



Partners in
Micro-Development Inc.

Lotus Program for Primary
English

Program Manual

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Acknowledgements

This Program Manual is now in its 3rd edition. The original manual and program were developed by two PIMD volunteers and we wish to acknowledge their original and ongoing contribution and commitment to PIMD's mission:

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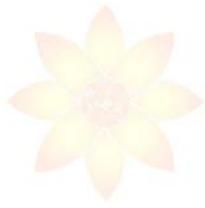
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Table of Contents

CHAPTER 1 – INTRODUCTION TO THE LOTUS PROGRAM	5
CHAPTER 2 – INTEGRATING LOTUS AND LET’S LEARN ENGLISH	9
Aims and objectives	9
Foundations: phonemic awareness and phonics.....	11
Differentiated learning and teaching	12
Teaching method and procedures.....	15
Learning materials	15
Summary	20
CHAPTER 3 – BUILDING THE FOUNDATIONS: PHONEMIC AWARENESS AND PHONICS	21
Phonemic awareness in grades 1 and 2	21
Phonics in grades 2/3.....	24
Summary	28
CHAPTER 4 – TEACHING METHOD, PROCEDURES AND TECHNIQUES	29
Small group, guided reading	29
Lesson structure – session 1, 2, and 3	30
Lesson planning	33
LLE and rotation activities.....	39
Classroom organisation and timetabling.....	43
Summary	45
CHAPTER 5 - ASSESSMENT OF STUDENT LEARNING.....	47
Approach and method.....	47
Procedure 1 - taking a Lotus reading record.....	49
Procedure 2 - assessment of students against LLE competency levels.....	54

Summary	56
CHAPTER 6 – BEYOND THE CLASSROOM: THE ROLE OF SCHOOL, COMMUNITY AND HOME	57
The socio-cultural approach to language learning.....	57
Content based learning.....	59
Conclusion	60
BIBLIOGRAPHY	61
APPENDIX A: ENGLISH PHONEMES AND GRAPHEMES	63
APPENDIX B: LESSON PLAN TEMPLATES	67
APPENDIX C: SIGHT WORD LISTS	70
APPENDIX D: PROMPTS TO SUPPORT STRATEGIC READING BEHAVIOURS.....	71
APPENDIX E: WRITING ACTIVITIES	74



Chapter 1 – Introduction to the Lotus Program

The PIMD Lotus Program was launched in July 2011 with the first teacher training workshop held in Trincomalee. This updated Program Manual for primary English and class teachers, Additional Directors of Education (ADEs), In Service Advisors (ISAs), and Regional English Support Centre (RESC) staff, explains how to integrate the Sri Lankan Let's Learn English (LLE) syllabus for grades 3-5 and the PIMD Lotus literacy program for teaching English as an additional language (EAL) in Sri Lankan primary schools, consistent with Sri Lanka's national goals and objectives.

LLE and Lotus aim to develop the same language competencies for students: listening, speaking, reading and writing. Students develop their language competencies in *quantitative* terms (e.g. range of vocabulary, sentence structures, and expressions), *qualitative* terms (e.g. understanding levels of meaning, or comprehension, making connections to visual images, ability to decode new words), and *contextual* understanding and usage (e.g. building on the reader's prior knowledge relating to a topic or cultural and social environment).

Lotus is a *levelled* reading program that uses a small group teaching method. This means that students develop their language skills as they progress at their own individual pace through 26 levels using story books (levelled readers) that increase in difficulty level by level. Students are taught essential reading skills so that they can decode new words and read new material on their own. Together, Lotus and LLE provide a strong language foundation across all three categories of developmental criteria. While LLE ensures that the contextual criteria are met consistent with National goals and objectives, Lotus enables students to achieve enhanced learning outcomes in relation to quantitative and qualitative criteria based on their individual strengths and capabilities. Lotus levelled readers also expand the student's contextual use of language by covering a broader content base.

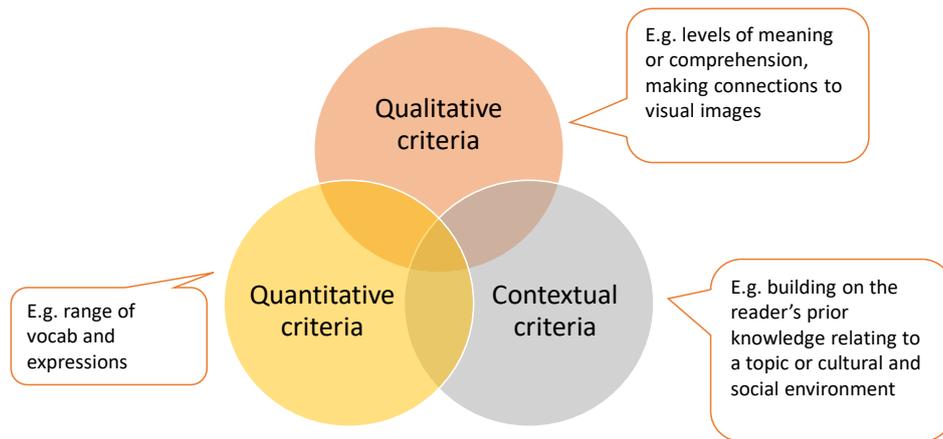


Figure 1 Language development criteria

This document sets out an approach to combining and integrating LLE and Lotus into a single classroom teaching method which preserves and takes advantage of the essential elements of both. Teachers are provided detailed guidance on teaching and assessment methods, procedures, and techniques. There are four components to the program as shown in Figure 2.

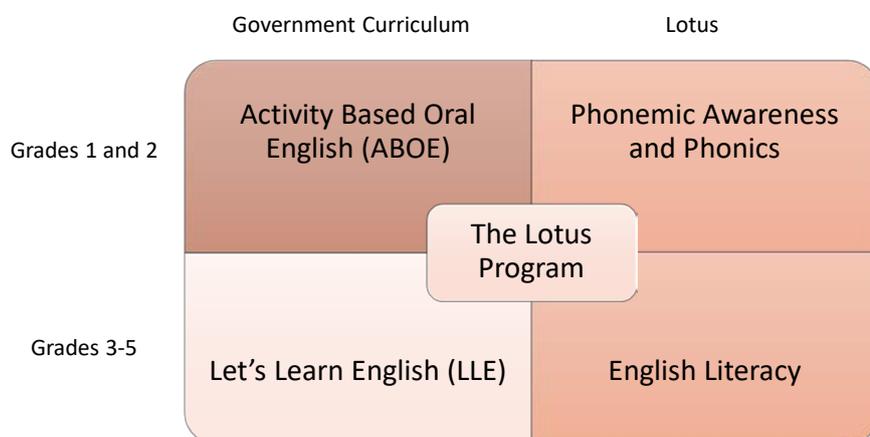


Figure 2 The Lotus Program: combining LLE and Lotus

The Lotus Program is designed to be taught by Sri Lankan grade and English teachers. Sri Lankan teachers are role models for their students and know better than anyone the difficulties in learning another language, such as English, and how to overcome these difficulties. A good English teacher does not have to be a native speaker of English. (Larsen-Freeman & Anderson 2011, p.169)

The remainder of this document is organised as follows:

- Chapter 2 compares LLE and Lotus and explains how they are combined into a single teaching method in the classroom.
- Chapter 3 discusses the importance of establishing a sound foundation in phonemic awareness and phonics before children learn to read and maps out a phonics program to be taught at the end of grade 2 or beginning of grade 3.
- Chapter 4 describes in detail the program teaching method, procedures and techniques for teachers to follow to develop student listening, speaking, reading and writing competencies building on the phonics foundation covered in Chapter 3.
- Chapter 5 describes the method and procedures for assessing student progress through the Lotus reading levels, and in relation to the LLE competency levels and learning outcomes as specified in the LLE Teachers' Guides.
- Chapter 6 provides some suggestions on how to encourage students to work on their English language development beyond the formal lesson setting, by creating opportunities for immersion in the school environment and beyond.



Chapter 2 – Integrating Lotus and Let’s Learn English

This chapter discusses the differences and similarities between Lotus and LLE and the way in which they can be combined into an integrated EAL learning and teaching method in the classroom. There is a whole range of approaches and methods that teachers can draw on based on research and theory in the field of first and second language acquisition and learning, and EAL in particular. Indeed, the LLE English Teachers’ Guides for grades 3-5 state that:

“Teachers have an opportunity to be creative and to prepare their own lesson plans and use methodology which is suitable, helpful and interesting to motivate students to learn and apply the language in their day-to-day lives.”

“In designing the ... syllabus no particular ELT approach was specifically considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning.”

The key design principle is to begin with learning outcomes and to then adopt teaching and assessment methods that align with and support achievement of the target learning outcomes. This is called the principle of constructive alignment (Biggs, 1996). The learning context is also important to the decision as to which method to use and teaching materials should align to the method rather than choosing a method that follows a textbook.

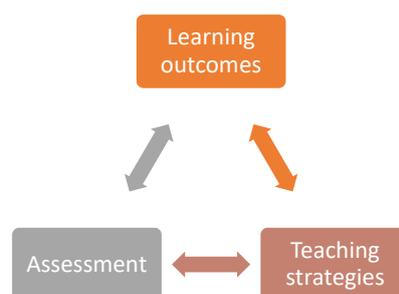


Figure 3 Learning design : constructive alignment

Aims and objectives

The new LLE approach for EAL in grades 3-5, introduced progressively since 2017, is about *purposeful communication*, that is, developing language competencies needed to communicate and function in the Sri Lankan socio-cultural context. It adopts a *competency-based* language learning method which draws on a functional and interactive theory of

language and a skills-based approach to language learning in which success comes through practice.

The most established example of a competency-based method is the Common European Framework of Reference (CEFR) for Languages¹, created by the Council of Europe in 2001. The framework, similar to LLE, is anchored in a set of national goals, a set of general competencies developed through education, and a set of objectives that relate specifically to learning English and being able to use the language effectively in typical everyday settings such as school, work, home, etc.

The LLE grades 3, 4 and 5 Teachers' Guides also link national goals to general educational competencies and specific EAL objectives. The EAL objectives are as follows:

- “Creating the need to learn English as a Second Language in a multilingual society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language, that can be used to build ethnic harmony
- Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language.”



Figure 4 LLE Objectives for EAL

While the first objective above refers to Sri Lanka as a '*multi-lingual society*', the second and third objectives go a step further and suggest a '*plurilingual*' approach. This means that, as the learner's experience and use of the language expands e.g. from home to school to work,

¹ CEFR specifies six levels of language proficiency and provides descriptors, that is 'can do' statements, of performance (performance standards) for each level and skill area (listening, speaking, reading, writing). The six CEFR levels and performance scales published by the Council of Europe were developed for adult learners. A different scale is needed for young learners. Individual countries have published their own young learner performance scale. This is what the new LLE Teacher's Guides do for Sri Lanka.

they develop a competence to move seamlessly between languages - Tamil, Sinhala, English – to communicate effectively depending on who they are communicating with. (CEFR 2001, p.4). This is an interpretation of the term ‘*link language*’ referring to English in the Sri Lankan context. So, learning EAL is not simply a matter of learning another language. The aim is for students to expand their plurilingual competence and this requires using the language beyond the classroom and beyond their familiar environment or domain of use.

The aim of Lotus is to develop a much stronger *literacy-based awareness* of the English language in relation to a broad range of contexts and subject matter so as to provide a rich language experience for children to engage in. It includes and builds on a solid foundation of phonemic awareness and phonics to develop talking, listening, reading and writing competencies so that students can become *fluent* speakers, readers and writers. Listening and speaking naturally come before reading and writing. As a student’s reading develops so does their writing. As literacy (reading and writing) increases so will fluency, that is, reading aloud with expression and meaning. By adopting a broader, content and contextual approach, Lotus further equips students with an expanded vocabulary and communicative competence which prepares them to move confidently into an English medium environment in higher grades, further education, and work.

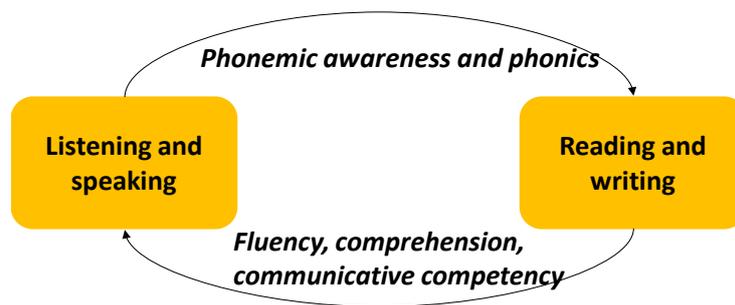


Figure 5 Literacy based language development

Foundations: phonemic awareness and phonics

The foundation for literacy is phonemic awareness and phonics knowledge. Phonemic awareness is the ability to listen to speech and recognise the units of sound – words, syllables, and individual sounds. Phonics is the ability to match sounds to symbols. For English these symbols are the letters of the English alphabet – individually and in combinations.

Both Lotus and LLE are built on listening and speaking skills developed through the Activity Based Oral English (ABOE) syllabus in grades 1 and 2 (NIE 2005). LLE introduces explicit phonics learning and teaching in grade 3 and continues to reinforce this competency in grades 4 and 5. Lotus also insists on an explicit phonics grounding at the end of grade 2 or beginning of grade 3. However, where LLE emphasises learning the letters of the alphabet and accompanying sounds in sequence, Lotus adopts a *systematic* approach to learning

phonics according to the major sound/symbol categories and covering all 40+² English phonemes and grapheme equivalents. Students will subsequently learn the names of the graphemes, that is, the letter names. A systematically sequenced approach facilitates reading – as distinct from memorising - sooner.

Lotus recommends a 7-8-week intensive *systematic* focus on phonics at the beginning of grade 3 or end of grade 2 before students begin reading with either Lotus or LLE materials. This program is described in detail in Chapter 3.

Differentiated learning and teaching

An important difference between LLE and Lotus is that Lotus adopts a differentiated approach to learning and teaching EAL. This means that the content and learning process is designed to maximise individual student achievement. Differentiated learning and teaching recognises that each student has different abilities, is at different stages of development and readiness, and has different motivation and interests. It helps students of all levels of ability because the learning and teaching is tailored to their needs.

Table 1 LLE and Lotus summary comparison

Attribute	LLE	Lotus
Learning outcomes	For each of the four competency areas (L,S,R,W)	26 calibrated levels of language complexity targeting accuracy, comprehension and fluency
Teaching model	Whole class	Small group – students at same level
Differentiation	Grade 3→4→5 based on assumed common level of cognitive development	26 reading levels - Each student progresses at their own pace and in line with their own individual cognitive development.
Content	Content limited to local context (contextual criteria) which in turn limits vocab and expressions (quantitative criteria) and levels of meaning and comprehension (qualitative criteria)	Unbounded contextual, quantitative, and qualitative development

² Some experts say there are only 42 while others say there are 44 – it depends on the accent (e.g. Australia vs UK vs USA) and other factors.



Figure 6 Core competencies

Both LLE and Lotus are structured around four competencies or skills areas: reading, writing, listening and speaking. The LLE Teachers’ Guides specify competency levels for each of these four competencies and for each level, content, texts, learning activities³, and learning outcomes against which student progress is to be assessed. There are however important differences between the two which makes their integration an exceptional opportunity for primary schools, teachers and students.

In LLE there are three levels of competency differentiation – grade 3, 4, 5 – which are capped at or limited by an assumed common level of cognitive development for all students at a given age or grade (quantitative and qualitative criteria) and the communicative purpose of the syllabus (contextual criteria). This is consistent with the competency based method which is “action-oriented”, that is, language learners are “members of society who have tasks ... to accomplish in a given set of circumstances, in a specific environment and within a particular field of action”. (CEFR 2001, p.9). We see this further reflected in the unit topics covered in the LLE classroom texts which are organised by topics or context such as school, home, animals, food, etc. Other than topic or context, there is little scope for differentiation at an individual student level within a grade or indeed by the end of grade 5 unless this is achieved outside the classroom environment. The main variations or extensions from one grade to the next are small step changes in complexity of sentence structures and expressions and additional vocabulary as reflected in the competency levels specified in the Teachers’ Guides. The teaching method is a whole class method and all students move forward together regardless of their individual competency level. The competency-based method typically assumes language is further developed outside the formal learning environment however, this assumption cannot be made in the Sri Lankan context given the low level of English proficiency and use in many areas.

The Lotus approach has a much more granular level of competency differentiation – 26 reading levels - and allows for extended competency levels across grades 3-5 (quantitative and qualitative criteria). Students in grades 3-5 move through 26 *reading levels* (used to benchmark and monitor student progress), using levelled readers, that is, short, illustrated story books, that become harder (more words, longer words, more complex sentence structures and expression, increasingly complex concepts, etc.) as the students progress through the levels. Students are encouraged to use the structures from the texts when speaking and writing both during lessons and outside. As shown in Table 2 Lotus

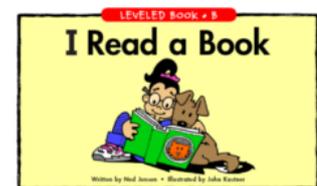


Figure 7 Levelled reader

³ These are provided in the classroom textbooks, that is, the Pupil’s Book, Workbook, and Writing Practice Book.

reading levels vary in terms of a much wider range of measures than LLE competency levels. The reading levels are carefully calibrated, and so offer over time a more structured and broader development of language skills and opportunity for individual students to achieve a higher level of competency than is allowed in the LLE syllabus.

Lotus does not restrict the communicative purpose (contextual criteria) but rather uses texts which offer students a richer experience of language. Whereas LLE sets competency targets for a grade, Lotus allows individual students to progress step by step at their individual pace, in line with their individual cognitive development, through the reading levels and without any cohort or grade restrictions. It offers continuity for each individual student. It is not expected that every student or indeed that any student will complete 26 levels. Achievement will vary but is also unconstrained by the syllabus itself.

Table 2 Levelled reader text levelling criteria (adapted from Reading A-Z 2020)

Qualitative measures	Quantitative measures
<p>Qualitative measures are text attributes that can only be evaluated by a human reader. These include factors such as the author's purpose, the levels of meaning, structure of the text, language conventions, language clarity, knowledge demands, and the complexity and importance of visual devices.</p>	<p>Quantitative measures are statistical measurements of text. These include factors such as average sentence length, number of syllables per word, and the total number of different words.</p>
<p>For example:</p> <ul style="list-style-type: none"> • Predictability of text based on pictures • Text structure and organization including logical nature of organization • Infographics including complexity and degree to which text relies on the graphic • Number and complexity of ideas and concepts • Familiarity of topic (common everyday vs. unfamiliar) • Single vs. multi-themed 	<p>For example:</p> <ul style="list-style-type: none"> • Total word count • Number of different words • Number of high frequency words • Number of low frequency words • Sentence length • Sentence complexity

By combining the Lotus and LLE approaches, students will complete their primary education better prepared for English medium instruction and faster English language development in higher grades. Together the two approaches offer a structured method (Lotus) to achieving Sri Lankan specific objectives (LLE) but at a potentially higher level of language competency for the individual student. This new integrated method is described in detail in Chapter 4 and briefly introduced below.

Teaching method and procedures

A key point of difference between LLE and Lotus is the lesson procedure or structure. The LLE lesson structure is based on an established procedure known as PPP or 3Ps – Presentation, Practice, and Production. This procedure has been in use since the 1960s and is still widely used. Teachers present the content (vocabulary, expressions, language structures), students practice through oral activities (e.g. games, songs, role plays) and Workbook exercises, then produce language again through interaction and Workbook exercises. PPP is *deductive* and relies extensively on practice and memory.

Lotus emphasises *reading for literacy, fluency in speech, and comprehension*. It uses a small group, guided reading lesson structure. Students are grouped according to their ability in reading and writing, that is their reading level. Teachers read with one group at a time, encouraging and prompting students to independently decode⁴ words and gain a thorough understanding of the text. The techniques used in the lesson are designed to develop reading skills and draw out the specific language features (vocabulary, grammar, phonics) of the text. It is an *inductive* procedure that develops in the students a set of strategies and behaviours that will enable them to read and communicate with language beyond what they encounter in classroom materials. The guided reading method is used in all English-speaking countries including amongst school populations with a high percentage of migrant students with little or no English language when they first commence school.

Since both LLE and Lotus support development of the four skills of listening, speaking, reading and writing, and given the potential of Lotus to meet a higher benchmark in terms of individual and overall student achievement, it makes sense to merge the two rather than have them compete for time in a busy school timetable. This is achieved in three ways:

- First, English lessons will combine materials from both Lotus and LLE in a way which aligns the two syllabi. See the following section on Learning Materials for more detail.
- Second, the integrated program allows teachers to cover LLE using PPP while also progressing through Lotus reading levels using small group, guided reading lessons. This is explained in more detail in Chapter 4.
- Third, as students move through the Lotus reading levels their performance in relation to LLE competencies will also improve. An assessment routine is established that links Lotus reading level progression with LLE competency levels and learning outcomes. This is explained in detail in Chapter 5.

Learning materials

For the new integrated LLE and Lotus program, Lotus levelled readers have been selected to match the topics covered in the LLE Pupil Book and Workbook. So, while the teacher is

⁴ *Decode* – to work out what an unknown word is. Depending on the word, students will need to use different strategies to decode words.

working with a small group doing guided reading using a levelled reader, the rest of the class can be working on similar content in their Workbooks and Writing Practice books. The different materials support each other to achieve *quantitative, qualitative, and contextual* criteria for student progression.

In mapping Lotus levelled readers to LLE topics, as shown in the shaded cells in Tables 2 and 3, it is assumed that Teachers will continue to work through the Pupil and Workbook topics in sequence. Guidelines also recommend that students need to do on average 3-4 books at each level in order to adequately develop their skills as shown by the **yellow** curved line in Table 2. Fast learners may only need to do 2 books (absolute minimum) as shown by the **green** curved line, while very slow learners may need 4 or more per level as shown by the **red** curved line. Remember that students are grouped in the classroom according to their reading levels and the students in these groups will change as individual students progress through the reading levels at their own pace. This is different to LLE which moves the whole class forward together in an undifferentiated way.

The levelled reader selection in Table 2 gives scope for up to 10 levels (AA-I) to be completed in a year. This would only be possible for your best students as mentioned above, and only if phonics is taught in Term 3 of grade 2. The average number of reading levels covered by a student in a year would be 6-8 levels. The book selection for grade 4 in Table 4 also covers 10 levels (F-O) with an overlap of 4 levels (F-I) with grade 3. Over time, these targets or expectations may need to be adjusted based on a range of influencing factors in the Sri Lankan primary school context.

PIMD supplies printed books for the titles in the shaded cells. Others can be downloaded from Reading A-Z. Contact PIMD for login details for the website.

Table 3 Levelled reader selection by level and Workbook topic for grade 3

Level	1. Myself & me	2. Home sweet home	3. Our school	4. My food bag	5. Animal friends	6. Clothes we wear	7. Playing is fun	8. World around me
AA	The Book Counting Letters	The Backyard Colourful Eggs	The Classroom The School	Lunch At School The Supermarket	Farm Animals Rainforest Animals	Fido Gets Dressed My Closet	Counting Letters Ten Play Ball	The Garden The Plant
A	Baby Animals Bedtime Counting	My Little Brother I Can	Maria Goes to School Write	Fruit Colours Vegetables	Baby Animals This Insect	Getting Dressed These Shoes	Go Fly A Kite Shapes in Nature	The Forest Spring Weather
B	Ten Crows On A Wire All By Myself	It Is School Time Under My Bed	Maria and her teacher It Is School Time	Healthy snacks The Picnic	Animal Sounds Animals Can Move	Clean is not for me Are These His or Hers? It Is School Time	After school Games We Play	I love the earth Where Is Water?
C	How Many Pick Me	I Looked Everywhere Busy At School	Busy At School My Teacher	Take A Bite What's For Breakfast?	What Is At The Zoo? There Is A Mouse In The House	My Clothes Are Too Small What Do I Wear	Pick Me Too Hot	The Moon Shadows
D	Katie and Katie Greater Than	A Day For Dad My Neighbourhood	At The Library Grow Vegetables, Grow	Bees Feed Me Pick A Pie	How Do They Swim? Let's Make A Bird Feeder	What To Wear Pairs	Hobbies Who Wants To Play Basketball?	Clouds Senses
E	Class Pets Jobs We Do At School	Grandparents Day How To Tie Your Shoes	Caring For Earth Jobs We Do At School	Ava Is A Vegan Hooray For The Farmer's Market	Animals, Animals Places Plants and Animals Live	How To Tie Your Shoes Shoes Men Wear Shoes Women Wear	The Contest Shapes In Tide Pools	The Four Seasons Make A Tree Friend
F	Are You From India? Double It	Animal Dads Colour Wheel Colours	Our Class Flag The Food Chain	The Last Piece Of Cake Taste This	Gaggle, Herd and Murder How Do They Move?	Cleaning My Room Super Thrift	Fishing With Grandpa Hide And Seek With Zog	Are You From Brazil? How Is The Weather Today?
G	How Many Rhymes? Gordon Finds His Way	Building A House My Day	Science Fair Time of Day	The Food We Eat Grow Tomatoes In Six Steps	Caring For Your Dog What In The World Is That?	Monster Halloween Time of Day	Carlos Joins The Team My Day	Are You From Australia? A Seed Grows
H	Math Test Mix-up Friends Around The World	Sister Daisy, Sister Rose Animals, Animals	Math Test Mix Up You Can Cross	Pizza Terrell's Taste Buds	Elephants: Giant Mammals Legs, Wings, Fins and Flippers	Brother Messy, Brother Neat Cinderella	A Desert Counting Book Soccer	Ships and Boats Our Five Senses Earth's Water
I	My Brain A Visit To The Zoo	Families Two Make Twins	The Last Day Of School The Spelling Bee	Soup and A Sandwich	A Visit To The Zoo Slow and Slower	Bonk And The Big Splash Karate	The Magic Bike Basketball	Life At The Pond Is That A Fish?

Table 4 Levelled reader selection by level and Workbook topic for grade 4

Level	1. My family and friends	2. Our beautiful garden	3. Places around me	4. Joy of work	5. Our festivals	6. Let's go shopping	7. My calendar	8. Playing games	9. Good practices	10. Happy days
F	Animal Dads Are you OK?	The Food Chain Hatching Eggs	At The Movies Following The Map	Community Workers Jobs For James	Pinatas Are Fun Ramadan Is Here	Super Thrift Bake Sale	Friends In The Stars Hibernation	Cleaning My Room Hide And Seek With Zog	Best of Friends The Last Piece Of Cake	Are You Ok? Mother's Day
G	Two Daughters Being A Leftie	Ants, Ants and More Ants Grow Tomatoes In Six Steps	Places People Live Signs Are Everywhere	Building A House A President's Day	Homemade Halloween The Queen Ant's Birthday	How Many Rhymes Mystery Valentine	My Day Time Of Day	The Chase Ride, Cling, Run	Carlos Joins The Team Harriet Tubman	Loose Tooth Taking The Train
H	Brother Messy, Brother Neat Our Five Senses	The Butterfly Life Cycle Spring Is Here	I Live In The City You Can Cross	I'd Like To Be Police Officers	Spring Is Here Maria's Thanksgiving	Butterfly Café A Desert Counting Book	Leap Year Birthday Summer Olympics Events	Legs, Wings, Fins, and Flippers Pip The Monster Princess	The Day I Needed Help The Parking Ticket	Nami's Gifts Terrell's Taste Buds
I	Families My Muscles	Life At The Pond Turkeys In The Trees	The Magic Bike Bonk And The Big Splash	The 100 th Day Project The Animal Bridge	Winter Vacation Paco's Tacos	Monster Moving Day A Broken Leg For Bonk	How Glooskap Found Summer Winter Vacation	Bonk and the Big Splash Monster Soccer	Arthur's Bad-news day Lincoln Loved To Learn	Mike's Good Bad Day Families
J	I'm the Small One I'm the Tall One	Rainbows Why Do Leaves Change Colour?	Incredible Places To Stay Safe Biking With Dad	Dogs At Work Firefighters	Brazil Folia Navidad Carlos	Let's Make Shapes The Cinnamon Bun Mystery	Darby's Birthday Party Number 12	Bonk's New Bike Broken Arm Blues	I Broke It Look Again	Welcome Carlos Rent A Lama
K	Friends Around The World Soggy Sisters	Chickens In My Backyard Strange Plants	I Love City Parks To The Circus	Community Government The Mailman's Hat	Carlos's Family Celebration Leap Year Birthday	The Drum Anna And The Magic Coat	Migrating Geese It's About Time	All About Lites Fishing In The Rain	Different Playing It Safe	Hugs For Daddy Maria's Family Celebration
L	Goldilocks And The Other Three Bears Sign Language And Hand Talk	Harold The Hungry Plant Plant Defences	Joey's Stop Sign The Animal Bridge	How To Become A Superhero How We Measure	Catching Santa New Year Celebrations	How We Measure Joey's Stop Sign	Introducing Planet Earth World Holidays	Jessica Loves Soccer Standing Up To The Bullies	Diabetes And Me Joey's Stop Sign	Maria's Family Christmas Wonderful Winter
M	Inside Your Body The Sometimes Friend	Frogs And Toads Spiders	Marcus Loses Patches	Mother Teresa:	Picture Day April Fools'	Brad Needs A Budget	Story Of The Sun	The Best Guess	Brad Needs A Budget	April Fool's Day The Hoppers Start

Level	1. My family and friends	2. Our beautiful garden	3. Places around me	4. Joy of work	5. Our festivals	6. Let's go shopping	7. My calendar	8. Playing games	9. Good practices	10. Happy days
			Vacation Time	Mother To Many My Uncle Is A Firefighter	Day	How Much Is A Trillion	Fall Forward, Spring Back	Vacation Time	Picture Day	School
N	Beyond the five senses Elephants	A Landforms Adventure Nature Stinks	The Drum The Great Mosque of Djennes	The Shepherd And The Fairy Coding Camp	Celebrating Food and Family Dia de los Muertos	Introducing The Penny Luna Has Nothing To Wear	Luna Has Nothing To Wear	The Fishing Derby Making Rice	The Up Down Boy Crows Share A Pie	Colleen And The Leprechaun Sparky's Mystery Fortune
O	Irma's Sandwich Shop Pluto's New Friends	The Beekeeper Edible Bugs	Johnny Appleseed Heads Wests Off To Join The Circus	Park Rangers Thomas Edison	All About Chocolate Here Come the Locusts	Irma's Sandwich Shop Rainy Day Savings	The Last Day Of School 1849: The California Gold Rush	Jenny Loves Yoga A Dog's Tale	A Bad Movie Lice Aren't Nice	Cy and Medusa Spider Monkey's Question Rainy Day Savings

Later chapters will explain in more detail how to implement the integrated program. However, before commencing the program in grade 3, a solid foundation in phonemic awareness and phonics must be established. The next chapter explains how to establish this foundation.

Summary

1. In designing a language learning program with specific objectives such as purposeful communication in a local context, first identify the learning outcomes and then make sure your teaching method and assessment support these outcomes.
2. LLE is a competency-based method for learning and teaching EAL with objectives specific to the Sri Lankan context. Each competency – listening, speaking, reading, writing – has specific learning outcomes, content and suggested learning and teaching activities. These activities are provided in the LLE classroom texts (Pupil's Book and Student Workbook).
3. Lotus is a literacy-based method for developing the four core competencies of reading, writing, listening and speaking. Lotus moves students through 26 levels of increasing language complexity using levelled readers and a small group, guided reading procedure.
4. LLE and Lotus require students to begin developing phonemic awareness in grades 1 and 2 and to follow a systematic phonics program before learning to read.
5. Lotus adopts a differentiated learning and teaching model which allows individual students to progress at their own pace. LLE is a whole class learning and teaching model with differentiation only between grades. By combining the two, students are provided scope to develop in line with their individual developmental capability, in particular cognitive development.
6. For LLE lessons, teachers are encouraged to follow the PPP – Presentation, Practice, Production – procedure. Lotus lessons follow a small group, guided reading-based procedure and supporting techniques. The program integrates the two so that they complement each other and can both be covered within the weekly timetable.



Chapter 3 – Building the foundations: phonemic awareness and phonics

This chapter explains the importance of introducing *phonemic awareness* and *phonics* as the foundations for reading and writing. Our first encounter with a new language is like tuning a radio. At first it sounds like a confusing string of sounds but over time we start to recognise different sounds. This is called phonological awareness. In teaching English in primary grades in the classroom and school environment we are mainly concerned with phonemic awareness and phonics.

Development of phonemic awareness begins in grades 1 and 2 in conjunction with the Activity Based Oral English (ABOE) syllabus (NIE 2005). Phonics requires a more systematic approach and should not be taught before the third term of grade 2 or first term of grade 3. This is because children should learn their mother tongue phonics system before they learn the English system. This foundation is essential to both Lotus and LLE. Neither can be taught effectively without it.

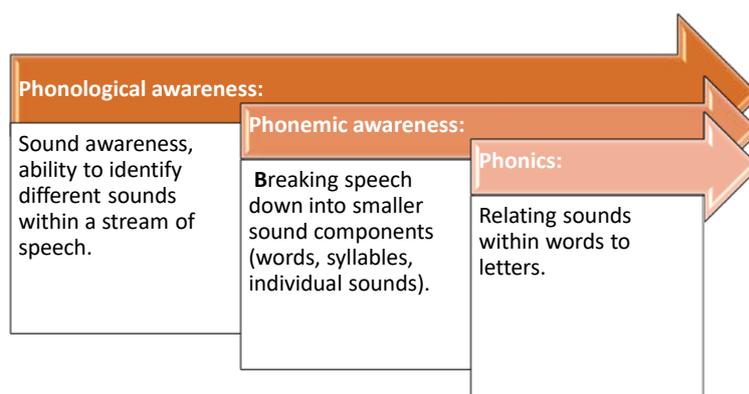


Figure 8 Tuning into a new language

Phonemic awareness in grades 1 and 2

What is phonemic awareness?

Phonemic awareness is a combination of knowledge and skills related to the sounds we hear in spoken language. It is the knowledge that a meaningful sentence is made from a series of words, and the words are made up of smaller segments called syllables, and the syllables are made up of even smaller units of sounds, called phonemes. Having a strong phonemic awareness will also assist in the development of talking, listening, reading, and writing. There are many skills involved in phonemic awareness. These include:

- Identifying the number of words in a sentence
- Identifying the number of syllables in a word

- Identifying what each syllable says
- Identifying the first, middle and last sound in a word or a syllable
- Blending sounds together to make syllables or words
- Identifying blends⁵ and diagraphs⁶ at the beginning, middle and end of words

Phonemic awareness is a fundamental skill used in reading and writing. It is essential that these skills are continually developed through both explicit teaching and practice during reading and writing. Without a basic phonemic awareness, students will find it very challenging to read or write.

How do we teach phonemic awareness?

This concept is not unique to English. It applies to any language including Tamil and Sinhala. The skills are the same and the teaching methods can be used for all three languages. To prepare the students to begin reading and writing English in grade 3, phonemic awareness skills need to be developed in grades 1 and 2 and then continued in grades 3-5. There are many ways to do this in grades 1 and 2 when teaching the ABOE syllabus (NIE 2005) as part of Environmental Related Activities (ERA). Here is a list of activities that cover the main phonemic awareness skills. Some can be used with ABOE and others in grade 3 as students learn phonics. Try using these techniques with your mother tongue also.

- Identify the beginning and the end of a sentence.
 - The teacher reads the sentence and claps for each word of the sentence.
 - Students count the words in the sentence.
- Syllables:
 - Select a word. Say the word. Clap the beats in the word. Dance the beats in the word (wiggle hips to each syllable). Count the syllables in the word.
 - OR clap the syllables, snap your fingers for each syllable, and then slap your side for each syllable – clap, snap, slap. Count the syllables in the word.
 - OR use children’s names. One child calls out their name and the next child repeats while clapping the syllables.
- Initial, middle, final sounds:
 - Select a word.
 - Say the word (use the “chewing gum stretch”⁷ technique of pulling the word out of their mouth)

⁵ When two or more single sounds are said together it is called a *blend*, e.g. ‘bl’ and ‘cr’. The sounds actually blend into each other when the word is said.

⁶ When two or more single sounds are put together to make a new sound it is called a *diagraph*, e.g. ‘th’ ‘sh’ ‘ch’ ‘ee’ etc. As English is not always a phonetic language, these diagraphs need to be taught explicitly.

⁷ The idea behind the ‘chewing gum stretch’ is that you are physically pulling the word out of your mouth. It is a good visual for students who need to identify the beginning, middle and end sounds of a word. When you say a word, start with your

- Identify the first, middle and/or final sound in the word (the first sound to come out of your mouth)
- Repeat with other words
- Letter-sound relationships:
 - Point to the word in the text.
 - Ask students to say the word e.g. 'slap'
 - Question the students "How did you know that word says 'slap'?"
 - Emphasise the letter-sound connection by saying the word slowly "sl-a-p"
 - Repeat with other words.
- Blending sounds:
 - Select a word from the text but do not show the students where the word is.
 - Very slowly say the word e.g. d-o-g, blending the sounds together.
 - Ask the students to guess what the word is.
 - Ask them to find the word in the text.
 - Repeat with other words.
- Rhymes:
 - Place a set of objects in a basket. Teacher says a word that rhymes with one of the objects in the basket. It can be a made-up word. The child finds the object in the basket that rhymes with your word.
 - Songs that rhyme also help children develop sound awareness.
 - This website has more suggestions: <https://www.prekinders.com/rhyme/>
- Set up charts in the classroom for words with similar sounds and have the children add the new words to the appropriate chart; brainstorm rhyming words or words with similar sounds. You can also include phonemic awareness activities in your lessons.
- This website has many more ideas for phonemic awareness activities: <https://www.readingresource.net/phonemicawarenessactivities.html>

When do we teach phonemic awareness?

Some phonemic awareness must be developed in young children between Kindergarten and grade 2, because it is the starting point for beginning phase readers and writers. Listening and speaking naturally come before reading and writing. As reading skills develop so does writing. As literacy increases so will fluency in reading aloud and talking.

In Sri Lanka, grades 1 and 2 is also the time for teaching the first stages in listening, speaking, reading and writing the mother tongue. For this reason, we only teach oral and aural - speaking and listening – English in these grades and as part of that we develop children's phonemic awareness. Then in grade 3, we progress to reading and writing in English and further development of phonemic awareness.

hand on your mouth, then as you say the rest of the word pull your hand away from your mouth as if you are stretching out a piece of chewing gum.

Phonics in grades 2/3

What is phonics?

Phonics teaches children the sounds that go with the ‘symbols’, that is, letters of the alphabet. We refer to sounds as phonemes and the symbols (letters) as graphemes. The relationships between phonemes and graphemes is referred to as the *alphabetic code* of a language. Phonics helps students to read and is an essential *decoding* strategy: students use phonics to work out words they have not seen before by using the graphemes they recognise in the word to identify the sounds they have already learned, and then *blending* these sounds together to form the word. Phonics also helps students to write. They segment a new word that they hear into its phonemes, and then write the corresponding graphemes to form a word.

A phoneme is the smallest unit of sound. In English, phonics can be difficult as one letter may have different sounds in different words and some letter combinations are used to produce a sound that does not match either individual letter. Did you know that there are ONLY 40+ sounds, that is phonemes, in English – 20 vowel sounds and ~24 consonant sounds!⁸ We have listed these for you in Appendix A. By learning these 40+ phonemes children can decode new words when they see them for the first time. The technical terms for the different categories of sounds are as follows:

- *Long / short sounds*: different sounds for the same letter such as long / short vowels. E.g. cot, go, in, mine, at, late.
- *Digraphs*: two consonants, or two vowels, when combined make a certain sound and one letter sound is heard. E.g. character, laugh, meat.
- *Diphthongs*: two vowels when combined make a certain sound and not necessarily the sound of either vowel present, also known as a gliding vowel. E.g. pie, loud, foil, Vaughan.

Blended sounds (two consonants together), trigraphs (e.g. ridge, here), quadgraphs (e.g. through, though) are not technically considered phonemes in English but do occur frequently enough to be taught explicitly when they occur.

How do we teach phonics?

In teaching phonics, it is important to adopt a *systematic* approach (Ehri et al. 2001) by introducing phoneme/grapheme relationships in a logical sequence. It is not as simple as just working your way through the alphabet. The best way to teach is to start with the easiest combinations of graphemes and phonemes and then move to more complex combinations. By taking this systematic approach, children are learning to read words after

⁸ Some experts say there are only 42 while others say there are 44 – it depends on the accent (e.g. Australia vs UK vs USA) and other factors.

only a few weeks. Note – they are able to *read* through decoding and segmenting not just *memorising the image of a word*. You should be able to teach all 40+ sounds in less than one term of school. Students can learn approximately 4-5 sounds per week with the appropriate materials. It is also important to note that children are learning the letters or graphemes by their sound NOT by the name of the letter. Learning the alphabet, that is the letter names, comes later.

Systematic phonics is therefore a different approach to the LLE Grade 3 Writing Practice student book. This book asks students to “look and say” letters, and words which have different sounds for the same letter e.g. long and short vowel sounds. However, the LLE Writing Practice book is organised according to the alphabet sequence, not a systematic phonics sequence. It is teaching students the letter names at the same time as the sounds. Any words that are taught or learned this way will not be *decodable* until the student has learned all the phonemes that occur in the word. For example, they will not be able to read ‘cat’ until they have reached the letter ‘t’. Until then they are memorising not reading. They will simply memorise words that have letters or sounds they have not learnt. This is why we recommend a systematic phonics-based sequence, not an alphabetical sequence. The Writing Practice book is still an important resource but will be used differently to the way it is traditionally taught as will be explained below.

The phonics program for Lotus is based on Jolly Phonics⁹. This particular systematic approach teaches phonics in *7 groups of 6 phonemes / sounds* (42 in total) and students will be able to read words after the first group has been learned. The seven groups are:

1. s, a, t, i, p, n – these letters are introduced first because they make more three-letter words than any other six letters.
2. c, k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, **oo**
6. y, c, ch, sh, th, **th**
7. qu, ou, oi, ue, er, ar

The program takes approximately 8 weeks. Each group of sounds is taught first using a ‘big book’ which the teacher uses with the whole class to introduce the sounds and letters. Each book has guidelines for the teacher and exercises for the students. Big books are used to teach a whole class. The teacher sits on a chair and the children sit on the floor close to the teacher so they can see the book. PIMD provides these books to each school. You may also like to use the Jolly Phonics videos for each of the sound groups. These can be found at <https://jollyeducation.com.au/videos.html#> .

⁹ Jolly Phonics is a United Kingdom company which has developed a systematic approach to teaching phonics that is widely used in primary schools in English speaking countries.

Each of the 7 groups of sounds has been selected so that students will be able to *blend sounds together* almost from the beginning to read and write new words. Blending means sounding out the individual sounds in a word and then saying them faster – blending them together – to make the word. At the same time, they can learn to decode new words that they hear or see by *segmenting* them – breaking them down – into the individual sounds. A good way to teach segmenting is to have the students listen for the first sound and then the last sound and then the middle sounds which are hardest to hear. Don't forget to use some of these techniques as well for practicing sounds, blending and segmenting:

- Clapping syllables
- Brainstorm rhyming words
- Giving students broken words/letters for them to join together to make a word
- Finding words with a given sound from reading material and dictionaries
- Practise new words in kinaesthetic (action) ways
- Sort words according to sound patterns and create charts
- Collecting objects and pictures beginning with a particular sound
- Games, rhymes and songs, alliteration (words starting with the same sound)

As you teach a group of sounds, also set aside time for the students to learn the shapes and names of upper and lower case letters and to *practice writing* these letters and words (left-to-right) using their LLE Writing Practice Book. This means that they do not work through the book from A-Z. Rather, they will find the letter(s) for the sounds they are learning with the big books, and practice writing these letter(s). It is important however that they first learn the sound/letter (phoneme/grapheme) correspondence and then afterwards learn the letter (grapheme) name.

You also need 'reminders' in the classroom so students are constantly being reminded about the sound/symbol relationships. For visual learning, many schools already have materials to teach the alphabet in alphabetical sequence, usually posters with letters and pictures to help the students learn sound/symbol (letter) relationships. PIMD provides a standard set of Jolly Phonics posters for the classroom, and alphabet strips for student desks, based on the 7 groups of phonemes.

We also provide each school with Phonics Alive software. This software also follows a systematic, sequential approach to teaching all phonics categories but in a slightly different sequence to Jolly Phonics. Use the software with a data projector and speakers in your classroom. You can make it fun for the students by giving each student a turn to respond on the keyboard to the software audio prompts. All learner types – *visual, auditory, kinaesthetic* - will respond to this resource. If you are not confident in how to say particular sounds, then you may wish to practice yourself using Phonics Alive.



Figure 9 Phonics program classroom resources

A typical week of phonics instruction might be organised as follows assuming 5 x 30-minute English lessons. The most important thing is to follow the sequence of the Jolly Phonics big books and do 5-6 sounds/week:

- ☉ **Monday:** work with a Jolly Phonics big book, teaching 5-6 sounds and doing exercises. You may also find Jolly Phonics videos useful in teaching individual letters: <https://jollyeducation.com.au/videos.html#>
- ☉ **Tuesday:** do some letter formation work using the Writing Practice book and choosing the same letters that were covered on Monday.
- ☉ **Wednesday:** do some blending and segmenting work using some of the fun actions listed above (e.g. clapping syllable etc.)
- ☉ **Thursday:** more work with the Jolly Phonics big book covering the same sounds as Monday.
- ☉ **Friday:** work with Phonics Alive or do Writing Practice or more Jolly Phonics big book work depending on what you feel would be most useful to the students.

Beyond the intensive phonics instruction, as you move into structured guided reading lessons, you will find that each levelled reader emphasises at least one sound/symbol relationship to be practised. In the next chapter we explain how to reinforce phonics in guided reading lessons.

When do we teach phonics?

In Sri Lanka the English alphabet is sometimes not taught until grade 3 using the LLE Writing Practice student book as a basic resource. In some schools the first term of grade 3 is set aside for writing practice and learning the alphabet. Other schools teach the alphabet and some phonics in grades 1 and 2.

The important point is that you must teach phonics before the children learn to read. If you do this, then children will find reading much easier and progress much faster when they start working with LLE texts and Lotus levelled readers. If Lotus or LLE reading is taught at the same time as phonics, you will find that students are not developing reading skills such as the ability to decode or segment words – they are simply memorising an image of a word.

Begin *explicit* phonics instruction for English as early as possible. Students must first learn the phonics of their mother tongue, so we recommend that you introduce phonics for English in third term of grade 2 or first term of grade 3. If English phonics is taught at the same time as mother-tongue phonics this will confuse students and slow down their language development for both first and second languages.

After this initial intensive period of explicit instruction, students will further develop their

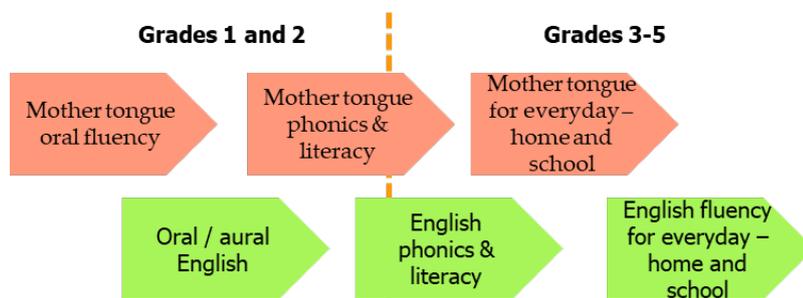


Figure 10 Staging of first and second language learning (adapted from Malone 2007)

phonics knowledge in grade 3 as part of the Lotus guided reading lessons using the levelled readers, and continued use of Phonics Alive software and other phonics materials in group rotation activities.

Summary

1. Phonemic awareness is a combination of skills and knowledge related to the sounds we hear in language. It is developed over time and for EAL in primary grades, begins with ABOE (NIE 2005) in grades 1 and 2. It is an essential foundation for all four language competencies.
2. Phonics is the relationship between sounds and symbols or phonemes and graphemes (letters). Phonics is taught systematically and explicitly according to a sequence (of sounds) that enables early reading. Phonics must be taught before reading but mother tongue phonics should be taught before second language phonics.
3. The Lotus Program requires at least 8 weeks of systematic phonics instruction to be done before introducing written texts for reading whether that is LLE or Lotus levelled readers.
4. Systematic phonics is NOT the same as teaching the alphabet in sequence.



Chapter 4 – Teaching method, procedures and techniques

This chapter explains in detail the integrated teaching method, procedure (lesson structure) and techniques to create a single program for EAL in grades 3-5 that combines LLE and Lotus.

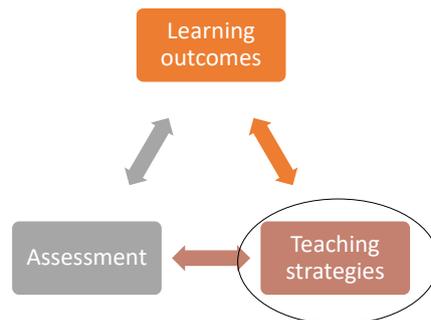


Figure 11 Learning design: constructive alignment

The Lotus Program combines two lesson procedures into a single teaching method. The two procedures are small group, guided reading for literacy, and LLE Presentation, Practice, Production (PPP) for the Government syllabus.

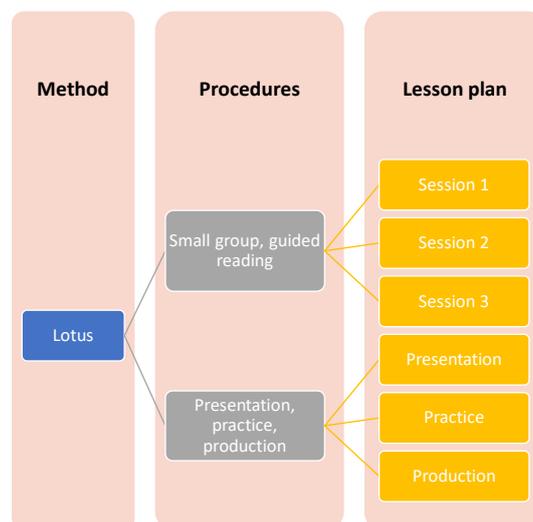


Figure 12 One method, two procedures

Small group, guided reading

The Lotus method allows children to work on their reading skills in a small group, with close teacher support. It is more intensive than a whole class lesson as teachers can focus on a small number of students with similar reading and comprehension abilities. It is a

differentiated mode of learning and teaching. Teachers explicitly teach students useful skills and strategies to use when decoding unknown words. Teachers also encourage students to read for meaning and enjoyment by talking about the text, relating the text to student experience and helping students gain a deep understanding of the messages conveyed in the text. Writing activities further reinforce this understanding. In this way, students develop all four language skills: listening, speaking, reading and writing skills.

In guided reading, students work on texts that are slightly challenging, that is, at their *instructional level*. To find out the instructional level your students need to be working at, you will need to take a *reading record* of each individual student. This assessment procedure is explained in Chapter 5. Once you know the instructional level of your students, you can then group them according to their ability. At the start of your program you will begin all students on the same level (AA or A in grade 3) but should begin to see differences and arrange reading level groups within 3-5 weeks.

Ideally there will be 6-7 children in a group. However, due to timetable limitations in your schools, we recommend that you have only 4 groups per class with a maximum of 8 students per group. If you have a very large class or more than 32 students, we recommend that two teachers be in the classroom taking guided reading sessions. This could be the English teacher and a trained class teacher together. The English teacher prepares the lesson and both teach.

In very small classes of less than 10 students however, it may not be possible to group students by reading level. In these cases, teachers can still follow the guided reading lesson structure but working with the whole class.

You might find it useful to make a display with your student names on cards, so that you can quickly move students around if they progress and are finding their group too easy. Give each reading group a name (animal names or colours are always good for grouping) and make sure the name does not imply their level of ability. The display will be useful as students can check for themselves the group that they belong to and organise themselves before you come to the class (if you are the English teacher). This will save time. Otherwise ask the class teacher to have the students ready in their groups before the lesson starts.

During guided reading, the teacher can only work with one group at a time and will need to organise other learning activities – called ‘rotations’- for the other groups to work on together without teacher support or with limited supervision by the class teacher or a teaching assistant such as a volunteer (perhaps a parent). There needs to be as many activities as there are groups. That is, every student has to be doing something.

Lesson structure – session 1, 2, and 3

You will have three (sometimes four) sessions working with the same levelled reader with a group before you move on to a new book. In the first session, you need to focus on introducing and orientating the children to the story. It is an opportunity for you to explicitly

teach sight words (explained later) or new vocabulary and sentence structures, and for the students to practice these orally as they read the story. The second session needs to focus on the reading of the text and provides an opportunity for you to teach skills and strategies for decoding. The third (and if necessary fourth) sessions are used for re-reading and comprehending the text. Teachers should plan activities for students to respond to the text, including a short writing experience based on the text.

The reason for the three different sessions each with its own focus is that we are developing different skills in each session. *Session 1* encourages students to use other inputs to work out the story and find meanings for words. Other inputs include the pictures and their existing knowledge of the setting or subject in the book. *Session 2* teaches students to decode new words, using for example, their phonics knowledge. Finally, in *session 3*, grammar, punctuation, and comprehension are emphasised through fluent reading and responding to the text.

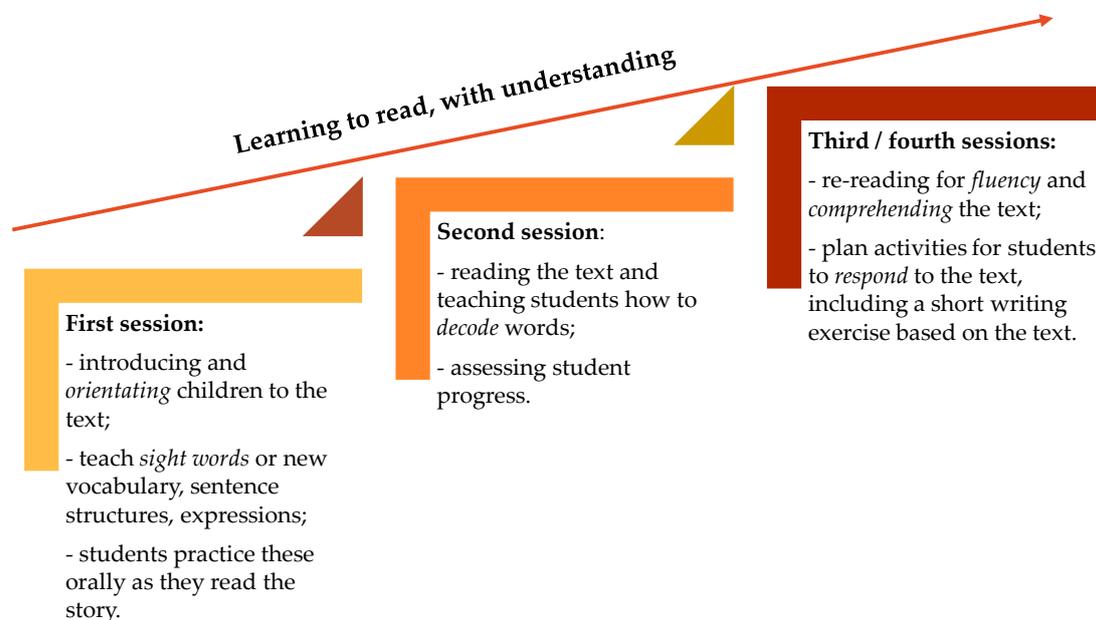


Figure 13 Lotus lesson structure for guided reading

The procedure for each session is summarised here but a much more detailed explanation with tools and techniques is provided in the template instructions that follow.

In session 1:

- Begin the guided reading experience by helping the students to predict or guess the story from the cover and illustrations throughout the book. Students can look through the book on their own. Do not refer to the words.
- Go for a picture walk and discuss what is happening in each picture. Make connections with the story and student experiences. Check if student predictions were correct.

- Identify sight words, key words, phrases and structures, and phonics focus sounds in the book. Get students to find these in the text and practice saying them.
- The teacher then demonstrates how to read the text, with correct phrasing and intonation. This is done page by page with the students repeating after the teacher all together. Make sure you read whole sentences before asking the student to repeat after you.
- The students read at their own speed together as a group and the teacher listens for or takes note of any strategies they are using or any difficulties, which may need prompting during group reading.
- The teacher and children read together. When a problem or issue with the reading comes up at this point, the teacher will then use prompts (explained later) to encourage the correct reading strategy.

In session 2:

- Revisit the text and discuss what students remember from the previous session.
- As students read and have difficulties with words, explicitly teach strategies to problem solve when decoding unknown words. The most important knowledge for decoding is phonics. However, students can also draw on other information to decode words for example the position of the word in the sentence, the meaning of the sentence, or the picture on the page. Use *prompts* to encourage the correct reading strategies and behaviours.
- Students read the book together and then practice reading independently (at this stage teachers can take reading records of individual students to see if they are coping with that level of text).

In session 3 (and 4 if required)

- Practice reading the text fluently. The teacher may have to model phrasing and expression for students to mimic or immitate. Do this one page at a time.
- Develop comprehension skills by asking questions about the story and/or using the comprehension worksheet provided for each levelled reader. Students develop skills in:
 - Finding information in the text
 - Answering in full sentences
 - Answering questions where the information might not appear directly in the text (inferring)
- Do a writing activity, for example write a sentence, cut out individual words or phrases and piece the sentence back together again. Re-read the phrases and the complete sentence fluently and with expression. Alternatively, use a picture from the text, or a sentence structure to write new sentences or stories. Writing activities should become harder as the students move up the levels.

Lesson planning

For each levelled reader, you will prepare a lesson plan covering all three sessions. A blank template for the lesson plan is included in Appendix B. Table 4 shows the template with instructions and guidelines for techniques in *italics*. This is followed by a worked example for one of the texts used in the Lotus Program.

Table 5 Guided reading lesson plan template and instructions

Grade:	Date:
LLE unit/topic:	
Lotus levelled reader and level:	
Session 1 (15 mins) – Introducing the text	
<p>What reading strategy/strategies will you use?</p> <p><i>(Reading strategies are chosen to suit the story. A reading strategy is used in session 1 to help the students understand the text and individual words. For example: making a connection to the student’s prior knowledge; comparing and contrasting between the story and the student’s own environment or experience; pointing to words as they read; helping students clarify the meaning of new/difficult words by asking them to explain; use of other materials or pictures to explain a concept or word; visualization e.g. ask students to imagine they are in the same place as the story characters and to describe what they see.)</i></p> <p>What questions will you ask to introduce the text?</p> <p><i>(Begin the guided reading experience by helping the students to predict or guess the story from the cover and illustrations throughout the book. Students can look through the book on their own. Do not refer to the words. Go for a picture walk and discuss what is happening in each picture. Make connections with the story and student experiences. Check if student predictions were correct.</i></p> <p><i>The reason we do this is to engage the students and help them understand what the book is about. This will help them read and decode words later on. So, first look at the front cover and see if the author has put a “Focus question” on the cover. This tells you what the books is about. Your questions in the picture walkthrough, and later on in other sessions, should try and support this message.</i></p> <p><i>Now go through each page and plan the questions you will ask the students in the picture walkthrough. Try to NOT use simple questions like “What is this? How many ... do you see?” – these questions usually will NOT tell a story. We are NOT teaching vocabulary or counting at this point. We are helping to DEVELOP A SKILL – using the whole picture (background, characters, actions, emotions, etc.) to help them UNDERSTAND and DECODE.</i></p> <p><i>In this section of the lesson plan write down the questions you will ask about each page. When you ask the questions, ask them in English. The children should answer in English. The questions and answers the students give should tell a story.</i></p> <ol style="list-style-type: none"> 1. <i>First show the children the cover and read the title. Ask them what they think the story will be about, based only on what they see.</i> <ol style="list-style-type: none"> a. <i>What do you think this book is about?</i> b. <i>Why do you think that? (Their answer should be about what they see in the picture. Let several students answer. Different answers are good because it’s all about predicting/guessing.)</i> 	

2. *Another fun way to get started is to ask the students to come up with their own questions based on the book cover – for example "I wonder who/what/when/where/why...?" Show them the front cover and ask them to write down their question in mother tongue. Then they each say their question and you repeat it in English.*
3. *Then slowly go through the book, page by page (or by picking several key pages in advance) without reading a single word. Ask them questions about each picture they see.*
 - a. *"What is happening here?" OR "What do you see?" (They should describe everything on the page. We want them to EXPLAIN what they see, NOT just name it.)*
 - b. *"What does this remind you of?" or "What do you know about ...?" (Make a connection to their own experience or knowledge.)*
 - c. *"Who is this?" (You are asking them to identify the characters in the story and their relationships e.g. teacher and students, parents and children, friends, brothers and sisters, etc.)*
 - d. *"How do you think they feel?"*
 - e. *"Why do you think they feel (happy, sad, excited, etc..)"*
 - f. *"When is this story taking place (e.g. time of day, season of the year, festival time)?"*
 - g. *"Where is this story taking place?"*
 - h. *"How do you think the story is going to end?" (Ask this before you get to the last page)*

What key words, sight words, phrases or sentence structures will you focus on?

(Identify sight words, high frequency words, key words, phrases and structures in the book. Get students to find these in the text and practice saying them.

Sight words and high frequency words are words that occur very frequently in the English language. Sight words cannot be sounded out and need to be learnt through visual recognition, that is, memorising through repetition. There are several lists of sight words and other high frequency words available and these are included in Appendix C. There are strategies that you can use to help with sight words for example, visual knowledge strategies which mean that you are looking at how the word looks and the letters within the word. Using these strategies students should instantly recognise a word, based on how it looks. The best way to learn these sight words is to memorise using games or other activities that develop student memory of these words, e.g.:

- *Word cheerleading and acting out words*
- *Collecting objects/pictures beginning with a particular letter*
- *Word walls*
- *Display words in alphabetical order (word wall)*
- *Read, trace and match sight words*
- *Sight word Bingo*
- *Creating word family lists*
- *Find the common rule e.g. 'ght' is pronounced as 't' = 'gh' together is usually silent/not spoken*
- *Sing a song that children know but change the words*
- *Find the word in the book*
- *Flash cards*

The suggestion to use flash cards is the easiest one to use in your guided reading session. The best way to do this is to hold the card up and ask the children to find the word in the book. Do not ask them to just keep repeating the word. Ask them to find it in the book. Do this before you start reading with them in Session 1. That way they will see the words again when you read.

Key words are words that are used in the story, often repeated. These words increase the student's vocabulary, may also appear in the LLE material, and are the words that the children must learn to decode for themselves if they can. Your task is to make sure they understand the meaning. You can use mother tongue to do this. As they read the book for the first time the teacher would talk about each page and get students to find the word before reading it. For example, 'you will see the word dog on this page, look for the letters that sound like /d/o/g/ - can you find it?' Then they might write it down or drag their finger under it and sound it out. Then they read the whole page. The second time they read the story you would let them try and read it on their own, if they get stuck you would tell them to try it by sounding it out and/or thinking what word would make sense.

Phrases and structures may be greeting or common everyday expressions. They may also be grammatical e.g. "there is ...", or involve punctuation such as a comma, or full stop. Practice for phrases and structures includes correct intonation, phrasing and fluency.)

What phonics (sound/symbol relationships) will you emphasise?

(Each levelled reader will emphasise one or more sound/symbol relationships. Identify the letters or letter combinations that appear multiple times in the story and note these here. Also note down how you will get the students to learn the new sounds and corresponding letters and find them in the book. Before you start reading you can tell the students the important sound they will learn in the book. Write the letters on a piece of paper and ask them to say the sound. While reading ask the students to clap their hands whenever they see/say this sound. If they miss the sound on a page 'prompt' them - ask them if they can see the letters on the page. Here are some other suggestions:

Letter-sound relationships:

- Point to the word in the text.
- Ask students to say the word e.g. 'slap'
- Question the students "How did you know that word says 'slap'?"
- Emphasise the letter-sound connection by saying the word slowly "sl-a-p"
- Repeat with other words.
- Set up charts in the classroom for words with similar sounds and have the children add the new words to the appropriate chart; brainstorm rhyming words or words with similar sounds. You can also include phonemic awareness activities in your lessons.

Blending sounds:

- Select a word from the text but do not show the students where the word is.
- Very slowly say the word e.g. d-o-g, blending the sounds together.
- Ask the students to guess what the word is.
- Ask them to find the word in the text.
- Repeat with other words.

You may also find this resource useful. It is all about "word families", that is words which have the same combinations of letters and similar sounds. There are 37 common word families in English. When you are teaching phonics and asking students to think of words that sound the same e.g. cat, mat etc., this list will give you some ideas also. It also has worksheets you can copy. <https://www.enchantedlearning.com/rhymes/wordfamilies/>

While students are reading in session 1 you will guide them using prompts. Prompts are explained in more detail below under Session 2.)

Session 2 (15 mins) – Reading and taking reading records

(Revisit the text and discuss what students remember from the previous session. Explicitly teach strategies to problem solve when decoding unknown words. This means showing the students how to work out the word for themselves with minimal help from the teacher.

Phonics and using phonemic awareness strategies are foundational decoding strategies used in early stages. In decoding new or difficult words, we ask students to break the word down - into syllables, and then individual letters and sounds. Sometimes two letters make one sound e.g. ch. When the students break the word down and then put it back together again, they will learn new letter/sound combinations and the next time they see this combination they will recognise it. So, in decoding they use their phonics knowledge but they also build phonics knowledge.

Another important category of decoding strategies is 'prompts'. When children read, we see them stumble, get stuck, make mistakes, etc. So, in guided reading we use 'prompts' to help them. We don't just correct the mistake - we help them self-correct.

Prompts are questions you ask to guide and support specific reading behaviours. Prompts encourage children to work out the word for themselves without being told. During a guided reading session, teachers should only focus on a few reading behaviours and prompts at a time. Concentrate on what the students need to know and use the prompts to encourage the correct reading behaviours. As you write your lesson plans include some of the prompts listed in Appendix D.

Here are five golden rules for 'guiding' students:

1. Let the child find the error - you can stop them but don't tell them the mistake. Use one of the prompt questions to help them see the mistake.
2. Look for signs that they are 'monitoring' / watching themselves, e.g. frowning over a word, re-reading it because they are not sure, asking a question, etc. These are good behaviours and they tell you the student is developing the right skills.
3. Encourage this self-monitoring. If they make an error and try to correct themselves, tell them you like this. If they stop, ask them why - don't just tell them the right word.
4. If they make a mistake and keep reading let them carry on until the end of the sentence. Do not stop the child in the middle of the sentence. By reading the whole sentence they may realise the mistake because it does not make sense in the context of the whole sentence.
5. Lastly, it is more important to encourage them to work out words for themselves than to simply correct the error. We are building skills for the long term.

Finally, at more advanced reading levels with more complex language, other strategies may be useful. For example:

Morphemic knowledge strategies

Morphemic Knowledge strategies refer to the meaning within small units of a word. For example, 'ed' at the end of a word often means that it was 'in the past' or the word 'raincoat' has two words joined together to make a new meaning "to wear a waterproof coat, in the rain".

- Joining two words together to make compound words
- Create lists and word banks
- Give students a list of words to change by adding prefixes and suffixes
- Build word families from base words

Etymological knowledge strategies

Etymological knowledge strategies relate to the linguistic background of a word. Often parts of words in the English language stem back to the languages of Latin or Greek. For instance, 'pro' is a prefix often used in words that means 'before', for example in the words prophet or protect. Etymological knowledge strategies are developmentally appropriate for older children and may include:

- Dictionary use
- Word exploration e.g. origins of words and colloquialisms
- Brainstorm words with a given suffix and make generalisations as to what they mean
- Find words within words)

Sessions 3 and 4 (15 mins) – Re-reading, comprehension and writing

How will you get students to practice reading fluently and with expression?

(Read a page to the students with expression and at a normal speaking pace to demonstrate fluent reading with understanding. Then ask the students to read just like you did. Do this for one or two pages and then ask the students to read the whole book all together, without you.)

What comprehension questions will you ask the students?

(Write down the questions you will ask the students to see if they have understood the story, not simply memorised the words. Remember our formula of the 4 Hs:

1 Here: What information can you find that is right here in the text? Ask your students to point to the answer and say it.

2 Hidden: Hunt through the text to find what is hidden, that is, not explicitly stated in the text. We sometimes call this 'reading between the lines', because we understand something that isn't directly stated. For example, someone might say 'It is very hot in here' . But what they are REALLY saying may be a polite request for a window or door to be opened. Hidden information is usually only found on 2nd or 3rd reading and certainly not on every page. Your more advanced students may enjoy hunting for hidden information. Hope you have fun trying it out.

3 Head: Students draw on their existing knowledge to interpret the text.

4 Heart: What feelings are found in the text? Who is feeling them? Why? What are your feelings about the text? Why?

Students must answer your questions in full sentences.

Remember that in session 1 you looked at the front cover to see if the author had put a "Focus question" on the front cover. This tells you what the book is about. Even if the focus question is not there, try to test whether the students understand the message or moral behind the story. E.g. a story about what a child eats for breakfast is not just about the food items but about healthy eating.

Remember also to use the comprehension worksheets provided for each levelled reader. These may give you some ideas.)

Which sentence or picture could you use as a stimulus for writing? What writing exercise will you set the students?

(A simple writing exercise is to write a sentence, cut out individual words or phrases and ask the students to put the sentence back together again. Re-read the phrases and the complete sentence fluently and with expression. Another simple activity is to use a picture from the text, or a sentence structure to write new sentences or stories.

Here are some simple activities that emphasise sentence structure and vocabulary:

● "Dressed Up" sentence:

- Choose a sentence from the text with lots of adjectives.*
- Students identify words that describe colours, size, textures, emotions and tastes.*
- Students identify the noun that the adjectives are describing e.g. the words 'purple' and 'fluffy' describe the 'monster'.*

● "Dressing Up" a sentence:

- Choose a sentence from the text without adjectives.*
- Use symbols (e.g. for colour – a rainbow image, for emotion – a heart shape)*

to appropriately add in adjectives to make the sentence more descriptive.

● **Cloze Techniques:**

- Cover up some words for children to solve
- Talk about the possibility of other words that would maintain the meaning of the sentence (synonyms)
- Talk about words that would change the meaning of the sentence (antonyms)

Appendix E has a long list of different writing activities that you can choose from. You will see from Appendix E that for the lower levels the writing activity may be a very simple task as above. However, as students move up the levels we are asking them to think about the story and its message. It is not just about writing but about responding also.)

Here is an example of a lesson plan.

Grade: 3	Date: 8 March 2020
Theme/unit/topic: Our school	
Text / resources: Level C – Busy at school	
Session 1 (15 mins) – Introducing the text	
What reading strategy will you focus on? Connect to prior knowledge to understand the text. As students read ask them to connect the story to their own school day.	
What questions will you ask to introduce the text? Ask students to talk about the things they do at school every day. Show students front and back covers of book and title. Ask them what they think the book is about. Walk through the book looking at pictures and asking students about what they see. Try to get them to use some of the story words (without reading the text).	
What key words, sight words, phrases or sentence structures will you focus on? High frequency words: a, are, at, the, they, to – ask students to find these words in the text and form sentences with the words. Story words: busy, children, count, game, numbers, picture, school, share, snacks, song, story, toys	
What phonics (sound/symbol relationships) will you emphasise? Phonics – initial S sound – say three words, two of which start with S sound and one which doesn't. Ask students to identify the one which doesn't. Do this several times. Ask students to come up with words beginning with S sound. Then have students point to words in book beginning with S sound.	

Session 2 (15 mins) – Reading and taking reading records

Ask students if they remember what the book is about?

Students read the book together. Help them ‘decode’ words they find difficult.

Let students read independently together while taking reading records.

Sessions 3 (15 mins) – Re-reading, comprehension and writing**How will you get students to practice reading fluently and with expression?**

Read the text to the students with expression and at a normal pace.

Ask students to read with expression and at a normal pace. Say to the students: “Make your reading sound like you are talking.” Use a mobile phone to record them reading and then play back so they can hear themselves and improve.

What comprehension questions will you ask the students?

Compare/contrast: what do the students in the story do that is the same as what you do in your school? What do they do that you do not do? What do you do that they do not do? Can use a venn diagram (two overlapping circles).

Which sentence or picture could you use as a stimulus for writing?

Page 12: “What other things do they do?” Ask students to write a sentence about an activity which is not in the book using a sentence structure from the book. “They (verb) (activity)”.

LLE and rotation activities

The recommended teaching procedure for the LLE syllabus is based on the 3Ps or PPP – Presentation, Practice, and Production. This is a procedure not a method. It is taught as part of the National College of Education training for teachers and also the National Institute of Education Higher National Diploma in Teaching English. PPP is widely used around the world where the teaching is whole class, where classes are large, and where teachers have a full timetable as many primary English teachers do. The design of the LLE books assumes PPP as the teaching procedure. The objective of LLE is purposeful communication, just as with guided reading the objective is reading with understanding. The PPP procedure has three steps also and each step builds on the previous one to develop the students’ communicative competency.

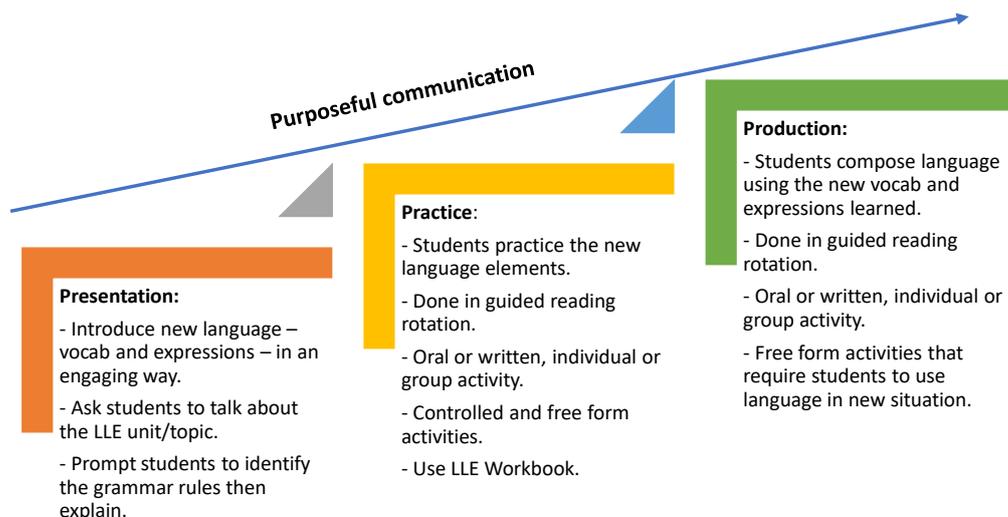


Figure 14 LLE Lesson structure

In its simplest form a lesson or unit is taught as follows:

- Presentation:** The teacher introduces the new language to the students. LLE is organised according to a series of topics or contexts such as family, school, etc. Use stimulus material to connect with the student’s existing knowledge of the topic. The teacher *presents* the relevant language – vocabulary and expressions – in different ways such as using objects, walking around the school, etc. Encouraging students to talk about the topic also helps them to remember the key words and expressions. Instead of explaining the grammar rules, try to get the students to work out patterns for themselves. Here you can compare and contrast English with the mother tongue. Finally review the new language using the LLE Pupil’s Book.
- Practice:** Students *practice* the language elements so as to become *confident and fluent*. In the past this was typically done using language drills and repetition for memorising. Language drills or ‘say and read’, ‘say and repeat’ activities are *controlled* forms of practice and typically used when teaching a whole class together. However current accepted practice is to use more discussion, asking questions, or group work. Discussion, pair and group work are *freer* forms of practice. The small group, guided reading procedure enables this freer form of practice as students can work in small groups. Free form practice is also better at developing communicative competency because students interact with each other. Also use the language at other times in the class to expand students’ appreciation of how and when it is used, for example counting can be used in maths classes.
- Production:** The objective in the production step is for students to *demonstrate* their *communicative competency*. Students do an activity to use the new language to make – *produce* - sentences of their own. Once again, the small group organisation of the class for guided reading enables free form activities. A wide variety of activities can be used such as writing, discussion, quizzes, games, role plays. The goal is for students to use the

language in new situations, and fluently. Giving them a task to perform in the real world is an ideal way to achieve this.

It is very important that this procedure and the techniques that are used involve interaction between students, and between the student and teacher, not just passive learning and memorising. Remember that our goal is *purposeful communication*.

In some Zones, teachers are required to prepare lesson plans for LLE based on the PPP procedure. The LLE texts provide much of the material for the lessons and the Teachers' Guides provide suggestions for activities.

Because we are combining LLE and the Lotus literacy program, we need to combine the small group guided reading procedure with LLE and the 3Ps. We do this by dedicating one lesson a week to LLE *presentation* and using Lotus *rotation activities* for LLE *practice* and *production*. Rotation activities should be based on pages from the LLE Student Workbook. You can also include other activities, e.g. additional phonics activities, computer work, Writing Practice book work. However, as much as possible use LLE texts so that you cover the LLE syllabus, especially if you have dedicated the first term of grade 3 to teaching phonics. Make sure that the students have enough work to do and enough variety to keep them occupied.

Some other suggestions for rotation activities include:

- Draw and/or write about their favourite part of the text the group is working on.
- Role play characters/events in the text the group is working on.
- Talk about, role play or write a different ending to the story.
- Reading, writing or literacy games on the computer.
- Free writing.
- Free reading/read to a friend.
- Sight word activities
 - Bingo games
 - Memory/Concentration
 - Snap
- Draw a story map on the text their group is working on

Plan and write down your rotations based on the LLE topic that you are currently teaching. The template in Table 6 can be used as your LLE PPP lesson plan and Lotus rotation activities plan.

Table 6 Weekly LLE PPP plan and Lotus rotations plan

Grade:		Week:	
LLE unit/topic:			
LLE Pupil Book page refs.:		LLE Workbook page refs.:	LLE Writing Practice page refs:
Presentation session: <i>[Write down the activities you will use to introduce (present) the new language. You may have different activities for vocabulary (individual words) and expressions/sentences/grammar. Estimate the time the activities will take as you only have 30 mins.]</i>			
Rotations		Competency : listening, speaking, reading or writing	Competency levels (numbers) from Teachers' Guide
<i>[Describe each rotation including pages from LLE texts to be used, other materials such as instruction sheets for students, etc.. Refer to the Teachers' Guide for suggestions also.]</i>		<i>[This is optional but will help you keep track of how many lessons you are doing for each competency.]</i>	<i>[This is optional but will help you see how well LLE maps to the Teachers' Guide.]</i>
Rotation 1:			
Rotation 2:			
Rotation 3:			
Rotation 4:			
Rotation 5:			
Rotation 6:			

Classroom organisation and timetabling

If you have four groups in the class, e.g. Blue, Yellow, Brown, Red, and a scheduled lesson of 30 minutes, you will take the Blue and Yellow groups for guided reading – one after the other – while the other groups work on rotation activities. For the next scheduled lesson, you will take the Brown and Red groups for guided reading. If your lesson time is 1 hour, you will be able to do a guided reading session with all 4 groups – one after the other – and they will each also do three other rotation activities of 15 minutes duration. Figure 2 shows a typical classroom setup.



Figure 15 Classroom organisation for a 1-hour lesson / 4 x 15 minute activities including guided reading session

As explained above, the Lotus lesson structure for a levelled reader story is made up of three 15-minute sessions per book – session 1, 2 and 3 - each session having a different focus. If, for example your school timetables 5 x 30 minute English lessons per week per class, this is how the levelled reading and LLE syllabus work would be timetabled (S1, S2, S3 refers to session 1, 2, 3 respectively):

Table 7 Example class timetable planning – 8-day cycle / 4 groups in class / 30 mins per lesson

30-minute lesson	Blue Group E.g. Level A	Yellow Group E.g. Level B	Brown Group E.g. Level B	Red Group E.g. Level C
Monday	Work with whole class to introduce the material from LLE that will be covered during rotations this week. <i>Presentation – LLE Unit vocabulary and expressions for rotation activities involving Practice and Production</i>			
Tuesday	<u>Guided reading S1</u> Rotation 1	Rotation 1 <u>Guided reading S1</u>	Rotation 1 Rotation 2	Rotation 1 Rotation 2
Wednesday	Rotation 2 Rotation 3	Rotation 2 Rotation 3	<u>Guided reading S1</u> Rotation 3	Rotation 3 <u>Guided reading S1</u>
Thursday	<u>Guided reading S2</u> Rotation 4	Rotation 4 <u>Guided reading S2</u>	Rotation 4 Rotation 5	Rotation 4 Rotation 4
Friday	Rotation 5 Rotation 6	Rotation 5 Rotation 6	<u>Guided reading S2</u> Rotation 6	Rotation 6 <u>Guided reading S2</u>
TOTAL TIME LLE: 2 hrs/week				
TOTAL TIME LOTUS: 30 mins / week				
Monday	Work with whole class to introduce the material from LLE that will be covered during rotations this week. <i>Presentation – LLE Unit vocabulary and expressions for rotation activities involving Practice and Production</i>			
Tuesday	<u>Guided reading S3</u> Rotation 7	Rotation 7 <u>Guided reading S3</u>	Rotation 7 Rotation 8	Rotation 7 Rotation 8
Wednesday	Rotation 8 Rotation 9	Rotation 8 Rotation 9	<u>Guided reading S3</u> Rotation 9	Rotation 9 <u>Guided reading S3</u>

The possible student differentiated progression might look like Table 8 but the rate of progression will vary from time to time as will group members. Slow learners for example may, with the attention of a teacher in a small group, develop faster than they would in a whole class learning and teaching model.

Table 8 Student differentiated progression for Lotus

Learner type	Time per levelled reader	Books per level (average)	Weeks per level	Maximum levels per year (Grade 3 assume 32 weeks + 8 weeks of phonics)
Fast learners	~1.5 weeks	2-3	3+	10
Average learners	~1.5 weeks	3-4	4.5+	7
Slow learners	~1.5-2 weeks	4 plus additional lesson on skills e.g. phonics	6+	5

Summary

1. The Lotus Program integrates the LLE competency based, whole class model for learning and teaching EAL with the Lotus literacy based, differentiated model in grades 3-5.
2. Teachers follow dual procedures: the Lotus lesson structure for guided reading using levelled readers in small groups of students who are at the same reading level; and the PPP procedure for teaching the LLE syllabus.
3. The Lotus lesson structure consists of three 15-minute sessions per levelled reader. Each session has a different focus and gradually develops not only reading accuracy but also comprehension and fluency in speech.
4. Each week one lesson is dedicated to presentation (PPP) of LLE material, while practice (PPP) and production (PPP) take place in small groups in parallel with Lotus guided reading sessions. This also means that students *practice* and *produce* with their Lotus reading group and allows for some differentiated learning and teaching within the boundaries of the LLE syllabus for the grade.
5. Classes should not have more than 8 students per group. For classes of more than 32 students, two teachers are required. Group members will change based on individual student progress.
6. Because Lotus is a differentiated learning and teaching model, some students will progress through more reading levels than others across grades 3-5. There is no grade limit or target. Over the three years each student progresses at their own pace and in line with their own development, motivation, and interest, unconstrained by a syllabus.



Chapter 5 - Assessment of student learning

Assessment is a necessary component of the curriculum cycle. It is important to formally assess students, as it gives a precise indication of their skills and knowledge and highlights areas where they may need more support.

Evaluation includes assessment but goes further to measure effectiveness of the teaching method, teacher effectiveness, student and teacher satisfaction, etc.

In this chapter we are concerned only with *assessment* however, *evaluation* may be undertaken as a separate exercise by the Department of Education and PIMD in making decisions about continuation or expansion of the program.

In this chapter we complete the *constructive alignment framework* by linking assessment to target learning outcomes.

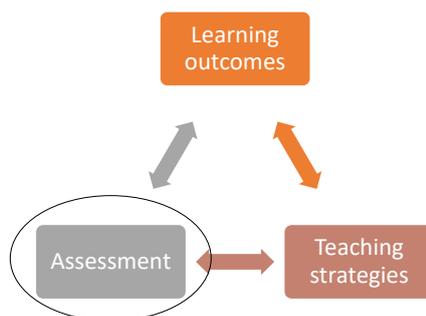


Figure 16 Learning design: constructive alignment

Approach and method

Having designed an integrated learning and teaching method for the Lotus Program which covers both LLE competency based model and the Lotus literacy focused model, we now need to consider the different but complementary objectives and learning outcomes that each approach is aiming for and ensure that students are making progress against both. *Learning outcomes* (LOs) tell the student the skills, knowledge and application of language that they are expected to be able to demonstrate as a result of the learning and teaching that they have participated in. *Assessment* provides the opportunity for students to demonstrate what they have learned and provides *a measure* of the extent to which these outcomes have been achieved. For language learning, and EAL in particular, we need *three types of measures* in support of the LOs: quantitative, qualitative, and contextual as shown in Figure 17.

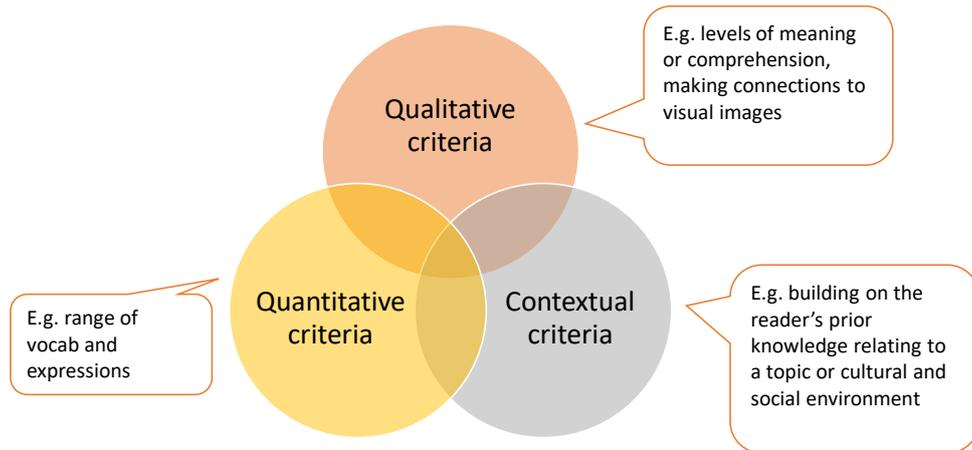


Figure 17 Language development measurement criteria

Both LLE and Lotus can be measured using these criteria as shown in Table 9 below.

Table 9 LLE and Lotus measurement criteria

Benchmark	Quantitative learning criteria	Qualitative learning criteria	Contextual learning criteria
Lotus : reading levels	Reading accuracy; use of reading strategies (e.g. decoding, segmenting) and behaviours.	Comprehension, fluency, phrasing	Aligned broadly to LLE topics
LLE : competency levels	Purposeful communication: Ability to use (listen, speak, read, write) specific vocabulary and expressions, and simple sentences and produce this language as required.		Sri Lankan context and content

In LLE the specific measurement criteria, that is competency levels, often relate to particular *communication* tasks that a student is expected to be able to do (e.g. introduce themselves, express likes/dislikes) as well as language *proficiency* e.g. accuracy, comprehension, range of vocabulary and sentence structures relating to these tasks and specific contexts (home, school, etc.). Lotus emphasises language proficiency across 26 levels of difficulty. In the Lotus Program we therefore assess students using two different procedures: the Lotus *reading record (RR)* and the LLE *competency assessment*.

Lotus Reading Record

A Lotus RR is taken when the teacher thinks a student is ready to move up a level. The RR assesses their progress using a *benchmark* passage for the reading level. This assessment is based on reading accuracy, comprehension, phrasing and fluency. The Lotus RR is the primary assessment of language proficiency in the program because the reading levels and

benchmark assessment texts are precisely calibrated to a level of proficiency and differentiated across 26 levels. The Lotus assessment process is a form of *continuous* assessment which is useful to students, teachers, and parents and can act as a motivator and stimulus for the student.

LLE competency assessment

A periodic (e.g. three times per year) assessment against LLE competency levels is done to determine where a student stands relative to the LO target set for the grade. The LLE competency levels combine both communication task and language proficiency criteria and so this assessment is the primary method for assessing communicative, action-oriented achievement. As a language proficiency assessment, the competency levels and LOs are only differentiated at three levels – grade 3, grade 4, and grade 5 – and in some cases there is no differentiation between grades. This means that student achievement is measured in binary terms (*master or non-master*) rather than on a more granular *scale or continuum* which would provide useful information about student strengths and weaknesses and areas needing more support. While the Teachers' Guides provide checklists for each competency, these do not represent a continuum as teachers do not teach to this sequence. In the procedure outlined below we recommend doing the LLE competency assessment at the end of each term and using qualitative statements of competency rather than simply can/cannot markers.

Other compulsory assessment

There is a third form of assessment used for primary grades and this is term tests set by teachers based on LLE unit topics and activities covered. These tests are written tests only and contain exercises similar to the student Workbook. This assessment can be characterised as *achievement assessment* relating to the syllabus and textbook. The assessment types discussed above and described in detail below are *proficiency assessments*, that is, they assess the student's ability to apply what they have learned using all four competencies: listening, speaking, reading, and writing.

Procedure 1 - taking a Lotus reading record

On the following pages, you will find a Reading Record (RR) Assessment template and notation guide, and a Reading Assessment Table. You will use both to decide each student's instructional level. Use the second session of guided reading to quickly take a reading record for any student who you think may be ready to move up a level.

Remember – you are assessing the student's reading level, not how well they read a particular book. For this reason, the text used for RRs is a *benchmark passage* that the student has not seen before and NOT a levelled reader that they are already familiar with. It is important that students are assessed using a reading text that they have not seen before to get an accurate view of their progress. If they have developed their language skills and

comprehension to the standard of that level, they will be able to demonstrate this with any reading passage designed for that level.

You are provided with two benchmark passages for each reading level. When doing an RR with a student, you are evaluating two things: reading accuracy (quantitative criteria) and comprehension (qualitative criteria). Comprehension is evaluated by asking questions to test their understanding of the text and observing their fluency and correct phrasing (pausing at the appropriate points) when reading.

Follow these instructions to easily complete a reading record as the student reads:

1. Before doing the RR, you need the book or reading passage the student will read, a blank template of the RR (see Table 11 below), and the Reading Assessment Table (see Table 10 below), to grade the student and decide whether or not they should move up a level or stay at the current level.
2. Fill in the Date, Student's Name, Student Age, book or benchmark passage title, and the reading level in the first two rows on the RR template before the student commences reading.
3. Tell the student to start reading.
4. While the student reads to you, use a new line for each sentence to record accuracy. Do not help the student while doing the RR. Remember to use the following notation system:
 - a. Use a tick for every word the student reads correctly.
 - b. If a student says a word incorrectly, write the incorrect word with the correct word below it, and record the number of incorrect words in the sentence in the second column under the 'Errors' heading.
 - c. If a student skips a word, write a dash (-) for the word skipped, and record the number of skipped words in the sentence in the second column under the 'Errors' heading. (see sample RR)
 - d. If a student says a word incorrectly, and then corrects themselves, write the incorrect word with the correct word below it as for an error, and SC to denote self-correction. Record the number of SCs for the sentence in the third column under the 'Self Correction' heading. Self-correction does not count as an error.
 - e. If a student repeats a word or a sentence to maintain the meaning, draw an arrow back to where the child went back to repeat. This is not recorded as an Error or SC.
 - f. Continue to record all the other pages in the book or reading passage, one sentence per line on the RR template until the student finishes reading the book or passage.

- g. If a student is having difficulty with a word and cannot work it out after 5 seconds, tell them the word so they can continue to read. Mark the word as an error.

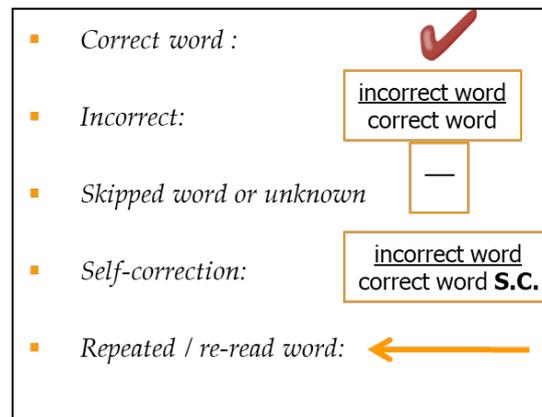


Figure 18 RR notation

5. Calculate the student's reading accuracy.
 - a. Add up all the numbers in the 'Errors' column.
 - b. Add up all the numbers in the 'Self Correction' column.
 - c. Record the totals as shown in the RR template at the bottom of each column.
 - d. Calculate the student reading accuracy as a percentage, that is, total number of correct words (total words minus errors) as a percentage of the total number of words.
6. Grade the student on comprehension, fluency and phrasing.
 - a. Ask the student several questions to test their understanding/comprehension. It is often clear to the teacher if a student reads words they don't understand, but the teacher also needs to question the student to test their comprehension.
 - b. Comprehension also means reading with understanding. This is indicated by phrasing and fluency. Fluency means reading at the pace that you would speak, not too slow and not too fast. Phrasing means reading in meaningful chunks or phrases, for example
 "I saw a star shining in the night sky."
 not, "I saw a star shining in the night sky."
 - c. Make notes about their comprehension, phrasing, and fluency in the comments section on the RR Template. Estimate a student's grade for comprehension. Use your judgement but make sure your notes (point b above) explain the reason for the grade. Record this grade on the RR template.
7. Based on the two grades - accuracy and comprehension - in combination, and by using the Reading Assessment Table, tick the box for *Easy* or *Instructional* or *Hard*.

- a. If you ticked the *Easy* box, the student moves up a level when you have enough students ready to form a reading group for the new level.
 - b. If you ticked the *Instructional* box, the student reads another book (or two) at the same level and is reassessed at a later date after completing the additional books.
 - c. If you ticked the *Hard* box, the student reads at least two more books at the current level and is reassessed at a later date after completing the additional books. You can also move them down a level but may prefer not to do this to avoid demotivating the student.
8. File the student RR in the student’s folder to ensure their progress is available for other teachers that teach the student in the next grade.

The important point to note about the reading assessment table below is that students progress a level based on both their *accuracy* and *understanding* (demonstrated by comprehension, fluency, phrasing). Accuracy on its own is not enough. They must develop in both areas together.

Table 10 Reading assessment table

Accuracy (Total words – errors) / 100	Comprehension, fluency, phrasing	Action
A (95% & higher)	A (100%)	Easy - Go up a level
A (95% & higher)	B (80%-95%)	Instructional - Stay at same level
A (95% & higher)	C (<80%)	Hard – Stay at same level
B (90%-94%)	B (80%-100%)	Instructional - Stay at same level
C (90%-94%)	C (<80%)	Hard – Consider dropping the student down a level if there is a group working at a lower level.
D (<90%)	N/A	Hard - Drop a level if there is a group working at a lower level. You may need to do some individual remedial work with this student.

Table 11 Reading record template

Date:	Student Name:	Student grade:	
Book or Benchmark Passage Title:		Level of Book or Benchmark Passage:	
Reading Record <i>(To record reading, use one row in the space below for each sentence in the book or passage)</i>		Errors	Self-Corrections
TOTALS			
Write grade for accuracy here (A, B, or C):			
Write detailed comments here about fluency/phrasing/comprehension:			
Write grade for comprehension here (A, B, or C):			
Tick one box only. Is the text:			
<input type="checkbox"/> EASY	<input type="checkbox"/> INSTRUCTIONAL	<input type="checkbox"/> HARD	

Procedure 2 - assessment of students against LLE competency levels

For assessment, LLE prescribes a set of competency levels for each of the four main competencies of listening, speaking, reading and writing. Each competency level in turn has at least one target learning outcome. These learning outcomes use words such as *correctly*, *appropriately*, *confidently*, *meaningfully*, *most frequent* (e.g. in relation to vocabulary), or *particular relationships* (e.g. other students). These measures are used in combination with skills such as, *write*, *read*, *understand*, *say*, *identify*, etc. e.g. 'confidently read', 'appropriately say'.

The Teachers' Guide suggests maintaining a checklist of LOs for each competency however no procedure is specified. In the Lotus Program the recommended procedure is for teachers to record student progress in qualitative terms at the end of each term. The assessment is a judgement based primarily on teacher observation. It may not be possible to assess against every criterion at every checkpoint, depending on the LLE topics, Pupil and Workbook activities covered up to that point. However, each criterion should be reassessed after the initial assessment as student competency will improve progressively during the year to meet the standard.

In the template shown in Table 12, make brief notes about student progress. Provide specific indicators or examples using the competency level description (content, etc.) from the Teachers' Guide but feel free to be more specific to the student as appropriate. Observing the students meet the criteria will be rewarding and also give teachers essential information for any remedial work required for a student.

The Teachers' Guide also requires that teachers maintain records for each student. This template should be combined with the Lotus reading records for each student. Keep a record book for each student. The student record book moves with the student from grade to grade, teacher to teacher. Each teacher should hand the student's reading records to the next teacher when the student moves up a grade.

Table 12 LLE Competency level and LO assessment template

Competency	Competency Level & Learning Outcomes	Term 1 Assessment	Term 2 Assessment	Term 3 Assessment
Listening	1.1 LO:	<i>E.g. Student <u>correctly identifies</u> sounds in words related to the immediate environment such as [list words].</i>		
	1.n LO:			
Speaking	2.1 ... LO:	<i>E.g. Student understands but is not able to correctly ask or answer</i>		
	2.n ... LO:			
Reading	3.1 ... LO:	<i>E.g. Student reads text with some errors ...</i>		
	3.n LO:			
Writing	4.1 LO:	<i>E.g. Student is able to write simple sentences but sometimes uses incorrect verb tense ...</i>		
	4.n LO:			

Summary

1. The purpose of assessment is to determine if students are ready to progress to the next level and/or identify areas where they need additional support.
2. Learning outcomes tell students what they should be able to do with language while assessment tells the student and teacher what they can actually do at a certain point.
3. Assessment measures achievement against quantitative, qualitative, and contextual criteria.
4. LLE is concerned primarily with communicative, action-oriented, learning outcomes while Lotus is concerned primarily with language proficiency, specifically, accuracy in vocabulary and language structures plus comprehension and fluency.
5. Because LLE and Lotus have different emphases, we use two different tools for assessment: the Lotus reading record (RR) and the LLE competency level assessment template.
6. The Lotus RR is done for a student when the teacher thinks they are ready to move up a level OR if they are finding their group level too hard.
7. The LLE competency assessment is done three times per year based on teacher observation.



Chapter 6 – Beyond the classroom: the role of school, community and home

There are many theories about how children acquire language, whether it is their first language or another language, in this case, English. Some theories relate specifically to the instruction received in a formal learning environment such as the classroom and some relate more broadly to social settings in which the cultural context also plays a part. There is no single, comprehensive theory that explains second or third language acquisition, but each theory contributes something and they generally complement each other.

In this chapter we introduce two additional theories or approaches: learning through social interaction and content-based learning. We suggest ways that you can encourage learning English based on these two approaches. This will involve the school and the wider community.

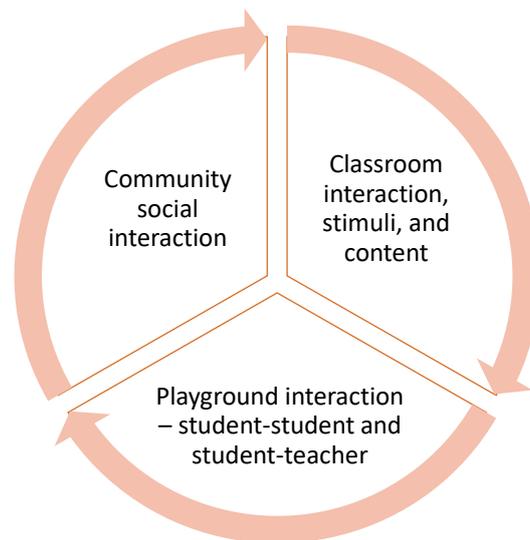


Figure 19 Social interaction and language development

It is important to note that assessment benchmarks for reading levels and LLE competency levels do not take into account these additional ways of learning English. Assessment as described in Chapter 5 is based only on what happens in the English classroom and what can be expected of students based on classroom work. If students are provided with other opportunities to use English, they will progress faster and further (in terms of reading levels) in the classroom itself and English language learning in general, and be much better prepared for higher grades, especially English medium instruction.

The socio-cultural approach to language learning

This theory holds that when a learner interacts with someone else who is more proficient in the language in question, such as English, the learner develops their language proficiency

with the assistance of the person they are communicating with. This happens because the more proficient person helps the learner to understand and be understood *through the process of communicating in a social setting*.

An essential element of the theory is that the learning occurs within a range of interaction – called the *zone of proximal development (ZPD)* - that is the gap between the learner's previous experience and knowledge of the language and their potential level of language development. This concept was first proposed by Vygotsky (1978 as cited in Larsen-Freeman & Anderson 2011). The learner must be able to build on what they already know, not be thrown in at the deep end.¹⁰ Some argue that the 'interlocutor' (other speaker) need not be more proficient than the learner. Even two students speaking together will develop language together that goes beyond what they have individually acquired up to that point.

How can teachers and schools create opportunities for learning in a natural setting through social interaction? Ideally this would occur naturally without any intervention however, in a context where there is very little opportunity to speak English outside the classroom it is necessary to deliberately create such opportunities. In fact, the classroom itself can provide opportunities directly and indirectly.

The classroom environment can be used to indirectly encourage students to use English with each other and with teachers. For example, posters and pictures with English words, letters and sounds provide reminders and new vocabulary they can draw on in conversation. This encourages them to use new words and phrases and so expand their ZPD when they interact in social settings. Word walls and activities built around word walls (such as finding ways to use a particular word in everyday conversation) also help them expand their range.

Moving outside the classroom into the playground, students can be paired as English buddies, and encouraged to speak English to each other as much as possible or perhaps on a particular day during the lunch hour – the English hour! Teachers and the Principal should give instructions in both mother tongue and English and reinforce this with school signage in all three languages. The teachers and Principal, in their conversation with students outside the classroom are helping the student create language in a non-instructional setting.

To really make great strides in English language learning, students need interaction outside the school setting. Once again, the school can help. As an important part of the community, the school is able to identify the opportunities available to students to interact in English. This may be in their own home or in the wider community. Families can be encouraged to speak English whenever possible. It may be that the student is the more proficient speaker in which case she/he will be helping someone else develop their English. The school can establish a lending library and allow students to borrow books to read with their parents or other family member and talk about the story in English. In the wider community if there are known proficient or native English speakers, the school can also reach out to them to

¹⁰ This is also the principle underpinning the Lotus reading levels which gradually develop language skills.

see how they can also help. There are many things that can be done and these are just a few. *The general idea however is that the interaction in English should occur in a situation that stretches the learner's language skills.*

Content based learning

This approach is usually referred to as 'content-based instruction' or 'content and language integrated learning'.¹¹ The general idea is that students learn English while learning another subject. The theory behind this approach is that students will learn the language more successfully when there is a purpose that meets their needs. It draws on their cognitive ability but also interaction, this time in a purpose specific context.

English-medium instruction in Sri Lankan schools is effectively content-based language learning with an emphasis on the content rather than language learning. Another approach to content-based language learning is to emphasise the language aspects of learning as well as the content.

In primary schools in Sri Lanka, class teachers (non-English teachers) may not feel confident enough to teach other subjects such as mathematics, in English. So, we suggest some simple ways to incorporate English into other subject areas.

1. With the help of the English teacher prepare a vocabulary list of English words for mathematics, ICT, or any other subject. Introduce these words gradually as you teach the subject and build a word wall. Include simple phrases also.
2. You can use the LLE Pupil's Book also because there are pages in many units relating to numeracy, science and technology. If these pages are introduced gradually in the corresponding subject classes then the English teacher will not need to cover them in the English class.
3. The Edmark software, provided by PIMD to all Lotus Program schools, includes maths and science interactive activities with audio instructions in English. Use this software in your maths and science lessons using a data projector so the whole class can participate.

¹¹ 'Content based' emphasises the content while language learning is incidental. 'Content and language integrated learning' specifically focuses on language learning.



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Appendix A: English phonemes and graphemes

From Dyslexia Reading Well <https://www.dyslexia-reading-well.com/support-files/the-44-phonemes-of-english.pdf>.

The 44 Sounds (Phonemes) of English

A **phoneme** is a speech sound. It's the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds. A **grapheme** is the written representation (a letter or cluster of letters) of one sound. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.

Phonics instruction involves teaching the relationship between sounds and the letters used to represent them. There are hundreds of spelling alternatives that can be used to represent the 44 English phonemes. Only the most common sound / letter relationships need to be taught explicitly.

The 44 English sounds can be divided into two major categories – consonants and vowels. A **consonant** sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a **vowel** sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language. The 44 phonemes represented below are in line with the International Phonetic Alphabet.

Consonants

Sound	Common spelling	Spelling alternatives					
/b/	b ball		bb ribbon				
/d/	d dog		dd add	ed filled			
/f/	f fan		ff cliff	ph phone	gh laugh	lf calf	ft often
/g/	g grapes		gg egg	gh ghost	gu guest	gue catalogue	
/h/	h hat		wh who				
/j/	j jellyfish		ge cage	g giraffe	dge edge	di soldier	gg exaggerate
/k/	k kite		c cat	ch christmas	cc acclaim	lk folk	qu bouquet
			q(u) queen	ck back	X box		
/l/	l leaf		ll spell				
/m/	m monkey		mm summer	mb climb	mn autumn	lm palm	
/n/	n nest		nn funny	kn knight	gn gnat	pn pneumonia	
/ng/	ng ring		n sink	ngue tongue			

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/p/	p pig r robot	 	pp happy	rr carrot	wr wrong	rh rhyme		
/s/	s sun		ss mess ce rice	c circus se horse	sc science	ps psychology	st listen	
/t/	t tap		tt batter	th thomas	ed tapped			
/v/	v van		f of	ph stephen	ve five			
/w/	w web		wh why	u quick	o choir			
/y/	y yo-yo		i opinion	j hallelujah				
/z/	z zebra		zz buzz se cheese	s has	ss scissors	x xylophone	ze maze	

Digraphs

Sound	Common spelling	Spelling alternatives					
/zh/	s treasure		si division	z azure			
/ch/	ch cheese		tch watch	tu future	ti question	te righteous	
/sh/	sh shark		ce ocean sci conscience	s sure ti station	ci special	si tension	ch machine
/th/ (unvoiced)	th thongs						
/th/ (voiced)	th feather						

Short vowels

Sound	Common spelling		Spelling alternatives				
/a/	a cat		ai plaid				
/e/	e egg		ea bread	u bury	ie friend	ai said	a many
			eo leopard	ei heifer	ae aesthetic	ay say	
/i/	i igloo		e england	o women	u busy	ui build	y hymn
			ie sieve				
/o/	o orange		a swan	ho honest			
/u/	u mug		o monkey	oo flood	ou trouble		
/oo/	oo book		u bush	ou could	o wolf		

Long vowels

/ā/	ai snail		a baby	eigh weigh	aigh straight	ay hay	et croquet
			ei vein	au gauge	a-e cake	ea break	ey they
/ē/	ee bee		e me	ea seat	y lady	ey key	oe phoenix
			ie brief	i ski	ei receive	eo people	ay quay
/ī/	i spider		y fly	igh night	ie pie	uy buy	ye rye
			ai aisle	is island	eigh height	i-e kite	
/ō/	oa boat		o-e bone	o open	oe toe	ow low	ough though
			eau beau	oo brooch	ew sew		
/ū/	oo moon		ew screw	ue blue	u-e flute	oe shoe	ough through
			ui fruit	o who	oeu manoeuvre	ou croup	
/y//ū/ (2 sounds)	u uniform		you you	ew few	iew view	yu yule	eue queue
			eau beauty	ieu adieu	eu feud		

/oi/	oi coin		oy boy	uoy buoy			
/ow/	ow cow		ou shout	ough bough			
/ə/ (Schwa sound)	er ladder		ar dollar	our honour	or doctor	i dolphin	e ticket
			u cactus	ur augur	re centre	eur chauffeur	

'R' controlled vowels

/ā/	air chair		are square	ear pear	ere where	eir their	ayer prayer
/ā/	ar car		a bath	au laugh	er sergeant	ear heart	
/û/	ir bird		er term	ur burn	ear pearl	or word	our journey
/ô/	aw paw		a ball	or fork	oor door	ore more	oar board
			our four	ough taught	ar war	ough bought	au sauce
/ēə/	ear ear		eer steer	ere here	ier pier		
/üə/	ure cure		our tourist				

Tricky Graphemes

There are some letters that are used to write down sounds already represented by other graphemes. For example we use the letter c to represent the /k/ sound (already represented by the grapheme 'k') and the /s/ sound (already represented by the grapheme 's').

Letter		
c	/k/ as in cat, cot, cup	/s/ as in city, cycle, cents
x	/k/s/ as in box, fox, fix	/g/z/ as in example, exam
		/z/ as in xylophone
q(u)*	/k/w/ as in queen	/k/ as in bouquet, marquis, cheque

* the q is always paired with the letter u.



Appendix B: Lesson plan templates

Table 13 Lotus guided reading lesson plan template

Grade:	Date:
Theme/unit/topic:	
Text / resources:	
Session 1 (15 mins) – Introducing the text	
What reading strategy will you focus on?	
What questions will you ask to introduce the text?	
What key words, sight words, phrases or sentence structures will you focus on?	
What phonics (sound/symbol relationships) will you emphasise?	
Session 2 (15 mins) – Reading and taking reading records	
Sessions 3 (15 mins) – Re-reading, comprehension and writing	

How will you get students to practice reading fluently and with expression?

What comprehension questions will you ask the students?

Which sentence or picture could you use as a stimulus for writing?

Table 14 LLE PPP and guided reading rotations lesson plan

Grade:		Week:	
LLE unit/topic:			
LLE Pupil Book page refs.:		LLE Workbook page refs.:	LLE Writing Practice page refs:
Presentation session:			
Rotations	Competency : listening, speaking, reading or writing	Competency (numbers) Teachers' Guide	levels from
Rotation 1:			
Rotation 2:			
Rotation 3:			
Rotation 4:			
Rotation 5:			
Rotation 6:			



Appendix C: Sight word lists

Sight words are words that occur very frequently in the English language. Often, sight words cannot be sounded out and need to be learnt through visual recognition. The following comes from the 'Dolch' sight words, a set of words commonly used in Australian schools. There are several lists and each list increases in difficulty. The best way to learn these sight words is by rote learning and by using games that develop student memory of these words. See also Oxford University's Oxford Wordlist (high frequency words) at:

http://lib.oup.com.au/primary/oxford_wordlist/research/Oxford_Wordlist.pdf .

List 1

a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you

List 2

all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

List 3

after, again, an, any, as, ask, by, could, every, fly, from, give, giving, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

List 4

always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

List 5

about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm



Appendix D: Prompts to support strategic reading behaviours

Prompts are questions you ask students in order to guide and support specific reading *behaviours*. During a guided reading session, teachers should only focus on a few reading behaviours and strategies at a time. Concentrate on what the students need to know and use the prompts to encourage the correct reading behaviours. As you write your lesson plans include some of these prompts.

Beginning phase behaviours:

Ensuring that students are self-monitoring

- Read it with your finger
- Point to each word
- Do you think it looks like _____?
- Did you have enough words?
- Did it match? Did you run out of words?
- Run your finger under the word from the beginning.

Searching for visual clues

- Does it look right?
- What do you expect to see at the beginning? at the end?
- Do you know a word like that?
- What does it start with? Can you say more than that?
- What do you know that might help?
- It could be _____ but look at _____.

Searching for structural clues

- Can you say it that way?
- What would sound right?
- Try _____. Would that sound right?

Searching for meaning clues

- Try that again.
- You said _____. Does that make sense?
- Look at the picture.
- What might happen next, in the story?
- Did that make sense?
- What would make sense?
- Try _____, would that make sense?

Searching for visual, structural and meaning clues

- What looks like that, sounds right and makes sense?
- It could be ____ but look at _____.
- If it was _____ what would you expect to see at the beginning/middle/end?

Intermediate Phase Behaviours:

Supporting self-monitoring

- Why did you stop?
- Did that match?
- Would _____ make sense?
- Could _____ fit in there?
- Do you think it looks like _____?
- It could be _____, but look at _____.
- Where's the tricky word? (after error)
- Try that again.
- Were you right?
- You said _____ Was that right?

Searching unfamiliar words

- You said _____ Can we say it that way? Try again.
- You said _____ Does that make sense? Try again.
- You said _____ Does that look right? Try again.

Supporting cross-checking

- Check the picture.
- What could you try?
- Try that again and think what would make sense?
- Do you know a word that starts with those letters or ends with those letters?
- Check it. Does it look right and sound right to you?
- What part do you know?
- What do you know that might help?
- Try that again and think what would sound right?
- Try that again.

To support self-correction

- You're nearly right. Try that again.
- I liked the way you worked that out.
- You made a mistake on this line. Can you find it?
- Something wasn't quite right.

- Was that OK? Why did you stop?
- How did you know it was _____?

To support phrased, fluent reading

- Put your words together so it sounds like talking.
- Can you read this quickly?
- Point to the end of a line or phrase. Say 'Read to my finger'
- Make it sound like a story you would like to hear.

Praising strategic reading behaviours

- I like the way you _____ (tell the student what they did)
- I like the way you noticed that wasn't quite right.
- Where was the hard bit?

Fluent phase behaviours

- Any of the previous prompts but with more silent processing concentrating on taking words apart, breaking words into syllables and analysing word patterns.



Appendix E: Writing activities

Activities for pre-writers/unconfident writers

Use the following activities for students who are unable to write in sentences, to ease students into writing or as a break from writing.

- Listening/Drawing Activity (whole class):
 - Give simple drawing instructions, one at a time, for students to follow. Relate the drawing to the text read for shared reading.
 - E.g. “Draw three brown nests. In the first nest, draw an egg. Draw a yellow bird under the second nest, Draw a blue bird next to the third nest”.
 - Use this activity to discuss prepositions and descriptive language.
- Students draw their favourite part of the story. They copy off the board “I liked it when...” or “My favourite part is...” The teacher then scribes the rest of the sentence for the student (the student must orally tell the teacher the rest of the sentence).
- What’s on the next page?
 - Talk about ideas for an extra page in the book.
 - Predict what might come next in the story.
 - Students draw a picture of what comes next in the story. The teacher scribes the responses.

Activities for beginning/intermediate writers

- Changing the ending:
 - Ask the students how the story could have ended differently.
 - As a class, students provide different ideas for different endings.
 - As a class, jointly write a different ending on the board.
 - Students can copy this ending or create and write their own ending.
- Becoming the Character:
 - Students choose a character from the story and write how they would feel or what they would do if placed in the same situation as the character.
 - Use the sentence structures “If I was _____ I would feel _____ because...” or “If I was _____ I would...”
 - Students complete the whole sentence.
- How interesting! (Information Texts):
 - As a class, discuss what students found interesting, unusual, informative etc.

- Use the sentence structures “It was interesting for me when...” or “I learned that...”
- Students complete the whole sentence
- Write a book:
 - Using familiar and simple sentence structures like “This is a _____” or “Here is the _____” students write their own story book and illustrate it.

Activities for fluent writers

- Writing for Comprehension:
 - Write open-ended questions on the board related to the shared text.
 - Give students the opportunity to think about the answers, share the answers with a partner and share the answers with the whole class. When discussing the answers, ensure that the students are speaking in *full or complete* sentences.
 - Students then write their answers to the comprehension questions.
- Summarise:
 - After reading the text, discuss the main ideas or messages. List these on the board in a mind-map.
 - Students use the mind map to write a summary of the text.
- Text Review:
 - Give students the opportunity to discuss what they liked and disliked about the story. Always ask students to justify their responses “I didn’t like it *because...*”
 - Students start by writing a short retell about the text, then write one paragraph on what they liked and why, and one paragraph on what they disliked and why.
 - Paragraph 1 – “The story was about...”
 - Paragraph 2 – “I liked it when ... because ...”
 - Paragraph 3 – “I disliked the part where ... because ...”
- Become the Character:
 - Students pretend they are one of the characters in the story.
 - Students can write letters to other characters, songs, poems, directions etc.



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