

Early Literacy Support Programme

Session materials for teaching
assistants

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National Literacy Strategy *Early Literacy Support Programme*

Session materials for teaching assistants

Introduction

This file is designed to be used by teaching assistants running the intervention sessions. It is the essential guide to running the sessions each day, and includes details of resources and preparation for each session as well as a full script.

Teachers will be referring to the book *Early Literacy Support Programme: Materials for teachers working in partnership with teaching assistants*. They will know what is being covered each week and will make links to the whole-class teaching, plan opportunities for independent work and do Guided Reading regularly with the group. There will be opportunities for teaching assistants to discuss children's progress with the teacher after each four-week block of sessions.

This file contains:

- 'Getting to know you' sessions;
- preparation notes for the teaching assistant each week;
- scripts for each of the 60 ELS sessions;
- additional material on understanding the three non-fiction text types used in the sessions;
- activity sheets for children to take home each week.

How to use the file

Before the programme starts: run the 'Getting to know you' sessions with the group to get used to some of the activities they will be doing each week.

Every week: read through the 'Preparation and Resources' sheet and gather together the things that are needed.

Every day: read through the script before running the session, think about the main points to get across to the children, and prepare any materials needed for that day.

After every four weeks: talk to the teacher about the progress being made by individual children; discuss any concerns that have arisen.

At the end of the programme: join in the discussion about the next steps for each child in the group; run the 'Top-up' sessions (available on the DFES website: www.dfes.gov.uk) for a smaller group if necessary.

Other resources

- The ELS trolley contains many of the resources you will need for the sessions, e.g. mini-whiteboards, magnetic letters, letter fans, sentence boards, etc.
- The Art Work / PCM pack contains a range of photocopiable materials designed to support specific sessions.

Note

- Some session scripts are based on example texts - these can be substituted with other similar texts.
- The session scripts occasionally refer to materials to be found in the NLS publication *Progression in phonics (PIP)*. A copy of this should be available at school. Alternatively, a copy can be ordered free of charge from the DfES publications centre, PROLOG (tel: 0845 60 222 60), quoting reference DfEE 0033/2000. References are also made to the NLS Additional Literacy Support (ALS) materials and video. Again, a copy of this material will probably already be in school but, if not, a copy can be obtained. To order, telephone 0118 952 7531/2, quoting reference ALS 100.

‘Getting to know you’ sessions

These notes are to help you plan two or three sessions with the group before you start the programme. It is expected that each session will take no longer than 20 minutes. The ideal time for this would be at the very end of the Autumn term or the very beginning of the Spring term, when there is often a ‘part week’ due to training days, etc.

These sessions will give you a chance to familiarise yourself with the group, and to introduce various activities and ways of working that you will be using during the programme.

Suggested content

- Session 1: Introducing the puppet.
Taking photos of the group (group and individual).
Learning the pattern of the Oral Opener and Fast Finisher.
- Session 2: Getting used to frequently-used games and equipment.
- Session 3: Introducing the Take Away activity routine.

Space to work

Ideally, these sessions will take place in the space that you will be based in for the daily sessions, preferably a demarcated corner, or a room to yourself.

You will need: table and chairs to seat six children comfortably, and with room for you;
a display board to collect and display the children’s work;
a white board / flip chart for Shared Writing;
a carpet or floor area for the more active phonics games;
some storage space to keep your resources and equipment.

Each session has a list of the specific resources needed.

The puppet

A puppet has been included in the programme to motivate children and to develop their speaking and listening skills. You will need to find a puppet to use; it needs to be a hand puppet so it can join in with writing activities etc. In the notes the puppet is called ‘Pip’ and he has a role in the sessions every day. You may like to change the name of your puppet. Feel free also to develop the character of your puppet; this will make the sessions more fun for the children and you! There are lots of suggestions for things he might say or do, but you can adapt this.

Outline

Session 1

- Introduce the idea of the group to the children, explaining that they will be working together for a short time every day. If you know the time of day when this will happen, tell them. They are there to practise their reading and writing.

- Each member of the group will introduce themselves, and to start this you introduce the puppet.

Puppet: *My name is Pip. I like to collect things and read and write.*

Follow this pattern with each child: *My name is ... I like to ...*

- For next week, you will need photos of each child. Take these photos now, ideally with a digital camera, so you can have two copies of each picture. Take a picture of the whole group (with Pip) and put it on the notice board. Take a picture of Pip on his own, so it can be used for Shared Writing next week. (You could also get someone to take a photo of you.)

- Introduce the Oral Opener and go through the daily session structure.

At the beginning of every session we will ask the puppet to remind us what we learned the day before. Then we find out what we will be learning today. (You could write out the learning objectives from the script and then read them to the children, encouraging them to join in when possible.) It goes like this:

All: *What did we learn yesterday, Pip?*

Pip: *We learned...*

Ch: *What are we learning today?*

TA: *We are learning...*

Practise saying this together.

Then we will do the ‘Phonics Five’ – this is when we will play a game to help us learn sounds and letters.

After that we will do our ‘Text Ten’ – some days we will read together, or write together, or learn how to spell words.

At the end of every session we will do a ‘Fast Finisher’. This is a quick activity before we go. We will finish by saying:

TA: *What have we learned today?*

All: *We have learned...*

Ch: *What will we take away?*

TA: *You will have something to either do in the classroom during your Literacy Hour or at home every day.*

Session 2

- Use this session to familiarise the children with some of the games and equipment they will be using regularly.
 - magnetic letters: play with letters; *Can you make a word?*
 - phoneme frames: write a letter in each box.
 - whiteboards: draw a picture / write your name, rub it off.
 - sentence boards: play with word cards, arranging them across the board (explain that you will be using it for sentences each week).
 - ‘treasure chest’ and bin: sort a collection of objects; e.g. *Pip is collecting red today, all other colours go in the bin.*
 - quick-fire words: [1] show a word on a card; [2] say the word; [3] the children read the word and try to remember it; [4] the children write the word in the air with their fingers, or trace it on someone’s back; [5] the children write the word on a whiteboard; [6] show the original card - the children check what they have written.

Give the children a chance to play with these things.

When you have read through the sessions yourself, you may find other things that you would like to introduce and give children a chance to play with.

Session 3

Show the children the Take Away pack that they will be using each day in the Literacy Hour. Give them a chance to look at the packs you have made up with the first week's activities in them (probably stored in a zip wallet or book bag for each child in the group). Explain the contents:

1. Writing Flap Cards (capital letter for child's name, first name and surname).
 2. Sentence board: envelopes with cut-up words (*My / name / is / []*) and board to lay words on. (*You will try making the sentence and reading it.*)
 3. Picture frame with space for a sentence (*You will be writing in this next week and then reading it to somebody.*)
 4. Guided Reading book. (Show the children an example. *You will take your book home so you can read it to somebody else.*)
- Explain the procedure for Take Away activities that you have agreed in your school. For example:
 - children will be doing the activities on their own in the Literacy Hour, after you have explained them in the group.
 - Give the children time to explore the pack and have a go at the activities.

Early Literacy Support: SUMMARY OF OBJECTIVES

Sessions 1–20 (4 weeks)

Objectives based on YR and Book Bands 1–2

Key objectives (taken from YR objectives, <i>NLS Framework for teaching</i>)	Speaking and Listening Key objectives:	Additional objectives for week (<i>through activities</i>)	Text type and theme	Detail of daily focus (<i>Text Ten</i>)
Text Reading: 1d, 2 Text Writing: 11e, 13 Sentence: 1 Word: (<i>PIP Step 2</i>) 6, 7	<ul style="list-style-type: none"> ● Listen for initial/final sounds in words. ● Ask a question to obtain useful information. ● Plan writing, organise ideas in sequence. 	Text Reading: – Text Writing: 12b Sentence: 4 Word: 8	<i>Names</i> Outcome: Photo frame with label High frequency words: <i>my, name, is</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and handwriting ● Guided Reading (Bands 1–2)
Text Reading: 1d, 2 Text Writing: 11e, 11f, 13 Sentence: 1 Word: (<i>PIP Step 2</i>) 6, 7	<ul style="list-style-type: none"> ● Use talk to recall past, personal experiences in order of event. ● Reinforce sequential vocabulary. ● Elaborate on own contributions. 	Text Reading: – Text Writing: 12c, 12d, 14, 15 Sentence: 3 Word: 5	<i>Personal recount</i> Outcome: ‘Surprise’ lift-the-flap book High frequency words: <i>I, went, to, the</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and handwriting ● Guided Writing
Text Reading: 2, 3 Text Writing: 11e, 11f Sentence: 1 Word: (<i>PIP Step 3</i>) 6, 7	<ul style="list-style-type: none"> ● Recollect and re-tell events from a book (using sequential vocabulary). ● Listen to a story and provide some elaboration. ● State possible outcomes and predict endings / events in a story. 	Text Reading: 5, 7, 9 Text Writing: 12c, 12d, 15 Sentence: 2 Word: –	<i>Traditional story</i> Outcome: Speech bubble for a character High frequency words: <i>this, is, a, big</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and handwriting ● Guided Reading (Bands 1–2)
Text Reading: 2, 3 Text Writing: 11e, 11f Sentence: 1 Word: (<i>PIP Step 3</i>) 6, 7	<ul style="list-style-type: none"> ● Explore rhyming patterns in words. ● Explore patterns of rhyme in letter strings. ● Echo rhyme through action songs. ● Listen for rhymes; join in with repeated refrains. 	Text Reading: – Text Writing: 12e, 14 Sentence: 2 Word: 4	<i>Rhymes / Action songs</i> Outcome: Innovation on a rhyme – new verse High frequency words: <i>day, away, said, (revising went)</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and handwriting ● Guided Writing

Early Literacy Support: SUMMARY OF OBJECTIVES

Sessions 21–40 (4 weeks)

Objectives based on Y1 term 1 and Book Bands 3–4

	Key objectives (taken from Y1 term 1 objectives, <i>NLS</i> <i>Framework for teaching</i>)	Speaking and Listening Key objectives:	Additional objectives for week (<i>through activities</i>)	Text type and theme	Detail of daily focus (Text Ten)
Week 5 Sessions 21–25	Text Reading: 2, 4 Text Writing: 8 Sentence: 4 Word: (<i>PIP</i> Step 4) 7, 9, 11	<ul style="list-style-type: none"> ● Explore rhyming patterns in words. ● Encourage 'why' and 'where' questions. 	Text Reading: 6 Text Writing: 10 Sentence: 1 Word: –	<i>Patterned language text</i> Outcome: Innovation on a patterned language text (Question and Answer card) High frequency words: <i>what, you</i> (revise <i>my</i>)	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● Writing using high frequency words ● Guided Reading (Bands 3–4)
Week 6 Sessions 26–30	Text Reading: 2 Text Writing: 8 Sentence: 4 Word: (<i>PIP</i> Step 4) 7, 9, 11	<ul style="list-style-type: none"> ● Revisit sequential vocabulary. ● Sequence or order events. 	Text Reading: 13 Text Writing: 16 Sentence: 6 Word: –	<i>Instructions</i> Outcome: Make a jam sandwich High frequency words: <i>make, put, on</i> (revise <i>the</i>)	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and handwriting ● Guided Writing
Week 7 Sessions 31–35	Text Reading: 2 Text Writing: 8 Sentence: 4, 7, 8 Word: (<i>PIP</i> Step 4) 7, 9, 11	<ul style="list-style-type: none"> ● Extract key points from what is said. ● Expand on key points (elaborate). ● Recite action rhyme (Vowel Rap). 	Text Reading: 1, 12 Text Writing: 14 Sentence: – Word: 8	<i>Labels and captions</i> Outcome: Caption for an object (and Vowel Rap song sheets) High frequency words: <i>here, is, our</i> (<i>he/she/it</i>)	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● Handwriting ● Guided Reading (Bands 3–4)
Week 8 Sessions 36–40	Text Reading: 2 Text Writing: 8, 9 Sentence: 4, 7, 8 Word: (<i>PIP</i> Step 4) 7, 9, 11	<ul style="list-style-type: none"> ● Recall and recount events from personal experience. ● Recall and re-tell events from familiar story. ● Make connections between events in stories and personal experiences. 	Text Reading: 5, 7 Text Writing: 11 Sentence: 9 Word: –	<i>Story (familiar setting)</i> Outcome: Zig-zag book (based on story and own experience) High frequency words: <i>was, school, then, saw</i> (may vary depending on shared text selected)	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and handwriting ● Guided Writing

Early Literacy Support: SUMMARY OF OBJECTIVES

Sessions 41–60 (4 weeks)

Objectives based on Y1 term 2 and Book Bands 4–5

	Key objectives (taken from Y1 term 2 objectives, <i>NLS</i> <i>Framework for teaching</i>)	Speaking and Listening Key objectives:	Additional objectives for week (<i>through activities</i>)	Text type and theme	Detail of daily focus (Text Ten)
Week 9 Sessions 41–45	Text Reading: 2, 19 Text Writing: 12 Sentence: 2, 5 Word: (<i>PIP</i> Step 5) 6, 9,	<ul style="list-style-type: none"> ● Predict content of a non-fiction book from title and illustration. ● Give a reason to back up a point of view. 	Text Reading: 17 Text Writing: 25 Sentence: 6 Word: –	<i>Non-chronological report</i> Outcome: New page for an information book High frequency words: <i>has, can, got, (revise this)</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● Writing using high frequency words ● Guided Reading (Bands 4–5)
Week 10 Sessions 46–50	Text Reading: 2 Text Writing: 12 Sentence: 2, 5 Word: (<i>PIP</i> Step 5) 6, 9	<ul style="list-style-type: none"> ● Substitute patterns in simple rhymes. ● Predict patterns in text. 	Text Reading: – Text Writing: 13 Sentence: 1 Word: –	<i>Rhyming sentences</i> Outcome: Label for a teddy with simple rhyme High frequency words: <i>who, came, our (revise school)</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● High frequency words and spelling ● Guided Writing
Week 11 Sessions 51–55	Text Reading: 2, 19 Text Writing: 12 Sentence: 1, 2, 5 Word: (<i>PIP</i> Step 5) 6	<ul style="list-style-type: none"> ● Describe artefacts. 	Text Reading: 20 Text Writing: 23 Sentence: – Word: –	<i>Simple dictionary</i> Outcome: Dictionary of people in the class High frequency words: <i>like, because</i>	<ul style="list-style-type: none"> ● Shared Reading ● Shared Writing ● Sentence level work ● Writing using high frequency words ● Guided Reading (Bands 4–5)
Week 12 Sessions 56–60	Text Reading: 2, 4 Text Writing: 12, 16 Sentence: 2, 5, 6, 7 Word: (<i>PIP</i> Step 5) 6, 9	<ul style="list-style-type: none"> ● Recollect the main events from a known story in sequence. ● Create a story with the children, asking them to predict what will happen next. 	Text Reading: 5 Text Writing: 14 Sentence: – Word: –	<i>Fairy story</i> Outcome: Re-telling of ‘Cinderella’, Zig-zag book High frequency words: <i>after, once, time, live(d)</i>	<ul style="list-style-type: none"> ● Shared Reading ● Guided Writing ● Guided Writing ● Guided Writing ● Guided Writing