

Teach sounds of letters of the alphabet

Show image of familiar object Ss can say, elicit it. Then show the initial letter, elicit, model and chorus it.

Help with problem sounds.

Lengthen and draw out sounds where possible, say them in the learner's ear if needed, then elicit. Use mirrors, diagrams and hand models to show mouth part movements. Use hands with the mouth to modify sounds. Repeat as required, persevere and be very patient. Ways to deal with each sound can be found on the net.

Teach the sequence of letters in the alphabet in memorable way.

Sing the 'ABC' song, Ss listen, then chorus slowly.

Teach how to combine two sounds

Elicit the two sounds separately, repeating them with less and less of a gap between them. Then elicit words that have the combined sound, supply words if necessary.

Check Ss recognition of letter script

Say sound of a letter and Ss point to the letter and then vice versa.

Teach how to distinguish similar sounding or looking letters.

Have the two letters next to each other and elicit their sounds and some words they begin, Ss write them down.

Teach how to construct letter script: correct beginning point and stroke direction and sequence.

Model: draw the letter large in the air saying it and have learners copy and say. Guide learner's hand if needed. Tracing. Have Ss practice writing the letters larger than usual.

Draw attention to height and placement of script on lines.

Go over guidelines with red pen through Ss script or draw circles in space between letter and guidelines.

Ways to memorize/practice writing script

Dictate letters to Ss.  
Ss match upper and lowercase letters.  
Ss write uppercase next to lower and vice versa.

Teach spoken form of individual words.

Using simple, clear pictures, try to elicit and then model the word orally and chorus.

Help Ss memorize individual spoken words.

Use pictures, flashcards, miming, bingo, card and board games to elicit and give exposure to written and spoken forms.

Practice word attack skills for reading.

Building on the ability to combine two sounds mentioned above, move from eliciting consonant and vowel sound, to c+v+c (eg mat) sounds, to c+c (eg st) and then c+v+c+e (eg mate). Show text, uncover initial letter, elicit it's sound and so on to produce whole word, then confirm with image. More than one letter may be used to make one sound (eg ch). Ss match text to images. Dictate and elicit sounds.

Teach spoken form of whole sentences.

Create a context using visual cues and then mime and try to elicit words, phrases and whole sentences. Model the whole sentence using finger prompts and chorus (no text).

Provide practice for the spoken form of whole sentences.

Using visual cues and miming, elicit spoken sentences: role play sentences in dialogue.

Provide practice of written form of whole sentence after learning individual words.

Match sentence halves.

Order words into correct sequence from word jumble. Fill in missing words in text. Copy the text.

Provide practice to focus Ss attention on accuracy of written form.

Correct mistakes in text compared to model.

## TEACHING READING

Give cut up sentence strips for learners to glue into their books, with about 3 empty lines between each sentence. Read these sentences to them. Another copy of the same text is cut up into sentence strips and learners cut these up into words. Push the cut out words with your finger until they are sitting under the words in the sentence strips that they've already glued there. Ask the learner to move each word and say it as they place it under the same word. Let them practice this a few times. Next, you mix up the cut out sentence a little bit and ask them to fix it up. Make a few swaps easy with just two words exchanging place. Then move more words the next time. At the end mix all of them up. Get the students to glue in all of the cut out words in their book in the right order.

Read cloze sentences with the space for the missing word. (You can make a beeping noise to show where the missing word should be). Ask the student to tell you what word is missing. They write in the space when they know it. Glue cloze sentences into their book.