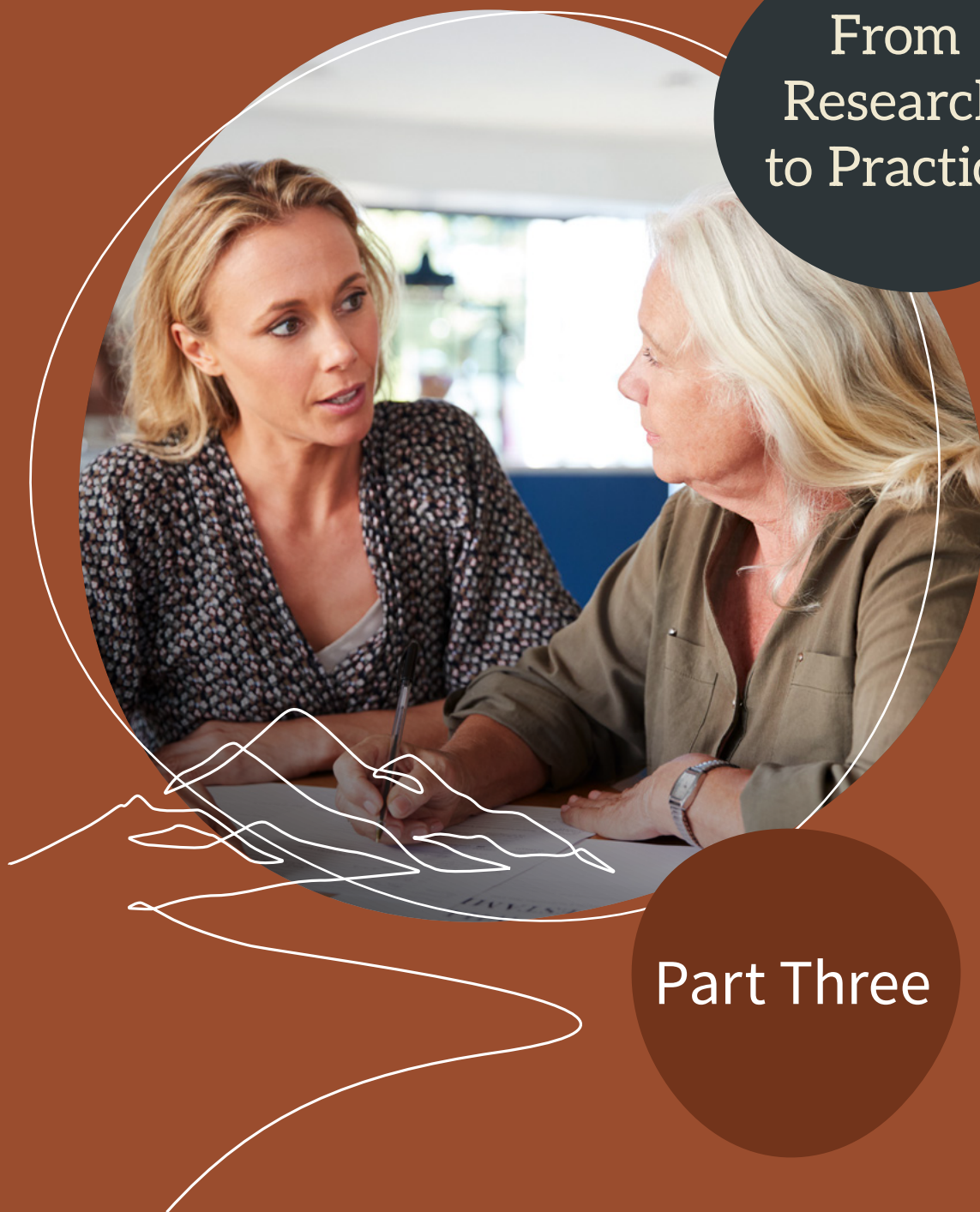


# Adult Literacy and Numeracy

Tutor manual

From  
Research  
to Practice



Part Three

Edited by Iona Johnson

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# Part Three Templates and Resources

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# Introduction

This template and resource collection will provide a solid starting point for tutors working with adult learners. The collection reflects the teaching approaches recommended in this manual.

It is important to note there is no set curriculum when tutoring adult learners. Adults have their individual life goals, and learning should support them to achieve these by building the skills they need. It is helpful to work systematically to build phonic knowledge. When tutoring adults, they probably already know some spelling patterns, and tutoring can simply revise what is known and then focus on new spelling patterns, going systematically through these. It is also not necessary to work through every single sound–letter pattern, as learners will start to reach ‘escape velocity’ when they know enough to decode words independently. Other strategies, like morphology to build knowledge of meaningful word parts, are equally important.

The templates are a starting point, and you may find that as you become familiar with using them, you will simply be able to draw the visual aid as you work with a learner. For example, you probably won’t need to keep printing out blank number lines, as you will be able to quickly sketch these to illustrate thinking and problem-solving.

Other templates may become a critical resource to refer to for you and your learner. The sound–letter chart, for example, can be printed and laminated so that it is at hand when you need it. The templates are designed to be photocopyable – please copy them as much as you need to.



Say the word, identify the sounds, write the spelling



Say the word

Count the number of sounds in the word using tokens or by pointing to boxes


Write the spellings for these sounds


Write the word

--





# Sound-letter chart



## Vowels

Sound	Spelling options							
/a/	<b>a</b> ant							
/A/	<b>ay</b> say	<b>ai</b> snail	<b>a-e</b> cake	<b>eigh</b> weight	<b>a</b> table	<b>et</b> ballet	<b>ey</b> they	<b>ei</b> vein
/air/	<b>air</b> hair	<b>are</b> square	<b>ere</b> there	<b>ear</b> bear				
/ar/	<b>ar</b> car	<b>a</b> bath	<b>al</b> half	<b>au</b> laugh	<b>ear</b> heart			
/e/	<b>e</b> bed	<b>ea</b> bread	<b>ai</b> said					
/E/	<b>ee</b> week	<b>ea</b> read	<b>e</b> me	<b>y</b> pony	<b>ey</b> key	<b>i</b> ski	<b>ie</b> thief	
/ear/	<b>ear</b> year	<b>eer</b> steer	<b>ea</b> idea	<b>ere</b> here	<b>ier</b> cashier			
/eh/	<b>er</b> river	<b>ar</b> dollar	<b>our</b> colour	<b>e</b> garden	<b>or</b> motor	<b>ou</b> famous	<b>a</b> canoe	<b>i</b> cabin
/er/	<b>er</b> herb	<b>ir</b> bird	<b>ur</b> fur	<b>ear</b> earth				
/i/	<b>i</b> tin	<b>y</b> gym						
/I/	<b>igh</b> night	<b>i-e</b> line	<b>y</b> fly	<b>i</b> spider	<b>ie</b> pie			
/o/	<b>o</b> dog	<b>a</b> swan	<b>au</b> sausage					
/O/	<b>oa</b> boat	<b>ow</b> crow	<b>o-e</b> note	<b>o</b> judo	<b>oe</b> toe			
/oi/	<b>oy</b> boy	<b>oi</b> coin						
/oo/	<b>oo</b> book	<b>u</b> bull	<b>oul</b> could					
/ooo/	<b>oo</b> moon	<b>ew</b> crew	<b>ou</b> soup	<b>o</b> who	<b>ue</b> blue	<b>ui</b> fruit		
/ooeh/	<b>ure</b> cure	<b>our</b> tour						
/or/	<b>or</b> fork	<b>aw</b> paw	<b>a</b> ball	<b>au</b> sauce	<b>ar</b> wart	<b>ore</b> store	<b>oar</b> board	<b>augh</b> caught
/ow/	<b>ow</b> cow	<b>ou</b> shout	<b>ough</b> plough					
/u/	<b>u</b> mug	<b>o</b> month	<b>ou</b> country	<b>oo</b> blood				

## Sound-letter chart



## Consonants

Sound	Spelling options						
/b/	<b>b</b> bat	<b>bb</b> rabbit	<b>bu</b> build				
/k/	<b>c</b> cup	<b>k</b> kit	<b>ck</b> sack	<b>q</b> queen	<b>cc</b> soccer	<b>ch</b> echo	<b>que</b> antique
/ch/	<b>ch</b> chin	<b>tch</b> patch	<b>t</b> picture				
/d/	<b>d</b> dig	<b>dd</b> ladder	<b>ed</b> bugged	<b>ld</b> could			
/f/	<b>f</b> fish	<b>ff</b> cliff	<b>ph</b> graph	<b>gh</b> cough			
/g/	<b>g</b> goat	<b>gg</b> egg	<b>gh</b> ghost	<b>gu</b> guitar	<b>gue</b> tongue		
/h/	<b>h</b> hat	<b>wh</b> who					
/j/	<b>j</b> jam	<b>ge</b> change	<b>dge</b> badge	<b>g</b> giant	<b>dj</b> adjust		
/l/	<b>l</b> leg	<b>ll</b> ball					
/m/	<b>m</b> map	<b>mm</b> hammer	<b>mb</b> thumb	<b>mn</b> column			
/n/	<b>n</b> nest	<b>nn</b> sunny	<b>kn</b> knot	<b>gn</b> sign			
/ng/	<b>ng</b> song						
/p/	<b>p</b> pig	<b>pp</b> puppy					
/r/	<b>r</b> robot	<b>rr</b> carrot	<b>wr</b> write				
/s/	<b>s</b> sun	<b>ss</b> mess	<b>c</b> cent	<b>sc</b> scissors	<b>ce</b> ice		
/zh/	<b>s</b> treasure	<b>si</b> vision	<b>ge</b> garage				
/sh/	<b>sh</b> shark	<b>ti</b> station	<b>ch</b> chef	<b>ci</b> social	<b>si</b> mansion		
/t/	<b>t</b> tap	<b>tt</b> battle	<b>ed</b> asked	<b>pt</b> receipt	<b>bt</b> debt		
/th/ unvoiced	<b>th</b> thing						
/th/ voiced	<b>th</b> feather						
/v/	<b>v</b> vet	<b>ve</b> glove					
/w/	<b>w</b> web	<b>wh</b> wheel	<b>u</b> quit				
/y/	<b>y</b> yoga	<b>i</b> union					
/z/	<b>z</b> zip	<b>zz</b> fizz	<b>se</b> cheese	<b>x</b> xerox			

# Sound-letter chart



## Notes

This chart does not include all graphemes; it includes the more common spelling patterns. The spelling options are listed in the order that they are likely to be systematically taught.

The principle that the chart demonstrates is that sounds within words are typically represented by graphemes. Not only are many sounds represented by a number of spelling patterns, some spelling patterns represent more than one sound. Graphemes (spelling patterns) can be one, two, three or even four-letter patterns. Interestingly, some vowel spellings include consonant letters (e.g. igh, ow, or, ough).

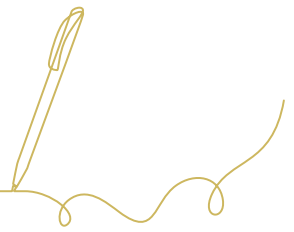
In the charts, short vowel sounds are represented by lower case letters. Long vowel sounds are represented by upper case letters. Slash marks denote sounds. Spellings are presented as standalone letter combinations in bold with example words, mostly nouns, for each spelling pattern. Learning the pattern by linking it to an anchor word can help secure this knowledge for the learner.

While the charts present spelling patterns, these can be taught alongside other strategies for spelling. Spelling represents sounds but also reflects meaning. For example, word origins explain some patterns (French spelling patterns include ch for /sh/ and et for /A/ etc.). Morphology also helps build spelling skills; words are made of meaningful parts and learning to identify these parts supports word analysis.

Additional spelling notes				
/k/ /s/	These two sounds can be represented by one letter x	x box		
/k/ /w/	These two sounds, written <b>qu</b> are pronounced /k/ /w/. The <b>q</b> represents /k/, the <b>u</b> represents /w/	qu queen		
/g/ /z/	These two sounds, written as <b>x</b> are pronounced /g/ /z/	x exam		
/y/ /oo/	These two consecutive sounds can be spelt in several ways	ue barbecue	e emu	u-e tube ew new
<b>soft g and c</b>	When <b>g</b> is followed by an <b>o</b> , <b>a</b> or <b>u</b> it will usually make the /g/ sound: goat, gate, gun	when <b>g</b> is followed by an <b>e</b> , <b>i</b> or <b>y</b> it will usually make the /j/ sound: gentle, giant, gym		
<b>hard g and c</b>	When <b>c</b> is followed by an <b>o</b> , <b>a</b> or <b>u</b> it will usually make the /k/ sound: cat, cup, cod	when <b>c</b> is followed by an <b>e</b> , <b>i</b> or <b>y</b> it will usually make the /s/ sound: cent, city, cymbal		
/w/ /a/	Often when <b>a</b> follows <b>w</b> , the <b>a</b> often sounds like /o/. For <b>qu</b> words <b>a</b> also sounds like /o/	want, squash		
/w/ /ar/	When <b>ar</b> follows <b>w</b> , the sound is likely to be /or/	wart, quart		
<b>schwa</b> /eh/	The unstressed vowel sound /eh/ appears in many multisyllabic words and can be spelled in multiple ways	Looking at other forms of the word can help identify spelling (e.g. competition, compete). Using a spelling voice – over-articulating the spelling – can help learn the word		

[illegible]

# Word analysis



Word analysis table		
Word		
Meaning		
Word family	Base/root word	
Morphemes	Prefix	
	Suffix/es	
Word structure	Number of syllables	
	Number of phonemes	
	Spelling	
I need to remember	Spelling pattern/ spelling rule/meaning	
Practice tally		

# The 100 most common words in English



These words will often be encountered in texts, even decodable texts when beginning to read. A learner will need to learn to read them although they may not have learnt the spelling patterns within them yet. This can be an opportunity to teach the more common spelling patterns. For example, **me, we, he, she, be** all have the same pattern with the <e> representing a long /E/ sound. Otherwise, the learner may need to learn the word with an understanding that they will learn the patterns in the word later. There will usually be either a phonological or morphological pattern that explains each word.

the	with	her	out
be	he	she	if
to	as	or	about
of	you	an	who
and	do	will	get
a	at	my	which
in	this	one	go
that	but	all	me
have	his	would	when
I	by	there	make
it	from	their	can
for	they	what	like
not	we	so	time
on	say	up	no

## The 100 most common words in English



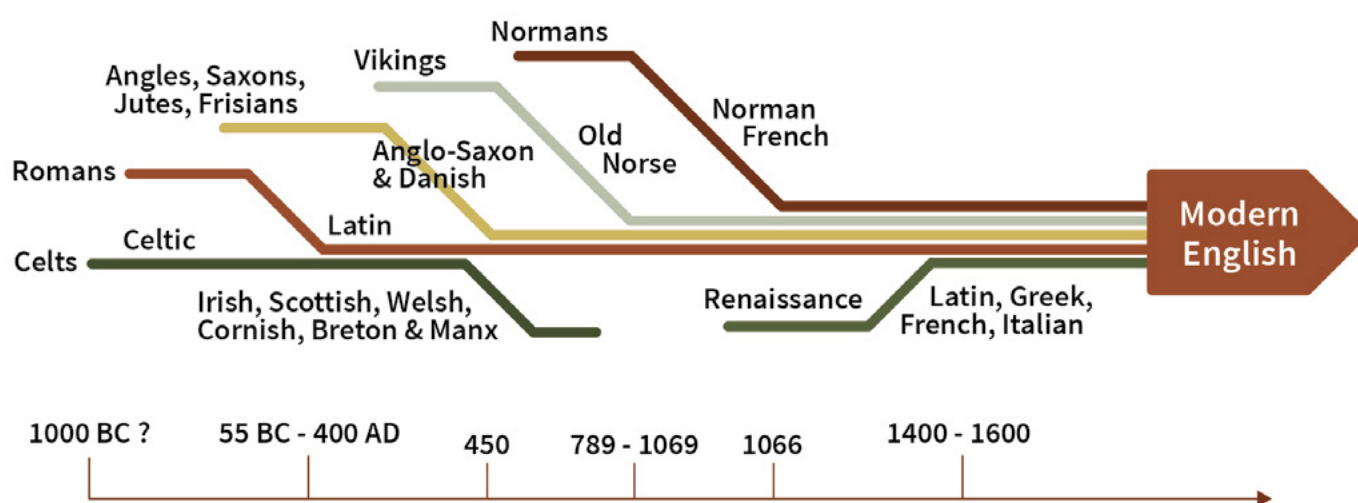
just	then	work
him	now	first
know	look	well
take	only	way
people	come	even
into	its	new
year	over	want
your	think	because
good	also	any
some	back	these
could	after	give
them	use	day
see	two	most
other	how	us
than	our	

## Word origins



England was invaded multiple times by different European countries. When this happened, the language of the invaders was introduced to England and many words were incorporated into English. These words often had different spelling patterns and different morphology. The sound sequences, letter patterns, and morphemes in words are connected largely to word origin (Henry, 2003). Understanding that words connected by meaning can be linked to spelling can be critical to expanding a learner's vocabulary.

This history explains why there can be several different spelling options for one sound and why some letters are not spoken. For example, the silent letters in Anglo-Saxon words (<kn>, <wr>, <mb>) used to be spoken, but are no longer spoken.



**Source:** History of the English Language

<https://englishwithoutend.blogspot.com/2014/10/history-of-english-language.html>

The website Etymonline is a source of information about word origins. This might help you prepare for learning sessions.

**Online Etymology Dictionary:**

[www.etymonline.com](http://www.etymonline.com)

Etymonline will probably be too complex for a learner who is still building their reading skills. If your learner is interested in a particular language or history of a culture, there are many other sources of this information online.

The word matrix template can help you explore word origins in a visual format.



# Word origins

Word origins	Letter-sound correspondences	Syllables	Morphemes
<b>Anglo-Saxon</b> Often about everyday concrete things and functions	<p>Consonants: bid, step, that, chip</p> <p>Vowels, including vowel digraphs mad/made, barn, boat</p> <p>Silent letters: Kn for /n/ – knee, knock, knight Wr for /r/ – wrist, write Wh for /w/ – whisper, while, whisker B following m – lamb, comb, climb, thumb</p> <p>VCE (vowel consonant e): made, love, hate</p> <p>Vowel digraphs: boat, head, bread, shoe, heart, touch, house, eat</p> <p>Consonant – le: tumble</p> <p>r-controlled: barn, arm shirt</p>	<p>Often one-syllable words: sky, earth, moon, sun</p> <p>The 100 most common words: pants, socks, want, think, cold, water</p> <p>Closed syllables: bat</p> <p>Open syllables: baby animals: sheep, dog, horse, cow, hen</p> <p>Words for work: plough, work, shepherd</p> <p>Body parts: heart, finger, foot, teeth</p> <p>Numbers: One, two, hundred</p> <p>Emotions: Laughter, love, hate</p> <p>Some two-syllable words: mother, father, sister, brother</p> <p>Compound words with the first syllable emphasised: hardware, shipyard, grandmother, rubberneck</p> <p>Grammatical glue words: and, the, a, you, would, to</p>	<p>Affixes: read, re-read, re-reading bid, forbid, forbidden</p> <p>Base word + suffix double consonant ending: Kidnapper, worshipping, biggest</p>

# Word origins



Word origins	Letter-sound correspondences	Syllables	Morphemes
<p><b>Norse</b></p> <p>Words absorbed into Anglo-Saxon</p> <p>Some everyday words and words relating to war</p>	<p>Thor's Day = Thursday</p> <p>Berserk = a bear shirt</p> <p>Club = a weapon</p> <p>Gun = (gunn) meaning war</p> <p>Ransack = search</p> <p>Scathe = injure</p> <p>Slaughter = butcher</p>		
<p><b>Latin</b></p> <p>Often about academic subjects – social sciences, physical sciences, plant names, some medical terms, literature</p>	<p>Same as Anglo-Saxon but few vowel digraphs</p> <p>Sc for /s/ sound – abscess, ascend, eviscerate, science</p> <p>mn for /m/ – autumn, column, condemn, damn</p> <p>vowel-consonant-e: scribe</p> <p>r-controlled: port, form</p>	<p>Closed syllables: spect</p> <p>Any vowel could be a schwa/ eh/ usually in multisyllabic words:</p> <p>direction, spatial, excellent, circus</p> <p>Schwa after an /s/ is often spelt with c: necessary</p> <p>Schwa connecting 2 Latin elements is often spelt with i: carnivore, pacify, fortitude</p>	<p>Multisyllabic words with prefixes and suffixes:</p> <p>construction, erupting, conductor, reject, terrestrial, solar, stellar, aquarium, mammal, pacify, extremity, locomotion, paternal, designate, hostility, amorous, contemplate, delectable, deception, refer, fortitude</p>

# Word origins



Word origins	Letter-sound correspondences	Syllables	Morphemes
<b>Greek</b> Often about philosophy, mathematics, inventions and science, including medical terms	ph for /f/ – phonograph, geography, philosophy, phobia, physics ps for /s/ – psalm, psychology ch for /k/ – chorus, chronology, anarchy y for /i/ – sympathy, myth, symbol, gym, hypnosis x for /z/ – xylophone, Xenophobia, Xena	Closed syllable: graph Open syllable: photo Unstable digraphs: create, mosaic, theatre, linear, nucleus, oasis, fluid, permeate, quiet, chaos Emphasis on third last syllable	Compound words: microscope, chloroplast, physiology, decathlon, catastrophe, lexicon, thermometer, atmosphere, skeleton, gravity, autograph
<b>French</b> Words for food, fashion, relationships, abstract ideals	Ch for /sh/ – chef, chic, crochet, Chevrolet Uer for /er/ – connoisseur, chauffeur, entrepreneur Et for /ay/ – chalet, ballet Soft c and g followed by e, i or y		
<b>German</b>	Sch for /sh/ – schnitzel, schnauzer, kitsch, schnapps, schwa		



Word origins	Letter-sound correspondences	Syllables	Morphemes
Words borrowed from other languages	Pizza, cello, spaghetti, plaza, marijuana, chocolate, fajita, chutpah, machete, graffiti, kangaroo, boomerang, barbecue		
American spellings	English words end in -our but in American this would be -or – colour/color, humour/humor English words end in -ise but in American they end in -ize – economise/economize, organise/organize		

References:

Henry, M.K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Brookes Publishing Company.

Moats, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing Company.



## Word matrix



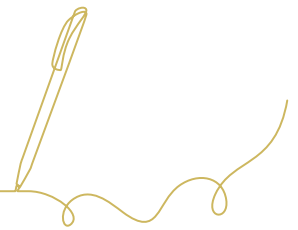
What prefixes and suffixes can you add to the word ‘help’ to make other words?

Prefixes	Base word	Suffixes	
un	help  Meaning: to support, assist	s ed ing less ful	
		ful less	ly ness

Sometimes, even two suffixes can be added to a word. For example, the base word ‘help’, meaning support or assist, can become:

Helps, helped, helping, helpful, unhelpful, helpless, helplessness, helplessly, helpfully, unhelpfully

## Word matrix



Use this template to explore semantic word families which have a common base word.

Prefixes	Base word	Suffixes	
	Meaning:		

Write the list of words you can make:

Choose three of these words and use them in a sentence:

---



---



---



---



---

## Prefixes that mean 'not'



Some prefixes make a word mean the opposite of the base word.

Prefix	Prefix meaning	Word examples
<b>a-</b>	lacking, without, not	amoral, atheist, abiotic
<b>ab-</b>	away, removed, not	abnormal, abstract, absent
<b>an-</b>	without, not, lacking	anaerobic, anacoustic, anhydrous
<b>anti-</b>	against, opposing, contrary to	antibiotic, antifreeze, antisocial
<b>contra-</b>	contrary to, against, opposing	contraindicated, contraband, contraflow
<b>counter-</b>	opposing, contrary to, against	counterproposal, counteroffer, counterattack
<b>de-</b>	reverse, undo, remove	deactivate, de-ice, deplane
<b>dis-</b>	remove, separate, apart from	disagree, disapprove, disconnect
<b>ex-</b>	away from, former, lacking	ex-husband, ex-wife, ex-boss
<b>il-</b>	not, lacking, without	illegal, illegible, illogical
<b>im-</b>	without, not, lacking	impossible, improper, impermeable
<b>in-</b>	no, without, lacking	injustice, incomplete, invisible
<b>ir-</b>	not, non, opposite	irreversible, irreplaceable, irregular
<b>non-</b>	not, lacking, without	non-existent, non-fiction, non-negotiable
<b>un-</b>	opposite, not, lacking	unkind, unresponsive, unhappy

### Do you hyphenate prefixes?

Mostly, you don't add a hyphen between a prefix and base word. However, there are some instances when you do use a hyphen when adding a prefix to a word.

- Always hyphenate the prefix 'self' (as in self-esteem or self-confident).
- Hyphenate the prefix 'ex-' when it means 'former' (as in ex-wife or ex-boss).
- Hyphenate prefixes when the prefix ends with the same letter that the base word begins with (such as non-negotiable or re-establish).
- Hyphenate prefixes if they could be confused with compound words (such as re-cover to mean 'cover again').

**Adapted from 40 Prefix Examples and Their Meanings | YourDictionary:**

<https://www.yourdictionary.com/articles/prefix-meanings>

## Common prefixes



Most prefixes come from Latin or Greek roots, and they appear in words and numbers.

Prefix	Prefix meaning	Word examples
<b>ante-</b>	before, prior to, front	antebellum, antechamber, anterior
<b>auto-</b>	self, one's self, yourself	autobiography, autograph, autonomy
<b>circum-</b>	around, go around	circumnavigate, circumscribe, circumvent
<b>co-</b>	jointly, with, together	coexist, copilot, coworker
<b>com-</b>	together, with	commiserate, compartment, community
<b>con-</b>	with, together	confound, confluence, conversation
<b>en-</b>	put into, surround	encase, endow, envelope
<b>exo-</b>	out, outer	exhale, extend, exoskeleton
<b>extra-</b>	beyond, more	extracurricular, extraterrestrial, extraordinary
<b>hetero-</b>	different, not the same	heterogeneous, heterosexual, heterocyst
<b>homo-</b>	same, not different	homogenised, homophone, homosexual
<b>hyper-</b>	extreme, beyond	hyperactive, hyperspace, hypertension
<b>inter-</b>	between, in the midst of, among	intermittent, intersect, interstate
<b>mega-</b>	large, massive	megaphone, megadose, megabyte
<b>micro-</b>	small, tiny	microcosm, microphone, microscope
<b>mid-</b>	middle, midpoint	midnight, midseason, midterm
<b>mis-</b>	incorrect, bad, wrongful	misappropriate, misunderstand, misuse
<b>mono-</b>	one, singular	monogamous, monotone, monochrome
<b>over-</b>	too much, excessive	overcook, overdone, overwrought
<b>post-</b>	after	postdate, postscript, postwar
<b>pre-</b>	before, prior to	prefix, preliminary, preschool
<b>re-</b>	again, do over	reconsider, re-evaluate, rewrite
<b>semi-</b>	partial, somewhat, less than fully	semiconductor, semester, semiretired
<b>sub-</b>	below, beneath	subjugate, submarine, subpar
<b>trans-</b>	across, change	transfer, transgender, translate

Adapted from 40 Prefix Examples and Their Meanings | YourDictionary:

<https://www.yourdictionary.com/articles/prefix-meanings>



## Reading – Vocabulary

### Common suffixes



Suffixes change the meaning and the part of speech. For example, help is both a noun and a verb (She gave them some help. Will you help me?). When -ful is added, then helpful becomes an adjective (He was helpful.)

Here is a list of the most common suffixes and the four different parts of speech they often denote. There will be words that do not follow these generalisations.

Note that the suffix -ly is commonly used to form adverbs, but there are a few adjectives that also end in -ly (friendly, costly, daily, weekly, monthly, yearly and early).

Part of speech	Suffix	Example – you can add more here
Nouns	-ance	Importance
	-ence	Independence
	-er	Teacher
	-ion	Attention
	-ity	Capacity
	-ment	Employment
	-ness	Kindness
	-or	Actor
	-ship	Friendship
Verbs	-ate	Participate
	-en	Sharpen
	-ify	Identify
	-ise	Advertise
Adjectives	-able	Lovable
	-al	Logical
	-ant	Important
	-ent	Independent
	-ful	Beautiful
	-ible	Sensible
	-ic	Specific
	-ive	Active
	-less	Careless
	-ous	Dangerous
	-y	Happy
Adverbs	-ly	Slowly

## Word sums



Word sums show how different morphemes combine to form words.  
They are useful for practising rules for adding suffixes.

### Examples:

Help + ful + ness = helpfulness

Name + ing = naming

Step + ed = stepped

Copy + er = copier

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

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## Common Greek root words



### Tricky root words

Understanding the meanings of the common word roots can help us work out the meanings of new words we encounter. But be careful – root words can have more than one meaning as well as various shades of meaning. Also, words that look similar may come from different roots.

Note that many of these terms relate to philosophy, inventions and medicine.

Root	Meaning	Examples
<b>anti</b>	against	antibacterial, antidote, antithesis
<b>ast(er)</b>	star	asteroid, astronomy, astronaut
<b>auto</b>	self	automatic, automate, autobiography
<b>biblio</b>	book	bibliography, bibliophile
<b>bio</b>	life	biography, biology, biodegradable
<b>chrome</b>	colour	monochromatic, phytochrome
<b>chrono</b>	time	chronic, synchronise, chronicle
<b>dyna</b>	power	dynasty, dynamic, dynamite
<b>geo</b>	earth	geography, geology, geometry
<b>gno</b>	to know	agnostic, acknowledge
<b>graph</b>	write	autograph, graphic, demographic
<b>hydr</b>	water	dehydrate, hydrant, hydropower
<b>kinesis</b>	movement	kinetic, photokinesis
<b>log</b>	thought	logic, apologise, analogy
<b>logos</b>	word, study	astrology, biology, theologian
<b>narc</b>	sleep	narcotic, narcolepsy
<b>path</b>	feel	empathy, pathetic, apathy
<b>phil</b>	love	philosophy, bibliophile, philanthropy
<b>phon</b>	sound	microphone, phonograph, telephone
<b>photo</b>	light	photograph, photocopy, photon
<b>schem</b>	plan	scheme, schematic
<b>syn</b>	together, with	synthetic, photosynthesis
<b>tele</b>	far	telescope, telepathy, television
<b>tropos</b>	turning	heliotrope, tropical

## Common Latin root words



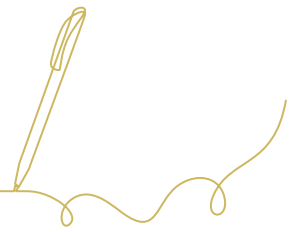
Note that many of these relate to academic subjects – science, plant names, social sciences.

Root	Meaning	Examples
<b>aqu</b>	water	aquarium, aquatic, aqualung
<b>audi</b>	hear	audible, audience, auditorium
<b>bene</b>	good	benefit, benign, benefactor
<b>brev</b>	short	abbreviate, brief
<b>circ</b>	round	circus, circulate
<b>dict</b>	say	dictate, edict, dictionary
<b>doc</b>	teach	document, docile, doctrinal
<b>duc</b>	lead, make	deduce, produce, educate
<b>fund</b>	bottom	founder, foundation, funding
<b>gen</b>	to birth	gene, generate, generous
<b>jur</b>	law	jury, justice, justify
<b>lev</b>	to lift	levitate, elevate, leverage
<b>luc, lum</b>	light	lucid, illuminate, translucent
<b>manu</b>	hand	manual, manicure, manipulate
<b>mis, mit</b>	send	missile, transmit, permit
<b>omni</b>	all	omnivorous, omnipotent, omniscient
<b>pac</b>	peace	pacify, pacific, pacifist
<b>port</b>	carry	export, import, important
<b>quit</b>	silent	tranquil, requiem, acquit
<b>scrib, script</b>	to write	script, proscribe, describe
<b>sens</b>	to feel	sensitive, sentient, resent
<b>terr</b>	earth	terrain, territory, extraterrestrial
<b>tim</b>	to fear	timid, timorous
<b>vac</b>	empty	vacuum, vacate, evacuate
<b>vid, vis</b>	to see	video, vivid, invisible

Adapted from Over 50 Greek and Latin Root Words:

<https://www.thoughtco.com/common-word-roots-in-english-1692793>

## New word analysis



<p>Antonym</p>	<p>Structure: prefix, suffix...</p>
<p>Synonym</p>	<p>Use in a sentence</p>

## Reading – Vocabulary

# Semantic mapping



Semantic mapping is a visual strategy for showing the meaning-based connections between words or ideas. It can be used to build vocabulary and extend knowledge. A graphic organiser can map out existing knowledge, displaying this in categories to help a learner to structure their thinking. Links to new information can then be added to this.

Semantic mapping can be used in a several ways:

### 1. Mapping a topic or concept:

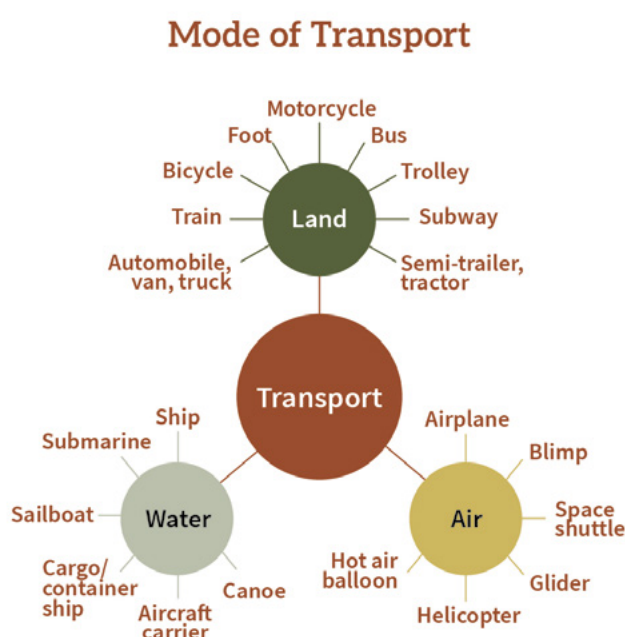
- Start with a topic/concept word.
- Ask the learner to think of all the words they can that relate to this – ask for words that define, describe and give more information.
- Sort the words into groups to identify categories.

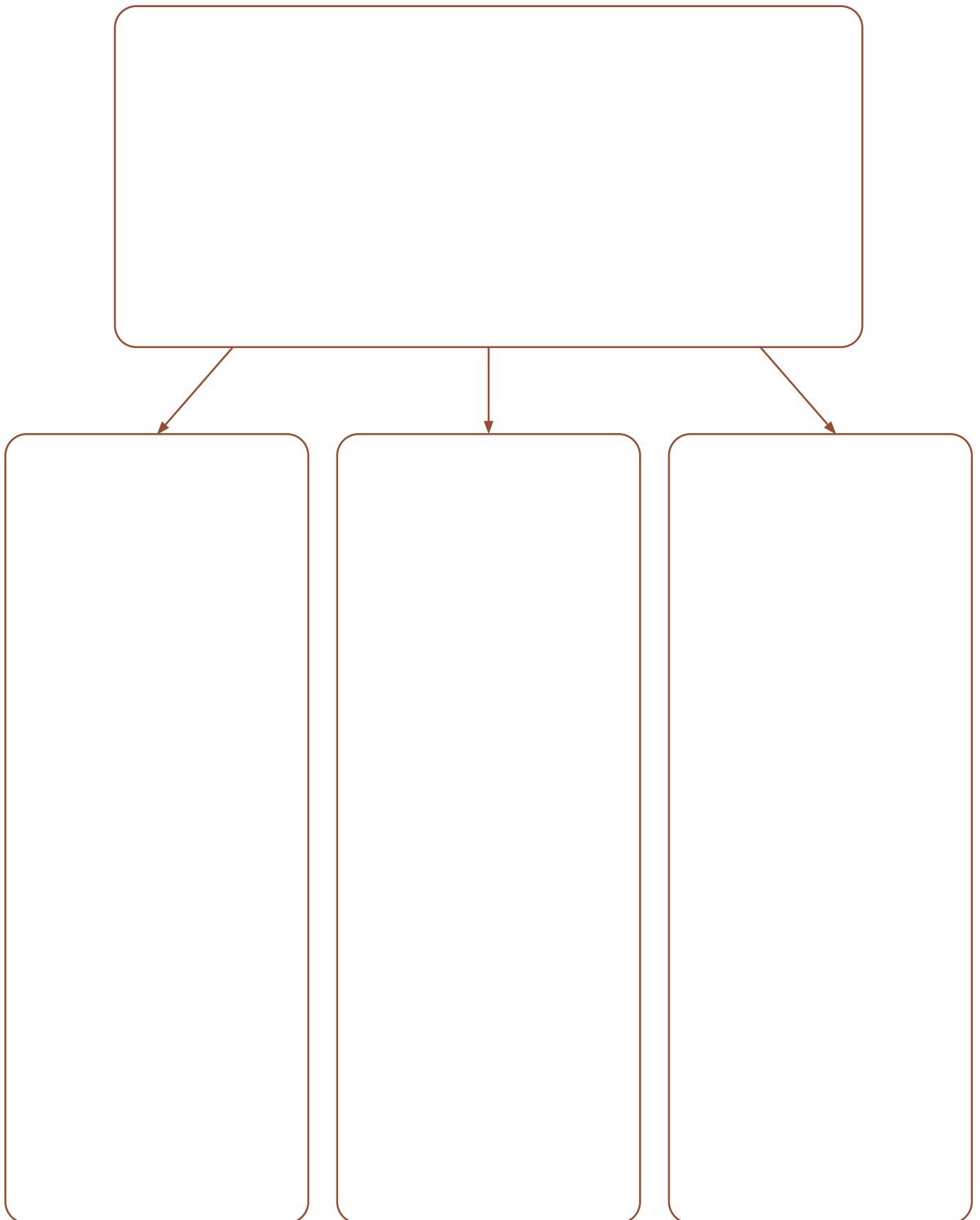
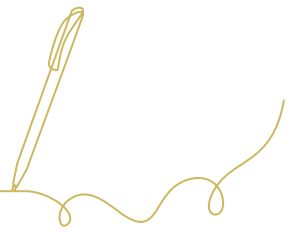
This might include thinking about what's the same and what's different and thinking of a word to describe each group. This could be a way to activate prior knowledge before reading a text, and new information can be added after reading. This could support a learner to assemble ideas for writing.

### 2. Mapping related word meanings:

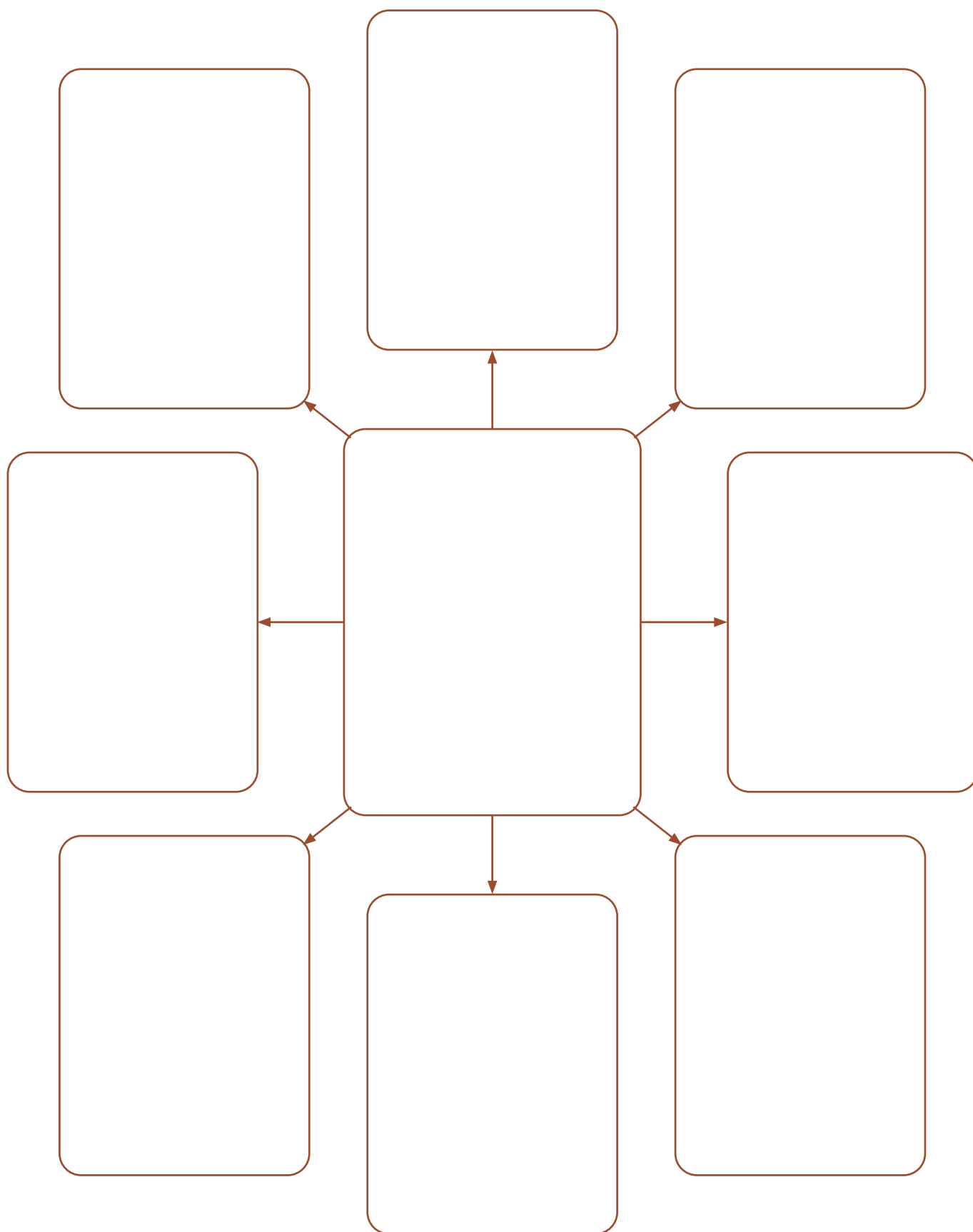
- Start with the focus word, which could be new vocabulary encountered in a text.
- Discuss and use a dictionary to find a definition.
- You might use the spelling grid to analyse the sound-letter relationships.
- You might use a word matrix to consider the morphology of the word.
- You can explore different categories of meaning, like synonyms, antonyms or examples.
- You could explore broader groups that the words belongs to, characteristics of the word or variations on meaning.

bright			
full of light	intense in colour	clever	hopeful
radiant	vibrant	smart	promising
shiny	vivid	intelligent	optimistic
glowing	bold	quick-witted	encouraging
luminous	eye-catching	sharp	positive



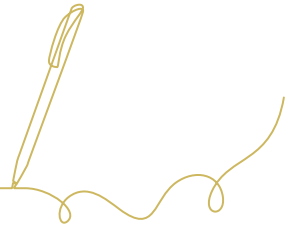


## Mind map





## Question answer relationship (QAR)



You can ask different kinds of questions about a text...

<p><b>Right there questions</b> The answer is in the text</p>	<p><b>Think and search questions</b> The answer combines information from different parts of the text</p>
<p><b>Author and me questions</b> The answer involves understanding the author's perspective or purpose and draws on the reader's thinking and ideas about the text</p>	<p><b>On my own questions</b> The answer comes from the reader's knowledge or experience</p>

# What I know, what I want to know, what I learnt

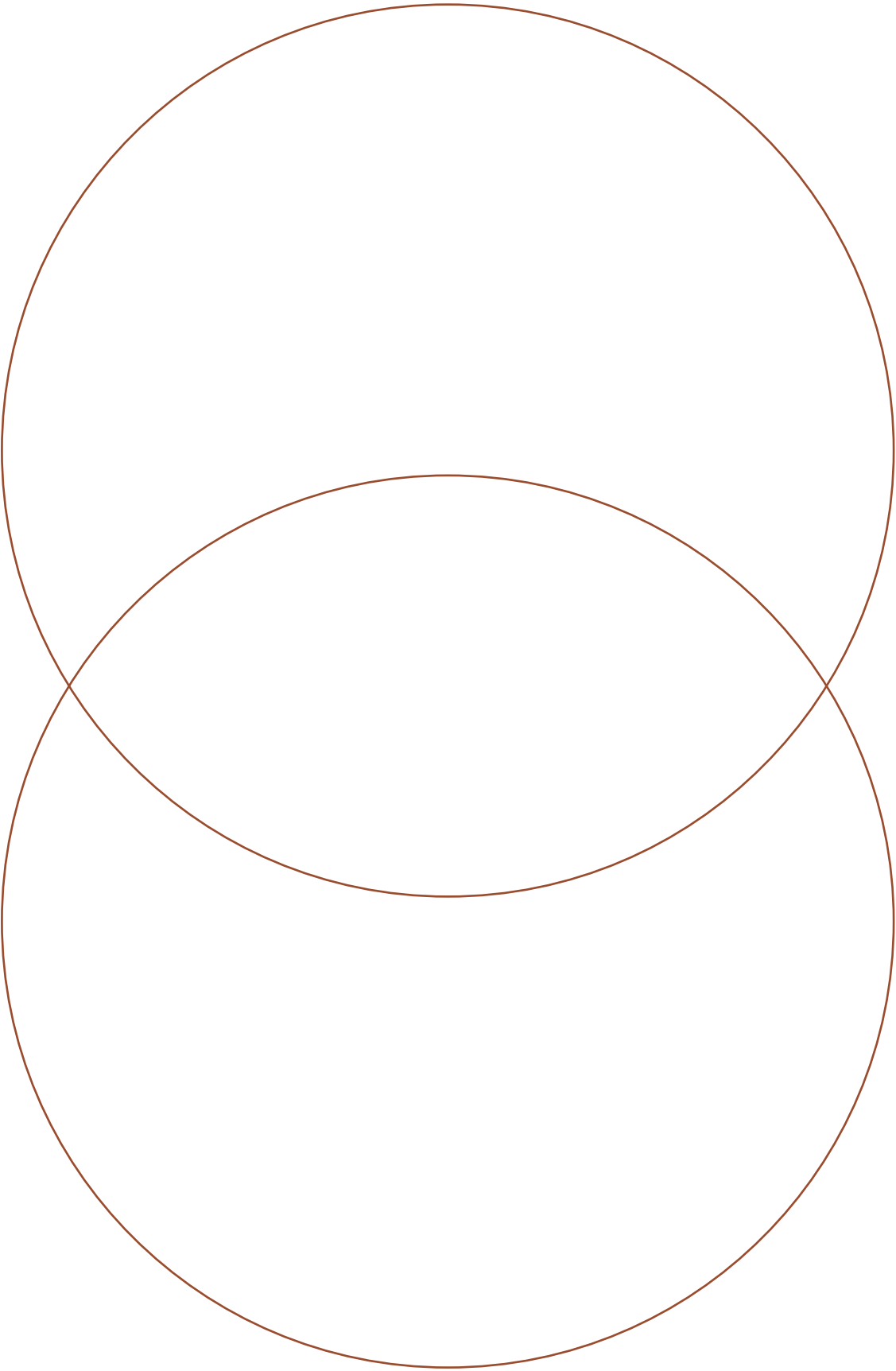


Topic:	What I learnt	
	What I want to know	
	What I know	



What is being compared and contrasted?	Ways they are different
	Ways they are similar

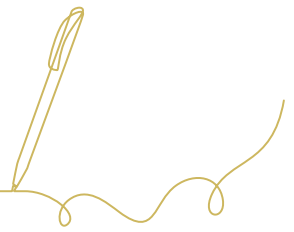
# Venn diagram



What's the same? What's different?



## Causes and effect



**Cause 1**

**Cause 2**

**Effect**

## Problem and solution



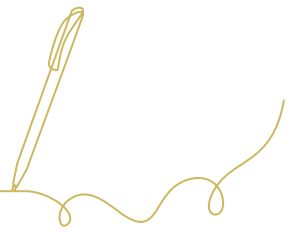
**Problem**

**Solution 1**

**Solution 2**

## Reading – Comprehension

# Sequence of events



### Sequence of events:

1. What happened first?

2. Then what happened?

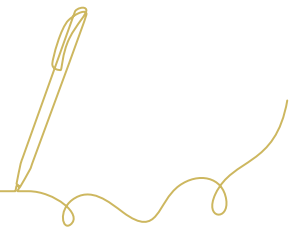
3. And then...

4.

5.

6.

## Summarising text



What happened in the text you have just read?	
Who?	
What?	
When?	
Where?	
Why?	
How?	





Summarise the text in 40 words




## What's the main idea?



**Title of text:**

**The main idea is:**

**Detail:**

**Detail:**

**Detail:**

**Detail:**

## Writing – Spelling

### Spelling rules



It is helpful to understand that there are predictable patterns/rules for spelling. While the rules listed are the most common and reliable rules, there will still be exceptions to these. It will not be helpful to rote learn these rules. They are provided as a reference for a tutor to teach when needed. They can be taught when a learner needs to understand why a word is spelled in an unexpected way. This will be an opportunity to teach the pattern, and you can provide a set of example words that follow the same spelling rule.

The word sums activity (under Reading) can help structure the process of learning some of these rules.

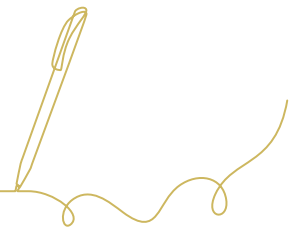
Spelling rules	
<b>Add a silent -e at the end of one-syllable words to make the first vowel long</b>	For single-syllable words, adding a silent -e at the end usually changes the pronunciation of the first vowel from short to long: <ul style="list-style-type: none"><li>• rat/rate</li><li>• pet/Pete</li><li>• rip/ripe</li><li>• con/cone</li><li>• tub/tube</li></ul>
	However, in some cases, especially when m, n, v, or r appears immediately before the silent e, the vowel remains short: <ul style="list-style-type: none"><li>• have</li><li>• where, there</li><li>• give, live</li><li>• gone</li></ul>
<b>Add -s, -es, or -ies to form plurals</b>	To form a plural, simply add -s to the end of most words: <ul style="list-style-type: none"><li>• dog -&gt; dogs</li><li>• idea -&gt; ideas</li></ul>
	If the word ends with -s, -x, -z, -sh or -ch, then add -es. <ul style="list-style-type: none"><li>• bias -&gt; biases</li><li>• ax -&gt; axes</li><li>• leash -&gt; leashes</li><li>• couch -&gt; couches</li></ul>
	If a word ends with a consonant and -y, drop the -y and add -ies. <ul style="list-style-type: none"><li>• puppy -&gt; puppies</li><li>• spy -&gt; spies</li><li>• apology -&gt; apologies</li></ul>



Spelling rules	
	<p>If there's no consonant next to the y, the usual rule applies. Simply add -s:</p> <ul style="list-style-type: none"> <li>valley -&gt; valleys</li> </ul>
	<p>When a word ends in -o, this is a good time to look in a dictionary:</p> <ul style="list-style-type: none"> <li>tomato -&gt; tomatoes</li> <li>zero -&gt; zeros or zeroes</li> <li>veto -&gt; vetoes</li> <li>halo -&gt; halos or haloes</li> <li>casino -&gt; casinos</li> <li>cuckoo -&gt; cuckoos</li> <li>stiletto -&gt; stilettos or stilettoes</li> </ul>
<b>End a multisyllable word with -y to make the long /E/ sound</b>	<p>When a word with two or more syllables ends with a -y, the -y nearly always makes the long /E/ sound.</p> <ul style="list-style-type: none"> <li>edgy</li> <li>cozy</li> <li>alley</li> <li>beauty</li> <li>agency</li> <li>ability</li> <li>parody</li> <li>winery</li> </ul>
<b>Replace letters and spaces with an apostrophe to form a contraction</b>	<p>When you're forming a contraction, the apostrophe goes where the missing letters were, and spaces between the original words disappear. A contraction is often a one-syllable word.</p> <ul style="list-style-type: none"> <li>cannot -&gt; can't</li> <li>is not -&gt; isn't</li> <li>there is -&gt; there's</li> <li>we are -&gt; we're</li> <li>they are -&gt; they're</li> <li>he would or he had -&gt; he'd</li> </ul>
	<p>The exception is will not. It not only replaces some letters with an apostrophe but also changes some letters:</p> <ul style="list-style-type: none"> <li>will not -&gt; won't</li> </ul>



Spelling rules	
<p><b>Use i before e except after c or when sounds like /A/ as in neighbour or weigh</b></p>	<p>Though it's still one of the most commonly taught spelling rules, this one has been largely discredited. A study found that i does come before e about three-quarters of the time, but the cases when it doesn't are usually after w, not c.</p> <p>Here are some common words in which e comes before i, but the vowel sound is not like neighbour or weigh:</p> <ul style="list-style-type: none"> <li>• forfeit</li> <li>• heist</li> <li>• deity</li> <li>• either</li> <li>• caffeine</li> <li>• feisty</li> </ul>
	<p>Many words in which i comes before e even after c are superlatives or plurals of nouns ending in -y, but some are not:</p> <ul style="list-style-type: none"> <li>• juicier</li> <li>• agencies</li> <li>• latencies</li> <li>• policies</li> <li>• vacancies</li> <li>• science</li> <li>• sufficient</li> <li>• society</li> <li>• ancient</li> </ul> <p>The safe bet is to put i first, but if you're not sure, it's wise to check a dictionary.</p>



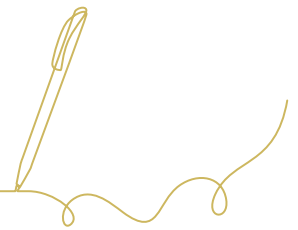
Spelling rules	
Include a vowel sound in every syllable	Most English words have at least one vowel in them, and the spelling rule is that every syllable must have a vowel.
	<p>Sometimes y is used to create a vowel sound. y is considered a vowel in these three cases:</p> <ol style="list-style-type: none"> <li>1. The word has no other vowel: gym, rhythm, my.</li> <li>2. The letter is at the end of a word or syllable: candy, deny.</li> <li>3. The letter is in the middle of a syllable: system, borborygmus, bicycle, acrylic.</li> </ol> <p>Examples:</p> <ul style="list-style-type: none"> <li>• cyst</li> <li>• tryst</li> <li>• myth</li> <li>• lynch</li> <li>• nymph</li> <li>• shy</li> <li>• try</li> </ul>

## Rules for adding suffixes to words

Rules for adding suffixes to words	
For most words simply add the suffix	<p><b>Suffixes include</b></p> <p>-ing, -ed, -s, -er, -est, -able, -y, -ful, -ly, -ess, -ment</p>
<p><b>Double the consonant</b></p> <p>Adding suffixes to some base words that end with a consonant requires doubling the last letter, but only in certain situations.</p>	<p><b>Short vowel and one consonant</b></p> <p>When a word ends in a short vowel sound followed by a single consonant, double the last letter of the word before adding the suffix:</p> <ul style="list-style-type: none"> <li>• fat + -er = fatter</li> <li>• flip + -ed = flipped</li> <li>• mud + -y = muddy</li> <li>• shop + -ed = shopped</li> <li>• swim + -ing = swimming</li> </ul>
	<p><b>Multiple syllables and l at the end</b></p> <p>When a word has more than one syllable and ends with the letter &lt;l&gt;, double the &lt;l&gt; when adding the suffix.</p> <ul style="list-style-type: none"> <li>• cancel + -ed = cancelled</li> <li>• control + -ed = controlled</li> <li>• propel + -er = propeller</li> <li>• compel + -ing = compelling</li> <li>• fulfil + -ment = fulfillment</li> </ul>



Rules for adding suffixes to words	
	<b>Exceptions to the doubling rule</b> The doubling rule does not apply to words that end in <w>, <x> or <y>.
<b>Drop the silent e</b> The rule for dropping the final silent <e> in a word is based on whether the first letter of the suffix is a vowel or consonant.	<b>Silent e and vowel suffix</b> When a word ends in a silent letter <e> and you are adding a suffix beginning with a vowel, then drop the final <e>. <ul style="list-style-type: none"> <li>• drive + -ing = driving</li> <li>• hope + -ing = hoping</li> <li>• make + -er = maker</li> <li>• adore + -able = adorable</li> <li>• use + -er = user</li> </ul>
	<b>Silent e exception</b> There are a few words that meet the criterion for dropping the silent <e> with a vowel suffix, but with which the <e> has to be kept. <ul style="list-style-type: none"> <li>• like + -able = likeable</li> <li>• size + -able = sizeable</li> </ul>
<b>Keep the final e</b> There are a few situations in which the final <e> stays with a word when adding a suffix.	<b>Base words ending in ce or ge</b> When the base word ends in the letters <ce> or <ge> and the suffix begins with the letters <a> or <o>, the final <e> should stay. <ul style="list-style-type: none"> <li>• advantage + -ous = advantageous</li> <li>• change + -able = changeable</li> <li>• courage + -ous = courageous</li> <li>• service + -able = serviceable</li> <li>• notice + -able = noticeable</li> </ul>
	<b>Base words ending in ee or ye</b> You will also need to keep the <e> at the end of the word if it ends in <ee> or <ye>. <ul style="list-style-type: none"> <li>• agree + -ing = agreeing</li> <li>• decree + -ing = decreeing</li> <li>• eye + -ing = eyeing</li> <li>• foresee + -ing = foreseeing</li> <li>• see + -ing = seeing</li> </ul>



Rules for adding suffixes to words	
	<p><b>Keep the &lt;e&gt; if using the suffix -ly.</b></p> <ul style="list-style-type: none"> <li>late + -ly = lately</li> <li>rare + -ly = rarely</li> <li>love + -ly = lovely</li> <li>home + -ly = homely</li> <li>definite + -ly = definitely</li> </ul>
	<p><b>Adding the suffix -ful</b> When you add the suffix -ful to a word that ends with an &lt;e&gt;, keep the &lt;e&gt;.</p> <ul style="list-style-type: none"> <li>care + -ful = careful</li> <li>use + -ful = useful</li> <li>peace + -ful = peaceful</li> </ul>
<p><b>Keep the y</b> There are a few scenarios that require keeping the &lt;y&gt; at the end of a word when adding a suffix.</p>	<p><b>Base words ending in a vowel then y</b> When a word ends with &lt;y&gt; and has a vowel before the &lt;y&gt;, then keep the &lt;y&gt; when adding a suffix.</p> <ul style="list-style-type: none"> <li>enjoy + -ed = enjoyed</li> <li>play + -ing = playing</li> <li>buy + -er = buyer</li> <li>joy + -ful = joyful</li> </ul>
	<p><b>Adding a suffix that starts with i</b> If the suffix starts with the letter &lt;i&gt;, then keep the &lt;y&gt;. Remember that a word cannot have two i's in a row.</p> <ul style="list-style-type: none"> <li>worry + -ing = worrying</li> <li>copy + -ing = copying</li> <li>carry + -ing = carrying</li> <li>supply + -ing = supplying</li> <li>marry + -ing = marrying</li> </ul>



## Writing – Spelling

# Spelling rules



Rules for adding suffixes to words	
<b>Change the y to an i</b> There are times that the <y> at the end of the word has to be changed to an <i> in order to add a suffix.	<b>Base words ending with a consonant, then y</b> When the word has a consonant before the <y> at the end, change the <y> to <i> before adding the suffix. <ul style="list-style-type: none"> <li>• beauty + -ful = beautiful</li> <li>• duty + -ful = dutiful</li> <li>• happy + -ness = happiness</li> </ul>
	<b>Exceptions to the y to i rule</b> <ul style="list-style-type: none"> <li>• dry + -er = dryer</li> <li>• baby + -hood = babyhood</li> <li>• lady + -ship = ladyship</li> </ul>
<b>Change ie to y</b> When a word ends in <ie>, change the ending to <y> and add the suffix -ing.	<ul style="list-style-type: none"> <li>• die + -ing = dying</li> <li>• tie + -ing = tying</li> <li>• untie + -ing = untying</li> <li>• lie + -ing = lying</li> <li>• vie + -ing = vying</li> </ul>

### Adapted from:

7 Important Spelling Rules (And How to Break Them Correctly)  
[quillbot.com/blog/writing/spelling-rules/](https://quillbot.com/blog/writing/spelling-rules/)

Suffix Spelling Rules: 6 Keys for Adding Suffixes Correctly | YourDictionary  
[www.yourdictionary.com/articles/suffix-spelling-rules](https://www.yourdictionary.com/articles/suffix-spelling-rules)



Identify the number of syllables in each word, using the table on the next page.

Apple	Education	Information
Discovery	Revolutionary	Disorientation
Celebration	Important	Window
Banana	Adventure	River
Inconsiderate	Family	Remember
Pencil	Animal	Flower
Dangerous	Unbelievable	Rocket
Jacket	Garden	Tiger
Melody	Holiday	Ladder
Calculator	Imagination	Button
Misunderstanding	Incomparable	
Table	Sunset	



5 syllables	
4 syllables	
3 syllables	
2 syllables	



## Common homophones



Homophones are words that sound the same but are spelled differently. The spelling helps you understand the meaning of the word. Homophones are a common difficulty for people who are learning to spell.

Rather than simply rote learning homophones, they provide an opportunity for a learner to gain an understanding of how the words are built and to be clear about what they mean. When learning to distinguish between two homophones, drawing on the meanings and other spelling patterns that the learner already knows is helpful.

For example, **two**, **too** and **to** are homophones.

**Two** can be linked morphologically to several other words that also mean two and start with <tw> (twenty, twice, twin). Note that although these words have the same spelling <tw> and also mean two of, the sounds /t/ /w/ are spoken.

**Too** can mean also (He wants cake too) and it can mean to an excessive amount (There has been too much rain).

**To** is a function word that can express:

- direction (I'm driving to the office)
- contact (Pin it to the wall)
- indicating an object or recipient (Give it to me)
- setting a range (9 to 5) or limit (These go to 11).

Mostly **to** is used, unless one of the other meanings apply.

It could be helpful to create a **mnemonic** (a memory aid). In this example, **too** has an <o>. The extra <o> can remind you that something is more than or as well.

### Steps for teaching homophones:

- Clarify the meaning of each word
- Write down a definition
- Connect each word to other phonic or morphological patterns
- Talk about these connections to build a rich neural understanding of the words
- Use each word in a sentence
- If necessary, create a mnemonic

## Common homophones



A list of common homophones	
air	heir
aisle	isle
ante-	anti-
eye	I
bare	bear
be	bee
blew	blue
bored	board
brake	break
buy	by
cell	sell
cent	scent
cereal	serial
coarse	course
complement	compliment
dam	damn
dear	deer
die	dye
fair	fare
fir	fur
flew	flu
flour	flower
for	four

A list of common homophones	
hair	hare
hay	hey
heal	heel
hear	here
him	hymn
hole	whole
hour	our
idle	idol
in	inn
knight	night
knot	not
know	no
made	maid
mail	male
mane	main
meat	meet
morning	mourning
none	nun
oar	or
one	won
pair	pear
peace	piece
plain	plane

## Common homophones



A list of common homophones	
poor	pour
pray	prey
principal	principle
profit	prophet
real	reel
red	read
right	write
road	rode
root	route
rose	rows
sail	sale
sea	see
seam	seem
sight	site
sew	so
shore	sure
sole	soul

A list of common homophones	
some	sum
son	sun
stair	stare
stationary	stationery
steal	steel
suite	sweet
tail	tale
tea	tee
their	there
to	too
toe	tow
waist	waste
wait	weight
way	weigh
weak	week
wear	where
which	witch

## Punctuation



?

question  
mark

“ ”

quotation marks

!

exclamation  
mark

'

apostrophe

,

comma

;

semicolon

.

full stop

:

colon

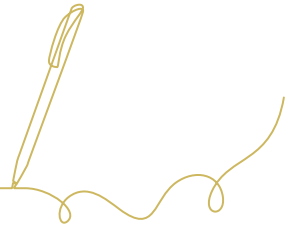
# Punctuation



Symbol	Description	Example	Write your own example
.	Full stop	Ends a sentence.	
	Example	I like apples.	
,	Comma	Separates parts of a sentence or items in a list.	
	Example	I bought apples, bananas and oranges.	
?	Question mark	Ends a question.	
	Example	What is your name?	
!	Exclamation mark	Shows excitement or strong feeling.	
	Example	That's amazing!	
'	Apostrophe	Shows possession or contractions.	
	Example:	Sarah's book. / Don't go.	
“”	Quotation marks	Show someone is speaking.	
	Example:	She said, "Hello!"	
:	Colon	Introduces a list or explanation.	
	Example	Bring these: pencils, paper and glue.	
;	Semicolon	Connects two related sentences.	
	Example	I was tired; I went to bed.	



## Punctuation



### Add the missing punctuation

Add the correct punctuation to these sentences:

1. What time is it
2. I love pizza
3. She said Hello
4. It's raining outside
5. I have a cat a dog and a rabbit

### Choose the right mark ? ! or .

Pick the correct punctuation for each sentence:

1. Are you coming with us
2. Wow that's amazing
3. I can't believe it
4. Can you help me with this
5. That was the best day ever
6. I forgot my phone

### Fix the sentence

Correct these sentences:

1. where are my shoes
2. its my friends birthday today
3. he asked do you want to go
4. we went to the wildlife park and saw kangaroos emus and koalas
5. i cant wait for the weekend
6. she said its getting cold

### Write your own sentence using ? ! or .

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## Writing – Sentences and paragraphs

# Grammar – parts of speech

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**Grammar** is the set of rules that explain how words are used in English to write sentences that make sense.

### **Sentence structure**

While English as an additional language (EAL) learners might need to be taught these rules explicitly, native English speakers will generally instinctively know when a sentence sounds right, and the words have been put in the right order.

Subject + Verb + Object → She (subject) eats (verb) apples (object).

### **Tense**

Native English speakers will also generally know the right tense to use when speaking, although they may not be familiar with writing in tenses other than the present tense.

EAL learners may need to learn about the different tenses – past, present and future – as well as matching the verb and the subject. For example: He walks vs. They walked.

### **Punctuation**

Punctuation is about using marks like full stops, commas and question marks to clarify meaning.

**See the activity sheet on punctuation.**

## Parts of speech

Words perform different functions in a sentence, and they can be categorised according to their function.

Part	Description	Example
<b>Nouns</b>	Refer to a person, place, thing. Can be concrete or abstract, describing a quality	Jim, Darwin, city, dogs, softness
<b>Verbs</b>	Show an action, occurrence or state of being. They also indicate tense – when something happened	run, sitting, is, jumped, will sing, develop, exist
<b>Adjectives</b>	Describe nouns or pronouns	happy, blue, sad, sadder, saddest
<b>Adverbs</b>	Modify verbs, adjectives and some phrases – tell you how something happens – how, when, where, how much, how often	quickly, very
<b>Pronouns</b>	Can replace nouns	he/she/they, it
<b>Prepositions</b>	Show the relationship between elements in a sentence. They can express relationships of place, time, direction, and other connections	on, under, with
<b>Conjunctions</b>	Join phrases	and, but, because
<b>Interjections</b>	Exclamations	ow! oops!

The following table is for you to work with your learner to collect examples of these kinds of words. Once you have done this, they could practise using them in sentences – see the Writing descriptive sentences template.

# Writing – Sentences and paragraphs

## Grammar – parts of speech



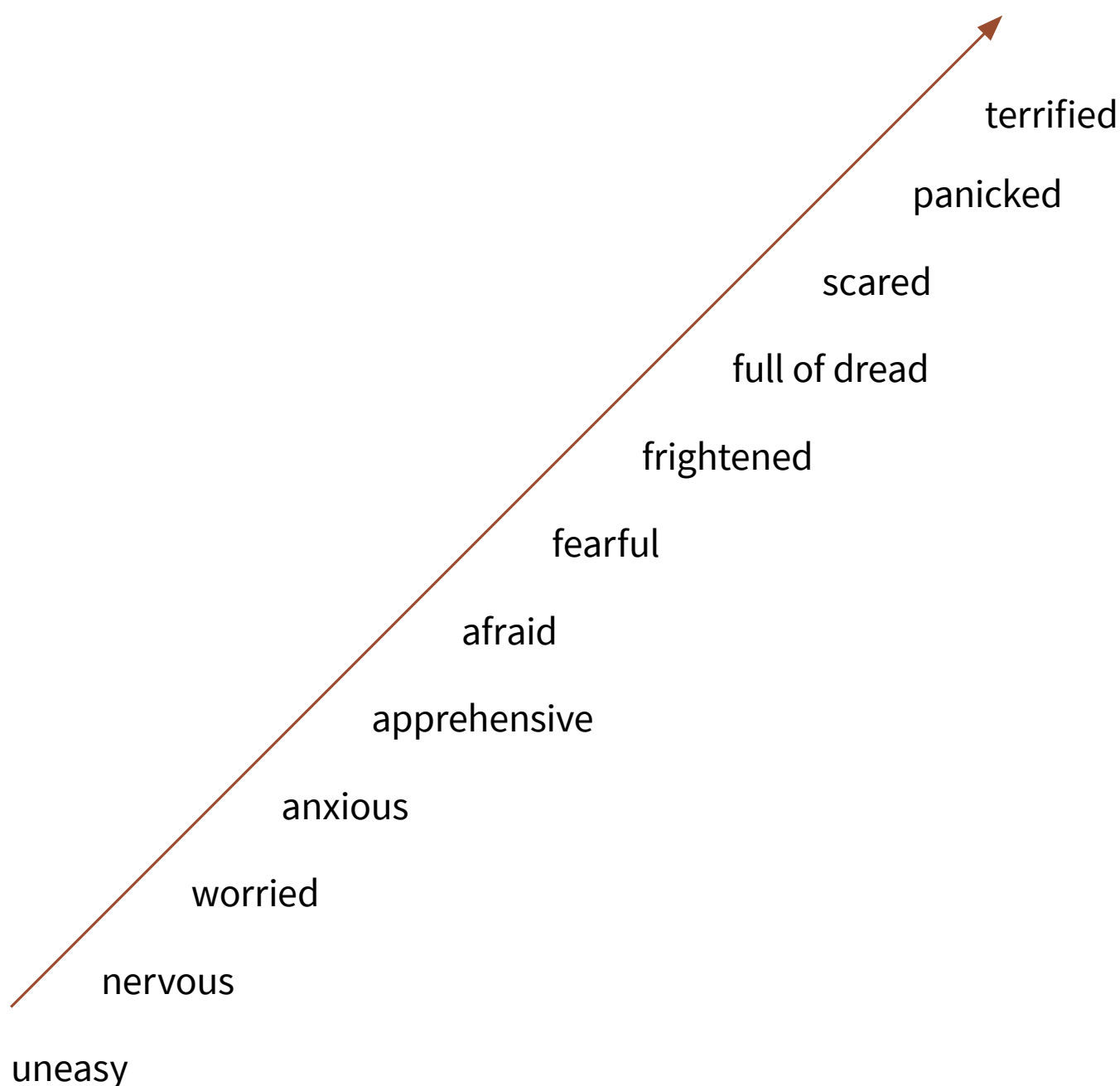
Adjectives	Nouns	Verbs	Adverbs	Pronouns	Prepositions
sweaty	cook	stirred	quickly	we	around

## Word clines



A word cline is a visual or written tool that shows a group of related words arranged in order of intensity or strength. It helps learners understand how words can express similar meanings but with different levels of force or emotion. This can help build vocabulary.

Here is an example of a set of words about fear increasing in intensity:

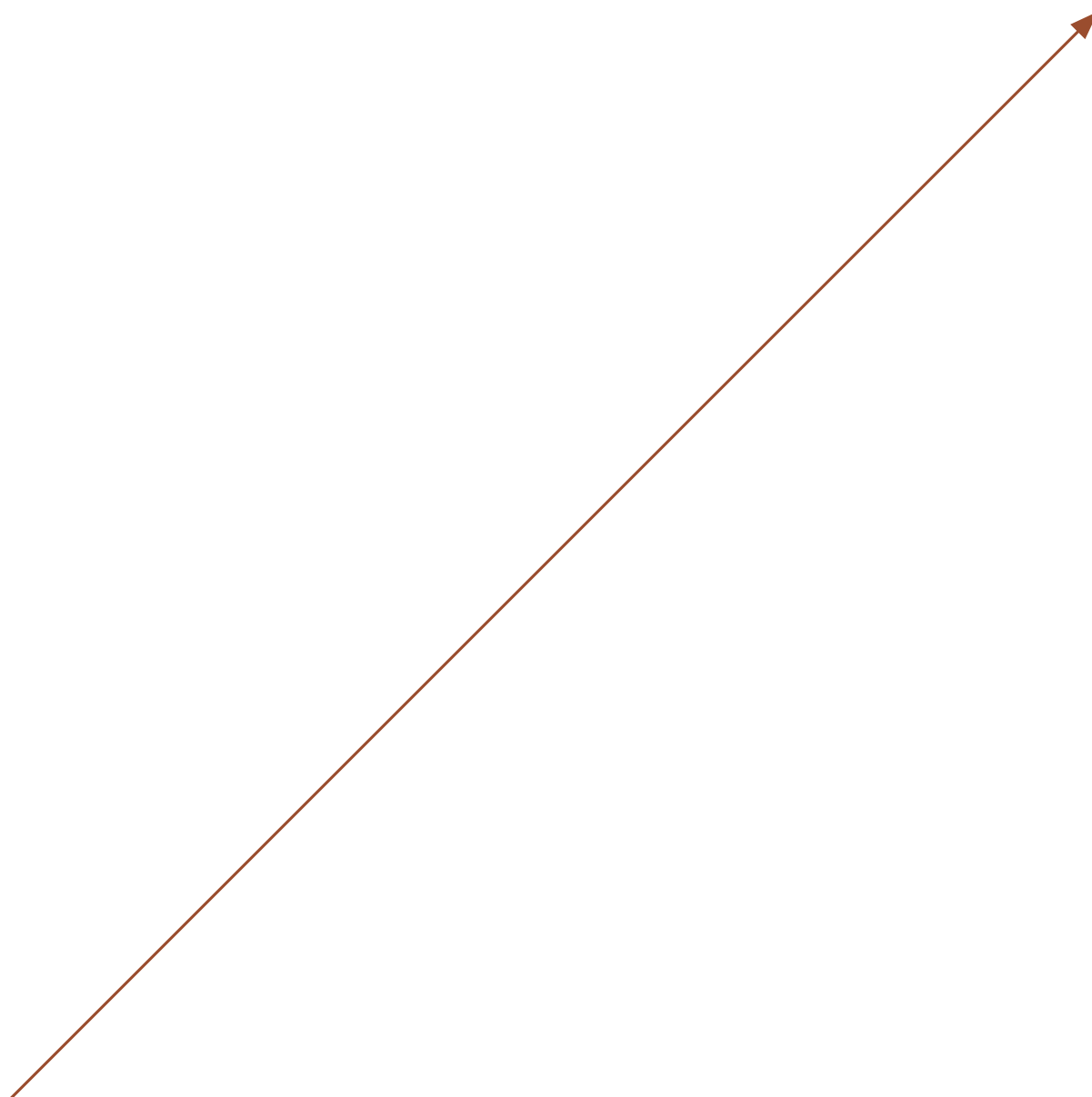


## Word cline



Here is a set of words about happiness that can be sorted into a **word cline**, with words sorted from least to most intensity.

Delighted, calm, ecstatic, content, elated, satisfied, joyful, happy, cheerful, excited

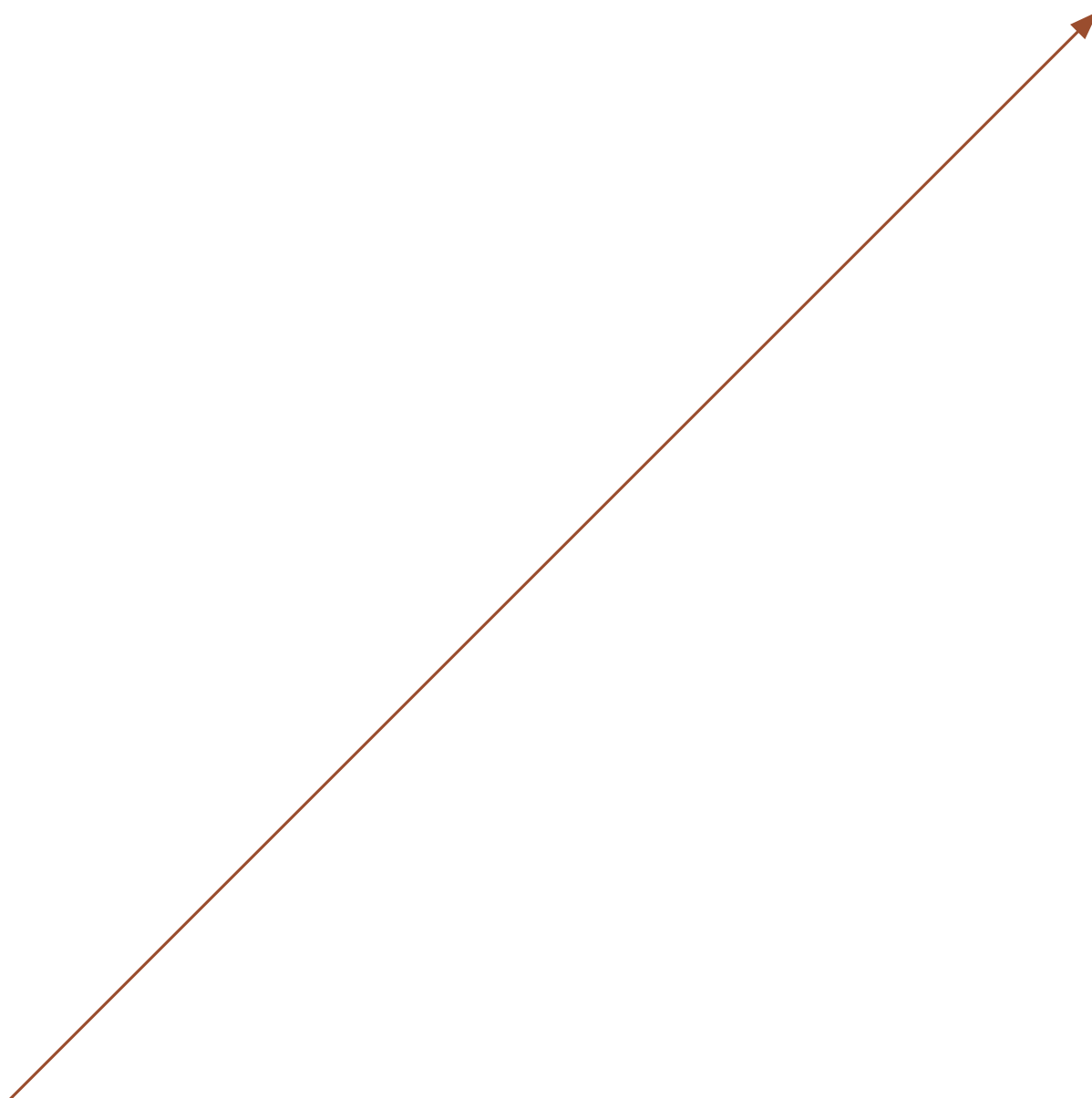


## Word clines



Try this with another set of words about size:

Gigantic, small, average, tiny, huge, medium, enormous, little, large, big



## Writing – Sentences and paragraphs

### Writing descriptive sentences



A simple sentence can become more interesting when more information is included.  
 Adjectives and adverbs can develop ideas to create an emotional atmosphere.  
 In this exercise, look at how a simple sentence can be changed to describe a mood.  
 The first one has been completed as an example.

**A girl went up the stairs.**

This simple sentence can become...

The/a/an	Mood (adjective)	Noun	Verb	Where
An	excited	girl	raced	up to the top of the staircase.
The	reluctant	teenager	dragged herself	up the long staircase.
A	scared, gaunt	woman	crept	up the dark and shadowed staircase.
The	carefree	dreamer	bounced	up the stairs two steps at a time.
A	furious	mother	stomped loudly	up each step of the staircase.





Have a go at building this sentence with different words to create a sense of atmosphere and mood...

The/a/an	Mood (adjective)	Subject	Action	Object
The		man	walked	home.
	excited			
	reluctant/sad			
	scared, sneaky			
	happy, carefree			
	angry			



Sentences can include even more information...

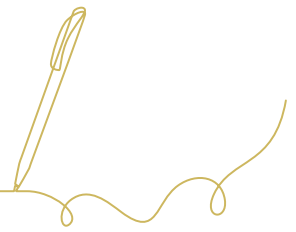
What other sentences can you build?

The/a/an My/your/ their	Adjective	Noun	Verb	Adverb	Where	When	Why
The	hungry	dog	ran	quickly	through the rain	yesterday	to get dinner.



## Writing – Sentences and paragraphs

### Writing compound sentences



A simple sentence includes a subject and a verb and is a complete thought. For example...

I was tired.

I walked slowly.

Compound sentences combine two simple sentences using conjunctions.

These two simple sentences can be combined with the conjunction 'so'....

I was tired, so I walked slowly.

#### Conjunctions include...

For

And

Nor

But

Or

Yet

So

Mnemonic FANBOYS

Turn each of the simple sentences below into compound sentences by adding a conjunction and finish with your own idea.

Example...I like apples, so I will buy some.

She went to the store, \_\_\_\_\_

He is tired, \_\_\_\_\_

They are playing soccer, \_\_\_\_\_

We watched a movie, \_\_\_\_\_

The sun is shining, \_\_\_\_\_

It started to rain, \_\_\_\_\_

I forgot my umbrella, \_\_\_\_\_

She studied hard, \_\_\_\_\_

I want to go swimming, \_\_\_\_\_

## Writing – Sentences and paragraphs

### Writing compound sentences



He missed the bus, \_\_\_\_\_

She made a sandwich, \_\_\_\_\_

The dog barked loudly, \_\_\_\_\_

I spilled my coffee, \_\_\_\_\_

We are going to the park, \_\_\_\_\_

She wore a jacket, \_\_\_\_\_

Now write your own simple sentences and combine them using a comma and conjunction each time.

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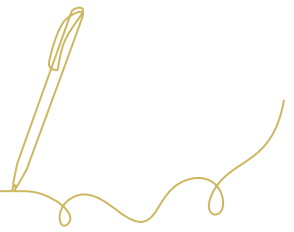
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## Writing – Sentences and paragraphs

### Writing complex sentences



A **complex sentence** is a sentence that contains **one independent clause** and **at least one dependent clause**.

An independent clause can stand on its own as a simple sentence. For example, She went home.

A dependent clause cannot stand on its own – it needs more added to make it a complete idea. For example, Because it was raining...

In complex sentences these clauses are joined by **subordinating conjunctions**.

#### Subordinating conjunctions:

because

although

since

if

when

while

unless

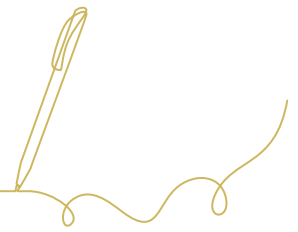
A dependent clause can be combined with an independent clause with one of these conjunctions. For example, Because it was raining, we stayed inside.

**Have a go at turning these dependent clauses into complex sentences by adding an independent clause.**

1. Although she was hungry, \_\_\_\_\_
2. Because I wore a jacket, \_\_\_\_\_
3. Since he moved to the city, \_\_\_\_\_
4. While they were sleeping, \_\_\_\_\_
5. Unless you practise, \_\_\_\_\_
6. When we went out for ice cream, \_\_\_\_\_
7. While we set up the tent, \_\_\_\_\_
8. If they drive fast, \_\_\_\_\_

**Now have a go at writing your own complex sentences.**

## Paragraph writing



### Decide on the main idea

Think about what you want to say. A paragraph should focus on one clear topic.

*Example: Why walking every day is good for you.*

### Write a topic sentence

This is the first sentence. It tells the reader what the paragraph is about.

*Example: Walking every day is a simple way to stay healthy.*

### Add 2–4 supporting sentences

These sentences give more information about your topic. You can:

- Explain why it's important
- Give an example
- Share your experience

*Example: It helps your heart and gives you more energy. You don't need special equipment, just comfortable shoes. I like to walk in the morning because it helps me feel ready for the day.*

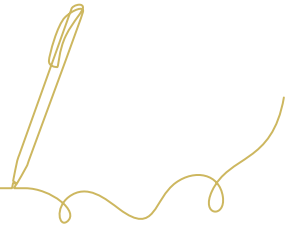
### End with a concluding sentence

This is the last sentence. It finishes your idea or gives a final thought.

*Example: Walking is an easy habit that can make a big difference in your life.*

Walking every day is a simple way to stay healthy. It helps your heart and gives you more energy. You don't need special equipment, just comfortable shoes. I like to walk in the morning because it helps me feel ready for the day. Walking is an easy habit that can make a big difference in your life.

## Paragraph writing



### Structuring a paragraph

Item	Write example here
Main idea	
Topic sentence	
Supporting sentence 1	
Supporting sentence 2	
Supporting sentence 3	
Concluding sentence	





## Write a recount



### Write a recount

#### Set the scene. Give some background information about the event

- Who was involved?
- When did it happen?
- Where did it happen?

#### Describe the sequence of events

- Use the past tense.
- Use the first person if you are involved or the third person if you watched what happened.
- Use words that indicate sequence – first, then, next, after, during, later, finally.

#### Write a conclusion

- What did you think or feel about the event?
- What did you learn from it?



Use this template to plan your writing about a topic. Before you start, you can begin assembling ideas using the semantic mapping template.

This plan maps out your thinking for each paragraph before you start writing. Every paragraph should include a topic sentence and 2-4 supporting sentences which give more information about your topic. Adapt the structure for your writing – you might want more or fewer paragraphs in your writing.

### Plan for writing about a topic

#### Paragraph one

Introduction

- 
- 
- 
- 

#### Paragraph two

Topic sentence

- 

Supporting ideas (explain, expand, facts, examples, your thoughts or experience)

- 
- 
- 
- 

#### Paragraph three

Topic sentence

- 

Supporting ideas

- 
- 
- 
- 

#### Paragraph four

Topic sentence

- 

Supporting ideas

- 
- 
- 
- 

#### Conclusion

## Editing checklist

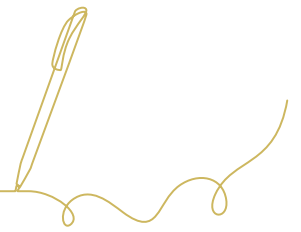


When you have finished your writing, you can read it slowly and carefully to look for corrections that you can make.

Item	Questions	Comments
Spelling	Can I spot any spelling mistakes?	
Punctuation	Have I used capitals, full stops, commas and other punctuation correctly?	
Vocabulary	Have I used the best word? Can I use a more precise word or add an adjective?	
Sentence structure	Are there any words missing? Have I used full sentences? Is the tense correct?	
Meaning	Does it make sense? Do the ideas flow?	
Questions I have	What do I need to ask about?	

## Writing – Creative writing

### Generating ideas



Sometimes getting started on writing can be tricky. Having some prompts to begin thinking of ideas can help. You could try suggesting titles for a short story. Talk about these with your learner to see what they respond to. It might also help to jot down their ideas as you talk together. If you use sticky notes, these can then be sorted into a flow of ideas to help structure writing. Ideas could be developed further using a mind map or the story planning template.

### Book titles

Pick an author and look at their book titles. Choose one to inspire a tiny tale. Popular authors include, for example, James Patterson, Barbara Cartland, Wilbur Smith. Perhaps the genre of science fiction might work to prompt thinking, e.g. Frank Herbert book titles:

*Destination: Void*

*Angels' Fall*

*A Matter of Traces*

*Looking for Something?*

*The Dragon in the Sea*

*Rat Race*

*The Green Brain*

*Cease Fire*

*The Heaven Makers*

*Do I Wake or Dream?*

*Soul Catcher*

*Mindfield*

*Man of Two Worlds*

*The Wrong Cat*

### Paint colour names

Choose a paint colour name to use as a title for flash fiction. Some examples of the colour names that you might find ... Crushed Apple, Lost Lake, Dusted Damson etc. For example...

#### LOST LAKE

Lost lake. To find it you have to dig for it. Clear the creepers, clear the jagged blackberries, find the slope dipping away – excitement! Look at the size of it! Imagine it with water, ducks, dancing cranes and the pulsing sound of croaking frogs. Imagine boats, young laughter, picnics on the island. Imagine the water rushing in, a hidden grotto, dark with lichen.

Imagine the hours to dig it out, the backbreaking toil it will take to restore it to its former glory. Best left.

Lake lost.

## Acrostic poetry



**Acrostic poems are created by choosing a word and then using each letter of the word to begin each line of the poem.**

Write the chosen word down the side of the page and use each letter to either start a word or a phrase. The word chosen might suggest ideas or a theme. It can be an opportunity to explore using adjectives, alliteration (consecutive words beginning with the same sound, e.g. slithering snakes) or descriptive phrases.

**Some examples using words or more extended phrases...**

### **STONE**

Still  
Time  
Over  
Night  
Echoes

### **LEAF**

Lanterns glow as dusk descends,  
Evening hums with gentle winds.  
Across the fields, the silence grows,  
Foxes stir where moonlight flows.

**Example with the starting word used also as the theme for the poem...**

### **FIRE**

Flames that flicker, wild and free,  
Igniting dreams and mystery.  
Raging bright or softly low,  
Energy in constant flow.

### **DREAM**

Drifting endlessly  
Rising moon  
Earth eclipsed  
Ancient galaxies  
Murmuring skies

**You might find your learner is drawn to particular themes...**

**Nature:** RIVER, STONE, LEAF, CLOUD, FLAME, WIND, OCEAN, EARTH

**Emotions:** HOPE, FEAR, LOVE, GRIEF, DREAM, PEACE, TRUST, HAPPINESS

**Abstract:** NIGHT, LIGHT, MAGIC, VOID, STARS, TIME, MYTH, CHAOS

**Reflective:** SELF, MIND, SOUL, HEART, ALONE, GROW, BEGIN, TRUTH

## Acrostic poetry



### Acrostic poems

Choose a word and use each letter as the beginning word for each line of the poem



## Haiku activity



Haikus are Japanese poems that have a set structure, defined by the number of syllables used in three lines of verse. It is not a form of rhyming poetry.

Number of syllables	Example
5 syllables	An old silent pond...
7 syllables	A frog jumps into the pond.
5 syllables	Splash! Silence again.

### Characteristics of haiku

- Usually has a focus on nature.
- Focuses on one brief moment in time and uses colourful imagery.
- Often uses a word which indicates the time of year such as 'snow' to show which season is being discussed.
- A division somewhere in the poem, which focuses first on one thing, then on another, creating contrast and surprise.
- Instead of saying how a scene makes him or her feel, the poet shows the details that caused that emotion. If the sight of an empty winter sky made the poet feel lonely, describing that sky can give the same feeling to the reader.
- Details relate to the senses – sight, hearing, touch, smell or taste.

Have a look at some more examples and then have a go at writing one yourself.

#### NATURE'S WHISPER

Gentle breeze whispers,  
Leaves dance beneath golden rays,  
Earth hums its soft tune.

#### MOONLIT SILENCE

Silver moonlight glows,  
Night wraps the world in stillness,  
Dreams drift on soft winds.

## Haiku activity



Think about a time when you have been outside, what you noticed and how you felt. Try to 'zoom in' on a small detail that contains the feeling of the larger scene.

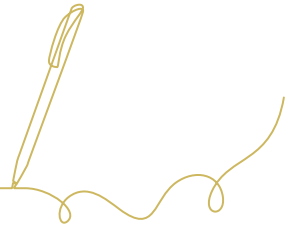
Number of syllables	Write your own
5 syllables	
7 syllables	
5 syllables	

Number of syllables	Write your own
5 syllables	
7 syllables	
5 syllables	

Number of syllables	Write your own
5 syllables	
7 syllables	
5 syllables	



## Flash fiction story writing



Flash fiction stories can be as short as 6 words, but they may be longer. They may be 10 words or 25. The longest flash fiction stories are up to about 2,000 words.

Often flash fiction deals with dark themes and includes a surprising twist.

Flash fiction writing can also be an opportunity to practise thinking about punctuation to help clarify meaning.

### Here are some examples of six-word stories

*For Sale: Baby shoes, never worn.*

Ernest Hemingway

*Longed for him. Got him. Shit.*

Margaret Atwood

### Have a go at writing a six-word story...


## Writing – Creative writing

# Flash fiction story writing



### Some examples of ten-word stories

*For Sale: One smile, well used. One frown, slightly soiled.*

Peter O’Grady

*You tend to go back to who feels like home.*

Author unknown

*As it turned out, I was wrong, she could swim.*

Author unknown

### Have a go at writing a ten-word story...




### Stories inspired by Paragraph Planet

The website, Paragraph Planet, publishes a 75-word (including title) story daily. Read a few of these together before asking your learner to write their own 75-word story.

Note that a story can be told in the third person, as if describing something happening to someone else, or as if observing what happened to you. Here are several examples. Students could ‘borrow’ the opening words to kickstart their writing.

Note that in the third example, there are several incomplete sentences. This provides an opportunity to talk about complete and incomplete sentences. This activity could link with work on writing complex sentences which bring together a complete sentence and an incomplete sentence with a conjunction (see activity sheet on writing complex sentences).

It starts with a cat who scoffs at boundaries, who spits disapproval from his bowl, struts from the room when you speak, shakes fur onto every surface, who blames you for the chaos of his life. Add a neighbour’s door, on the latch. The cat muscles through. It’s tidier there and free from fur and fleas. he cat purrs persuasively. It ends with spinning sirens, a conviction for breaking and entering, a smug miaow.

(by Josephine Corcoran)

Self-isolation. Confined indoors, she made a list of all the things she could do with her new-found time: paint the kitchen, clean out the cupboard under the stairs, sort through the tangle of clothes at the bottom of the wardrobe. She toured the house making notes then, satisfied, filled the kettle and hunted for the TV remote. Flopping onto the sofa, she added one more note to her list before setting it aside – start tomorrow.

(by Author unknown)

The International Space Station travelled across the night sky. A bright light in the darkness. Watching its progress from my balcony, I wondered what it would feel like to be confined like that, cut off from the fabric of normal life. No chance to pop down to the pub. Missing Mother’s Day visits and cuddling your friend’s new baby. Then I went back inside my tiny flat where I was self-isolating. And I knew.

(by Susan Lindsay Randle)

[illegible]

## Planning a story



### Planning a story

**Title:** Think of a title that creates interest for a reader. You might do this after you have written the story.

**Ideas:** What will happen in this story? What are the main events? Where will it take place? Who is involved? Will you write in the first or third person? Will you write in the present, past or future tense?

Brainstorm some ideas...

## Planning a story



### Planning a story

**Beginning:** Paint a picture of the setting and the characters for your reader. Describe the setting (where and when is the story set?) Introduce the main characters and the relationship between them. A strong first sentence hooks your reader in and encourages them to keep reading.

**Middle:** This is where most of the action happens. This part of the story usually involves conflict, a problem or a challenge. Think about what the character might feel – what do they see, hear, think, feel? Include words that add tension, mood and detail.

## Planning a story



### Planning a story

**Middle continued:**

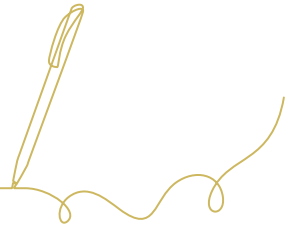
**End:** An engaging ending makes your story more memorable.



Use this table to record the grammar that you are learning

Focus	When to use it	How to use it	Example sentences	Common mistakes
<i>Example</i> Present simple tense	To talk about routines, facts, or habits.	In the simple present tense, we use the <b>base form of the verb</b> (e.g. 'play,' 'work') for <b>I, you, we, they</b> . However, for <b>he, she, it</b> , we add an <b>-s</b> or <b>-es</b> to the verb (e.g. 'plays,' 'works').	I sleep eight hours a night. I come from Russia. The sun rises in the east.	She like reading. → She likes reading. He is likes fishing. → He likes fishing.



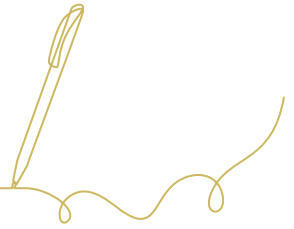


Common mistakes			
Example sentences			
How to use it			
When to use it			
Focus			



Word	English definition	Translation	Part of speech	How to say it	Word family and related words	Synonyms	Example sentence
Example Community	A group of people who live in the same place or share something in common.	сообществу	Noun	/kə'mju:nəti/ 3 syllables	Root word is commune, meaning shared or in common. Communal Communicate Communion	Group Society Network Neighbourhood	I live in a small rural community on King Island.

## New vocabulary



Example sentence			
Synonyms			
Word family and related words			
How to say it			
Part of speech			
Translation			
English definition			
Word			



## Greetings

- Good morning/afternoon.
- How are you?
- How's your day been?
- Long time no see!
- How have you been?
- Nice to meet you.
- I've heard a lot about you.
- What do you do for a living?
- That sounds great!
- I totally agree.
- Good to see you.
- What are you doing?

## Daily life & home

- I'm just getting ready.
- Time to get going.
- Let's grab a bite.
- I'll do the dishes.
- Could you help me out?
- It's up to you.
- Make yourself at home.
- I'm in a rush.
- That was delicious!
- Do you need anything?

## Shopping & money

- How much does this cost?
- Do you have this in a different size?
- I'm just browsing, thanks.
- Can I have a receipt please?
- That's too expensive.
- Is it on sale?
- Do you take cash or card?
- I'd like to return this.
- What's the exchange rate?
- Can I get a discount please?

## Asking for or offering help

- Can you help me with...?
- Would you mind if...?
- Can I have one please?
- Can you send me that document?
- Can you lend me that, please?
- I'd be happy to help.
- Can you show me how to do this?
- Would you like to go for a walk?
- I don't understand.
- Can you please explain that again?
- Can I help you with that?



## Expressing thanks

- Thanks a lot.
- Many thanks.
- Thanks so much.
- I really appreciate it.
- That's very kind of you.
- I'm grateful for your help.
- Thanks for everything.
- Thank you so much.

## Questions

- What time is it?
- Where are you from?
- Do you speak (English)?
- Can I ask you a question?
- Where is the toilet?
- Can you repeat that please?
- When does it start?
- What is your name?
- How do you say this in English?
- What does this word mean?

## At work

- I'll get back to you.
- Let's touch base later.
- I'm running late.
- That's not my responsibility.
- I'll look into it.
- Let's wrap it up.
- Good job!
- Keep me posted.
- I'm swamped with work.
- That was a productive meeting.

## Social & casual phrases

- I'm up for that.
- Let's catch up soon!
- That's hilarious!
- No worries.
- Sounds like a plan.
- It's not a big deal.
- You nailed it!
- Chill out.
- I'm all ears.
- That's awesome!

## Feelings & emotions

- I think...
- I feel...
- I'm not sure.
- That's great!
- I'm not feeling well.
- I'm a bit excited about...
- I'm really into this.
- I'm not in the mood.
- I'm so sorry to hear that.
- That makes sense.

## Phone & online

- Can you hear me?
- I think we got disconnected.
- Can I call you back?
- Let me put you on hold.
- I'll send you a message.
- Check your email.
- Let's hop on a quick call.
- Can we reschedule?
- Thanks for the heads-up.
- Talk to you soon/later!



## Travel & directions

- Where's the nearest bus stop?
- How far is it?
- I'm lost.
- Can you show me on the map?
- Is this seat taken?
- What time does it leave?
- Do I need a ticket?
- I'd like a window seat.
- This is my stop.
- Thanks for the ride.

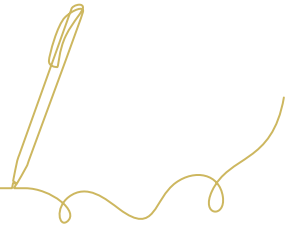
## Useful everyday phrases

- It depends.
- I'm not sure.
- Let's see.
- I'll think about it.
- You never know!
- I couldn't agree more.
- Let me check.
- I'll be right there.
- Don't worry about it.
- That makes my day.

## Emergencies & help

- I need help.
- Call the police!
- Is everything okay?
- What happened?
- Stay calm.
- I've lost my wallet.
- I'm not feeling well.
- Where's the nearest hospital?
- I don't understand.
- Can you speak slowly?

## Representing numbers



Draw representations of  
hundreds, tens and ones

Base-ten words

\_\_\_\_\_ hundreds

\_\_\_\_\_ tens

\_\_\_\_\_ ones

Written form

Expanded form

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

or...

# Adding dice



Add the numbers together to get the total

$$\begin{array}{|c|} \hline \text{1} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{6} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{6} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{3} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{3} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{2} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

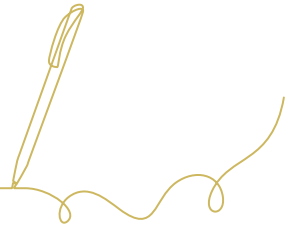
$$\begin{array}{|c|} \hline \text{5} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{4} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{2} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{5} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

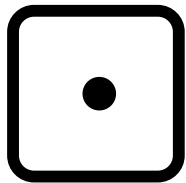

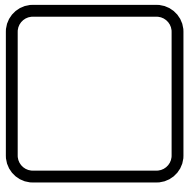
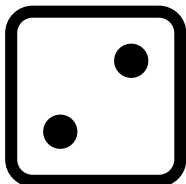
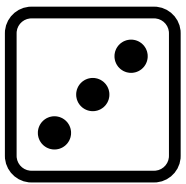
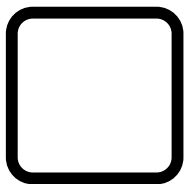
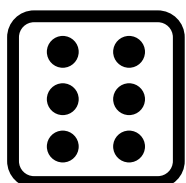

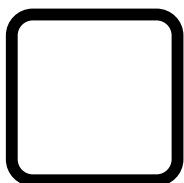
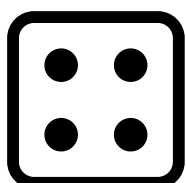

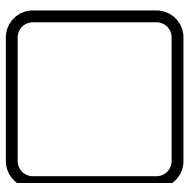
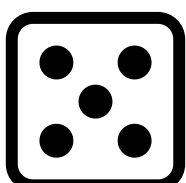
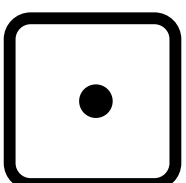
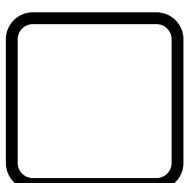
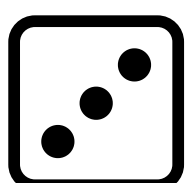
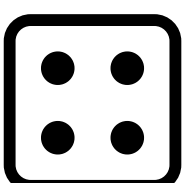
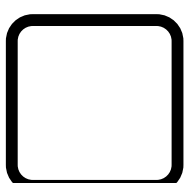
$$\begin{array}{|c|} \hline \text{4} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{3} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

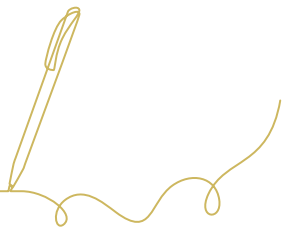


## Adding dice



Add the numbers together to get the total

	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	






Blank 10 frame




Blank 10 frame







## Blank 20 frame



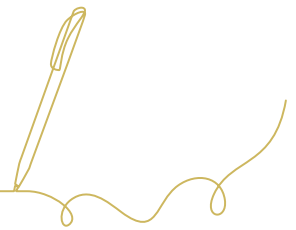



10

10



## Place value explanation



**Place value refers to the value of the digits in any given number.**

In the number 482, for example, the value of the digit '4' is 400, the value of the digit '8' is 80 and the value of the digit '2' is simply 2.

At a more advanced level, in the number 36.57, the value of the digit '5' is 0.5 and the value of the digit '7' is 0.07.

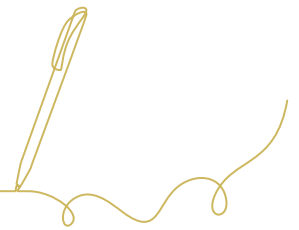
In our number system, each time you move a place to the left, the value of the digit gets ten times bigger. Each time you move a place to the right, the value of the digit gets ten times smaller.

One millions	Hundred Thousands	Ten Thousands	One Thousands	Hundreds	Tens	Ones	.(Decimal Point)	Tenths	Hundredths
3	0	1	5	2	6	8	.	4	9



The diagram above shows place value from millions to hundredths.

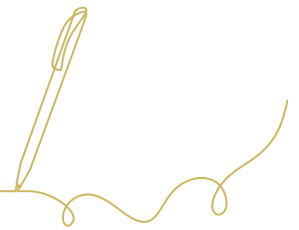
Place value never ends: you can always make a new column to the left worth ten times more than the column before, and you can always make a new column to the right worth ten times less than the column before.

[illegible]

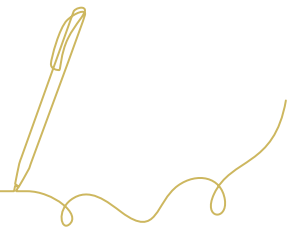




# Place Value Chart

[illegible]

# Rounding to nearest ten

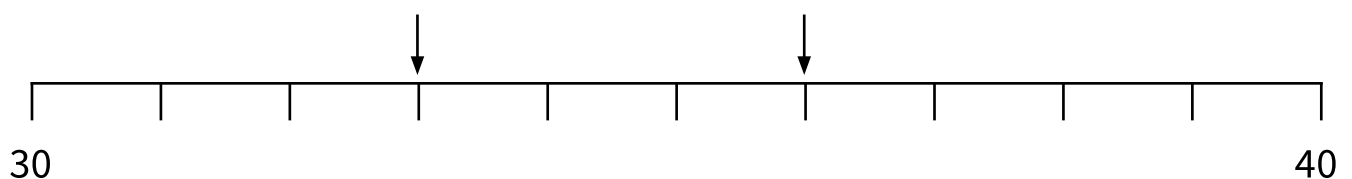
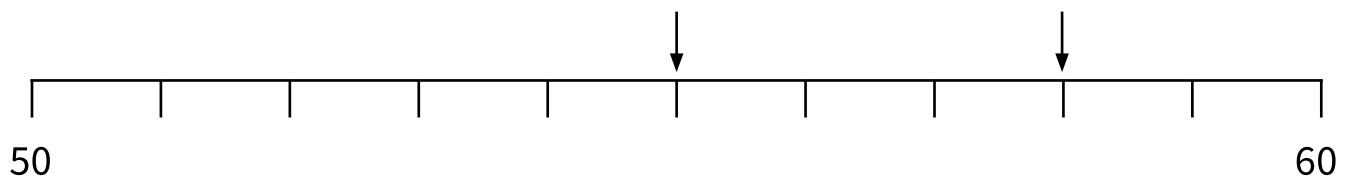
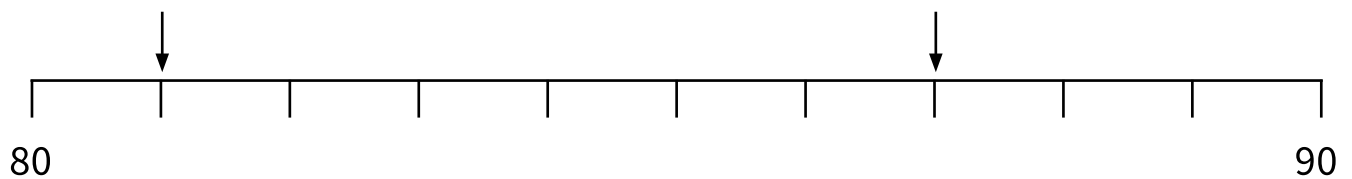
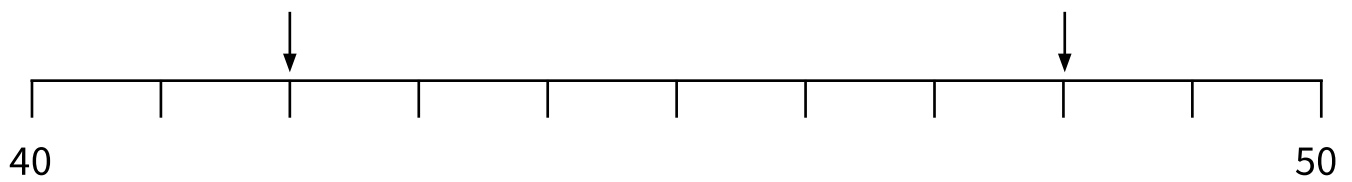
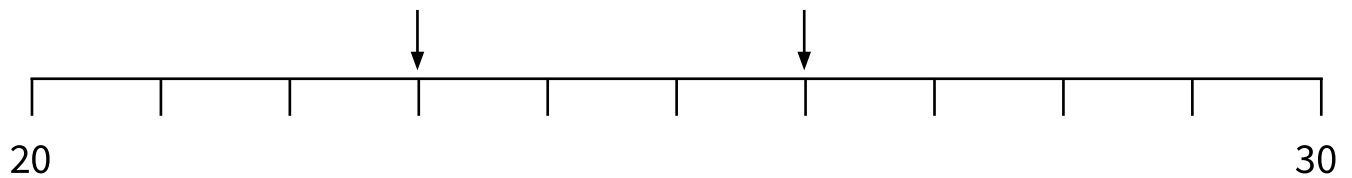
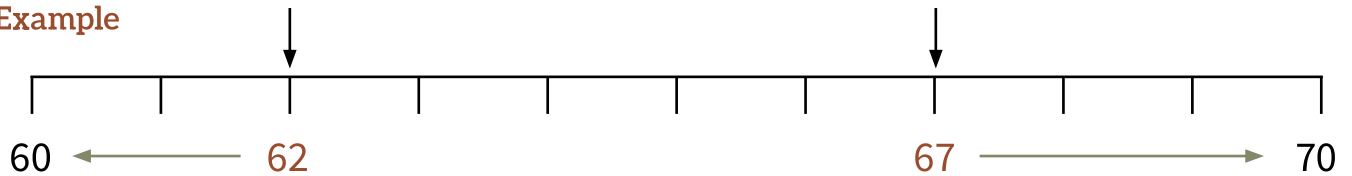


Fill in the number marked by the arrow.

Draw an arrow to show where the nearest 10 is.

Remember: if the number is in the middle, it will round up to the next 10.

## Example



## Rounding to nearest ten

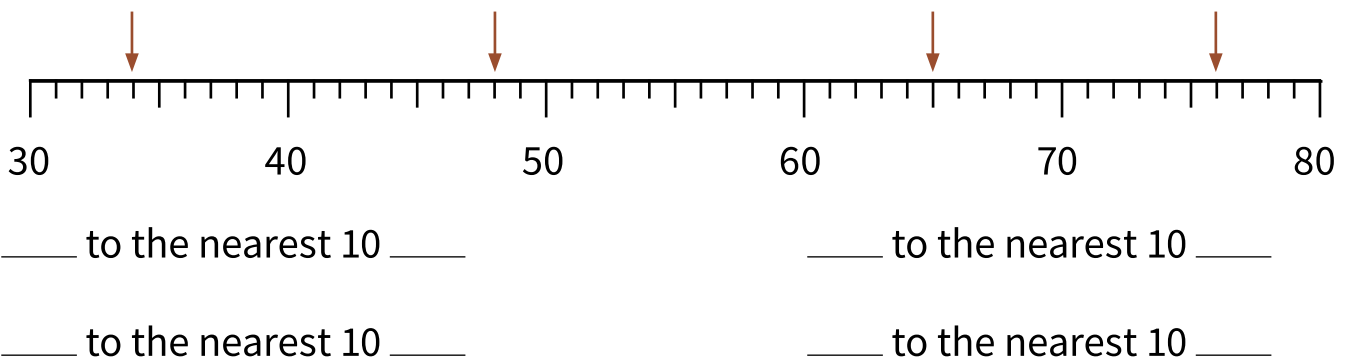
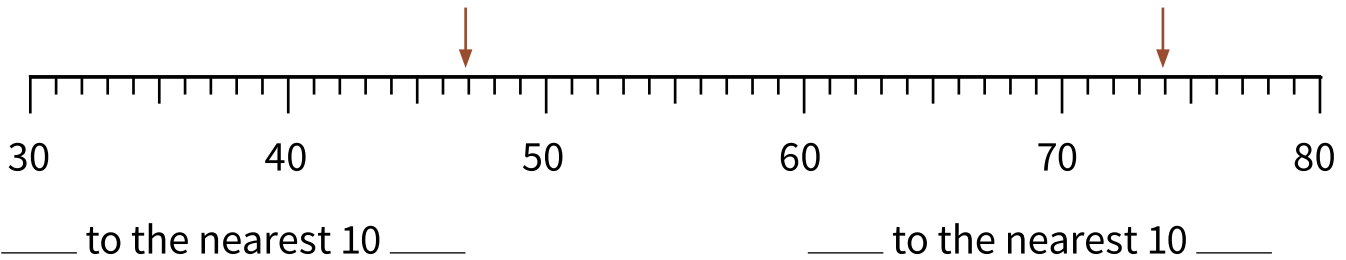
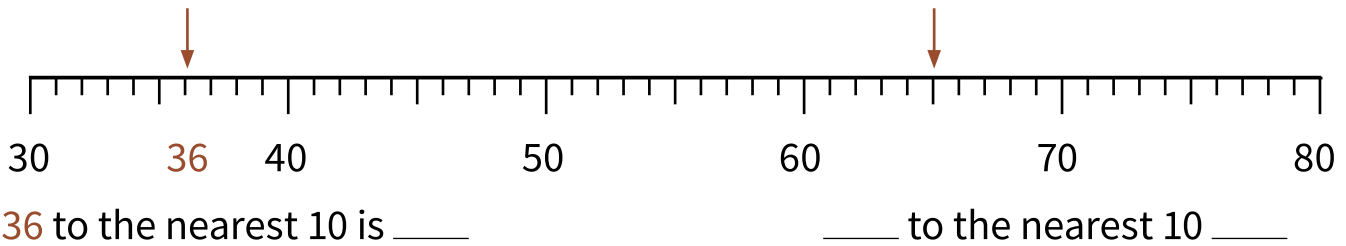
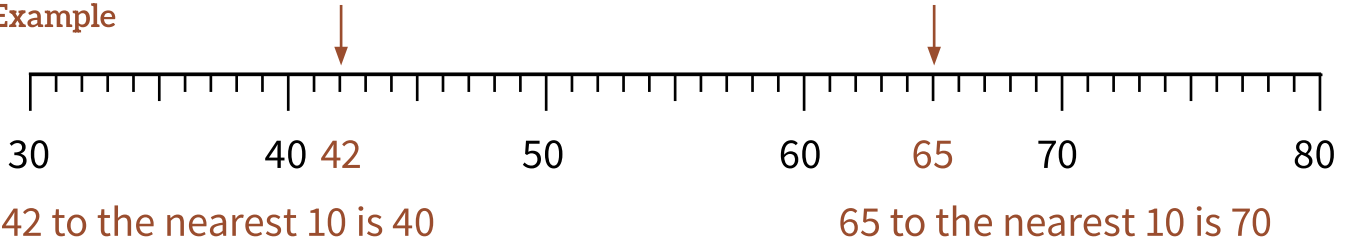


Write down the value of each number marked by an arrow.

Round the number to the nearest 10.

Remember: if the number is exactly half-way, it will round up to the next ten.

### Example



## Rounding to nearest ten



Follow these simple steps to round a number to the nearest 10:

- If the **ones** digit is less than 5 then the number is rounded down; simply change the **ones** digit to zero.
- If the **ones** digit is 5 or more, the number is rounded up; simply add one to the **tens** digit and change the **ones** digit to zero.

### Examples

27 is rounded **up** to 30 because the **ones** digit is 7.

53 is rounded **down** to 50 because the **ones** digit is 3.

30 is unchanged because it is already a multiple of 10.

55 is rounded **up** to 60 because the **ones** digit is 5.

Round these numbers to the nearest 10

- |               |               |               |
|---------------|---------------|---------------|
| a) 32 → _____ | b) 24 → _____ | c) 16 → _____ |
| d) 60 → _____ | e) 39 → _____ | f) 75 → _____ |
| g) 44 → _____ | h) 83 → _____ | i) 68 → _____ |
| j) 27 → _____ | k) 35 → _____ | l) 13 → _____ |
| m) 40 → _____ | n) 87 → _____ | o) 8 → _____  |
| p) 93 → _____ | q) 57 → _____ | r) 45 → _____ |
| s) 3 → _____  | t) 95 → _____ | u) 26 → _____ |

# Rounding to nearest whole number

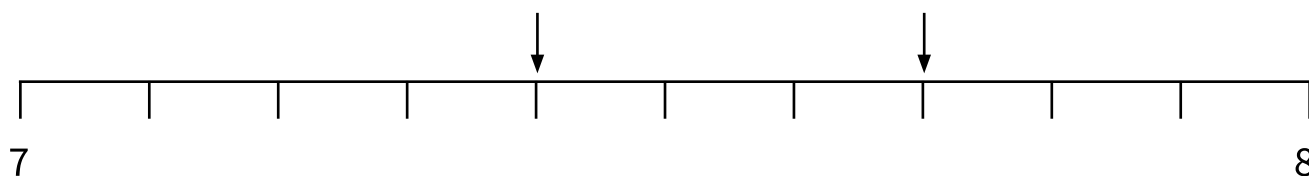
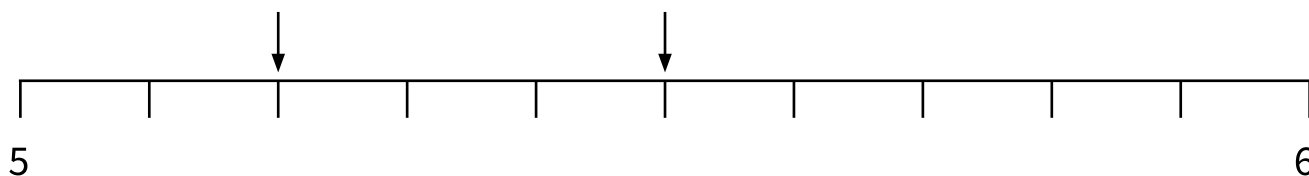
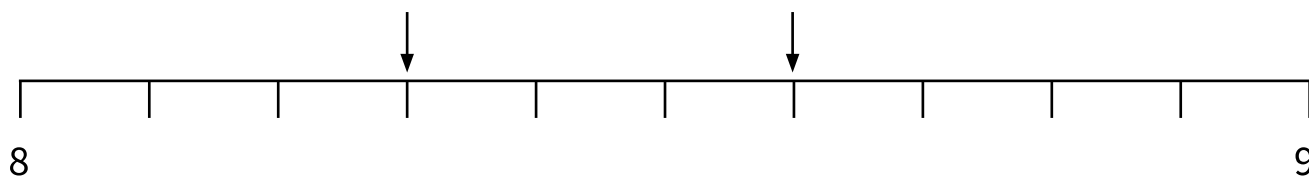
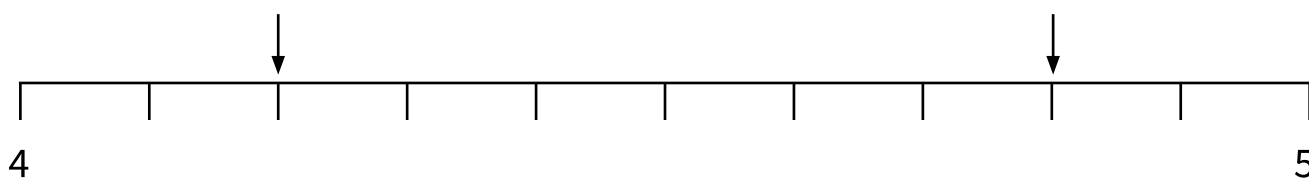
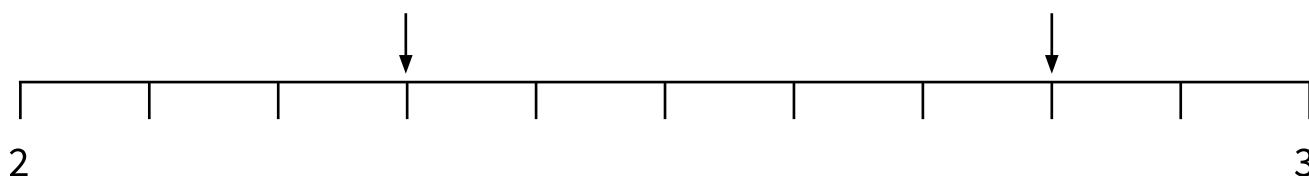
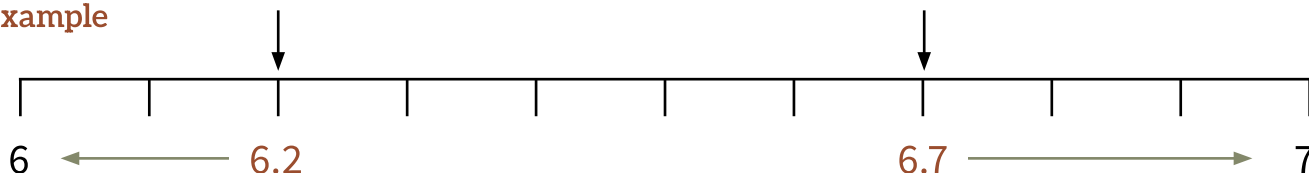


Fill in the number marked by the arrow.

Draw an arrow to show where the nearest whole number is.

Remember: if the number is in the middle, it will round up to the next one.

## Example



# Rounding to nearest whole number

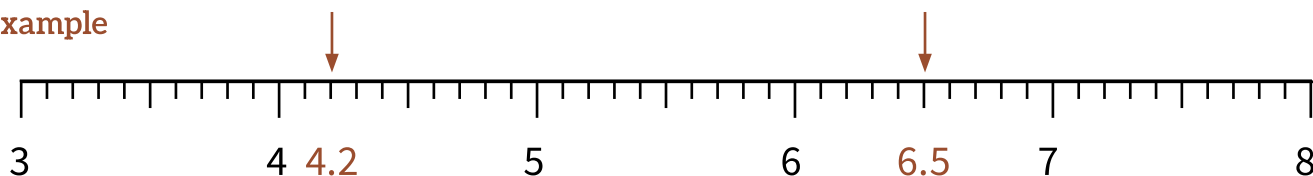


Write down the value of each number marked by an arrow.

Round the number to the nearest one.

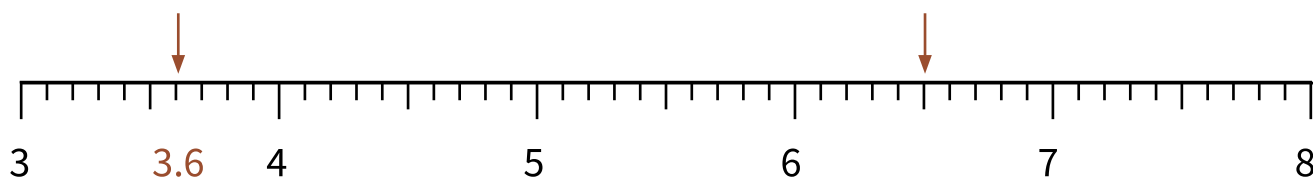
Remember: if the number is exactly half-way, it will round up to the next one.

## Example



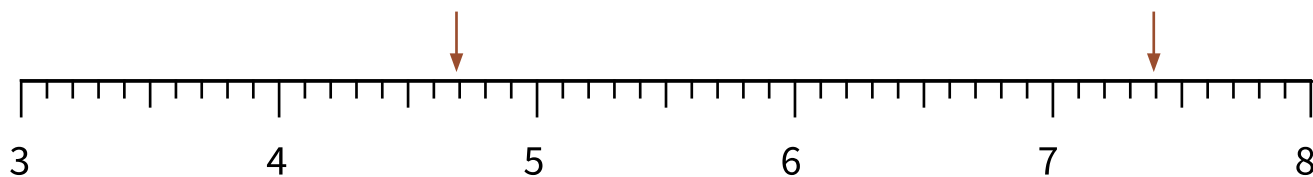
4.2 to the nearest 1 is 4

6.5 to the nearest 1 is 7



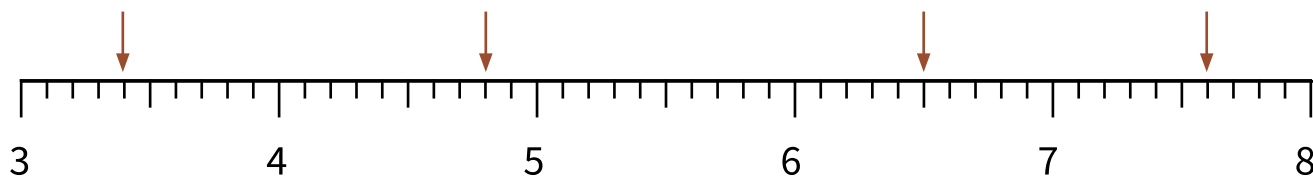
3.6 to the nearest one is \_\_\_\_

\_\_\_\_ to the nearest one \_\_\_\_



\_\_\_\_ to the nearest one \_\_\_\_

\_\_\_\_ to the nearest one \_\_\_\_



\_\_\_\_ to the nearest one \_\_\_\_

\_\_\_\_ to the nearest one \_\_\_\_

\_\_\_\_ to the nearest one \_\_\_\_

\_\_\_\_ to the nearest one \_\_\_\_

## Rounding to nearest whole number



Follow these simple steps to round a number to the nearest one:

- If the **tenths** digit is less than 5 then the number is rounded down; simply remove the decimal part of the number.
- If the **tenths** digit is 5 or more, the number is rounded up; simply add one to the **ones** digit and remove the decimal part of the number.

### Examples

2.7 is rounded **up** to 3 because the **tenths** digit is 7.

5.3 is rounded **down** to 5 because the **tenths** digit is 3.

3.0 is unchanged because it is already a multiple of 1.

5.5 is rounded **up** to 6 because the **tenths** digit is 5.

Round these numbers to the nearest whole

- |                 |                |                 |
|-----------------|----------------|-----------------|
| a) 2.8 → _____  | b) 4.4 → _____ | c) 5.8 → _____  |
| d) 8.2 → _____  | e) 6.0 → _____ | f) 3.7 → _____  |
| g) 1.1 → _____  | h) 0.8 → _____ | i) 2.5 → _____  |
| j) 8.9 → _____  | k) 1.6 → _____ | l) 0.4 → _____  |
| m) 9.2 → _____  | n) 8.7 → _____ | o) 6.5 → _____  |
| p) 8.6 → _____  | q) 4.3 → _____ | r) 7.1 → _____  |
| s) 12 → _____   | t) 7.5 → _____ | u) 9.8 → _____  |
| v) 11.3 → _____ | w) 0.5 → _____ | x) 14.6 → _____ |



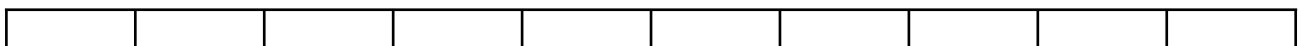
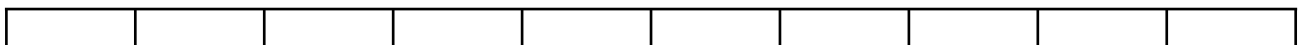
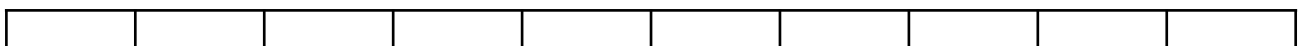
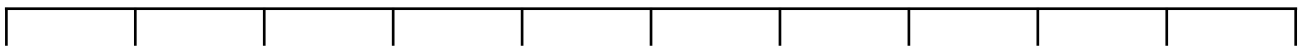
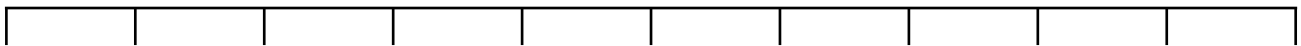
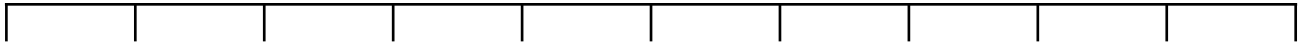
Numeracy – Number lines

**Blank number line**

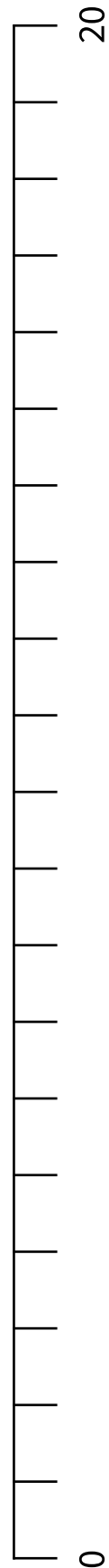
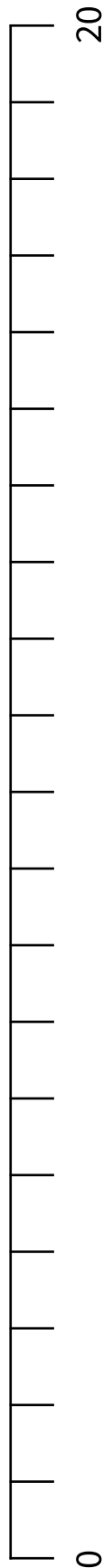
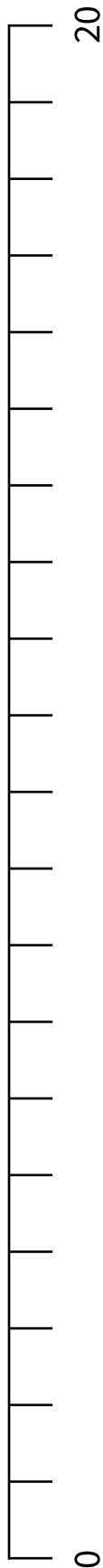
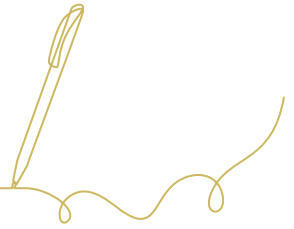
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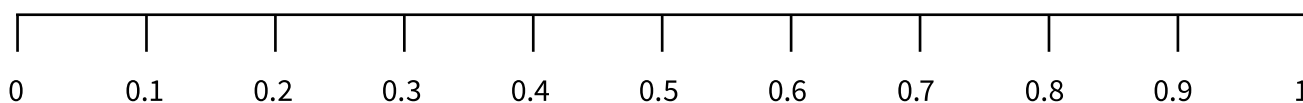
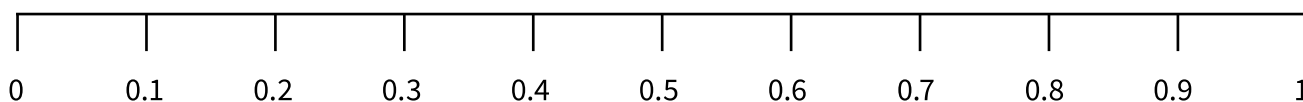
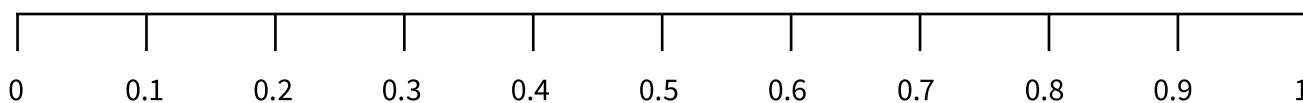
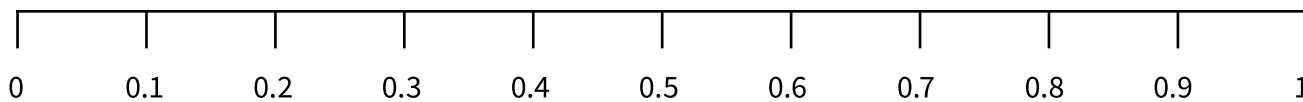
## Blank number line – 10 notches



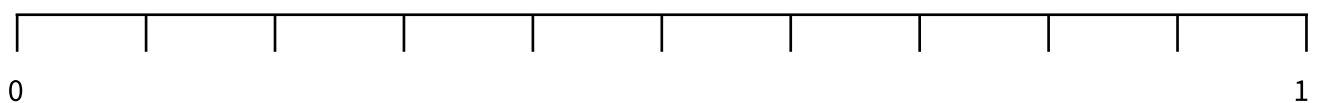
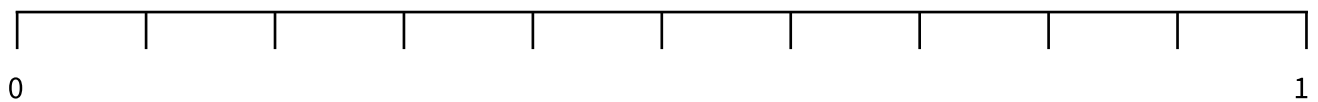
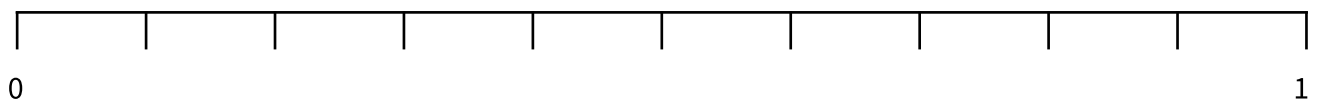
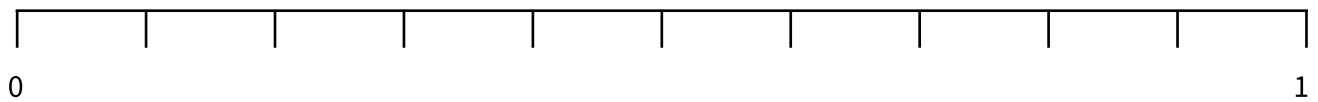
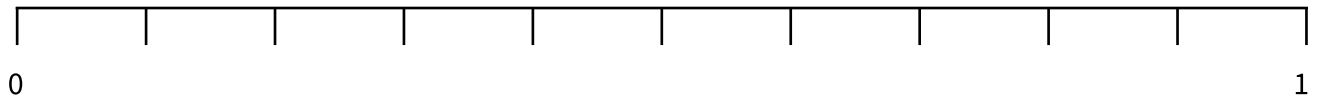
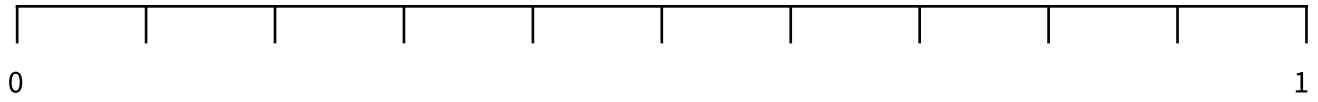
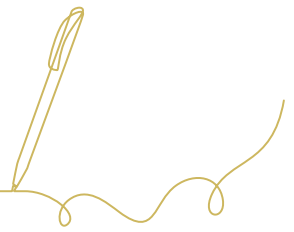
## Blank number line – 20 notches



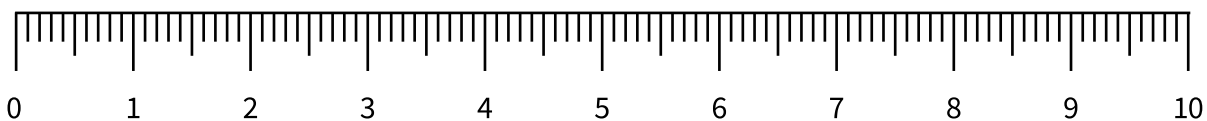
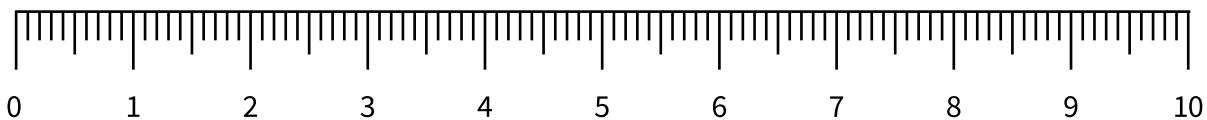
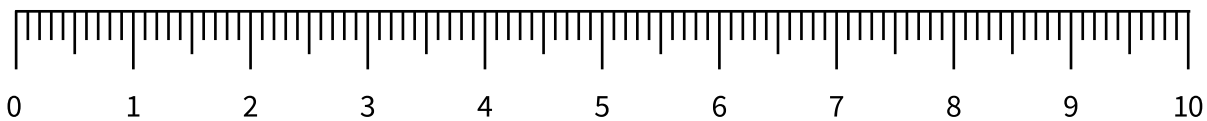
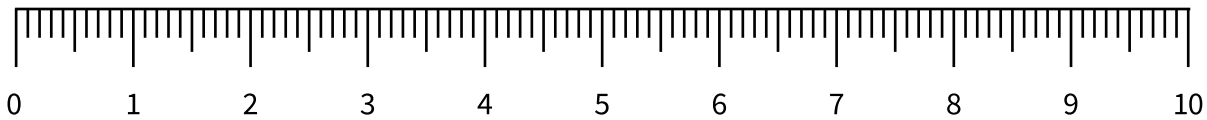
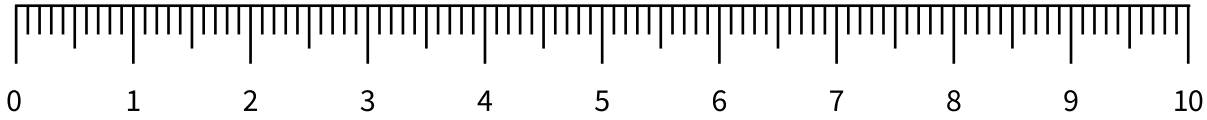
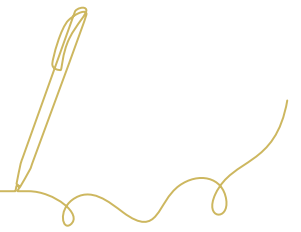
## Number lines – to one decimal place



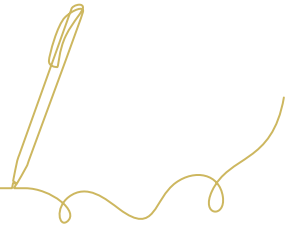
## Blank number lines – to one decimal place



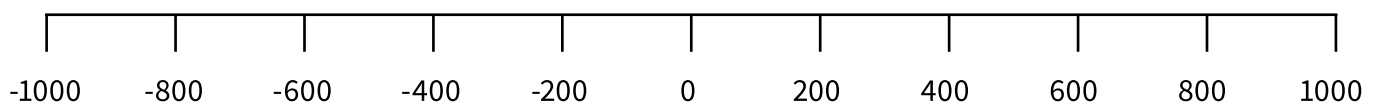
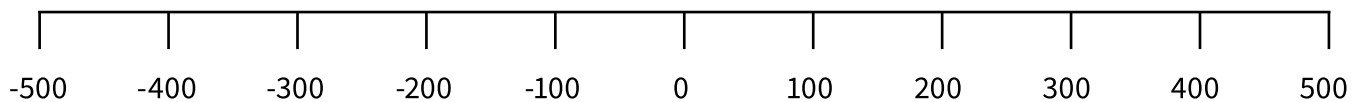
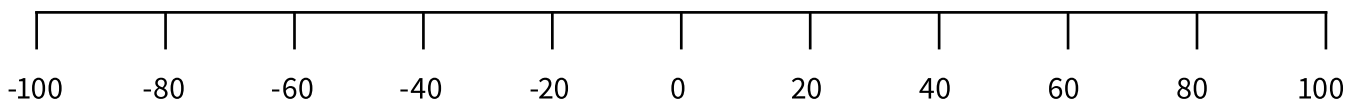
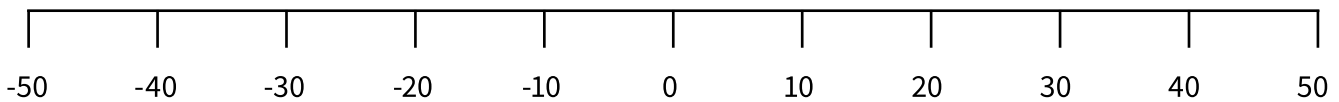
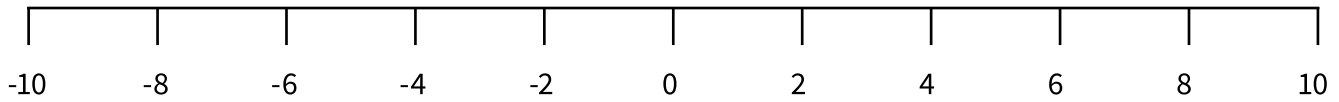
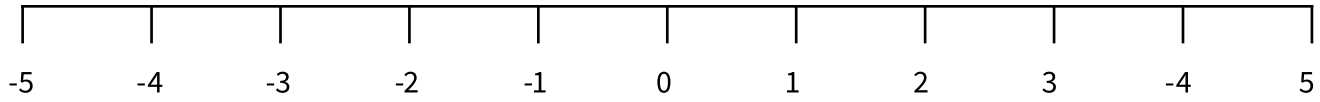
## Number lines – one decimal place 0 to 10



## Blank number lines – 10 to one decimal place

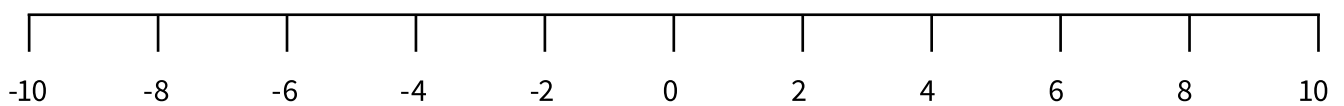
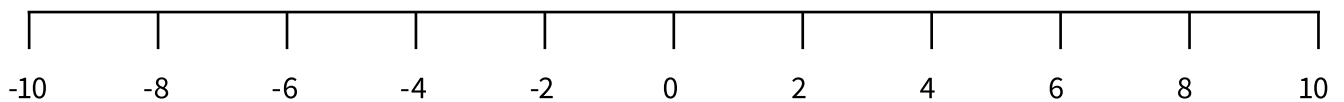
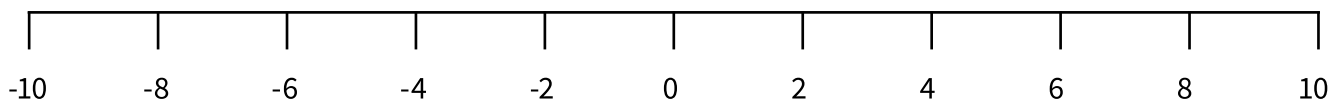
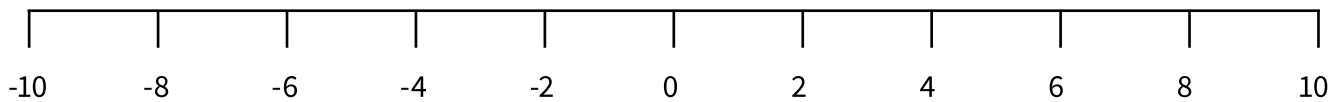
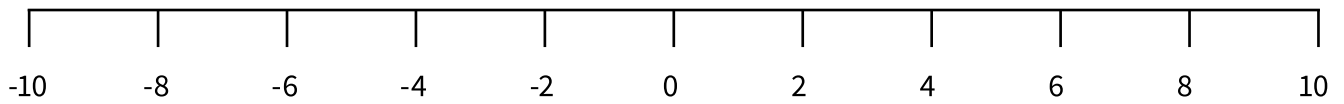
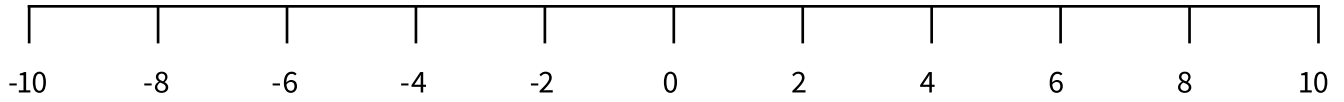


## Number lines – mixed negative to positive

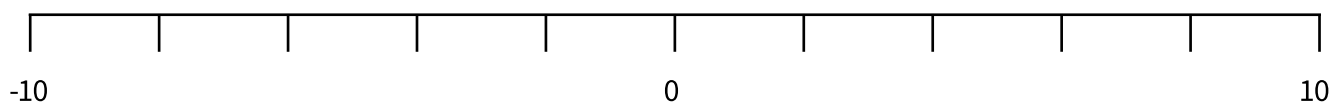
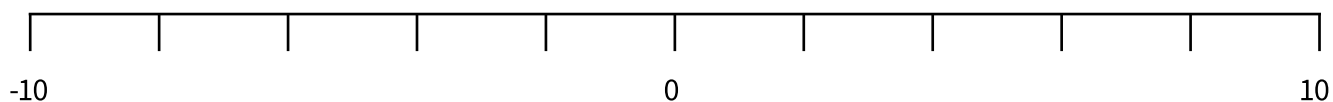
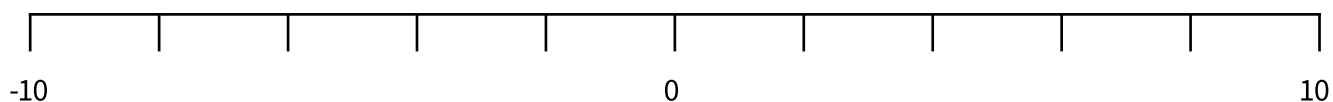
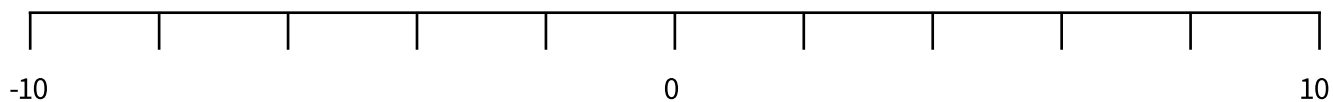
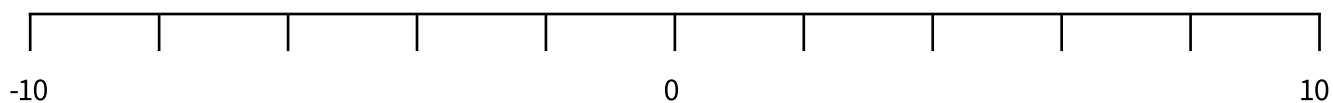
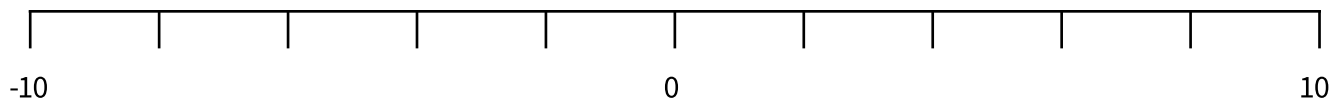




## Number lines – negative to positive -10 to 10



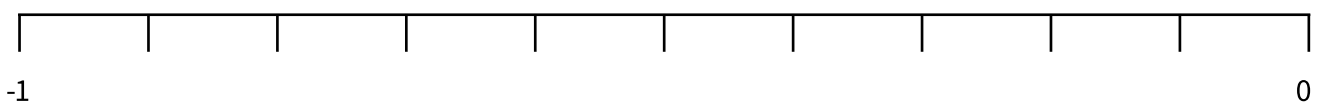
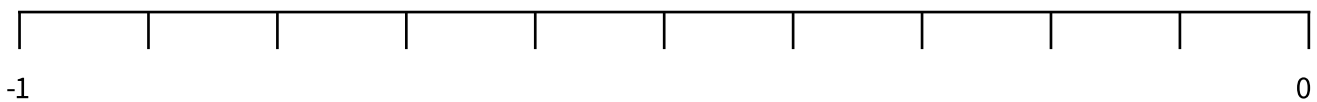
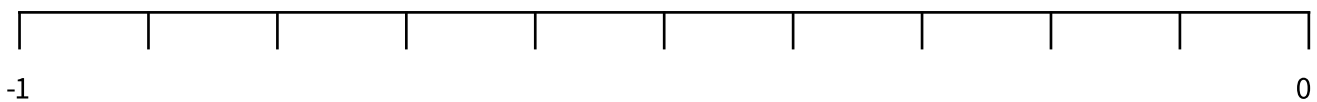
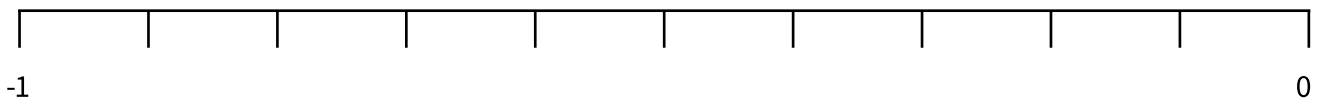
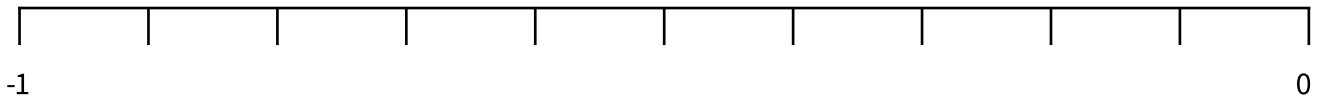
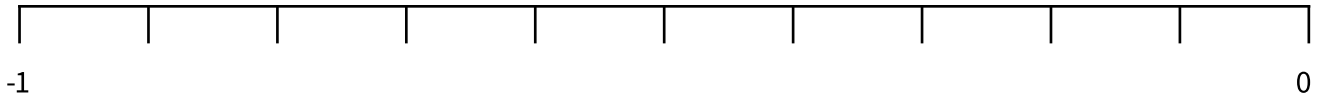
## Blank number lines – negative to positive -10 to 10



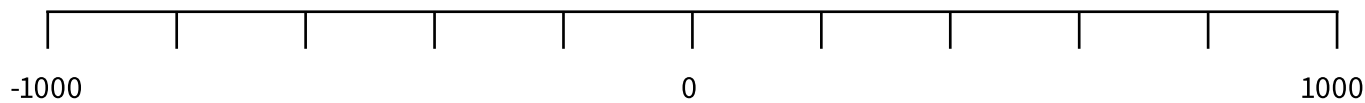
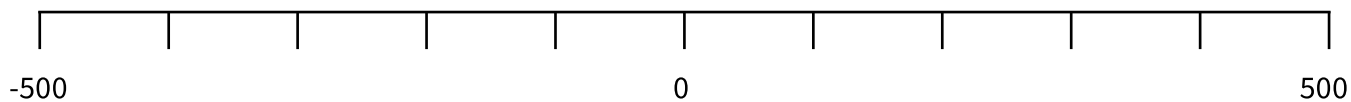
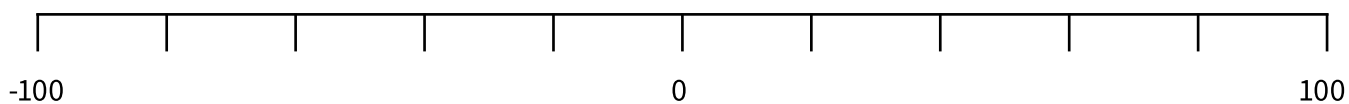
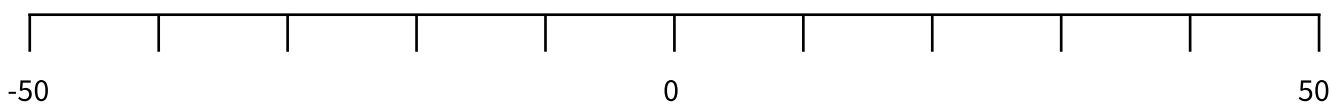
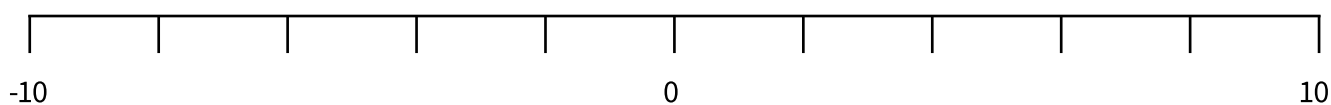
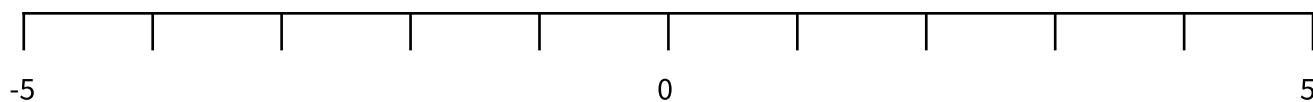
## Number lines – one decimal place -1 to 0



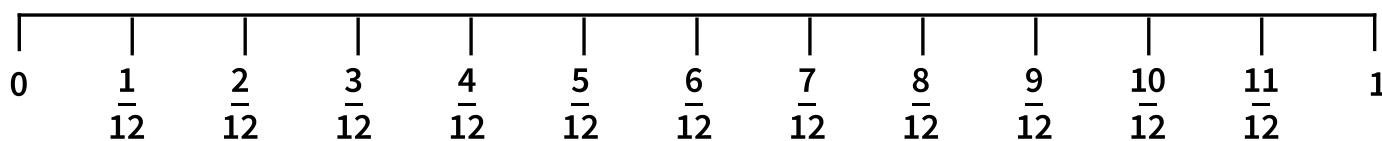
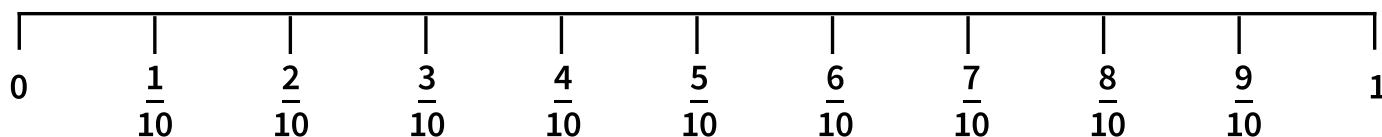
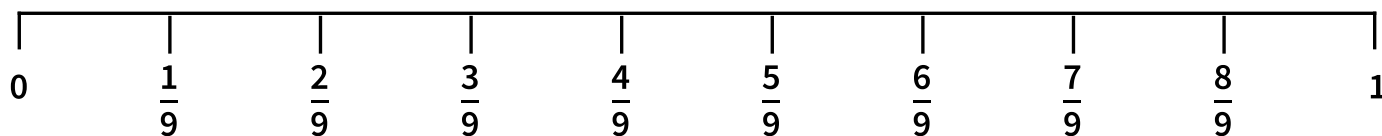
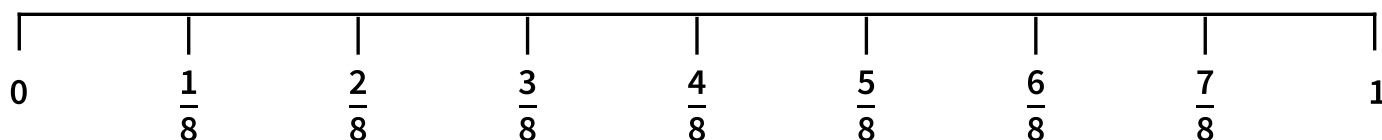
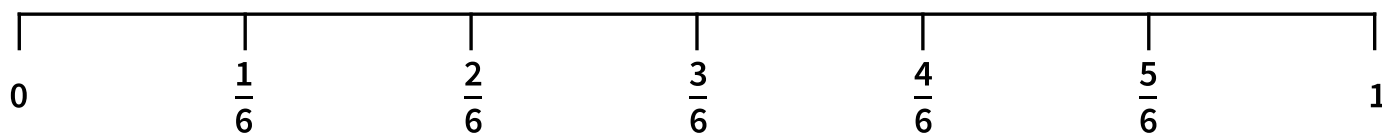
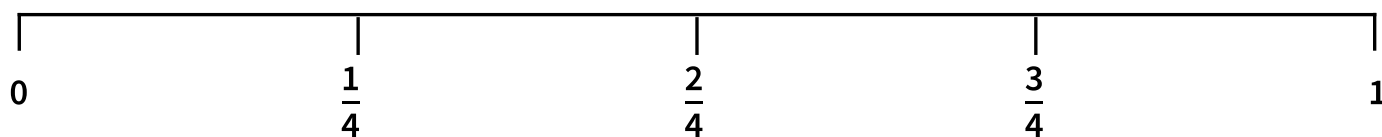
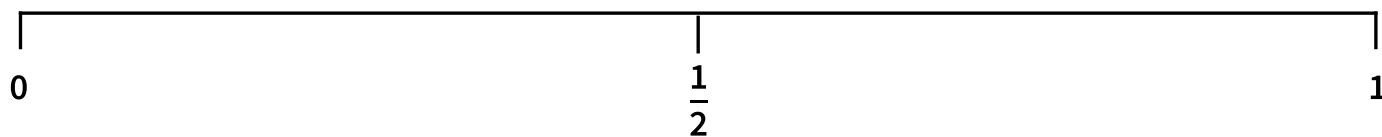
## Blank number lines – one decimal place -1 to 0



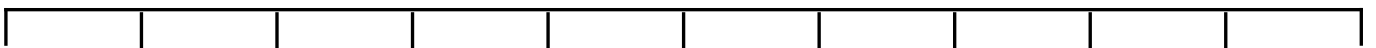
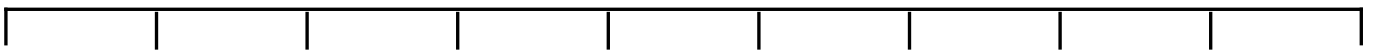
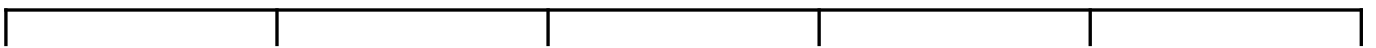
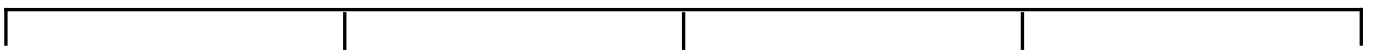
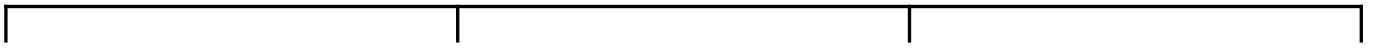
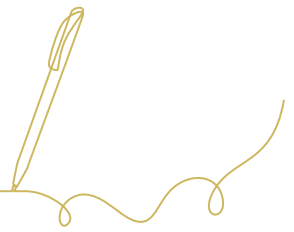
## Blank number lines – negative to positive



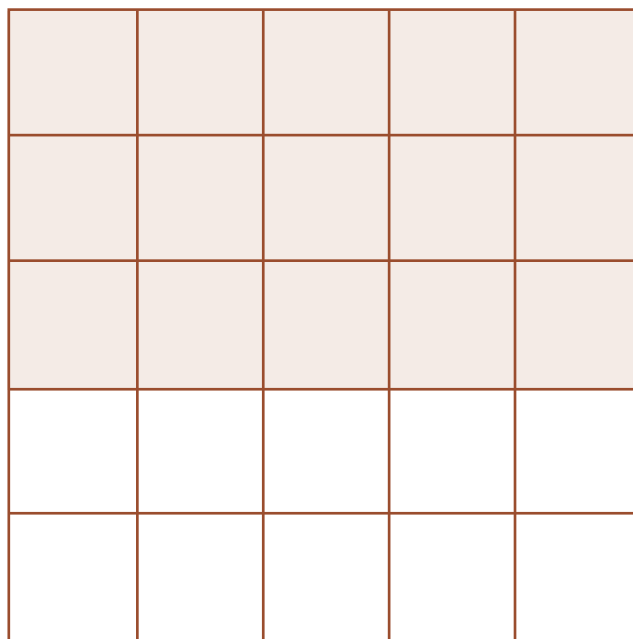
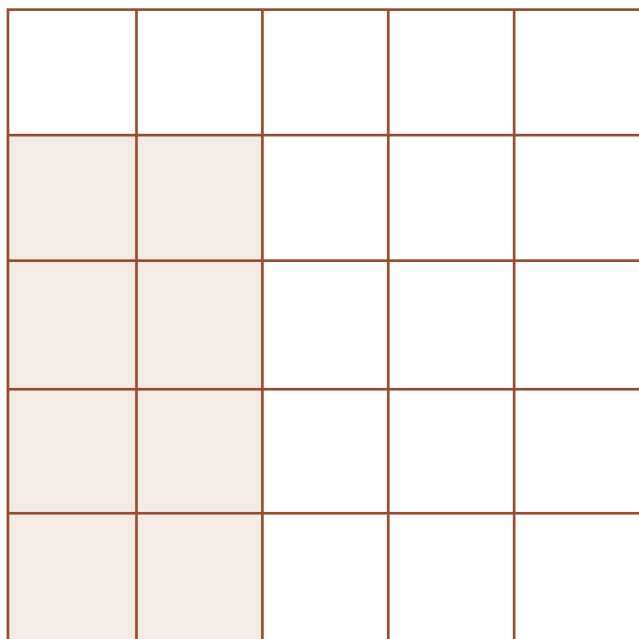
# Number lines – fractions



## Blank number lines – fractions

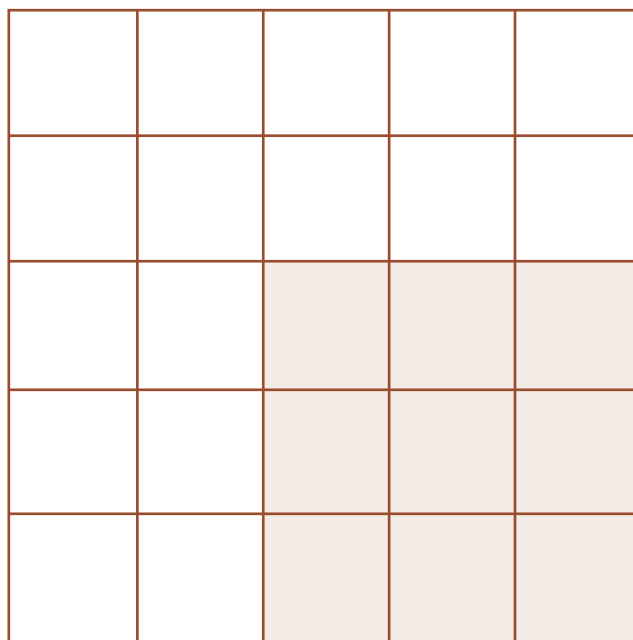
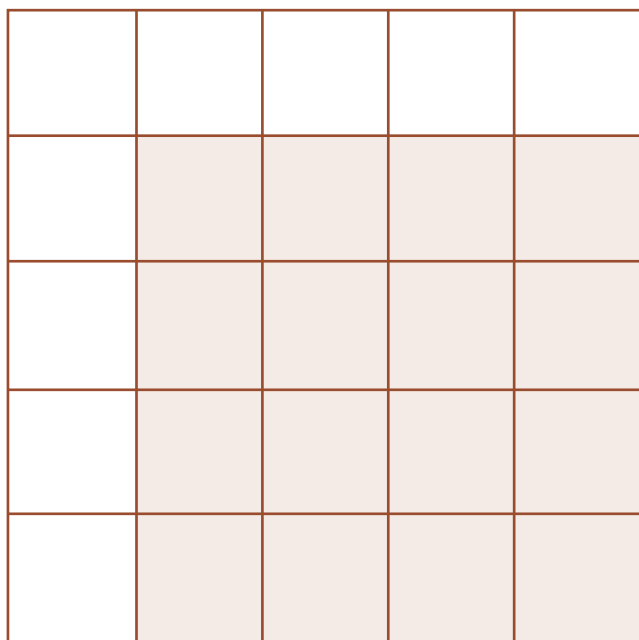


## 5 x 5 arrays



\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_



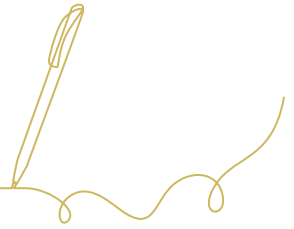
\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_



Numeracy – Number charts

## 5 x 5 array problems




\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_


\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_


\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_


\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

# 10 x 10 arrays




$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

# 100 chart



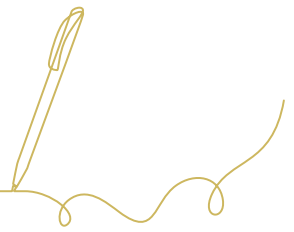
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Blank 100 chart



Starting at 1, fill in the missing numbers.

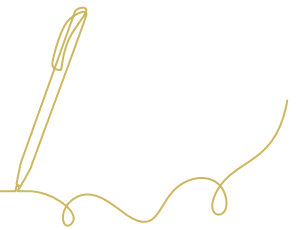

# 100 chart – missing numbers



Starting at 1, fill in the missing numbers.

1		3		5	6	7	8		10
		13			16			19	
21		23	24	25	26			29	30
31	32			35			38	39	40
	42				46	47			50
					56				
		63	64	65	66			69	70
	72			75	76		78	79	80
81	82		84	85	86	87	88	89	
			94	95		97			100

# 100 chart – skip counting



Starting at 5, skip-count by 5, and fill in the missing numbers.

5									
	60								
				125					
155	160						190		
205					230	235			
				275	280		290		
					330				350
				375	380		390		
	460			475	480				

Numeracy – Number charts

# Multiplication chart



X	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										





Which fractions are equivalent?

Fraction chart

1											
$1\frac{1}{2}$				$1\frac{1}{2}$				$1\frac{1}{2}$			
$1\frac{1}{3}$			$1\frac{1}{3}$	$1\frac{1}{3}$	$1\frac{1}{3}$			$1\frac{1}{3}$	$1\frac{1}{3}$	$1\frac{1}{3}$	
$1\frac{1}{4}$			$1\frac{1}{4}$	$1\frac{1}{4}$	$1\frac{1}{4}$	$1\frac{1}{4}$			$1\frac{1}{4}$	$1\frac{1}{4}$	$1\frac{1}{4}$
$1\frac{1}{5}$			$1\frac{1}{5}$	$1\frac{1}{5}$	$1\frac{1}{5}$	$1\frac{1}{5}$	$1\frac{1}{5}$			$1\frac{1}{5}$	$1\frac{1}{5}$
$1\frac{1}{6}$			$1\frac{1}{6}$	$1\frac{1}{6}$	$1\frac{1}{6}$	$1\frac{1}{6}$	$1\frac{1}{6}$	$1\frac{1}{6}$			$1\frac{1}{6}$
$1\frac{1}{8}$			$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$
$1\frac{1}{10}$			$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$	$1\frac{1}{10}$
$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$	$1\frac{1}{12}$





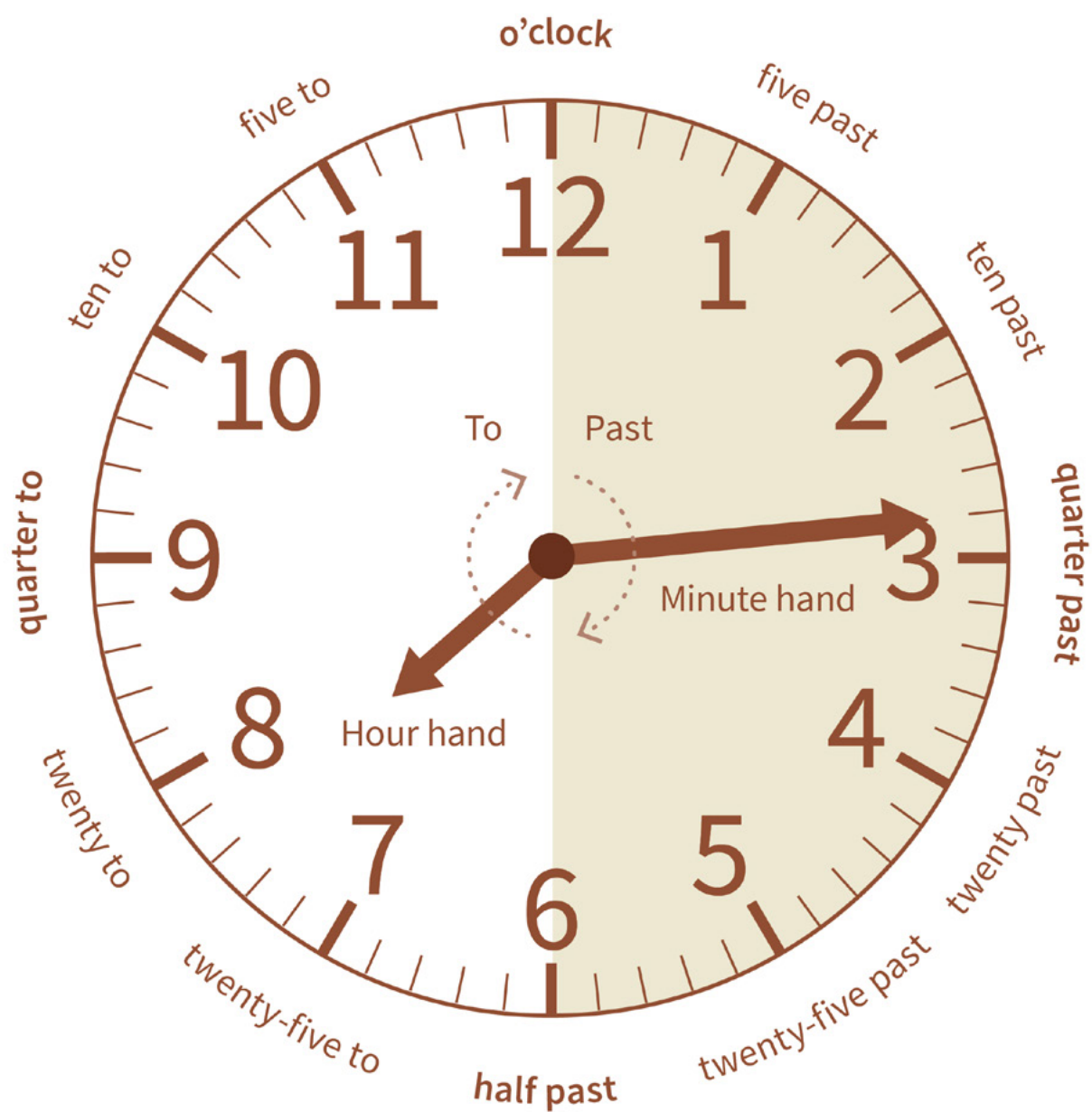
# Fraction, decimal and percentage equivalence



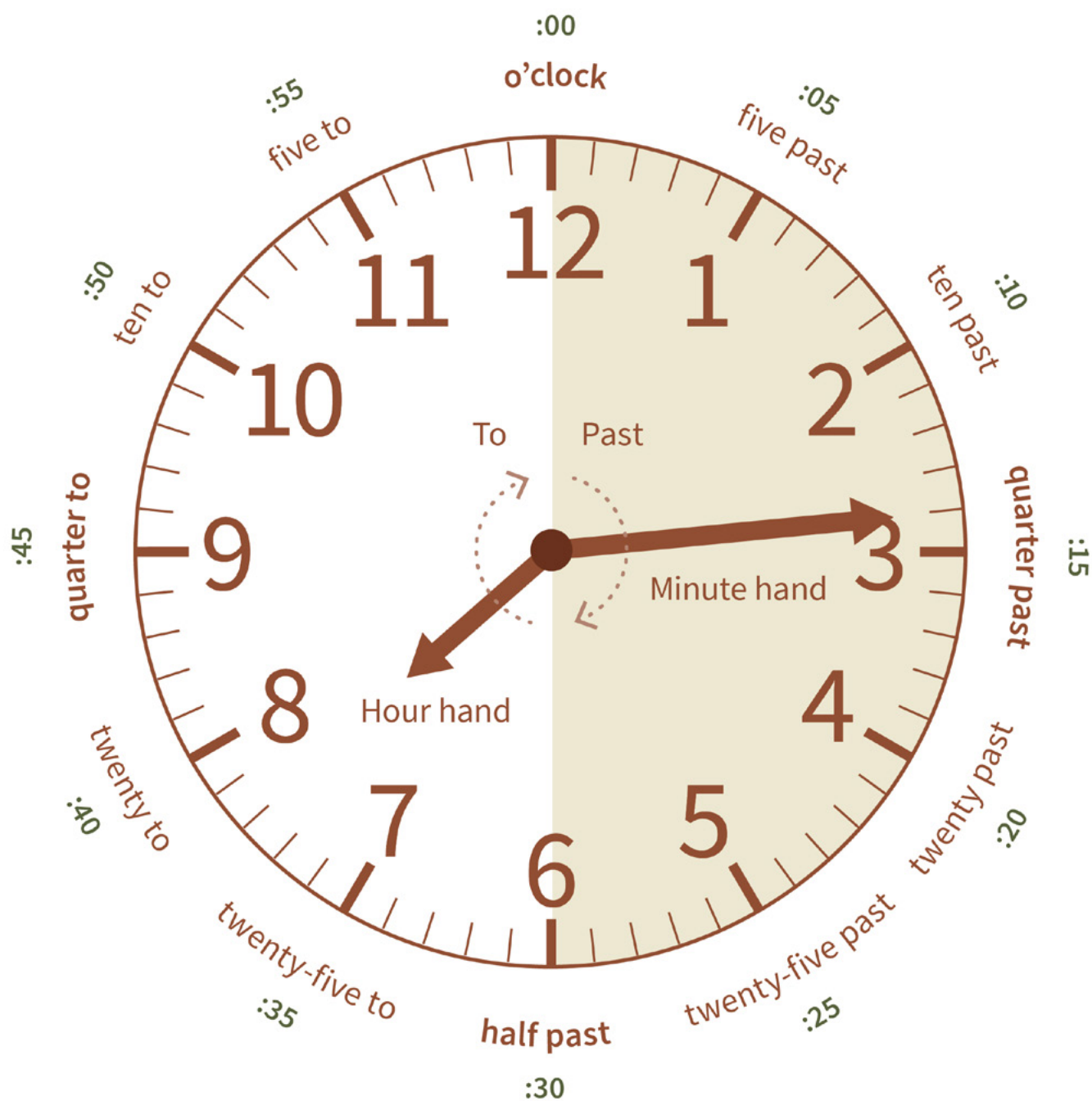
How do you write...	As a fraction	As a decimal	As a percentage
half			
quarter			
third			
fifth			
sixth			
eighth			
tenth			
twelfth			

Numeracy – Time

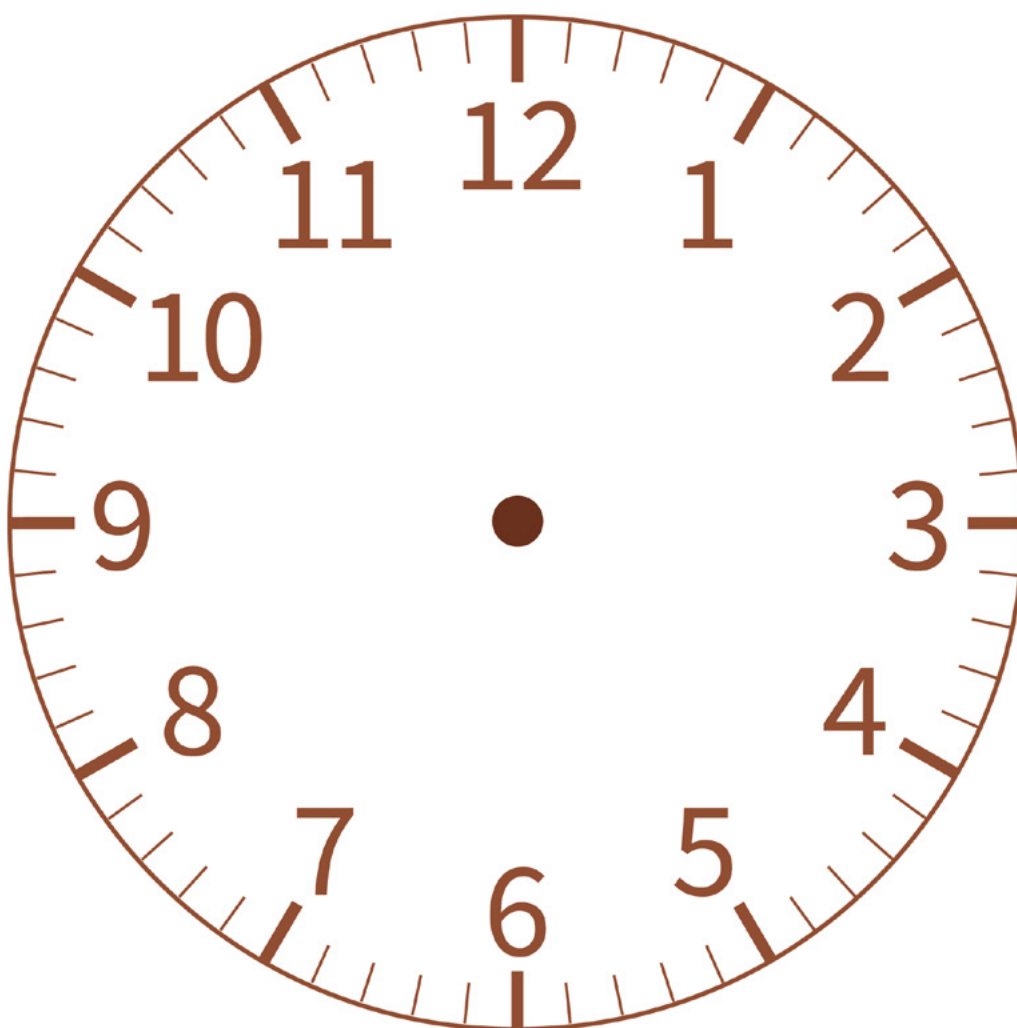
## Analog clock



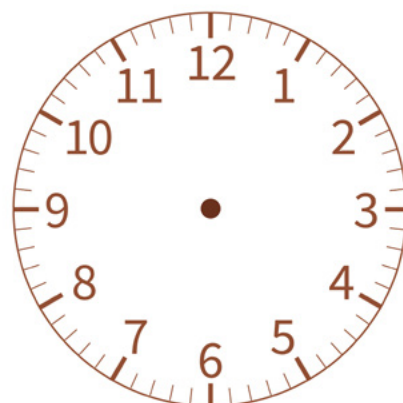
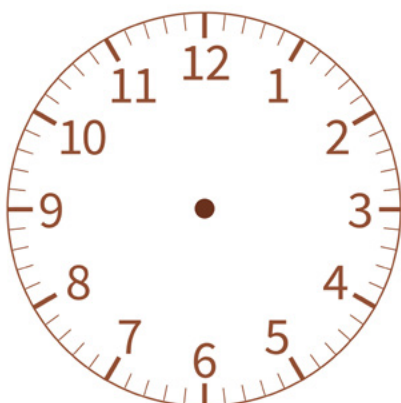
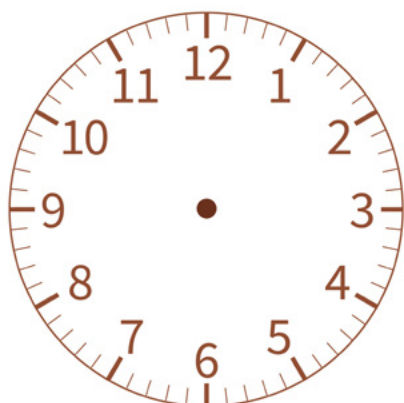
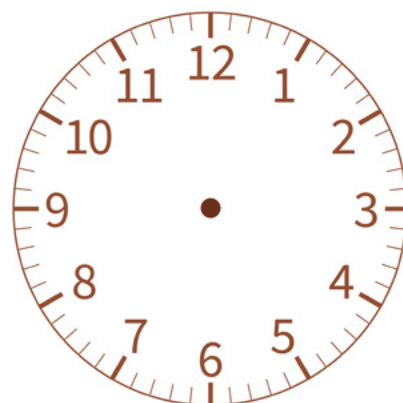
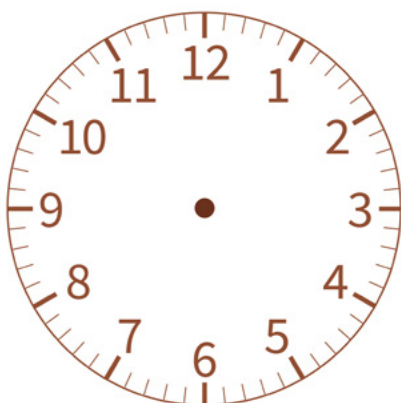
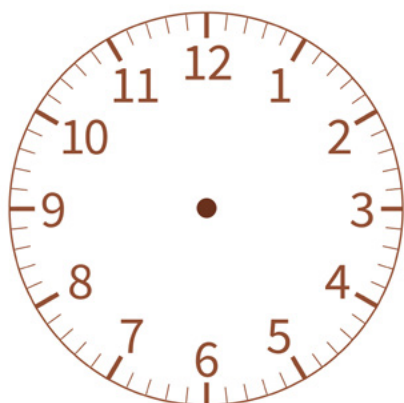
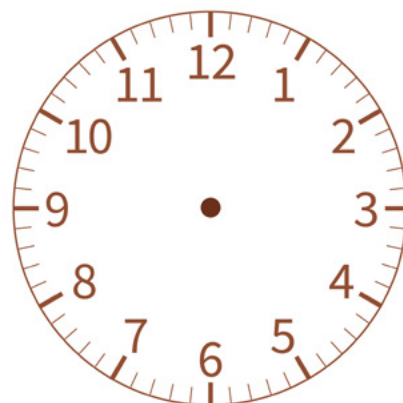
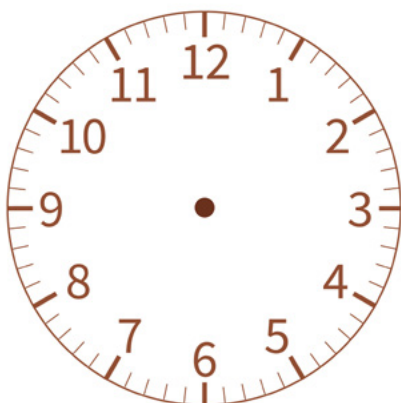
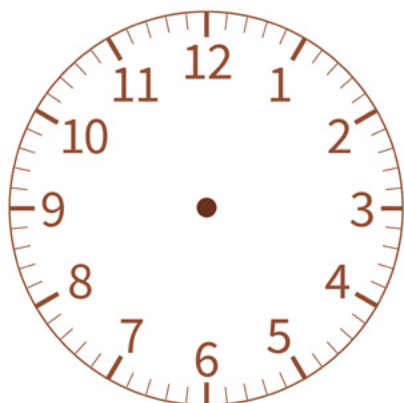
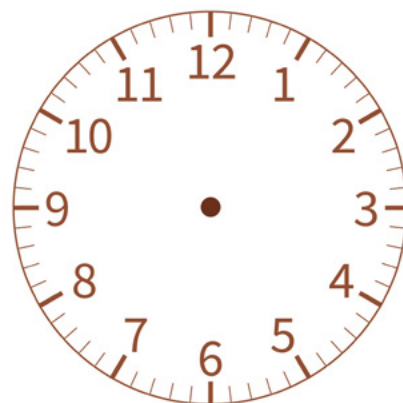
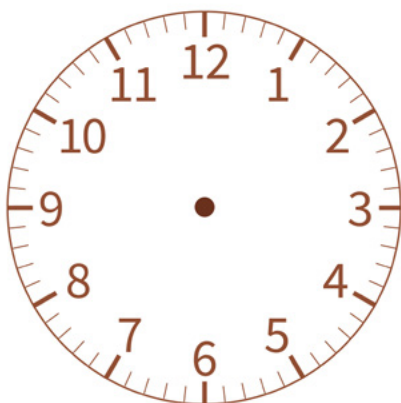
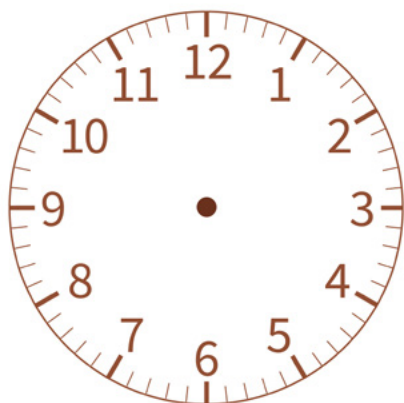
## Clock (including analog and digital)



## Blank clock



## Blank clocks





Month:	Sat						
	Fri						
	Thu						
	Wed						
	Tue						
	Mon						
	Sun						





## Week starting

## To do

[illegible]

## Calendar

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
		Sunday

## Session Planning

# SMART goals



SMART goals help a learner to identify exactly what to work towards and will enable progress to be noted. Goals will be informed by assessment which will show what skills a learner might need to develop to enable them to reach their goal/s. Some learners will be able to write this out themselves while others will need tutor support to write these down.

- Identify the learner's main goal – this will often be broad or general
- Break the main goal into SMART goals identifying tasks that will build skills to achieve the main goal.
- The SMART goals will inform learning plan development

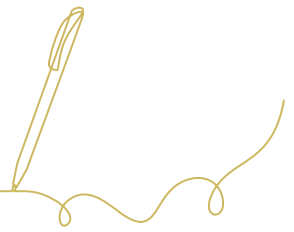
Note that a learner may not have a goal for each core skill and they may have more than one in a core skill area (learning, reading, writing, speaking/listening and numeracy).

SMART goals are:	
<b>Specific</b>	Clear and focused actions
<b>Measurable</b>	The learning is tangible and can be measured
<b>Attainable</b>	The goals are achievable for your learner
<b>Relevant</b>	The goals are relevant, tying together the contextualised broader goals with the learning required to achieve this
<b>Time-based</b>	There is a clear deadline in the near future, so progress can be noted and celebrated
<b>Date:</b>	
<b>My main goal/s:</b>	



## Session Planning

# SMART goals



### Learning goals

**Examples:**

I will keep my work organised in a folder every week for the next 6 weeks.

I will use the calendar on my phone to set reminders for the next 3 months.

I will do half an hour of homework in between learning sessions over the next 12 weeks.

I will:

### Reading goals

**Examples:**

I will read all the Drop In series level 1 books over the next 6 months.

I will practise using word analysis strategies when I'm learning new words over the next 3 months.

I will practise reading short paragraphs and writing Who? What? When? Where? questions over the next 8 weeks.

I will:

### Writing goals

**Examples:**

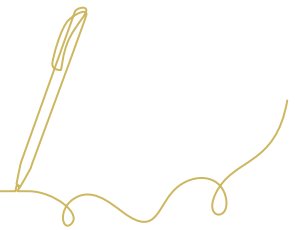
I will learn to write a paragraph on my own and use capital letters and full stops by the end of 3 months.

I will learn two new strategies to spell the words I need for my course over the next 8 weeks.

I will:

## Session Planning

# SMART goals



### Speaking and listening goals

**Examples:**

I will work on my confidence in asking questions so that I can ask the course teacher about the course by the end of (month).

I will practise using the new words I learn when I'm talking with my tutor over the next 8 sessions.

**I will:**

### Numeracy goals

**Examples:**

I will find out what maths skills I will need for work by the end of (date).

I will practise estimating how much my corner store shopping will cost over the next 2 months.

**I will:**

## Session Planning

# Learning plan



Your details			
Name		Assessment date	
Tutor		Next assessment date	

## ACSF assessment

Learning		Reading		Writing		Oral comm		Numeracy		
.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11

## Assessment tasks

Validated assessment task	ACSF core skill assessed	Assessment notes
Notes		

## Phonemic awareness screening assessment

Phonemic awareness skills			
Can hear isolated sounds		Can segment sounds	
Can blend sounds		Can identify syllables	
Focus for phonemic awareness work			
Notes			



## Phonics knowledge

Phonic knowledge assessment Choose and record the assessment/s used with your learner			
Phonics for reading		Phonics for spelling	
Letter-sound knowledge – York test		Spelfabet low frequency words spelling test	
Nonsense word test		Sylvia Greene Word Analysis test	
Quick Phonics Screener		Other	
Notes			

## Additional challenges

Cognitive challenges	
Verbal short-term memory (Digit span test)	Accommodations and learning strategies
Other challenges relating to learning	
Strategies for addressing challenges	

## Session Planning

# Learning plan



## Learning plan

Name:

Date:

Learner strengths and interests	
Learner challenges and strategies	
Challenges	Strategies for overcoming challenges

## Learner goals

Main goals (identify at least one goal)		
Personal + Community		
Workplace + Employment		
Education + Training		
SMART goals (identified from SMART goal setting template with learner)		
Date	SMART goal	Date achieved



Learner SMART goals, learning needs and activities

SMART goals	Learning needs	Activities & resources



## Session Planning

# Session plan



Name: _____		Date: _____	
Warm-up activity			
Revision			
Teaching focus			
Activity 1			
Teaching focus			
Activity 2			
Teaching focus			
Activity 3			
Learner reflection			
Homework			
Tutor reflection & notes			

## Session plan example



Session plan	
<b>Total lesson time:</b> 60/90mins Note that how much you do each session will depend on your learner and how quickly they learn or need to repeat and practise new skills. Many more activities are suggested here than you will actually use. These just give you an idea of what you might do.	
<b>Warm-up activity:</b> 5 mins	<i>e.g. Phonemic awareness</i> <ul style="list-style-type: none"> <li>Word chains reviewing learning from last session</li> </ul>
<b>Revision:</b> 10 mins	<i>Review last session and any homework tasks</i> <ul style="list-style-type: none"> <li>What do you remember from our last session?</li> <li>What do we need to revisit today?</li> </ul>
<b>Teaching focus</b>	<i>e.g. Phonics</i>
<b>Activity</b>	Review <ul style="list-style-type: none"> <li>Recent phonic patterns learnt</li> </ul> Teach <ul style="list-style-type: none"> <li>New phonic pattern – analyse example words using the spelling grid</li> </ul> Practise <ul style="list-style-type: none"> <li>Make and break words with this pattern with word tiles</li> <li>Read example words with this pattern</li> <li>Write short list of example words that the learner is likely to encounter and relate to their interests/work</li> <li>Practise writing these words in short sentences</li> <li>Read a short text that includes words with this pattern</li> </ul> Note that you should aim for the learner to be exposed to the new phonic pattern as many times as you can in the session.
<b>Teaching focus</b>	<i>e.g. Vocabulary</i>
<b>Activity</b>	Identify new vocabulary related to learner need or interest <ul style="list-style-type: none"> <li>Explore a word family relating to new vocabulary – draw on etymology and morphology, e.g. create a word matrix to explore the range of related words.</li> </ul>
<b>Teaching focus</b>	<i>e.g. Comprehension</i>
<b>Activity 1</b>	Read text relevant to the learner <ul style="list-style-type: none"> <li>Breaking News, True Stories...</li> </ul> <i>Before reading</i> <ul style="list-style-type: none"> <li>Identify new vocabulary, activate prior knowledge through discussion, talk about what you want to find out</li> </ul> <i>During reading</i> <ul style="list-style-type: none"> <li>Note when meaning breaks down for the learner and prompt fix-up strategies – decoding, re-read, slow down...</li> </ul>



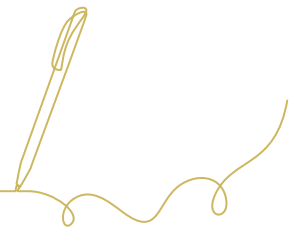
## Session plan example



Session plan	
<b>Activity 2</b>	<p><i>After reading</i></p> <ul style="list-style-type: none"> <li>Discuss learner questions directly relating to text and highlight the answers in the text. Extend thinking through discussion.</li> </ul> <p>(Choose a writing activity that builds on the reading)</p>
<b>Activity 3</b>	<p>Navigating complex texts</p> <ul style="list-style-type: none"> <li>Contents page, index, text features...</li> </ul> <p><i>Practise</i></p> <ul style="list-style-type: none"> <li>Talk about info that the learner is interested in and use the contents page/index to locate this in the text. Use headings and text features to navigate and find information.</li> </ul>
<b>Teaching focus</b>	<i>e.g. Writing</i>
<b>Activity</b>	<p>After discussing reading, choose one of the templates to focus writing activity. Depending on the level of your learner and the focus of learning, choose an activity that focuses on the skills they are building – generating and structuring ideas, or writing at sentence or paragraph level. For higher-level learners, see templates <i>Semantic mapping</i>, <i>Paragraph writing</i> and <i>Writing about a topic</i>).</p> <p>With writing, focus first on content and idea generation, then move on to spelling, sentence and paragraph structure.</p>
<b>Teaching focus</b>	<i>e.g. Fluency</i>
<b>Activity</b>	<p>Choose a short text at the learner's independent reading level (&gt;95% of words are easily recognised)</p> <p>Choose one of the 3 reading fluency strategies</p> <ul style="list-style-type: none"> <li>Repeated oral reading, echo reading or cloze reading</li> </ul>
<b>5 min break</b>	<p>Word game...</p> <p>Blah Blah Blah game, non-competitive Bananagrams...</p>
<b>Learner reflection:</b> 5 mins	<p><i>Let's revisit the learning goals for the session...</i></p> <p>What did you learn today? Was there anything you are still a bit confused about? What will you practise at home?</p>
<b>Homework</b>	<p>Provide a text for reading aloud for fluency practice.</p> <p>Set a writing or review activity.</p>
<b>Tutor reflection</b>	<p>What did I notice? What worked? What needs review? What is the priority for the next session? What do I need to find out more about to prepare for next session?</p>

## Reflective practice questions

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### Reflecting on a recent session

Describe one specific learning activity from your most recent tutoring session. What went well? What challenges did you observe, and how did your learner respond?

### Understanding learner goals

What are your learner's primary goals for improving their literacy skills? How well do you feel your current tutoring strategies are aligned with these goals? What adjustments might be needed?

### Adapting to challenges

Describe a moment when your planned lesson didn't go as expected. What happened? How did you adapt your approach in the moment? What did you learn from this experience?

### Celebrating small wins

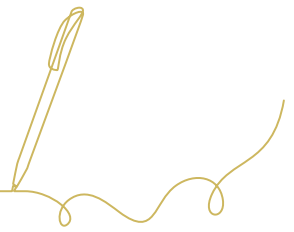
Reflect on a recent instance where you observed a positive step forward in your learner's literacy skills, no matter how small. What contributed to this progress? How did you acknowledge it?

### Considering your role

How would you describe your role as a tutor? Is it primarily a teacher, a facilitator, a mentor, or something else? How does your understanding of your role influence your practice?

## Reflective practice questions

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### Exploring effective strategies

What specific tutoring strategies have you found to be most effective with your learner so far? Why do you think these strategies are working?

### Responding to diverse needs

Adult literacy learners often come with diverse backgrounds, experiences and learning needs. How are you being mindful of these differences in your tutoring approach? What further learning might support you in this area?

### Building a supportive environment

How are you fostering a safe, encouraging and respectful learning environment for your learner? What verbal and non-verbal cues are you using?

### Reflecting on your own learning

What have you learned about adult literacy, tutoring or yourself through your experience as a tutor? What surprised you?

### Seeking and using feedback

How do you currently seek feedback on your tutoring practice (either formally or informally)? How do you utilise this feedback to inform your future sessions?



## Guide to using the screening tool

### Phonemic awareness

Phonemic awareness is the ability to hear phonemes, the individual sounds in words. Building phonemic awareness underpins literacy development and is important for learning to read and spell. A reader needs to be able to decode words for reading – to break them into their individual sounds/phonemes and then blend the sounds to read the word. Writing involves segmenting the sounds in words and then encoding sounds with letter patterns. Without phonemic awareness a reader does not have the tools they need to build the higher-level literacy skills needed to understand text.

Research has shown that instruction for building phonemic awareness should begin by focusing on individual sounds. There is no need to teach rhyming, syllables and sounds **before** beginning to focus on phonemes. It is more effective to focus instruction on phonemic awareness training. The phonemic awareness skills required for reading and writing are segmenting and blending, and so these are the focus for this screening assessment. Developing phonemic awareness may include activities that involve adding, deleting and manipulating sounds. This assessment aims to identify the level of phonemic awareness that these activities will need to focus on.

Phonemic awareness develops in terms of the positions of phonemes in spoken words. It is easiest to hear the first sound in a word, then the last sound, and the middle sounds are hardest. Similarly, it is easier to hear the sounds in words with fewer sounds. The developmental sequence is CVC, CCVC, CVCC, CCVCC, CCCVC. Typically, with adults we find that their phonemic awareness is weaker when identifying internal sounds in longer words.

### Syllables

Phonological awareness is the ability to hear larger sound units within words, like syllables. Breaking words into syllables enables learners to analyse and learn longer words. Syllables always contain a vowel sound and usually one or more consonants. They can be made up of any of these units: V, CV or VC, CVC, CCVC, CVCC, CCVCC, CCCVC.

Learners can be taught the strategy of identifying syllables and breaking these down into individual sounds, matched with spelling patterns to learn words.



## Instructions

Use the prompts for each section. When running the test, if a learner makes two mistakes in a row, stop testing and move on to the next one.

### Key

// denote sounds

<> denote spellings

C indicates a consonant sound and this may be spelled with one, two or more letters.

For example, <sh> <ch> <ng> <th> are all digraphs that describe one sound.

However, <st> <mp> <pl> <tr> etc. are all blends and contain two sounds.

Note that there are 'r controlled' vowels <ar> <er> <ir> so that <part>, for example, is a CVC word.

V indicates a vowel sound and may be spelled with one, two or more letters.

For example, <ee> is a digraph representing the long E sound.

## Interpreting results

Assessment items are presented in order of difficulty, reflecting the sequence of development of phonemic awareness.

This screener provides an indication of where you might need to start working with someone on their phonemic awareness. There may be no need to start with CVC words. You can then choose word chains, deletion and substitution activities that begin to focus on the area where someone is struggling to hear the sounds.

# Phonemic awareness screener



## Assessment tasks

Learner name .....

Date .....

### Isolating sounds

Words can be broken into sounds. For example, in the word 'tree', the sounds are /t/ /r/ /E/.

I am going to ask you to tell me the first/last/middle sound in some words...

Isolating sounds				
Beginning sounds	aim	dry	itch	zoom
Response				
CVC initial sounds	sun	met	bird	chop
Response				
CVC final sounds	can	fog	gum	with
Response				
CVC middle sounds	bin	wait	meat	toil
Response				
Internal C in single blend	stop 2nd sound	pump 3rd sound	thank 3rd sound	clean 2nd sound
Response				
Internal C in 2/3 blend	plank 4th sound	stress 3rd sound	drops 4th sound	squash 2nd sound
Response				

# Phonemic awareness screener



## Segmenting sounds (for spelling)

When you are writing words, it is helpful to break words into sounds so you can work out how they are spelled. Let's see how well you can do this...

When I say the word, repeat the word, then tell me each sound you can hear in the word.

For example, in the word 'pen', the sounds are /p/ /e/ /n/.

Segmenting sounds			
CVC	dart	shop	hen
Response			
CCVC	trod	sweet	phrase
Response			
CVCC	pump	rest	send
Response			
CCVCC	swamp	trust	flinch
Response			
CCVC	stripe	scratch	splash
Response			

# Phonemic awareness screener



## Blending sounds (for reading)

When you are reading words you don't know, it is helpful to be able to work out the sounds that the letters represent and blend these together to work out the word. Let's see how well you can do this.

When I say the sounds, can you put them together and say them quickly so they make a word.

For example, /ch/ /o/ /p/ makes the word chop.

Blending sounds			
CVC	/p/ /e/ /t/	/f/ /i/ /sh/	/s/ /o/ /ng/
Response			
CCVC	/b/ /l/ /u/ /d/	/d/ /r/ /e/ /ss/	/c/ /r/ /ow/ /d/
Response			
CVCC	/m/ /i/ /n/ /t/	/p/ /o/ /n/ /d/	/w/ /i/ /n/ /k/
Response			
CCVCC	/b/ /r/ /i/ /s/ /k/	/g/ /r/ /a/ /s/ /p/	/s/ /t/ /a/ /m/ /p/
Response			
CCCVC	/s/ /p/ /l/ /a/ /t/	/s/ /p/ /r/ /e/ /d/	/s/ /c/ /r/ /E/ /m/
Response			



## Phonemic awareness screener



### Breaking words into syllables

Longer words can be broken into syllables, or beats. These often have more than one sound. For example, in the word 'person', there are two beats per.son. Words can have more than two beats. For example, the word 'preparing' has three beats pre.par.ing.

How many syllables can you hear in these words?

Number of syllables	Example	Response
one	spit	
two	mar.ble	
two	par.don	
three	diff.i.cult	
three	mem.or.ise	
four	de.mon.strat.ing	
five	un.in.te.rest.ed	





