



Citizen Literacy

Beginner

Reading and writing for everyone

Teacher Handbook

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Introduction

Hello and welcome to Citizen Literacy!

This handbook has been designed to support you teach the Citizen Literacy Beginners adult literacy course using an approach that integrates phonics with grammar and alphabet awareness irrespective of your experience teaching adult literacy or ESOL (English for Speakers of Other Languages). The course aims to build learner confidence and ability quickly so that, by the end of Lesson 3, the students are starting to read and write simple sentences. The course consists of 30 classroom lessons that will prepare the students to move on to the next level.

A unique aspect to our course is that it is supported by a free smartphone app that enables students to practice learning activities between classes. The app uses creative educational design methods coupled with voice and handwriting recognition powered by Artificial Intelligence (AI). We are also developing a free 'web app' for tutors to use on a wide range of devices in a classroom setting. 'Classroom' includes the wide range of adult literacy venues that we know are used in practice, such as homes, community centres, libraries and workplaces etc. Both Apps will be free to use, with no user registration, no adverts and no personal data captured. The Apps are being made available as a 'common good'.

We aim to cover all aspects of the course in this handbook so that you're prepared for class and so that your students get the best possible learning experiences and outcomes. We will take you through each lesson, activity by activity, linking them to the instructional sections at the beginning of the handbook and we will provide best teaching practice advice to support your delivery of the course.

We will use our experience and knowledge to ensure you have all the tools you require to enable your students to understand the links between the sounds of our language (phonemes) and their associated letters (graphemes) so that they can use these to learn to read and write or build on existing skills. You will also be introduced to teaching the other aspects of this course such as basic grammar, spelling and alphabet awareness.

Ready?

Let's go!

What is Citizen Literacy?

First, we need to explain a little about ourselves so that you can see 'where we are coming from' and if our approach fits with your own ideas about teaching adult literacy.

Citizen Literacy is an adult literacy education programme being developed by the Citizen Literacy Community Interest Company, a non-profit organisation based and registered in Scotland (SC671958). Our work is supported by the [Ufi VocTech Trust](#), [Nesta The Innovation Foundation](#), and the [Department for Education](#). The current Citizen Literacy programme partners are [City of Glasgow College](#) (Lead), [Scottish Union Learn](#), [Micro-phonics Ltd.](#), [ReachWill Ltd.](#), [Claire Collins Consultancy Ltd.](#), and [TRT etc Ltd.](#)

Imagine living in a world of written words you do not understand. That is the daily reality for many people in the UK, who can speak and understand English but cannot read or write the language.

According to the government's own [figures](#) about 15% of the working age population have very low levels of literacy which equates to about 6 million people. We think every adult should have the right to be able to learn to read and write as a matter of social justice. You can find out more about our work and the ideas and values behind our approach in a '[White Paper](#)' [1] that we have written.

Our contribution to tackling this problem is developing effective printed and digital learning resources and services to support teachers who are helping adults to begin their journey of learning to read and write English. Our work is focused on improving the literacy of adults who are already speakers of English; however, feedback from colleagues who teach ESOL has indicated that many of our tools and resources will be of use to them, especially for ESOL literacy learners.

Educational Approaches

Our development work is based on the collective experience and insights of some of the leading adult literacy teachers in the UK. The courses and resources we are developing fill an important gap in the adult literacy education sector in the UK and beyond. We think they are distinctive because they provide:

“A structured and integrated blend of phonics, grammar, alphabet awareness and punctuation for adults just starting out in literacy learning”

It is from this perspective that we have decided to adopt a structured educational design using a mixture of phonics and traditional literacy methods together with modern technologies that our learners can relate to. Our aim is to develop the learner's ability to analyse and understand the structure of their own spoken language and relate it to its textual form. This provides a basis for their continuing educational development. We describe our approach as a '[nuts and bolts](#)' method to developing literacy abilities – for both learners and their teachers.

Learning Resources

Paper Classroom Learning Resources

We know our App is likely to get a lot of attention because of its novelty, but it is our course resources that are at the foundation of our work. These are designed for teachers to use in face-to-face session with their students and they are paper-based because that makes most sense for adult literacy classes. The App supports the course materials:

- Teacher Handbook
- Student Workbook

Digital Learning Resources

In addition to the paper resources, we are also creating a free smartphone. for students that is mapped to each lesson in our courses. This will enable the students to practice their learning exercises between classes. The app is specially designed to support low literacy learners, we have done this by creative use of well-established technologies that are already available in our smartphones and by using more advanced techniques such as like artificial intelligence to support learners to interact with the app using voice and handwriting recognition. You can find out more about this in our '[White Paper](#)' [1].

We are also creating a ‘teacher’ version of the app that will run in an ordinary web browser and can be used in a classroom setting on a wide range of devices. This will have special extensions for the teachers to use.

Both apps will be free to use with no user registration, no adverts and no personal data captured. The apps are being made available as a ‘common good’.

Theory and Educational Background

Theory

We have chosen primarily to highlight the work of Paulo Freire [2] whose thoughts on a social practice approach to adult learning and personal freedom are the **foundation** for our work, especially his emphasis on talking to students and getting to know what they need to learn rather than imposing a curriculum on them which has no relevance to their lives or needs.

We strive to ensure the student is at the centre of everything in Citizen Literacy and we will point out different examples of how we have been influenced by Freire and others as we progress through the course. We have also created a Reading and Reference List which includes recommended papers, books and articles that will help clarify a social practice approach as well as the most formative and current thinking on adult literacy.

Educational Background

Citizen Literacy has its roots in an adult literacy community education initiative that began at the City of Glasgow College, called ‘City Phonics’. Since then it has grown to become a non-profit company dedicated to creating resources to help teachers. Several of the contributors to Citizen Literacy were involved in authoring the Post-16 Phonics Approaches Toolkit, published by The Education & Training Foundation (ETF) in England [3]. Citizen Literacy and the Post-16 Phonics Toolkit share the same commitment to learner centred literacy as a social practice. However, Citizen Literacy is a distinct method which uses a more graphemic phonics approach combined with grammar, handwriting, and alphabet awareness. The Post 16 Phonics Toolkit is free to download from the ETF web site – you can find the web address in the References and Readings section of this Handbook and on our website.

Citizen Literacy is firmly rooted in community and college based adult literacy provision in Scotland and England where Beginner adult literacy learners were highlighted as being poorly served. The introduction of the structured City Phonics adult literacy course in 2017 (accredited by City and Guilds) and the Post 16 Phonics Approaches Toolkit in 2019 encouraged influential thinkers and practitioners in the adult literacy and Learning Technology fields to discuss the possibility of creating an app and associated face-to-face classroom-based resources for students and tutors to ensure that our students were allowed to become part of the digital world at such an important and necessary time for such innovations. Funding was sought and won to develop the Citizen Literacy classroom course and app - with the classroom-based resources you see in front of you now.

How to teach Adult Literacy.

(The extremely abridged version!)

We want to begin by offering the same advice as we would for teaching any adult literacy class:

- **Show respect** to your students and try to appreciate how challenging it must have been for them to step foot into your class due to the ongoing stigma that surrounds having literacy issues.
- Ensure that your students are aware they will be learning **Life Skills** in your class that will help them in all aspects of their lives. Building their reading and writing skills will help them in so many situations. Get them to tell you which situations.
- **Get to know your students** by helping them to complete a **Personal Learning Plan** (Please see resources for Lesson 1 in the Lesson Plan) and assuring them that this class will be very different from school as many may be harbouring negative feelings towards education – it will be about them! The conversations you have with them will help to embed Freire’s idea of dialogue. [4] (<https://infed.org/mobi/paulo-freire-dialogue-praxis-and-education/>)
- Continually take your students’ experiences and ideas into account as this builds **ownership of learning** as well as creating a **context of learning** where your students will be able to link their learning to their lives outside of class.
- **Continually** build your students’ **confidence**, praising their achievements without patronising them. If they have evidenced their ability as being higher than the activity you’re working on, perhaps in some of the handwriting activities, allow them to skip that activity.
- **Challenge** your students continually so they can begin to experience pride in their achievements.
- Offer constructive **feedback** continually and especially when required in the formative assessments.
- **Have fun** in class using as many mediums as possible to embed the different aspects of adult literacy.
- **Raise** your students’ awareness of the skills they’re building as they progress through their course: reading, writing, communication (listening is just as important as speaking), problem solving, blending sounds, breaking down words, working with others. Remember to link these with specifics from the lesson.
- Make resources as **accessible** as possible taking any learning difficulties such as dyslexia into account.

How to teach Citizen Literacy

- If you take all of the above into consideration you will be off to a flying start.
- Citizen Literacy is based upon introducing students to the sounds in our language and you will need to encourage them to practice these sounds at every opportunity in this first lesson until they have mastered them and can link them to their written form. You can then teach your students how to blend these sounds together to make words and

these words are added to each other to create sentences and questions. As well as this you will introduce the students to the alphabet, alphabetical order, basic grammar, punctuation and spelling to build their understanding of English and to help them progress through Citizen Literacy. Their knowledge will build gradually in a structured and methodical manner over the duration of the course.

- **The overall course for this Beginners Level is divided into six sections, each with a group of lessons** with each section building on the content of the previous section.
- **Each section of lessons features six or seven sounds which the students learn to relate to their written forms** through a number of activities.
- In the first section there are four lessons with Lesson Five being a formative assessment.
- Our educational design is influenced by a range of thinkers and particularly by the work of the educationalist Benjamin Bloom and his famous '**Bloom's Sigma 2 Problem Experiment**' first reported in the 1980's and replicated since across a wide range of subjects [5]. This experiment found that a combination of mastery learning (i.e. progression is linked to performance to go to the next level – as in computer games) and one-to-one tuition led to a dramatic improvement in student learning performance but was too expensive to reproduce at scale. We do not claim to have 'cracked' Bloom's problem but our mixture of a highly structured course and an online tutor in our app is a move in the right direction.
- Once the students have passed the formative assessment for the Group 1 sounds (Lesson 5) they can then progress to Lesson 6 where they are introduced to Group 2 sounds which they add to Group 1 sounds. This structure with each new group of sounds being added to the previous group/s offers a growing number of blending opportunities.
- That's it in a nutshell: students learn the sounds and how to blend them to make words. Add some grammar, punctuation and alphabet awareness, and they have all the tools they need to be able to progress further.

Grammar

Grammar in Citizen Literacy takes the form of introducing students to verbs, nouns, adjectives and sentence structure in a range of activities which will help them to make use of their sounds and words to create sentences and questions to evidence their comprehension.

In Lesson 2 students will have the tools they need to create simple sentences and questions. This is another foundation of Citizen Literacy; it's not just phonics but also teaches the structure of our language.

"Phonics is necessary but insufficient."

Sir Jim Rose [6]

Punctuation

Students are introduced to the basics of punctuation in Lesson 2 when they are taught that a sentence has to end with a full stop and a question has to end with a question mark. They are then encouraged to make their own sentences and questions using blended words and the new words they have been introduced to.

Spelling

There are four main components in the first section of the course (i.e. Lessons 1-5):

Lesson 2, 3, & 4: the alphabet and alphabetical order







Lesson 2, 3, & 4: when to use capital letters – creating proper nouns.

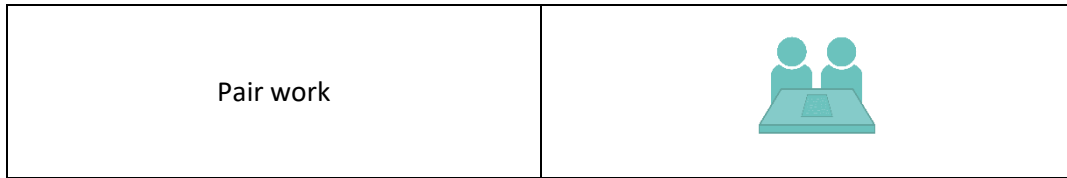
Lesson 2, 3, & 4: continuing to build basic words and being introduced to sounds they know as consonants and vowels.

Glossary

Skills Icons

In the Student Workbook (and in the App) we use icons to represent the essential foundation skills that we are developing in the Citizen Literacy Programme. They are listed below for reference

Skill	Image
Reading	
Writing	
Listening	
Speaking	
Blending (the opposite of Breaking Down) Blending sounds together to make words – relating the sounds to their written forms	
Breaking Down (the opposite of Blending) down = d o w n	



Technical and Specialist Terms

Like any area of activity adult literacy and phonics can have specialised terminologies and concepts. We shall be listing them here for easy reference as we go along:

- **Phoneme**
 - The smallest unit of sound in a language, that can change the meaning of a word. There are approximately 44 phonemes in English, with some variation according to accents.
- **Grapheme**
 - The written representation of a phoneme. Graphemes consist of 1 letter e.g. <p>, 2 letters e.g. <sh>, 3 letters e.g. '<tch>' or 4 letters e.g. <ough>.
- **Phonemic Awareness**
 - Students hearing a word and breaking it into its individual sounds.
 - Students being aware of sound to grapheme relationship and being able to recognise sounds in words in order to read.
- **Onset and Rime / Word Stretching**
 - In Citizen Literacy, this involves adding more sounds to a word to create a new word. e.g. in, pin, spin.

Cornerstone Review

The four cornerstones of Citizen Literacy are as follows:

1. **Freire's Social Practice Model** [2] approach to teaching adults: relevance and context to students' lives and needs.
2. **Bloom's Sigma 2 Problem methods** [5]: students mastering each section before moving on to the next and getting 1-2-1 help from an online tutor.
3. **Citizen Literacy is not just phonics** –it is a course that starts at the very beginning teaching English literacy to adults – the 'nuts and bolts' approach.
4. **Students create their own** words, sentences and questions leading to ownership of learning.

References and Readings

[1] Citizen Literacy White Paper <https://citizenliteracy.com/white-paper/>

[2] Paulo Freire: https://en.wikipedia.org/wiki/Paulo_Freire & <https://www.penguin.co.uk/books/22583/pedagogy-of-the-oppressed/9780241301111.html>

[3] The Post 16 Phonics Toolkit', for using phonics with adults, published by The Education & Training Foundation (ETF), <https://www.excellencegateway.org.uk/content/etf3030>

[4] Freire's idea of dialogue <https://infed.org/mobi/paulo-freire-dialogue-praxis-and-education/>

[5] 'Bloom's Sigma 2 Problem Experiment' first reported in the 1980's and replicated since across a wide range of subjects <https://www.classcentral.com/report/blooms-2-sigma-problem/>

[6] Sir Jim Rose Speaking at The Children's Literacy Charity Day Conference. London March 23rd, 2018

About Lesson One – Introduction and Orientation

- The Citizen Literacy course builds on everything included in Lesson 1 so once you have familiarised yourself with teaching these skills, you will be able to build on them as well as you progress through the course as a tutor. This introduction and orientation to Lesson 1 is intended to give you a 'feel' for how you might teach the course. Over time you will develop your own style and even devise your own adapted activities and lessons to suit your own working context and the needs of your learners
- The plan for Lesson 1 is provided in detail in this handbook in the section entitled Lesson 1 Plan and Tutor Notes, but we have included a brief introduction and orientation for you here. Also please view the tutor videos for the Lesson 1 Classroom activities and the 'Explainer' Videos in the app that accompany each activity.
- Introduce Citizen Literacy to your students much as we have done here for you:
e.g. "Citizen Literacy is a course to help you with reading and writing using the sounds of our language as its foundation. You will be introduced to the sounds and then I'll teach you to blend these sounds together and you'll hear words you already know but have not been able to read before. We'll build on this in class and then you'll be able to create your own sentences and questions. So, you'll be doing all the hard work – your words, your sentences and your questions."
- Ensure all the students have cut out their /m/a/t/s/p/i/n/ letters (or you have already done that for them) and go through their sounds offering examples of words with those sounds in them, linking the sounds to their written forms (See Activity 1:1 in the Citizen Literacy app). Once students recognise the sound when they hear it in a word you can move on to teaching them that the sound is represented by the letter (grapheme) you then show them.
- You can assess their comprehension of this in a number of ways: saying the individual sound and asking the students to hold up a corresponding grapheme, saying a word and stressing the sound you wish them to identify, showing them a picture of a thing or using realia to prompt them.
- Hand out **Lesson 1 Group 1 Sound Image Alphabet** handout (or refer to it in the Student Workbook) and go over it with the students highlighting the individual sounds in each word and clarifying that they recognise the things and their related words - tin **not** can! You can also use this handout to assess students' comprehension of each sound.
- Now that your students can relate each sound to its grapheme, they can begin to **blend**, which is saying individual sounds and then listening for the word they create once blended together.

- Please highlight that they are making the words, not you. The physical act of blending sounds together is usually well received by students as they can listen to one another for sounds and words if they are unsure or lack confidence.
- Once your students have blended some **matspin** words together, ask them to **read** these words out to you voicing each sound and then the new word. If this seems easy and they know many of the words by sight, remind them they are learning the skill of blending which they'll use in much harder words later on.
- A wee trick to show your students who need more practice, is to keep the vowel in the centre and move the consonants around to make new words: tip - pit, pat - tap. Remember to encourage the students to say sounds from left to right and listen for a word they already know. Move the graphemes around and blend the sounds from left to right. (See **Word Stretching** activities in The Post 16 Phonics Toolkit - Location 6:2)
- Revisit the **Lesson 1 Group 1 Sound Image Alphabet** handout to see if any of them have created, mat, tin, ant and ask them to read out each of the words, again voicing each sound and then the new word. This re-enforces learning and builds confidence.
- Move on to **Handwriting Exercise** (a nice 'filler' exercise or can be used for homework) now, missing out the tracing section if your students' abilities exceed that.
- Use the **Blending Pairs Activity** to introduce some variety in the lesson. Break class group into pairs explaining what Student 1 has to do and what Student 2 has to do. Any pair work in class is usually good fun and offers another form of learning for all your students with each student building a range of skills as they take on each persona.
- The **Blended Words Group 1 from matspin with 8 activities** offers a range of activities for your students. Looking at it they can see patterns emerging which will link into **Add a Sound and Sound Switch** activities **from** Lesson 2 onwards. It also allows students to see how many words (approx.) they can make from just seven sounds! They can build on this as they work through the lessons.
- Now introduce the **Sounds and Images New Words** activity. This activity leads your students to being able to create sentences and questions in Lesson 2. It is also the beginning of grammar in Citizen Literacy as your students will also be able to form parts of a verb in Lesson 2. The words 'she' and 'he' are small words which can get us started writing sentences.
- Also, from a phonics perspective, 'she' and 'he' each have two sounds but the /sh/ in 'she' is written with two letters. Graphemes with two letters are called **digraphs**. We'll meet many more as the lessons progress.
 - NB - Do not introduce 'suh' plus 'huh' as creating the 'sh' sound as they don't! That's not how digraphs work – they are two letters but only one sound.
 - Some students may have been previously exposed to poor phonics practice where they have been encouraged to sound an 's' like 'suh' or a 'p' like 'puh'. Take time to watch the Tutor Videos to get assistance with correct pronunciation if required.

- Note that <e> is one of a **variety of ways** of representing the /ee/ sound. We call that **One to Many** as there is one sound that has many ways to write it.
- The students' **Word Bank** is their own resource they can build on as they progress through Citizen Literacy. It can act as a revision tool at the end of each lesson.
- That's it! Lesson 1 complete!

On the following pages you will find the Lesson 1 Plan and Tutor Notes

Lesson 1 Plan and Tutor Notes

Phonological Awareness. Phoneme and Grapheme Association. Group 1 Sounds /m/a/t/s/p/i/n/ and Group 1 Sounds Image Alphabet. Blending and Writing. First 2 New Words.

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Classroom Lesson 2 hours

App Lesson 1 Activities 1 - 13

Teaching Aims

- Introduce Citizen Literacy to students
- Raise students' awareness of sounds in English and how to blend them together to create words.
- Raise students' awareness of how sounds correspond to letters (single letter graphemes).
- Introduce Words and images corresponding to sounds.
- Begin Blending!
- Introduce students to the common words, 'he' and 'she'. This will introduce the digraph <sh>.
- 'He' and 'she' also introduce the common single <e> spelling of the /ee/ sound. Students might also be familiar with the double <ee> spelling as in 'tree'. There are many more graphemes for the /ee/ sound which learners will encounter further on in Citizen Literacy.

Assessment

Using ongoing informal formative assessment, concept checking questions, (CCQ's) continue to check comprehension, contextualise and localise when possible. NB The first formal formative assessment occurs in Lesson 5, learning outcomes, assessment criteria, methods and instruments please see the forthcoming documentation for Lesson 5.

Tutor Training Videos for the Classroom Activities and the App

We are making short tutor training videos to a) support tutors to deliver the classroom activities and b) to help understand how the classroom activities are linked to the student App learner activities.

Lesson 1 Tutor Training Classroom Videos – referenced to the Classroom Activities [YouTube Playlist](#)

Lesson 1 Tutor Training App Videos – referenced to App Activities [YouTube Playlist](#)

Lesson 1 App ‘Explainer Videos’ – what the student sees before an app activity [YouTube Playlist](#)


Activity Reference Key

Please use this as a ‘key’ to help you understand the Classroom activities sequence for this lesson

Activity No. # Name	Teacher	Learner
Short Description of the class activity	Activity Description – what the teacher does	Activity Description - what the learner does & Skills: literacy skills being developed
Resource Titles (bold indicates physical / digital resource locations)	Resources used by the teacher	Resources used by the learner
Pre-class activities	Teacher prep	Learner study / exercises

Lesson 1 Pre-Class Activities - Preparation and Personal Learning Plan (PLP)

Pre-Class Activities Preparation	Teacher	Learner
Handouts (Realia) Preparation (matspin card cut outs etc.) Student packs etc Meet with students and assess / complete PLP if possible	Complete PLP pre class with students if possible and / or in class if needed depending on circumstances. Building dialogue with students to help make CL relevant to their lives. Prepare classroom teaching resources – matspin card cut outs, student worksheets and info sheets etc.	Responds to the teacher’s questions to complete the PLP, with assistance from the teacher. Highlighting existing skills and stating what they want and need to learn. Skills: Speaking, listening, reading and writing, communication
Resource Titles	Handbook: Lesson 1 Pre-Class Activities Preparation -	Workbook: Personal Learning Plan

	<p>Personal Learning Plan (PLP) Tutor Notes</p> <p>Download: Lesson 1 matspin Font size 120.pdf</p> <p>Download: Lesson 1 Group 1 Sound Image Alphabet.pdf</p> <p>Download: Personal Learning Plan.docx</p>	The App
Pre-class activities	<p>Teacher Handbook. Student Workbook. The App. Watch the tutor video for this activity</p> 	

Citizen Literacy Personal Learning Plan: Tutor Notes

Citizen Literacy course follows a social practice model* approach to teaching adults. This means we try to always put the student at the centre of everything and try to ensure that our courses and lessons are moulded around them, hopefully ensuring that this provides a context to their lives and needs as they study.


This PLP acts as a reviewable self-assessment tool that is developed by the tutor with the students. The intention is that the student is able to see their progression in class as they link their personal learning needs to classroom activities and assessment outcomes. It also offers a great opportunity for you to get to know your students and helps you include relevant and meaningful classroom activities to engage them all, offering them the best possible opportunities for achievement and progression. You might want to customise the PLP document to suit your students and your own teaching context. The PLP will be available to download as an editable Word file **Personal Learning Plan.docx** from the Citizen Literacy website.

*You can find out more about the social practice model in the Scottish context at this web link:

<https://epale.ec.europa.eu/sites/default/files/downloadresourced7f9.pdf>

Lesson 1 Activity 1 - First 7 phonemes and graphemes & PLP Reference to guide teaching

1. First 7 phonemes and graphemes (& PLP Reference to guide teaching)	Teacher	Learner
<p>Introducing the first 7 phonemes and their graphemes /m/a/t/s/p/i/n/</p> <p>Using the Lesson 1 Group 1 Sound Image Alphabet (sounds and images)</p> <p>PLPs are examined by teacher and used to guide the teaching activities so that they are relevant to the learners needs</p> <p>Skills Reference</p>	<p>Teacher goes through the sounds and their graphemes and their images with realia (card.). Handout the card / paper realia and a folder or wallet etc.</p> <p>Teacher assess the ability of learners to know the sounds and link them to their written form – by speaking the sounds and asking the learner to identify them from the realia</p> <p>Handout and explain the Skills reference sheets</p>	<p>Learner listens and watches and takes their realia and adds to their pack.</p> <p>Learner tries to identify a single letter grapheme by its sound - spoken by the teacher. Learner repeats the sound of a grapheme to the teacher.</p> <p>Building resource bank. Students will use these a lot, relating sound to written form and then blending, breaking down and reading.</p> <p>Skills: Matching sound to written form. Listening, Reading, Speaking, Blending. Breaking down.</p>
Resource Titles	<p>Handbook: Lesson 1 Skills Information Sheet Tutor Notes</p> <p>Download: Lesson 1 matspin Font size 120.pdf</p> <p>Download: Lesson 1 Group 1 Sound Image Alphabet.pdf</p> <p>Lesson 1 Group 1 Sound Image Alphabet & Lesson 1 matspin Handout: Tutor Notes</p> <p>Handbook: Lesson 1 Pre-Class Activity - Personal Learning Plan (PLP) Tutor Notes</p>	<p>Realia handout (matspin) cut outs and folder / wallet</p> <p>Workbook: Lesson 1 Skills Information</p> <p>Workbook: Lesson 1 Group 1 Sound Image Alphabet</p> <p>Handout / Workbook: Lesson 1 matspin</p> <p>Handout / Workbook: Lesson 1 Group 1 Sound Image Alphabet</p> <p>Workbook: Personal Learning Plan</p> <p>The App</p>

Pre-class activities	<p>Download the resource file and cut out letters Download: Lesson 1 matspin Font size 120.pdf from the website</p> <p>Teacher Handbook Student Workbook The App</p> <p>Watch the tutor video for this activity</p> 	The App
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Lesson 1 Skills Information: Tutor Notes

Ensure that every student can understand what to do when they see the skills image on their classroom activity sheets. You can also download this resource as a handout – as a file from the Citizen Literacy web site **Lesson 1 Skills Information Sheet.pdf**.

Reading in lesson 1 involves blending sounds together and listening for a word. They might know some of the words by sight which is fine but learning the process of blending is still very important and will stand them in good stead for future lessons. Writing will build from tracing letters to writing new words. Please refer to the Post 16 Toolkit page 21 and 42. Breaking down and blending happen together for reading (graphemes to phonemes) and spelling (phonemes to graphemes).

Writing will build from tracing letters to writing whole words.

Listening is when you ask the students for a sound or a word and they show you from the graphemes on their desk or by writing them.

Speaking is when students communicate with you and other students to evidence that they have understood a request by saying a sound or a word.

Blending is when students blend sounds together to make words.

Breaking Down is when students break words down into their individual sounds. This can help to improve phonemic awareness when students say sounds and words out loud.

Pair work is when the students have to work together on a range of activities throughout the programme.

Lesson 1 Group 1 Sound Image Alphabet & Lesson 1 matspin Handout: Tutor Notes

This activity introduces your students to the seven sounds as they appear in words and offers a Sound Alphabet for them to call upon should they require a visual reminder of each sound/phoneme.

The seven sounds can all be blended together to make the words shown in the worksheet. These are the seven sounds and their letters (graphemes):

/m/ /a/ /t/ /s/ /p/ /i/ /n/

Presenting images of these words helps your students to associate the word with an image and a sound with the location of a letter in the word. This also helps to embed the blending process for them.

An additional activity here is to ask your students to suggest any word which contains any of the seven sounds. It doesn't matter at this juncture if the students don't know how to spell the word they choose as long as they can pinpoint the sound and its corresponding letter. For example


The sound /m/ as in the word 'mother'

Handout for use in Class (aka 'Realia'):

Download the resource file **Lesson 1 matspin Font size 120.pdf** from the Citizen Literacy website, print (ideally on coloured card) and cut out the letters for use in class. Give a set to each student in an envelope or a folder. They will use these in the next activities

Lesson 1 Activity 2 - Blending Pairs Activity

2. Blending Pairs Activity	Teacher	Learner
Lesson 1 Group 1 Sounds Blended Words Working in Pairs (Blending sounds to make words and associating those sounds with letters)	Teacher handout our realia worksheet explains and facilitates. Pair students up so they can support each other through this activity.	Learner's 1 & 2 follow the teachers' instructions and complete their individual tasks and their own worksheets Skills: Student 1 Reading, speaking, listening and writing. Skills: Student 2 Listening, speaking, writing, reading
Resource Titles	Handbook: Lesson 1 Group 1 Blended Words Working in Pairs Tutor Notes	Worksheet for this activity Workbook: Lesson 1 Group 1 Blended Words Working in Pairs

		Envelope etc for the matspin letters The App
Pre-class activities	Teacher Handbook Student Workbook The App Watch the tutor video for this activity 	The App

Lesson 1 Group 1 Blended Words Working in Pairs: Tutor Notes

Your students can use this activity in class, working in pairs. Please explain the steps involved to each student.

Print the Group 1 words out in large print, in colour, on card if possible, and then cut them up and put them in an envelope or small bag for each pair of students to pull them out from. These are the same as in the previous activity:

(If you have not already done this - download the resource file **Lesson 1 matspin Font size 120.pdf** from the Citizen Literacy website, print (ideally on coloured card) and cut out the letters for use in class.)

This activity builds students' confidence in blending sounds to make words and associating those sounds with letters. This will be an alert for the tutor if the students struggle with writing what they hear.

Peer evaluation is very useful in class and very powerful too. When a fellow student can understand what is said and written it helps to build supportive relationships and confidence.

Student 1 takes a word out from the envelope or small bag and reads it out to Student 2. If they struggle, ask them to say each sound and listen for a word.


Student 2 listens then says each sound as they write the word and then reads the new word out to Student 1 to check.

Then swap around with Student 2 reading the words from the envelope and Student 1 writing them down as they sound out each sound.

Student 1 skills: *reading, speaking, listening and writing.*

Student 2 skills: *listening, speaking, writing, reading*

Lesson 1 Activity 3 - Blended Words from List matspin with 8 activities

3. Blended Words Group 1 from matspin with 8 activities	Teacher	Learner
Lesson 1 Group 1 Blended Words from /matspin/ Introducing students to list of words possible from blending /matspin/ sounds/phonemes together, highlighting patterns	Teacher to choose which of the eight example activities in the Tutor Notes to use the resource for.	Learners work their way through this as instructed by their teacher. Skills: Listening, speaking, reading and writing.
Resource Titles	Handbook: Words for Blending and Breaking Down from Group 1 matspin with 8 Activities	Workbook: Words for Blending and Breaking Down from Group 1 matspin with 8 Activities The App
Pre-class activities	Teacher Handbook Student Workbook The App Watch the tutor video for this activity 	The App

Lesson 1 Group 1 Blended Words from matspin with 8 Activities: Tutor Notes

This table has the majority of blended words from

/m/ /a/ /t/ /s/ /p/ /i/ /n/


You can use it in many different ways with your students, below are 8 example activities you can try:

1. Ask your students to break these words into their sounds.
2. Ask them to read out a line of words (this will help them recognise patterns which we will focus on later on in Citizen Literacy).
3. Remember to highlight 2 letters but only one sound in the <sh> in 'she' - from App Activities 1:11, 1:12 & 1:13.
4. For Lesson 2 you can ask them to add words using double consonant digraphs like <pp> in 'app', or <ss> in 'miss' or 'pass'.

5. Play word bingo/pairs with the words
6. Ask them to read out all the words that begin with 'a' or 't' etc. – not the letter name (this will help them recognise patterns which we will focus on later on in Citizen Literacy).
7. Ask them to create sentences or questions using a particular word.
8. Insert a row below and ask students to write the words below.
9. Give this to your students at the end of Lesson 1 to highlight all the words we can blend together using the first seven sounds. In future lessons they will have to do this for themselves.

Please see that there are some blanks for your students to add their own words. From Lesson 2 there will be many more as we introduce them to capital letters and more new words. In further lessons there will be many more words to add.

Lesson 1 Activity 4 - Sounds and Images and New Words

4. Sounds and Images – New Words	Teacher	Learner
We introduce the learners to New words and then show them how to break down these words into their sounds as opposed to giving the students sounds/phonemes and asking them to create words by blending the sounds/phonemes together.	Teacher takes students through each of the three activities in the Tutor Notes offering suggestions and using realia where possible	Learners work their way through activities as instructed by their teacher. Skills: Listening, speaking, reading and writing.
Resource Titles	Handbook: Lesson 1 Group 1 Sounds + Images + New Words Tutor Notes	Workbook: Lesson 1 Group 1 Sounds + Images + New Words The App
Pre-class activities	Teacher Handbook Student Workbook The App Watch the tutor video for this activity 	The App

Lesson 1 Group 1 Sounds + Images + New Words: Tutor Notes

In these activities we begin to introduce students to commonly used words to augment the words that they are creating by blending. These are the first steps in looking at the verb **to be**. As we proceed through the first four lessons in Citizen Literacy your students will learn to use all parts of this verb and others thus raising their awareness of how to structure sentences and questions.

We introduce the learners to new words and then show them how to **break down** these words into their sounds as opposed to giving the students sounds/phonemes and asking them to create words by blending the sounds/phonemes together.

We also introduce learners to the concept of One Sound/two three, or four letters starting with <sh> as in she, shirt, and shell. So 'sh' is a phoneme with two letters, so we call that a **digraph**. We will be introducing the students to many more of these as we progress through Citizen Literacy.

The words 'she' and 'he' will also introduce the students to the first of two One –to –Many concepts: that there might be several ways to write a single sound. In this lesson we look at the grapheme <e> in the words 'he' and 'she'. In the activity sheet we have given the students another grapheme for that sound, the <ee> grapheme as in 'tree'.

As an introduction offer the students opportunities to associate the words 'she' and 'he' with people, fellow students etc.


In Activity 1 offer suggestions of the sounds for the students to associate them with such as 'shell', 'happy' and 'three'.

In Activity 2 break the words down into individual sounds, checking that the students can hear and recognise them and then ask them to put them back together to recreate the words.

In Activity 3 ask the students to write the words, sounding out the sounds as they write.

Lesson 1 Activity 5 - Word Bank

5. Word Bank	Teacher	Learner
<p>Last activity in class, so we review what the students have learned.</p> <p>This activity builds as learners progress through course and we start to build up the review exercise.</p> <p>Review exercise for each lesson.</p>	<p>Two Activities – see Tutor Notes</p> <p>Teacher to find time to do this with each learner on 1:1 basis or in front of class – depending on learners – or at end of class</p>	<p>Learners complete by writing words and sounding out individual sounds and then blended words to teacher.</p> <p>Skills: Speaking, reading and writing.</p>
Resource Titles		Worksheet for this activity

	Handbook: Lesson 1 Word Bank Tutors Notes	Workbook: Lesson 1 Word Bank The App
Pre-class activities	Teacher Handbook Student Workbook The App Watch the tutor video for this activity 	The App

Lesson 1 Word Bank: Tutors Notes

There are two distinct activities for your students here:

Activity 1: At the end of each lesson ask your students to write the words they've learned that day, breaking them into sounds and then reading the whole word to you either at their desk on a 1:1 basis or in front of their fellow students if they wish.

If a student can read any of these words by sight, they don't need to break them down into their sounds for you.

Activity 2: At the end of each lesson students do the same as above but they have to try to read their words from previous lesson as new or sight words. If they don't know them by sight, ask them to say the sounds and listen for the word.

As we progress through Citizen Literacy, we are striving for your students to build on their sight words. This is one of many activities which will assist them in this.

Lesson 1 Activity 6 - Handwriting Exercise

6. Handwriting Exercise	Teacher	Learner
Learners practice handwriting for letters and words. Can be used as ideally as a 'filler' in class or for homework	Teacher handouts out worksheet and guides students to what to do	Learner practices handwriting Skills: Handwriting, Speaking
Resource Titles	Tutor Notes and Worksheet Handbook: Lesson 1 Handwriting practice	Worksheet Workbook: Lesson 1 Handwriting Practice
Pre-class activities	Teacher Handbook Student Workbook The App Watch the tutor video for this activity (N/A)	The App

Lesson 1 Handwriting Practice: Tutor Notes

These activities are to help build your students' handwriting skills progressing from tracing individual letters to writing full words. Sounding out each sound as they write them helps students embed them in their memory so these new blended words can soon move to sight words.

Please allow your students to miss any steps out if their handwriting is legible. [Handout for use in Class \(aka 'Realia'\)](#):

You can download and print the resource file **Lesson 1 Handwriting practice.pdf** from the Citizen Literacy Website for extra copies.

Lesson 1 App Activities and Skills Reference

- **Listening:** Checking that students can link sounds to letters / graphemes: 1:1 – 1:4, 1:10, 1:11.
- **Reading:** progressing from individual sounds to words: 1:2 – 1:5, 1:11.
- **Blending:** Students blending matspin sounds together to make words: 1:6, 1:11.
- **Speaking:** Students sound out sounds: 1:6, 1:12
- **Writing:** Students progress from tracing individual letters to new words: 1:7-1:10, 1:13
- **Breaking Down:** 1:11 - 1:12

App activity + Explainer Videos	Skill
1:1	Listening / Reading
1:2	Listening / Writing
1:3	Listening / Writing
1:4	Listening / Writing / Reading
1:5	Listening / Writing / Blending
1:6	Listening / Writing / Blending / Speaking
1:7	Listening / Writing / Reading
1:8	Listening / Writing / Reading
1:9	Listening / Writing / Reading
1:10	Listening / Writing / Reading
1:11	Listening / Reading / Breaking Down
1:12	Listening / Reading / Breaking Down
1:13	Listening / Reading / Speaking

Lesson 1 Teacher Video Resources and Web App

In the printed version the QR codes will be more convenient than the web links for quick reference

General Introduction to the Citizen Literacy Course – from the App

Welcome! This is the video channel for the Citizen Literacy Programme. We are creating learning resources to support teachers who are helping adults to improve their literacy skills (reading and writing). You can find out more about our work on our website at <https://citizenliteracy.com/>. The courses we are developing fill an important gap in the adult literacy education sector in the UK and beyond, we think they are distinctive because they provide the following important features: “A structured and integrated blend of phonics, grammar, alphabet awareness and punctuation for adults just starting out in literacy learning” We are developing a Teacher Handbook and Student Workbook for classroom use that is supported by a smartphone app that helps learners practice between classes. The app is specially designed to support low literacy learners interact with their learning experiences, we have done this by creative use of well-established technologies that are already available in our smartphones and by using more advanced techniques such as like artificial intelligence to support learners to interact with app using voice and handwriting recognition.

**Introduction to the Course**

<https://youtu.be/TjlyG-jhZcU>

Lesson 1 Tutor Training Classroom Videos – Playlist

Training videos to help tutors use the Citizen Literacy printed classroom resources. Some are for resources that can be used anywhere in the Lesson and some are connected to resources for individual numbered classroom activities.

**L1 Tutor Training Classroom Videos**

https://www.youtube.com/playlist?list=PLktFPr5tD1nTsb_JMNHuga67Gtlk7tkFD

Lesson 1 Tutor Training App Videos - Playlist

These videos explain to the tutors the App activities linked to the Lesson 1 Class activities. The students will be able to practice and revise their learning activities in the App for each lesson. So, it is important that the tutor understands how these app activities are linked to what they do in class with their students. These videos also provide a useful explanation to the tutor of the educational ideas in the course design.

**L1 Tutor Training App Videos**

<https://www.youtube.com/playlist?list=PLktFPr5tD1nQBXTB14WsplvR1ovflbPw8>

Lesson 1 App Student Videos - Playlist

This playlist contains all the ‘mini-explainer’ student videos that feature in Lesson 1 in the App and also the General Introduction to Lesson 1

**L1 App Student Videos**

<https://www.youtube.com/playlist?list=PLktFPr5tD1nSlFrx90atmdnCa1JQgNFK>

Lesson 1 Teacher Web App

This links to the teacher version of the app – it's a 'web app' that can be used on most devices and in classroom settings. It is also free and has no registration, no adverts and uses no personal data. For testing - best used on the Chrome web browser on a laptop / PC.

**L1 Teacher Web App**

<https://citizenliteracy.com/beta3/>

Lesson 2 Plan and Tutor Notes

Alphabet Introduction. Capital letters – When to use. Introduction to Sentences.
Second set of New words.

Lesson 3 Plan and Tutor Notes

Making new Words. Alphabet Work. Third set of New Words. Introducing CVCs. Look,
Cover, Onset and Rime. Write, Check. Complete a Sentence.

Lesson 4 Plan and Tutor Notes

Fourth set of New Words. Group 3. Revision.

Lesson 5 Formative Evaluation

Lesson 6 Plan and Tutor Notes

Lesson 7 Plan and Tutor Notes

Lesson 8 Plan and Tutor Notes

Lesson 9 Plan and Tutor Notes

Lesson 10 Formative Evaluation

Lesson 11 Plan and Tutor Notes

Lesson 12 Plan and Tutor Notes

Lesson 13 Plan and Tutor Notes

Lesson 14 Plan and Tutor Notes

Lesson 15 Formative Evaluation

Lesson 16 Plan and Tutor Notes

Lesson 17 Plan and Tutor Notes

Lesson 18 Plan and Tutor Notes

Lesson 19 Plan and Tutor Notes

Lesson 20 Formative Evaluation

Lesson 21 Plan and Tutor Notes

Lesson 22 Plan and Tutor Notes

Lesson 23 Plan and Tutor Notes

Lesson 24 Plan and Tutor Notes

Lesson 25 Formative Evaluation

Lesson 26 Plan and Tutor Notes

Lesson 27 Plan and Tutor Notes

Lesson 28 Plan and Tutor Notes

Lesson 29 Plan and Tutor Notes

Lesson 30 Summative Evaluation