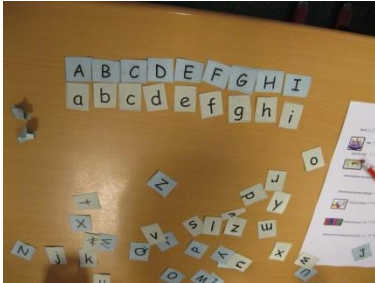


Other Resources used at a glance:

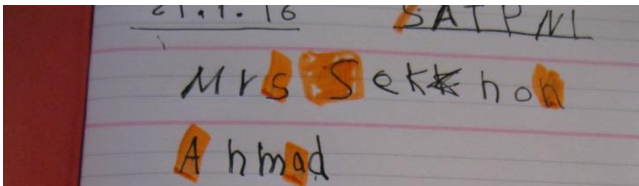


Lesson 1 (2 periods)

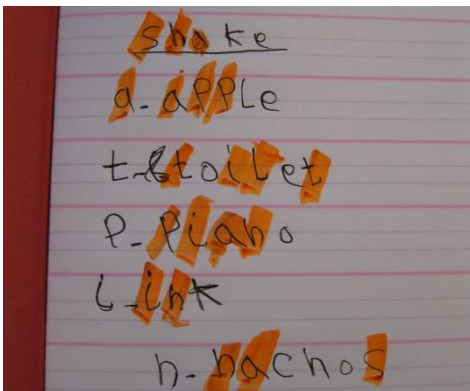
- Getting to Know You Activity
- Cut alphabet cards upper and lower-put in alphabetical order and match upper/lower case (**Capitals and Lower case cards**)
Use **alphabet strips** if pupils struggle



- Introduction to Phonics (refer to introduction)
- Group One satpni SATPNI
pupils write their own name in their jotters and highlight any satpni sounds they have. (personal connection)



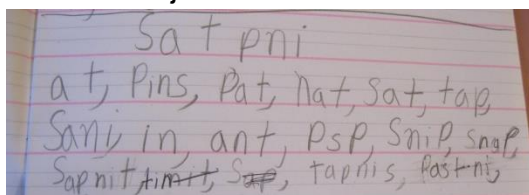
- Show pupils **flashcards** of above sounds (weekly resources) , pupils copy spelling of the words in their jotters and highlight other sounds within each word i.e. **nachos**



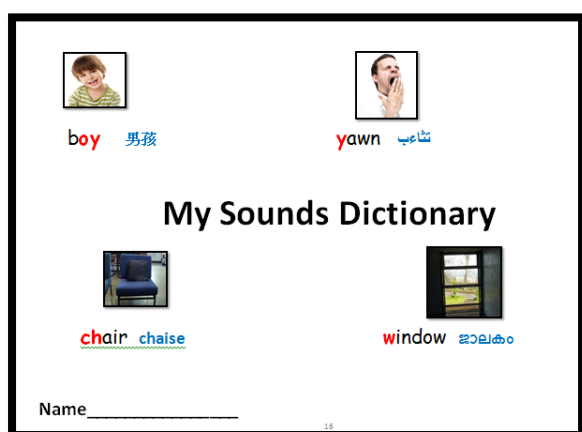
- Pupils use post-its to find objects around the class with initial sounds satpni. I will write full words on the board, pupils can add to their '**my sounds dictionary**'



- Pupils use individual satpni SATPNI cards to create new words, feedback and write in jotters



Pupils will take EAL sounds dictionary around the school in different subjects and add words/pictures for the sounds taught.

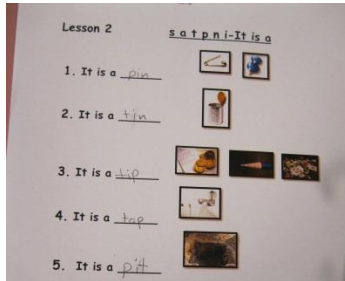


Resources from Weekly resources folder

Getting to know you activity
Capital letters card
Lower case letters card
Alphabet strip
Flashcards pictures and sounds
My sounds dictionary

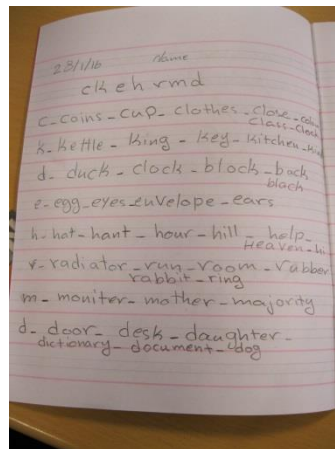
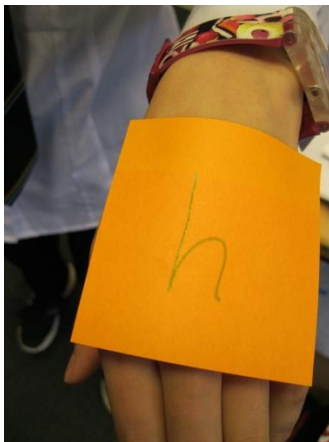
Lesson 2 (2 periods)

- Recap last week's lesson
- '**lesson 2 satpni sentences**' sheet ask pupils to read each sentence and try to spell the word at the end e.g. It is apin (use **s a t p n i cards** to help blend the words) I have used words pupils created last week

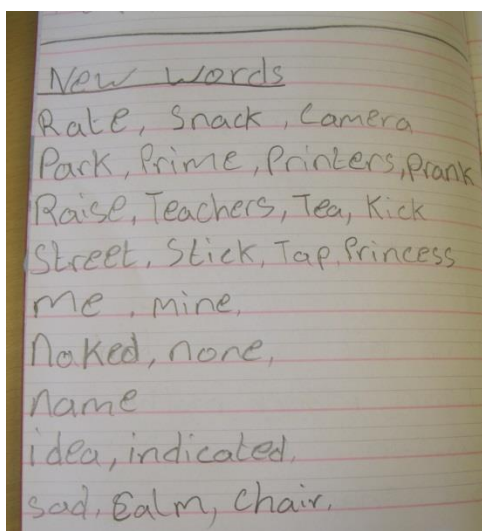


(pictures used to reinforce new vocabulary)

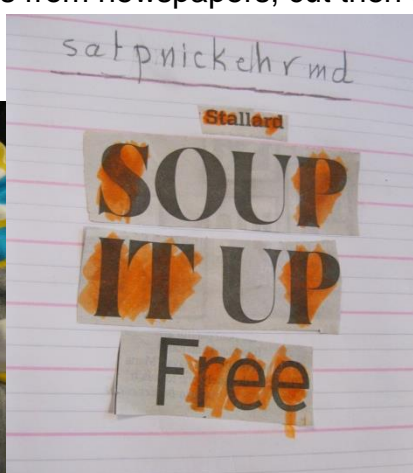
- Group 2 sounds(c,k) ck, e, h, r, m, d
Show pupils **flashcards** of above sounds (weekly resources), pupils copy spelling of the words in their dictionaries and jotters and highlight other sounds within each word that they have been taught i.e. **coins**
- Pupils use post-its to find objects around the class with sounds (c,k) ck, e, h, r, m, d . I will write full words on the board, pupils can add to their dictionary/jotter



- Pupils use **individual sound cards** for the sounds taught so far (13) to create new words, write in jotters and feedback



- Pupils highlight sounds within words from newspapers, cut then stick in jotters



- Feedback
- Fast finishers can try to make simple sentences with the words they have made or cut out from the newspaper.

Pupils will take EAL **sounds dictionary** around the school in different subjects and add words/pictures for the sounds taught.

**Resources from Weekly
resources folder**

Lesson 2 satpni sentences

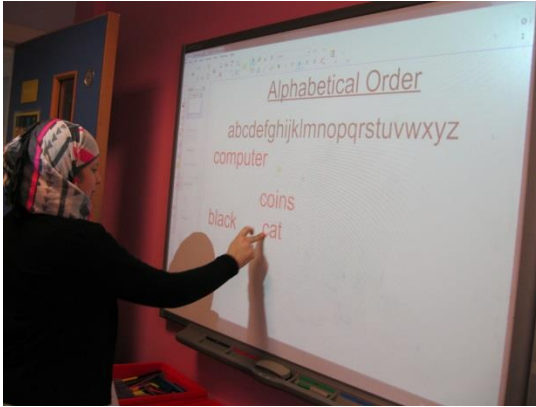
Lower case letter cards - satpni

My sounds dictionary

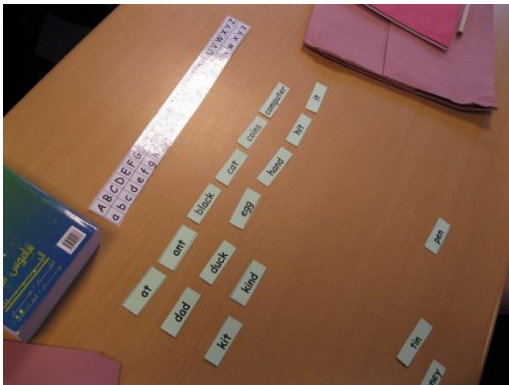
Flashcards pictures and sounds

Lesson 3 (2 periods)

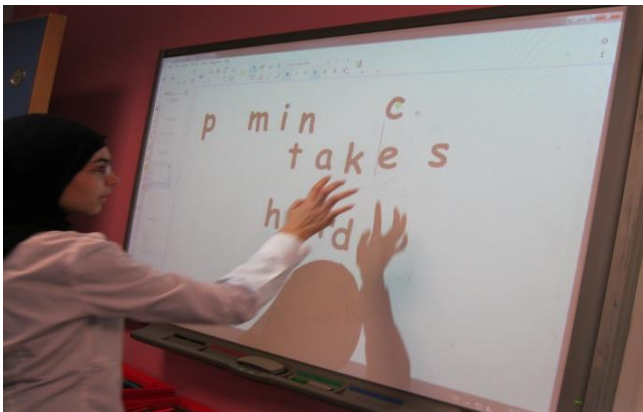
- Recap last week's sounds
- Dictionary skills pupils sort words in alphabetical order on the smartboard
lesson 3 dictionary skills.notebook, pupils can use **alphabet strip** to help.
Model first few words on the board



- Pupils sort words in alphabetical order in pairs (**alphabetical order words lesson 3**)



- Ask children to make words with s a t p n i c k c k e h r m d, write in jotters and use dictionaries if needed (model on smartboard)



- Explain patterns in words and rhyming words i.e. if you have made 'dad' take off the first sound and try to substitute s, m etc to make sad, mad- check if the word is a real word by using the dictionary

- Introduce difficult words group 1 (from **difficult words keyring**). Model within sentences (see attached difficult words 1 sentences or **notebook file**) Pupils copy in jotters. Point out that sentences include all sounds taught to date except w ll ea sh u. Go over these sounds

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

He is sad.


She hit him.


The tin is hard.


I am sad.


He will do sums.

I went to the shop.

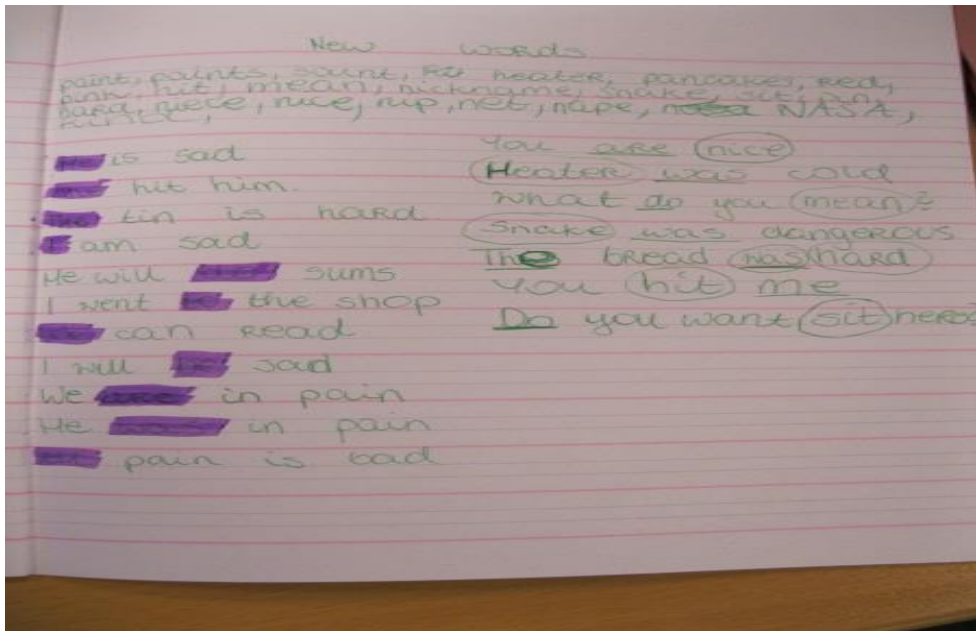
ll -bill 

u - up 

ea - /ee/ -bead 

sh - shed 

- Pupils use difficult words and the new words created today to make new sentences (model this as a class first)



Resources from Weekly resources folder

Alphabet strips

Difficult words keyring

lesson 3 dictionary
skills.notebook

alphabetical order words
lesson 3

Lesson 4 (2 periods)

- Recap last week's sounds
- use dictionary to find words listed on page 2 of smart notebook file 'lesson 4'...pupils to write dictionary page number beside word in their jotters

(use **alphabet strip** if required)

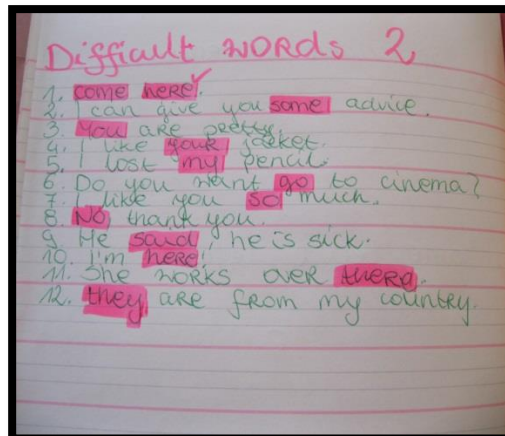
abcdefghijklmnopqrstuvwxyz
find the **page** for each word:
brain___ Allah___ Latin___
new___ shape___ track___
order___ butter___ slug___



- Introduce new sounds g o u l f b use flashcards
- Ask children to make words with s a t p n i c k c k e h r m d g o u l f b, use dictionaries to check spelling and write new words in their eal dictionary
- Introduce difficult words group 2. Ask pupils to use the words to make sentences

Difficult words 2

come	some
you	your
my	go
so	no
said	here
there	they



**Resources from Weekly
resources folder**

Alphabet strips

Difficult words keyring

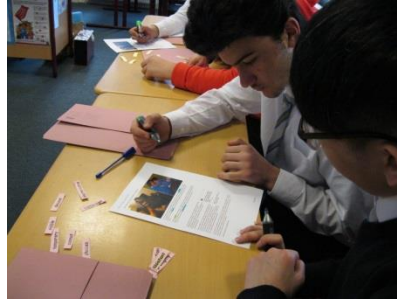
lesson 4 notebook file

flashcards pictures and
sounds

my sounds dictionary

Lesson 5 (2 periods)

- Go over the **Skimming and scanning pp**- explain skimming and scanning
- **Quick on the draw** activity to reinforce scanning a text for keywords. Pupils highlight words they find in the passage as quickly as possible



- Introduce the **passage about tattoos**. Give pupils time to read translation then read passage in English as a class (teachers can use any passage, I used tattoos as this was one of the pupils interests)
Refer to translation tool 'Translate with Bing' in the introduction

'I lost a job because of my tattoos'
© 22 September 2014 Magazine

'I was told I'm a bad example to children'

I'm 35 and quite heavily tattooed. I had a job as a mid-day assistant at a school. I was taken on having tattoos and facial piercings which during the winter months was fine as I was covered up, but when the summer arrived my arms were on show.

I was promptly issued with a "standards of dress" guide. It said that visible tattoos and facial piercings were not setting a good example and should be covered up. This was the first bit of communication I had received during my job.

I was good at my job and the children seemed to like talking about my tattoos. I did start a bit of a campaign but I didn't want to work in an environment that said because I have tattoos and a piercing I cannot do the job.

After a week or so I went to see the headmaster and resigned with immediate effect. He had called me in to have meetings with personnel over the issues I had raised, but I didn't feel I wanted to work in a place that discriminates against tattoos and piercings and I don't believe I should have to fight to justify that I'm a hard worker and a decent person.

I just feel it's sad that in 2014 we can be so discriminatory about people's choices. I feel sad that children grow up being taught these shallow-minded views. The best bit was that after a month or so of me leaving they had a school fete with a temporary tattoo stall for the children!

Karla Valentine, Suffolk, UK

Chinese simplified translation

'我会失去一份工作了因为我的纹身'
© 2014年9月22日: 杂志

'被告知我是一个坏榜样对孩子'

35岁和相当沉重纹身!一份中午助理的工作在学校了季晴朗而被掩盖,当夏天到了我的手臂上展示了...

我及时发出"标准的衣服"指南。它说,可见纹身应该被掩盖起来。这是通信的我收到了我的作业期...

我很好在我的工作,孩子们似乎很喜欢谈论我的纹身。我开始有点运动,但不愿意说,因为我有纹身的环境中,我不能做这份工作。

- New vocabulary board-pupils to complete in pairs (model first example)
Main objective is for pupils to find clues in the whole sentence or within the word before going straight to a dictionary, explain that we need these skills if incase we don't have a phone/dictionary.

Zina - Raghead

Let's think about it-New Vocabulary

Word	Context Clues	What we think it means	Dictionary definition
assistant <i>in</i>	assist - Job - School	bigger than teacher	assist to help assistant helper
show <i>show</i>	winter covered but summer arms	open / no any clothes on her arms / not covered	allow to be seen
visible <i>all</i>	should be covered	you can see	able to be seen
environment <i>in</i>		Places for work	
immediate			
decent			

SEKHON EAL

New Vocabulary Board-Tattoos

Resources from Weekly resources folder

Skimming and scanning pp L5

Quick on the draw tattoos

Tattoos article L5 (with translations)

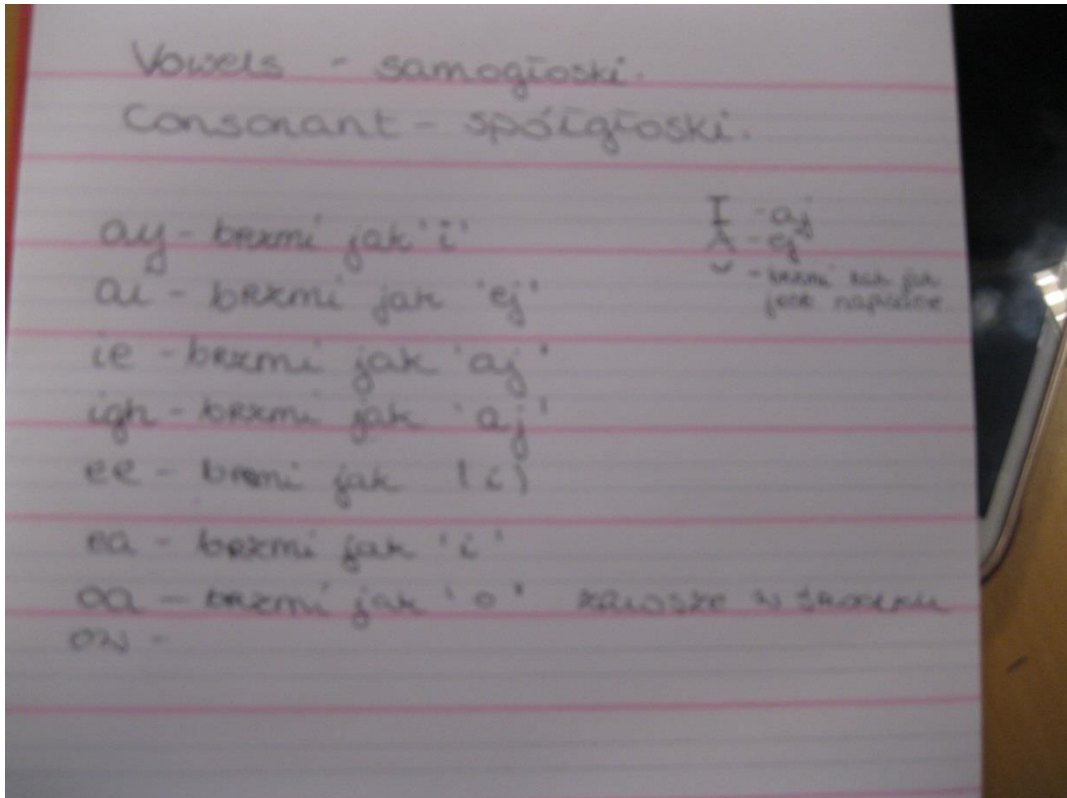
New vocab grid tattoos L5

Lesson 6 (2 periods)

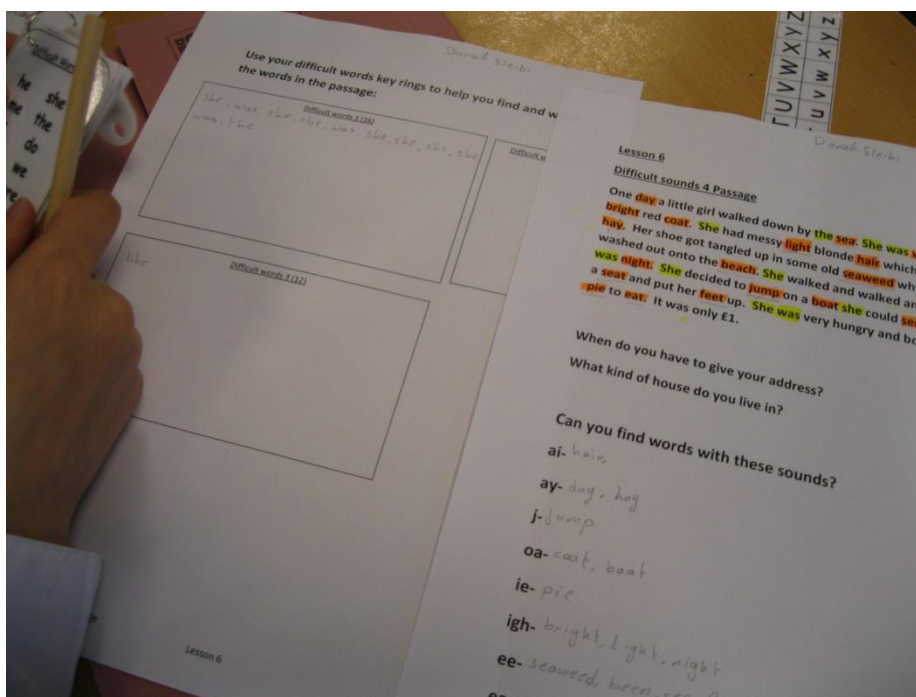
- Explain vowels and consonants as some pupils asked last week
- Introduce new sounds and spelling rules for each: ai, ay, j, oa, ie, igh, ee, ea.

Use **lesson 6 spelling patterns posters**

Allow pupils to make own notes in jotters whilst you explain the rules:



- Introduce difficult words 3 (**difficult words keyring**)
- Look at **group 4 sounds passage** (contains all difficult words 3 and words with this week's new sounds). Read with class
Pupils to highlight words found in the passage (1 colour for difficult words, 1 colour for new sound words) and complete the sheet. Model first few as a class:



- Go over answers
- Ask children to use above sheet to help them to make more words with above sounds, use dictionaries to check spelling and write new words in their real sounds dictionary or jotter

Resources from Weekly resources folder

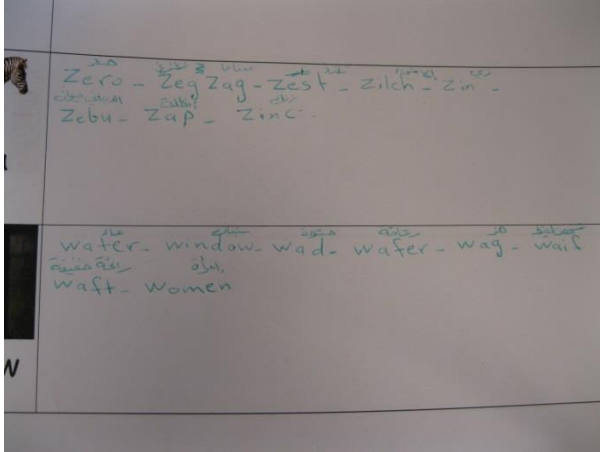
Lesson 6 spelling patterns poster

Difficult words keyring

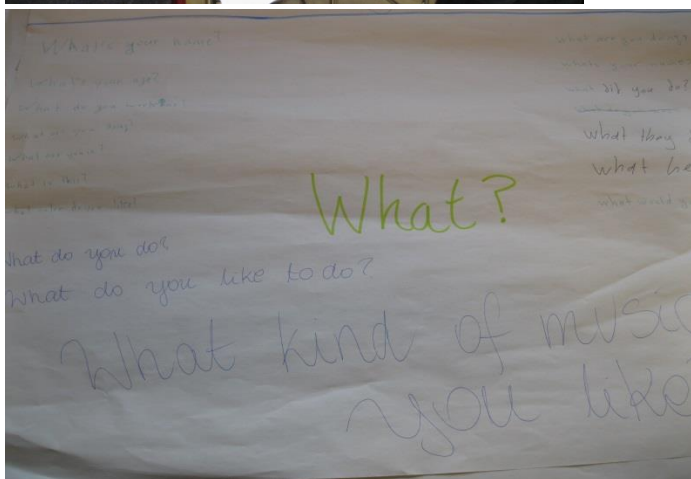
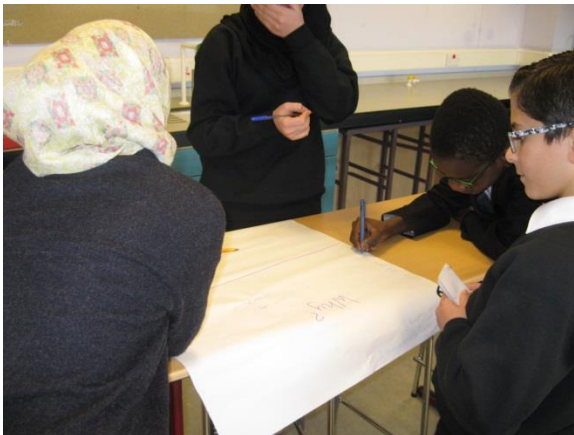
Group 4 sounds passage

Lesson 7 (2 periods)

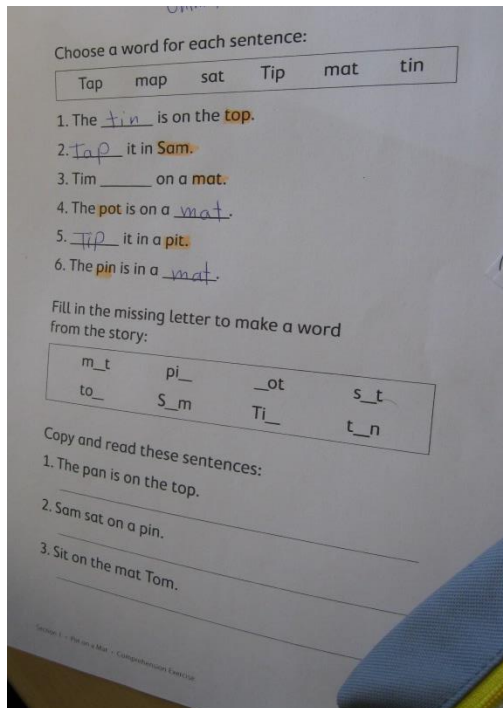
- Introduce new sounds: z, w, wh, ng, v, oo, oo. Use picture flashcards. Pupils to make own words and add to their **sounds dictionary**, check spelling using a dictionary.



- Introduce difficult words 4 (mainly question words-**difficult words keyring**)
- Pupils to make up their own questions in groups on flip chart paper, carousel around, reading previous group's questions then making up different ones (Who Which Why Where What When) 2 words on each flip chart paper



- Revision of sounds satpni use 'phonic stories for older learners: **satpni text** and **satpni comprehension** sheet- remind pupils to scan for key words in each sentence to which help to answer questions, can use highlighters if necessary



Resources from Weekly resources folder

Picture flashcards and sounds

Sounds dictionary

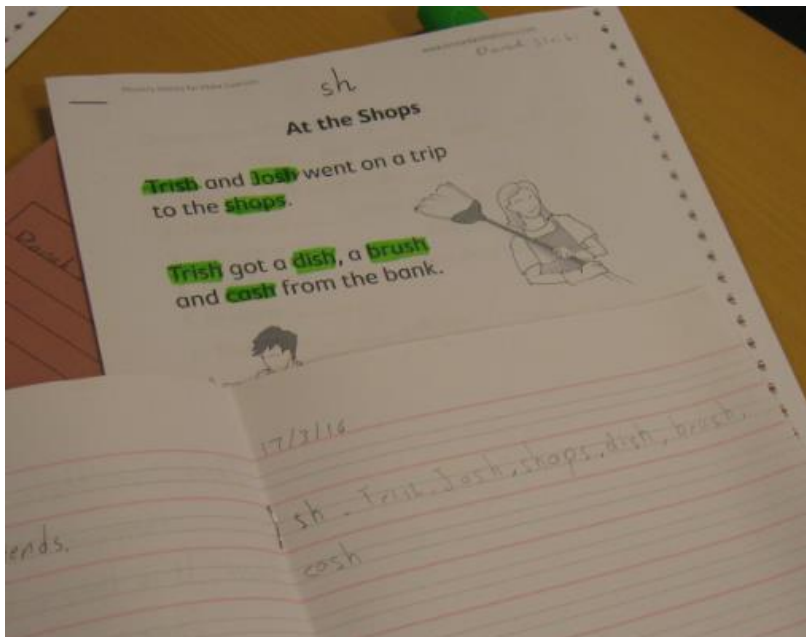
Difficult words keyring

Group 4 sounds passage

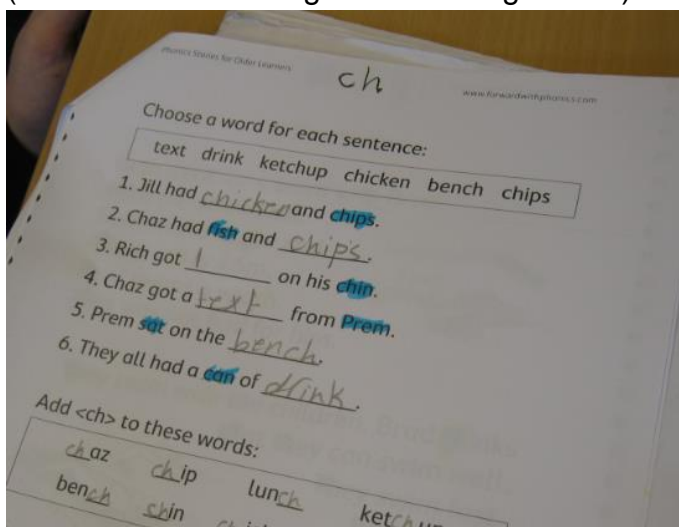
Phonics for older learners
sheet- satpni text, satpni
comprehension

Lesson 8 (2 periods)

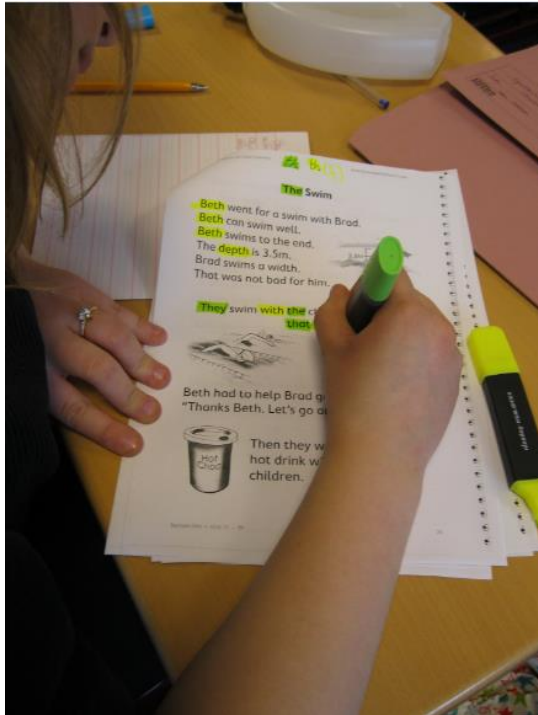
- New sounds: ch, sh, **th**-thistle/*th*-they
Sh-use **sh text** sheet from 'Phonics for Older learners folder', pupils first highlight all words with the sound 'sh' and write words in their jotter. They can then use dictionaries to make other words with 'sh'



- Get feedback from pupils and then go over **sh comprehension sheet**. Ask pupils to highlight the key word in each fill in the blank sentence which will help them to focus on the correct part of the text to find the correct answer (link back to skimming and scanning lesson):



- Repeat the same process as above for **ch text** sheet and **ch comprehension** sheet
- Repeat the same process as above for **th text** sheet and **th comprehension** sheet (only difference use 2 different colours of highlighters for **th/th**:



- Some fast finishers managed to complete the bottom of each comprehension sheet where they had to make their own sentences but others only managed the fill in the blanks section

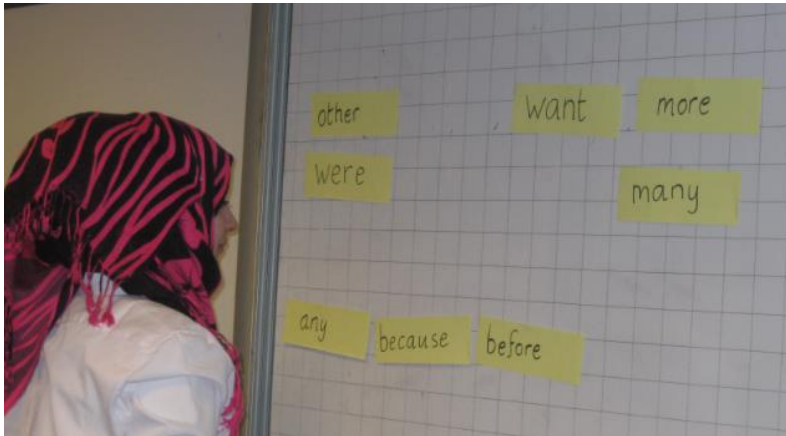
Resources from Weekly resources folder

Phonics for older learners' sheets:

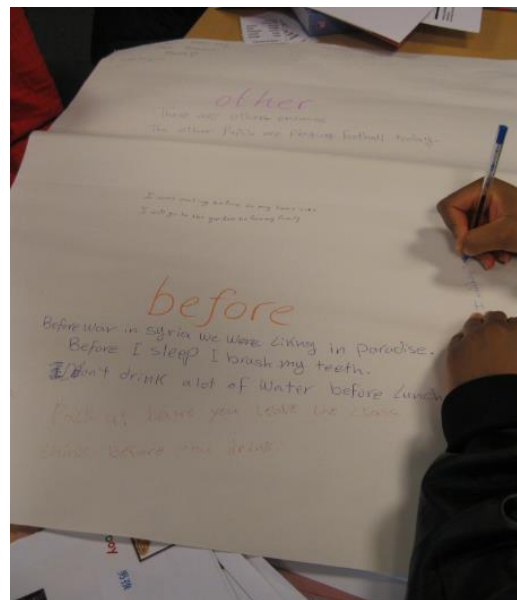
sh text, ch text, th text, sh comprehension, ch comprehension, th comprehension

Lesson 9 (2 periods)

- Introduce new sounds left from group 6 sounds: x, y
- Pupils to make own words beginning with x, y, check using a dictionary, ask for feedback
- Introduce the rest of difficult words 4 : want, were, many, because, other, before, any, more-ask the pupils to put in alphabetical order on board (some pupils are still finding alphabetical order difficult when using a dictionary)

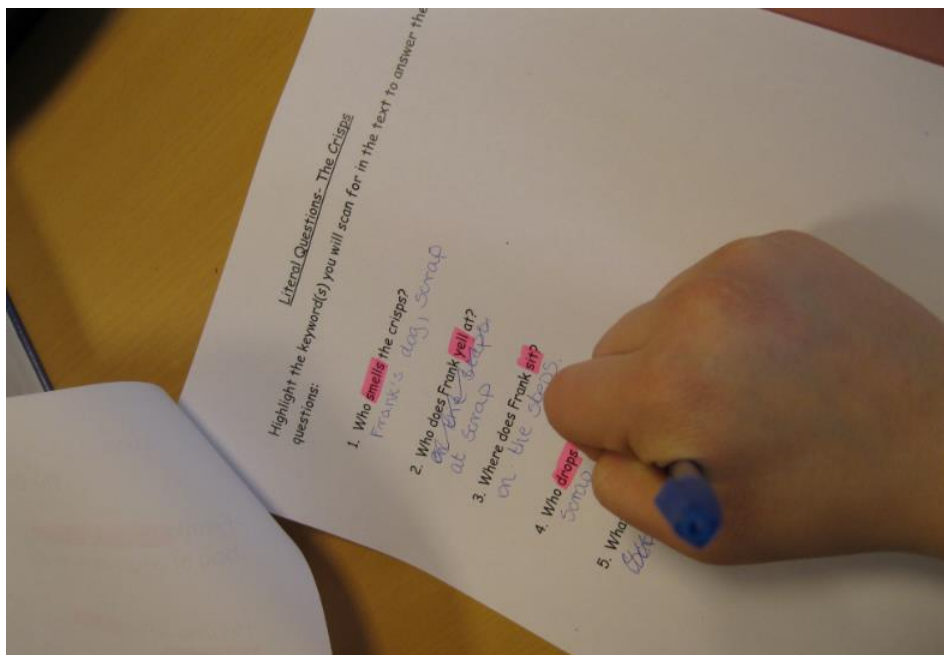


- Pupils to make own sentences with above words in groups on flip chart paper, carousel around reading the previous group's ideas and think of other sentences



- Phonics for Older learners **crisps text** sheet-read the passage with the children and check for understanding
- Give out **L9 Lit ques the crisps** sheet- read over the questions and explain that we are going to answer literal questions; check pupils understand that the answer should be in the text. Ask pupils to highlight the keywords in literal

questions which will help them to find the answer in the crisp text (point out that we do not have to read the whole text each time we answer a question)



- **Crisps comprehension** sheet-pupils complete (similar to last week)
- Go over rhyming words-pupils need this reinforcement when they are trying to make new words each week, explicitly point out that a rhyming word has the same 'sound' at the end i.e. bad, sad, mad (pupils at the very early stages of English); tie, sigh, bye explain that the spelling of the rhyme does not always have to be the same-pupils who might be more advanced)

Resources from Weekly resources folder

Flashcards for difficult words
want, were, many, because,
other, before, any, more

Phonics for older learners'
sheets:

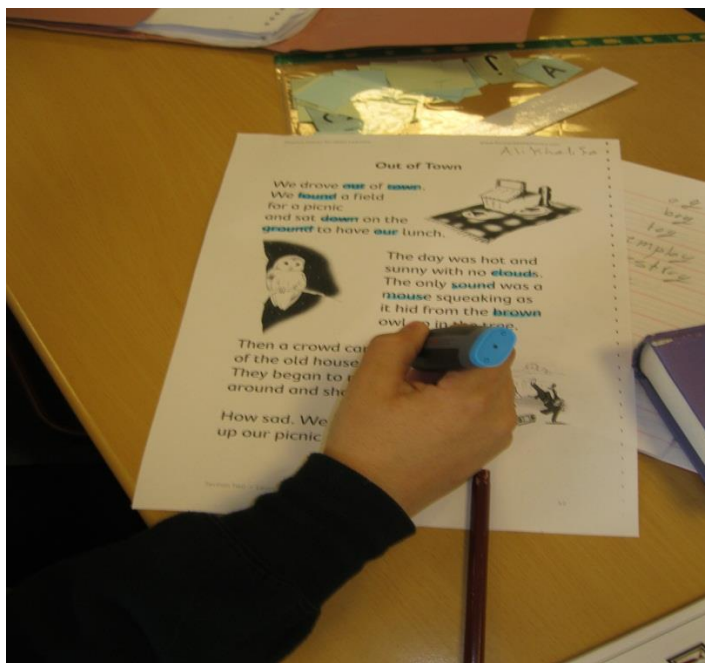
Crisp text

L9 lit ques the crisps

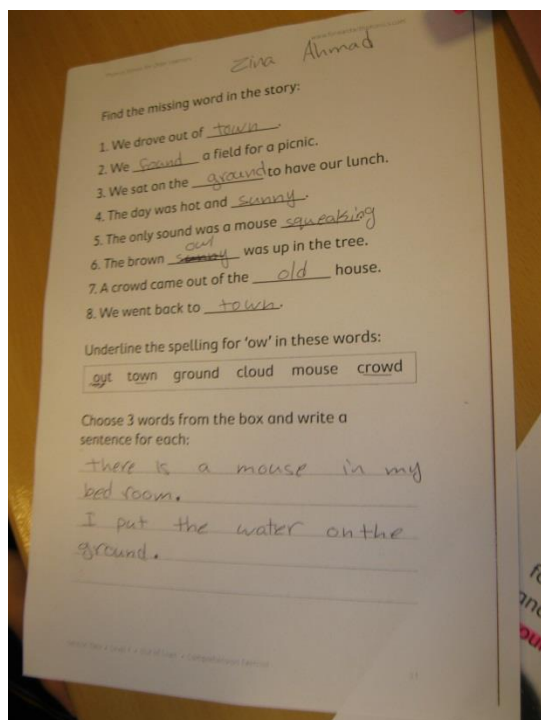
Crisp comprehension

Lesson 10 (2 periods)

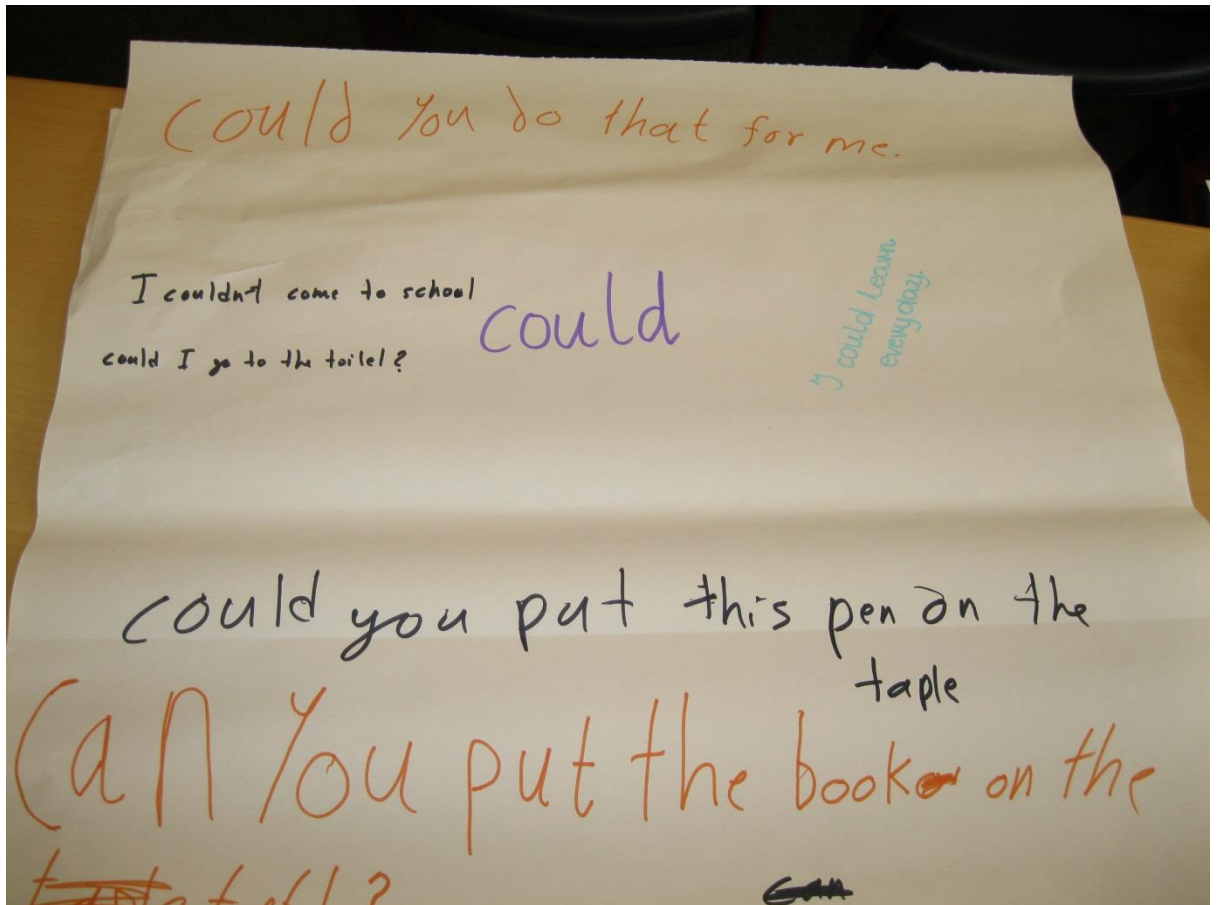
- Introduce new sounds: , ou/ow, oi/oy, -use spelling tips book to introduce spelling rules and picture flashcards
- Pupils to make own words, check using a dictionary. Start by highlighting sheet 'Out of Town' for ow/ou words



- Once gone over all new words for above sounds, **complete ow/ou comprehension sheet**



- Introduce difficult words 5 : could, put, goes, would, right, made, saw, should, their, four, two, does-put in alphabetical order on board (use flashcards)
- Pupils to make own sentences in groups on flip chart paper (only first 6 words), carousel around



- feedback

Resources from Weekly resources folder

flashcards pictures and sounds

Phonics for older learners' sheets:

Out of town sheet

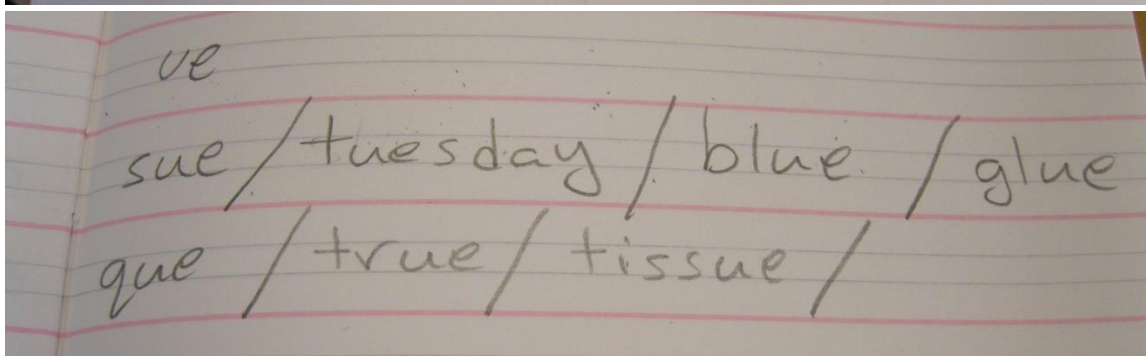
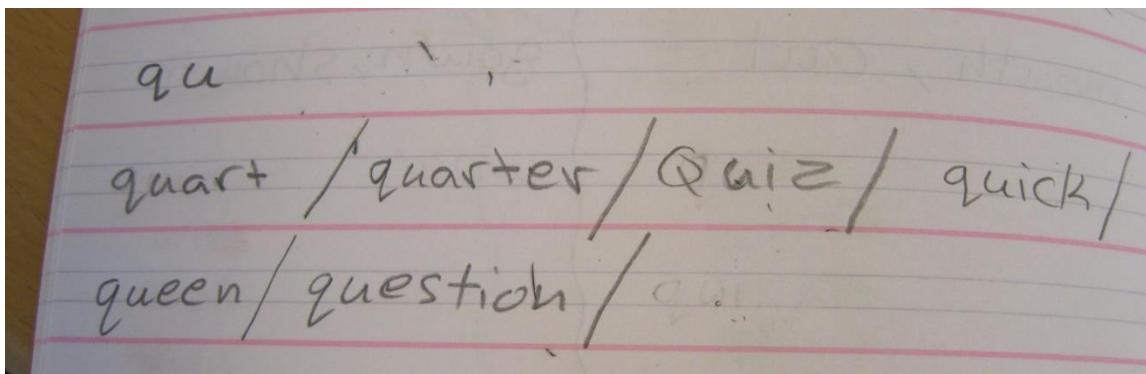
Ow/ou comprehension

Spelling handbook

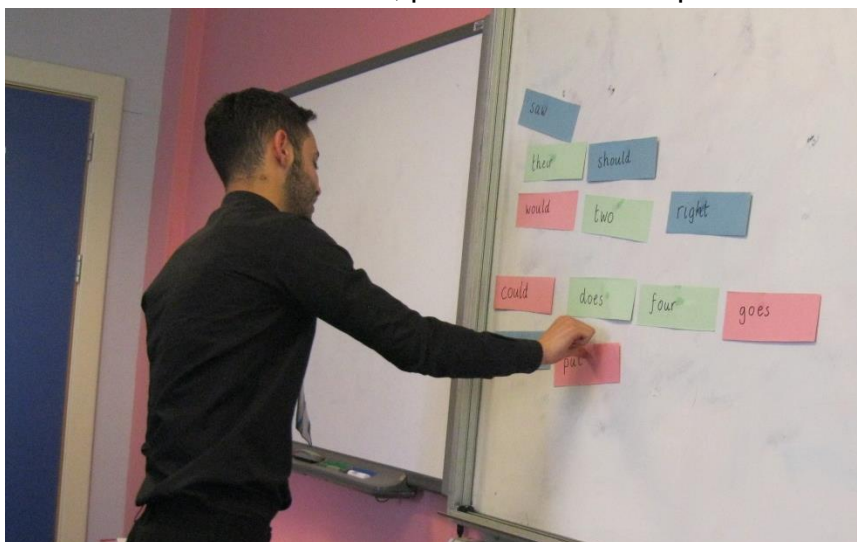
Difficult words keyring

Lesson 11 (2 periods)

- Introduce sounds that we did not cover last week: qu, ue-pupils make their own words using a dictionary (harder for 'ue' as this sound is usually in the middle/end of words)



- Revision of difficult words 5, put flashcards in alphabetical order



- Carousel around and write sentences/questions for saw, should, their, four, two, does



Saw sand like sorry.
 I saw my friends.
~~I saw my friends~~
 I cut my table with a saw
 saw michael and Major
 looking for Emilio.
 saw him first.
 Saw the Film
 for I go home.
 could do the homework.

I saw my brother in the park.
 We have to run he saw us.
 I saw a big dog
 yesterday.

Saw
 I saw my family
 every day
 I saw my
 friend in the bus
 I saw you
 before the holiday.

- Revision of the alphabet sounds: Active activity-pupils pick one bean bag from the bag and have to give the class 2/3 words beginning with the letter on the bean bag



Resources from Weekly resources folder

Flashcards for difficult words
saw, should, their, four, two,
does

Use 'flashcards pictures and
sounds'-lamine individual
letter sound cards and place
in a bag if you do not have an
alphabet bean bag

Lesson 12 (2 periods)

- **Lesson 12 difficult words 6 sheet**- highlight words in passage then make own sentences: always, also, once, of, after, cover, love, eight, every, mother


Name _____ Lesson 12 Difficult words 6

Highlight the following word in each passage then make your own sentence(s) with the word:

1. of

"Yep," he said. Then he grinned. "So I guess there'll be two of us using our inhalers before the next game."
I grinned back at him. "I guess so!"

2. after



As usual, after a game, I was really tired. I went to bed early, but sometime I didn't sleep. I woke up before I got to school.

3. once

Once I was living in an orphanage in the mountains and I shouldn't have been and I almost caused a riot.

4. always

make us happy and strong, and always do your best for us whenever we are in your care.

I always go to shopping.

5. every

Anna wore her new coat home. She stopped at every store to look at her reflection in the window. When they got home her mother said, "Christmas will soon be here, and I think this year we could have a little celebration." Anna said, "Oh, yes, and please could we invite all the people who

Every Sunday I go shopping.

Write a sentence for each of the following words:

also

cover I like my cover on my phone.

love I love my father.

eight I like number eight.

mother I love my mother.

- feedback
- Revision of digraph sounds: Active activity-pupils pick one **flashcard** with digraph from the bag and have to give the class 2/3 words which contain that sound (use **flashcards pictures and sounds**-cut and laminate digraph sounds)



- Go over spelling book and pupils can add any notes

- Revision and questions, preparation for test next week

**Resources from Weekly
resources folder**

Lesson 12 difficult words

digraph flashcards from
flashcards pictures and sounds

Bag for sounds

End of Unit assessment

Please find the assessment in weekly resources saved as **Assessment Early Lit skills**.

I have tried to assess the following key areas as a summary of all the teaching:

- Making words beginning with initial sounds of the alphabet
- Making words which contain digraph sounds (anywhere in a word)
- Alphabetical order
- Making questions using some 'difficult words'
- Un-jumbling sentences
- Dictionary skills
- Fill in the blank questions
- Answer questions from a cloze passage

This assessment can be adapted in any way you feel necessary.