

Citizen Literacy Tutor Handbook Part 1

Lessons 1 – 10

Reading and Writing for Everyone!

Citizen Literacy was established in Scotland in 2020. We are a small Community Interest Company ((SC671958) with just four staff:

| | |
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| Will Gregory | Software Developer |
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Our vision is to create a structured and adaptable literacy programme with learning resources that help tutors teach adults how to read and write, using both traditional paper-based tools and modern web technologies.

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Citizen Literacy Part 1 Tutor Handbook Lessons 1 – 10

Reading and Writing for Everyone!

First Edition

Diane Gardner
John Casey





First published by Citizen Literacy, Stirling, Scotland 2022. <https://citizenliteracy.com/>
With corrections March 2023.

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ISBN 978-1-915581-00-6

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*To the memory of our friend,
Sheila Sim (1953 – 2021)*



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Welcome

Thank you for your interest in and support for our work, we hope that you and your learners benefit just as much as we and our learners have from Citizen Literacy. Our work is directly inspired by our continuing contact with the worldwide community of literacy teachers. You are very welcome to contact us via our website <https://citizenliteracy.com/> with comments and suggestions about our resources.

What This Handbook Covers

The handbook provides background orientation and detailed guidance for teaching the first 10 lessons of the Citizen Literacy programme in a face-to-face setting. This includes lesson plans and Tutor notes with clear references to the paper-based resources in the Learner Workbooks. Activities in the Learner web app to support the Learners independent learning between classes are also identified and mapped to lesson exercises. It will be especially useful for those Tutors new to teaching and supporting adult literacy Learners and those new to using phonics methods.

How to Use This Handbook

We would recommend that you first read all of the Introduction, this will give you a good idea of ‘where we are coming from’. Then it would be good for you to look through the Course Topics chapter, this will give you a quick sense of the structure of the course and the order in which important topics are covered. When working through the lessons it would be ideal for tutors to read the Tutor Notes first and then look at the Lesson Plan and think about any changes they might want to make. Of course, in practice tutors may want to dive straight in to using the Lesson Plans, but to get the most out these resources we would urge tutors to read the Introduction and the Tutor Notes when they have the time.

We hope Tutors tailor our resources to their Learners, as every group of Learners is different from the next. Please do not worry if you find yourself doing this; structuring lessons around the needs of Learners is what we strive for. So, Tutors should not feel that they must follow all the directions exactly as described in our detailed Lesson Plans. At the same time, it is also important to provide the Learners with a structured and clear programme of learning to support their development. We hope our resources provide enough of a framework for Tutors to feel confident in striking the right balance between our directions and their own improvisations. New Tutors might find our Lessons plans particularly helpful in developing their own practice and finding their own ‘teaching voice’. The first few Lesson Plans are quite detailed but after that they come with a lighter touch as, we hope, readers start to tune in to our approach.

Using the Handbook, Workbooks, and Learner App Together: Resource References

Workbooks

The Lesson Plans in this handbook contain numbered references to learning resources in the Workbooks, using this format:

[1-1-1]

- The first number refers to the Lesson number – in this case Lesson 1
- The second number refers to the Exercise number in the Lesson – in this case Exercise 1 in Lesson 1
- The third number refers to a specific learning resource in that exercise – in this case the first learning resource in Exercise 1 in Lesson 1 in the Workbook

In the Workbooks, each learning resource is clearly labelled with its own reference number using this system. The Tutor can use this system to tell their Learners which part of the Workbook to turn to.

Tutor Resources

In the Lesson Plans, there are sometimes references to ‘Tutor Resources’, which are available for download from the website, these are a varied collection of editable Word documents, PDFs and training videos. Most of these are openly available. In the Lesson Plans, these are usually identified by their file names and if used in a Workbook exercise by a reference number such as [TR-1-2-5] which means a digital version of a print Workbook resource has been made available for download.

Learner Web App

In the Lesson Plans each Exercise references one or more activities in the Learner web app to support that Exercise. The Tutor can use the app in class or direct Learners to use it for independent learning between classes as ‘homework’. The Learner app activities referenced in the Lesson Plan use a simple reference system with this format:

1.1 Title

The first number refers to the Lesson number in the app. The second number refers to the activity number in that Lesson. This is followed by the title of the activity.

Linking Workbook Lesson Exercises to Handbook Lesson Plans and Exercises

The Lesson Exercise titles in the Handbook are longer and more detailed than the titles in the Workbooks. The reason for this is that the Handbook titles are there to provide more detail and orientation for the Tutors about the content and purpose of each Exercise. The Workbook titles are deliberately brief for Learners. To help Tutors make the link between exercises in the

Workbooks and Handbooks we provide the Workbook version of the exercise titles in brackets immediately after the Handbook title for that exercise – here is an example:

Exercise 4 Introduction to vowels and consonants

[Exercise 4 The Alphabet – Vowels and Consonants]

New to Phonics?

Tutors new to phonics will find it helpful if they work through the Learner web app to understand the ideas connected to Blending / Breaking Down (i.e., Sound / Letter Correspondence). More experienced adult literacy Tutors should also find the Handbook and the rest of the programme resources useful to adapt and incorporate into their existing practice.

For those Tutors who would like to find out more about using phonics-based approaches to literacy development for adults we highly recommend this free handbook published by the UK Education and Training Foundation:

POST-16 PHONICS APPROACHES: A TOOLKIT. [1]

Produced by University College of London (UCL) Institute of Education (IoE) and Claire Collins Consultancy. Available at this web link: <https://www.excellencegateway.org.uk/content/etf3030>

Why Citizen Literacy?

This quote below from a proposal for a national literacy programme USA eloquently and concisely sums up the situation in the English-speaking world. It explains why Citizen Literacy exists and why we seek to support the work and development of adult literacy Tutors and supply them with good quality accessible learning and teaching resources:

“The work of teaching literacy skills to adults is overlooked and undervalued.

The field of adult basic education, which includes literacy instruction, receives far less attention in academia than early childhood, K-12, or tertiary education. Thus, there is not only a lack of data and research—which means a paucity of high-quality, evidence-based instructional resources—but also a lack of investment in professional development for adult literacy instructors, most of whom are part-time or volunteer and few of whom receive competitive compensation. The lack of competitive salaries and professional development opportunities deter many promising teachers from entering the field, as does the dearth of proven, accessible training materials.

For these reasons, access to adult literacy programs has not significantly improved over the past few decades, and the rate of low literacy has remained stuck at about one in five Americans”

NATIONAL ACTION PLAN FOR ADULT LITERACY 2021
Barbara Bush Foundation

Because the prevalence of low literacy in society is so large, we have chosen these key strategies in the design of our programme:

1. The programme is designed to be adopted, adapted, and delivered by others – not ourselves.
2. A free Learner web app supports the programme and is designed to run well on smartphones, laptops and computers. It is one of the first to offer independent learning opportunities for adult literacy learners. It requires no registration, no adverts, no in-app purchases, no personal data, and has a low data bandwidth. It is thus highly accessible to our target learners and their tutors. It requires no app store account and can be used at a small or large scale to support local and national literacy initiatives.
3. Printed Handbooks for Tutors and Workbooks for Learners
4. A Tutor Hub – an online Tutor platform with a wide range of tools

For those who are new to the issue and scale of low literacy skills in the English-speaking world and the problems it poses for individuals and society please refer to our ‘White Paper’ on the subject, at this web link <https://citizenliteracy.com/white-paper/>.

What is Citizen Literacy?

It is an Adult Literacy programme to support Tutors to develop the reading and writing skills of adults who can already speak and understand English and features **integrated digital and printed learning resources**. It can also be used by **ESOL** Tutors to develop reading and writing skills in their students. The programme is split into 3 parts each consisting of 30 lessons. The programme design has these important features:

A programme that is designed to be adopted, adapted, and delivered by others – not ourselves. It supports Tutors and their students to work through a face-to-face literacy course in a wide variety of settings. The rationale for our approach is simple. The scale of the adult literacy challenge in society is so big, no single organisation can realistically tackle it alone. As a small organisation, we collaborate with the international community of literacy educators to create our resources. The Citizen Literacy programme, alongside the work of many other organisations and individuals, is our contribution to making things better.

A revolutionary free Learner web app, which does not require user registration, has no adverts, no in-app purchases and takes no personal data. Featuring a voice driven interface suitable for low literacy learners with two virtual teachers that provide instruction and personalised feedback. Importantly, the design avoids looking like a children’s learning resource – a strong demotivating factor for older learners. There is multimedia interactivity and gameplay, together with voice and handwriting recognition, and instant personalised feedback. This is designed to enable some of the first independent learning opportunities for low literacy learners. From a standing start, by the end of lesson 2, learners are beginning to read and write simple sentences.

Printed Learning Resources featuring Tutor Handbooks and Learner Workbooks.

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The Tutor handbooks are suitable for both experienced and new literacy tutors and provide a useful and friendly introduction to the programme, lesson plans and tutor notes that are linked to the learner workbooks and the free learner web app. They offer a structured yet flexible educational design that can be delivered as is or adapted to learners' needs and community settings (which we strongly encourage). Each lesson is broken down into exercises that are clearly linked to a section in a learner workbook to make it easy for tutors and learners to find the related learning resources, with the relevant Learner App activities identified – to enable learners to practice in between classes.

For tutors who are new to adult literacy teaching and the use of structured phonics methods the handbook and the app provides a useful training and professional development resource. Tutors who subscribe to the Citizen Literacy Tutor Hub get access to web versions of all the tutor handbooks, training resources, plus a growing range of powerful digital tools to use with their learners.

Learner Workbooks, each one covers a set of 5 lessons with exercise resources that are linked to the lesson plans in the tutor handbooks. Each workbook provides a space for Learners to write, collaborate, record, reflect on their work, and for Tutors to review and offer feedback. The workbooks are priced to make them an economic proposition for learning providers. Importantly, the workbooks offer an attractive well produced resource for Learners to work with – this is an important factor for maintaining and building the self-esteem and confidence of learners.

Tutor Hub, for subscribed users.

- **Tutor Handbooks** (Web version) for the entire programme
 - Lesson Plan Bookmark and Edit Tools – sequencing
- **Connected Learners**
 - This unique feature of the Tutor Hub service enables tutors to easily connect to their Learners via the web app on their smartphones. Once connected, Tutors can send voice messages to their Learners as well as custom word activities that have been created with the Custom Word and Activity Builder
- **Custom Word and Activity Builder**
 - A Tutor authoring tools that enables Tutors to create their own custom word lists and convert them into decoding drills for their learners to practice with
- **Phonics Dictionary & Pronunciation Coach** (useful for ESOL tutors)
 - A searchable phonics dictionary containing over 300,000 words. Each word is displayed as an interactive resource on screen that shows the relationship between the phonemes that make up the sounds of the word and the graphemes that represent the spelling of those sounds in the word. Each phoneme / grapheme pair also features the relevant IPA symbol. Each phoneme in the word can be heard by tapping on the associated grapheme. The whole word can also be heard by tapping on its 'play' button.
 - Returns words broken down into their sounds

- Letter / Sound correspondence identified
- IPA symbols attached to letters
- Each component sound and mouth shape in a word pronounced by an actor on video
- Each complete word pronounced by an actor on video
- **Tutor Resources – for use in class**
 - Editable Word Docs
 - PDFs for printing
- **Tutor Training Resources**
 - Phonics Periodic Table
 - Word Blender / Decoder
 - Videos
- **A growing list of new lessons, tools, and features** – please see our development roadmap below.

Development Roadmap: Advanced Tutor Hub Features

- A tutor dashboard to monitor and record learner activity in their apps and keep records (useful for evidence of learning activity)
- Record assessments results in the app and export to a spreadsheet for record keeping
- Tutor can control the learner’s app, so that they and the learner are all on the same page. Tutors can ensure exercises and assessments are completed– especially good for remote working and app assessment results
- Use AI and learning analytics linked to the course learning design to:
 - provide automatic personalised suggestions to learners based on their progress and behaviour in the learner app
 - flag up in the tutor dashboard learners who may be progressing more rapidly or slowly and benefit from different activity options
- A customisable set of word / literacy games to engage learners
- Customising voice recognition for individual learner’s accents and voices (prototype completed)

Who We Are

Citizen Literacy is a wholly independent Community Interest Company – a non-profit organisation based and registered in Scotland (SC671958).

How Citizen Literacy Fits into the Education Landscape

Our programme is intended to help overcome the serious lack of resources and support for those who seek to help adults to improve their literacy skills. It can also be used by **ESOL** Tutors to develop reading and writing skills in their students. Feedback also suggests the programme may be of use for secondary school students who are struggling with their reading and writing skills –

the non-childish content and interface can be a motivating factor for them. For primary and secondary school teachers who are interested in the use of structured phonics methods for teaching literacy, our Tutor Handbook and free Learner web app can provide a useful training and professional development resource with pointers to further readings. Our Tutor Hub platform (subscription) also includes useful tools and resources to develop a working knowledge of phonics methods that can be used with a wide age range of Learners.

The Citizen Literacy programme helps to fill a major gap in current provision and starts with complete beginners in our Part 1 course and rapidly takes them to a good level of functional working literacy over the following Part 2 and Part 3. Each course consists of 30 lessons, simultaneously improving digital literacy and building confidence. By the end of the first 2 lessons of the Part 1 students are starting to read and write simple sentences.

United Nations Sustainable Development Goals: Goal 4 Quality Education

The title of this goal is:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The Citizen Literacy programme and its free Learner web app is our contribution to meeting this goal and its target of achieving universal literacy (<https://sdgs.un.org/goals/goal4>)

Citizen Literacy Programme Design and Structure

The Citizen Literacy Programme is designed to provide a learning pathway for Adult Literacy Learners from complete beginners up to a good functional level of reading and writing that will enable them to participate fully in society, work, and family life. Citizen Literacy takes Learners forwards simultaneously across a broad number of topics building confidence and providing practical applications and useful skills, including:

- Phonics: Blending / Breaking Down - Decoding (i.e., Letter / Sound Correspondence)
- Reading
- Spelling
- Listening
- Writing
- Speaking
- Alphabetical Awareness
- Punctuation
- Comprehension
- Composition / Narrative
- Grammar

These are the important foundational skills that many people acquire in school, but for adults who have missed out on these skills, they are essential to support their own continuing independent literacy development into the future. We call this aspect of the Citizen Literacy

programme a ‘nuts and bolts approach’ to give Learners the understanding and the tools to continue their own development.

Programme Structure

The 3 Citizen Literacy courses have the same basic structure:

- 30 Face to Face (F2F) lessons each taking 2 hours (approx.)
- Each course is split into 6 Units of 5 lessons
- In Units 1 – 5 every fifth lesson consists of a formative assessment
- In Unit 6 each of the 5 lessons consists of a summative assessment
- The Learner web app supports each of the F2F courses with 30 lessons containing around 600 activities to support independent learning between F2F sessions of each course.

Notional Contact Time

Each lesson has a notional 2-hour duration. But it may well take more than 2 hours to complete all the exercise in a lesson plan – this will depend on the Learners, the context, and the Tutor. It is fine to take more time to cover the programme. It is also fine to pick and choose the exercises to include in a class and mix them with your own resources and exercises

Assessment

Assessment in any educational programme is important, and is particularly important in the context of adult literacy education. This section explains our approach:

- In Units 1 – 5 every fifth lesson consists of a formative assessment
- In Unit 6 each of the 5 lessons consists of a summative assessment

For learning outcomes, assessment criteria, methods and instruments please see the Lesson Plan documentation for each formative or summative assessment.

Formative Assessment Topics

- Listening
- Blending
- Reading
- Writing
- Speaking

Summative Assessment

The last 5 lessons of the Part 1 of the course are devoted to summative assessment:

Lesson 26 – Listening

Lesson 27 – Listening and Writing

Lesson 28 – Reading and Writing

Lesson 29 – Reading and Speaking

Lesson 30 – Remediation, if needed and CELEBRATION! ;-)

Informal Formative Assessment

Use ongoing informal formative assessment to keep track of your students' progress as a group and individually. To do this use concept checking questions, (CCQ's) see the reference section at the back of this handbook for a list of CCQ's continue to check comprehension - contextualise and localise these when possible.

Assessment Challenges

Many adult literacy Learners have had negative educational experience in their schooling, especially in connection with assessment and exams. There is a considerable emotional factor involved in providing assessment for these Learners that Tutors need to consider. It is worth emphasising that one of our main inspirations in creating Citizen Literacy is the work of the great educational philosopher Paulo Freire, who stressed the need for teachers to care for their Learners and make learning relevant to their lives. You can find out more about the influences that have contributed to our work in the Notes section of this handbook. The affective (i.e. emotional) element in teaching literacy is an important one that experienced Tutors understand and we have tried to design this into our web app and the Tutor guidance.

Assessment Approach

Our approach to assessment in Citizen Literacy is not to try and hide it but be honest about what it is being used for. It is not assessment **of** learning, it is assessment **for** learning, this might seem like a subtle distinction but is crucial in our approach. We tell our Learners that the assessment is there to help them to see what they have learnt and help the Tutors to figure out what they can do to help their Learners to progress. In this sense, we aim to use our assessments to help diagnose Learners' abilities and their needs, to customise our support for them. It is unlikely that all the Learners in a cohort will be ready for an assessment at the same time. It is quite permissible to only use part of an assessment for some Learners.

Marks and 'Pass' Marks

Marks are allocated for each assessment outcome; you will find these and assessment forms to record the Learners marks in the Lesson Plan, together with a Learner Assessment and Feedback Form that you should use with each Learner. These forms can be copied from the Lesson Plan, and they are also available as freely downloadable files from the Citizen Literacy website. These and other free and open resources for Tutors to use with Learners are available from the Tutor Resources section of our website.

The assessments target these core skills that Citizen Literacy is aiming to develop in Learners: **Listening, Blending, Reading, Writing, and Speaking.**

By breaking the assessments up in this manner, it makes it easier for Tutors to use the results of the assessment to understand the needs of individual Learners.

Tutors should only present Learners whom they think are ready and capable of a pass, so they can move on in the Citizen Literacy Programme after an assessment. If a Learner's score evidences

that they are not ready to move on, the Tutor needs think about what revision work they might need.

Our marking scheme is designed solely to help us understand Learners' abilities and their needs. It is common for Learners to be strong in some areas and weak in others, this is what we call a 'spiky learning profile' for literacy. So, what constitutes a pass mark? The answer is that there isn't one in Citizen Literacy. The Tutor needs to get to know their Learners and use the assessments and their judgement as to whether a Learner should take an assessment and proceed to the next stage in the programme. It is not unusual in an adult literacy class for the Tutor to be teaching Learners at very different levels of ability. Our experience is that Learners will progress at different speeds – and still be able to help each other.

Feedback & Encouragement

Providing personalised feedback to Learners is an essential part of literacy development. To do this we recommend that after the assessment the Tutor completes the feedback section of the Learner Assessment and Feedback Form before they meet with the Learner. It is important that the Tutor takes time to deliver the feedback and provides encouragement (no matter how the Learner has performed). Remember the affective (i.e., emotional) dimension of literacy learning, especially concerning assessment, is very important. The Tutor should also take the time to gauge and understand the Learner's reaction to the feedback, as this will help to inform future strategies for that Learner.

Conducting an Assessment

Many of the assessments in a Citizen Literacy face-to-face 'class' setting will, by necessity, take place on a one-to-one basis between the Tutor and the Learner. So, Tutor preparation and classroom management will be an essential feature of assessment, throughout the programme. Ensure you Learners are prepared for an upcoming assessment and take time to reassure them and encourage them to see the assessment as part of the learning process (remember we are assessing for learning).

Conducting an Assessment Online

The worldwide COVID pandemic that began in 2020 meant many educational activities had to move rapidly to an online format, including adult literacy teaching. Because of the low literacy levels of Learners this presents real challenges to Tutors and learning providers. However, Tutors and their Learners have employed ingenious strategies to cope with the situation, often using video conferencing apps. For instance, Learners can tell the Tutor verbally what words they have blended and then sound out the individual sounds (phonemes) that make up the word. The Learner can then show the written form of the word to their Tutor in their Workbook or on paper.

Methods & Values

- Citizen Literacy is based on a foundation of **phonics** methods [2] for developing reading and writing skills in adults i.e., teaching letters and sounds correspondence in a systematic and structured way

- The programme has a major **influence** from the work of the Brazilian educator **Paulo Friere** [3] and his emphasis on making learning relevant to people's lives. We expect our courses to be adapted to the needs and interests of students by Tutors and to this end each course includes a Personal Learning Plan Template (PLP). Using the PLP Tutors can work with their students to find out and agree what learning goals students would like to achieve from the course - for instance; read a story to my child, write a shopping list, apply for a job etc. and try to work that into the course.
- Citizen Literacy leverages the ubiquity of mobile phone use in society to enable **independent learning** opportunities for adult literacy Learners via our web app. One of the first to do so in the adult learning sector.
- The **Science of Reading** [4] provides a rigorous basis on which to conduct literacy training and Tutor support. It provides a welcome move away from entrenched, untested and unquestioned methods of teaching reading and writing. For more information see the Resources section of our website.
- Our work in creating the programme takes the form of **Action Research** [5] and **Applied Research** [6], as we seek to find practical ways to improve adult literacy and solve problems in applying new digital tools and educational methods to the process. It is worth observing that, as far as we know, there has been relatively little primary research exploring and understanding the digital habits of low literacy adults
- The programme seeks to redress the lack of effective **Digital** tools for literacy Tutors and their students.
- Citizen Literacy sees **Support for Tutor Development** as a critical element of the programme, especially for those new to using phonics methods.
- The Citizen Literacy team seek to be **Community Led** through their links to and interaction with the international community of literacy and ESOL Tutors. In this way, we can constantly test that what we are doing is of actual benefit.
- There are a wide range of other **influences** on our work besides that of Paulo Freire, to find out more please consult the Notes section of this handbook and this web link <https://citizenliteracy.com/influences/>.

The Tutor Role and Caring for Learners

We can include as many technical parts of the English language as we wish but we will fail our Learners miserably if we do not design the programme specifically around them and their learning needs. The use of a Personal Learning Plan, with ongoing formative assessments including Tutor feedback ensures that the Learner is aware of their progression and helps to build confidence in learning as they progress through the programme. As Tutors, we would encourage you to personalise and localise the resources as soon as you can; include your Learners' names and the name of your organisation or learning centre as they may already be Sight Words (i.e., a word they already read).

Tutor or Teacher?

We choose to use the word Tutor as it seems to be a better fit for working with adult literacy Learners, many of whom have had previous negative experiences of formal teaching in traditional educational settings of schools or colleges, where teachers are responsible for putting large numbers of students through a pre-set curriculum, often with the aim of preparing for an exam. Supporting adult literacy learning is different, it usually involves working with smaller numbers of diverse Learners with different needs, so a more personalised and adaptive approach is needed – this seems to us to be more like a Tutoring role than teaching. Of course, when an adult literacy Tutor is faced with dealing with a larger number of Learners, they will by necessity tend to switch to a more ‘teaching’ type of role – and there is nothing wrong with that either.

Learner or Student?

In our practice, we tend to use both terms interchangeably, especially if the learning is being delivered in an institutional setting like a further education / community college where the term student is widely used. In our documentation, we tend to use the term Learner as it seems a better fit to adult literacy education especially in community and workplace settings. It is up to you which term you use.

Adapting the Programme to your Learners’ needs

Citizen Literacy is a structured phonics – based programme. There are Lesson Plans and Tutor Notes to help guide both experienced and less experienced Tutors through the programme. But we hope that Tutors use our resources as a foundation for their lessons and learn to build their own, specific resources to teach their Learners. The resources are flexible enough for this and there are opportunities in every lesson for each student to input their own sentences and questions which Tutors can re- create as Tutor resources for the following week if they wish. This follows a ‘social practice approach’ that is encouraged in Scotland for adult education – simply put this seeks to make what is learnt relevant and useful to Learners in their daily lives. To do this, Tutors need to enter into dialogue with Learners to ensure that they are achieving what they need to from the course.

To help Tutors rapidly identify the parts of the programme that address different literacy subjects we have produced a course topic map that shows Tutors the different literacy topics that are covered with reference to the lessons and their component exercises such as vowels, blending, punctuation, verbs etc.

Whilst following the Citizen Literacy programme, it is expected that Learners will ask you about specific words and sounds that you will not have covered yet, please respond to their questions. For instance, one of our students asked how to pronounce the word, ‘area’ (/ay/ /r/ /ee/ /a/) as it was part of a poster in her street, but we were only in Lesson 2 with most of those sounds not introduced until Lesson 6! So, we promptly promoted, ‘area,’ to a New Word breaking it down for students and then encouraging them to make a sentence and question sentence. This is another word those students can add to their written and oral word bank thanks to this student. ;-)
We were also able to return to Lesson 2 Exercise 10 where one of the sentences offered by a student to use with the indefinite article, ‘an’ was; ‘*Partick is an area of Glasgow*’.

Teaching in a Community Setting & adapting to funding and operational constraints

The opportunity to teach in a community setting is a privilege but it can also come as a bit of a reality check for those used to mainstream formal College / Adult Education delivery. All the usual teaching tools and expectations might not be immediately available, such as: chairs, tables, board/flip chart, space for your resources that you don't have to share with other people and Wi Fi access. These and many more niggly situations can arise when teaching in a community setting such as a project or charity. Anyone who is tasked with teaching in a community setting should expect that things might not be exactly as they would expect but anyone who chooses to teach in a community setting will discover that the possible scenarios detailed above whilst being annoying are part and parcel of the job – so some early reconnaissance of the setting and pre-planning for contingencies is needed. These issues/scenarios should hopefully resolve themselves with communication and a bit of masterful classroom management!!

Some examples:

- The learning provider / Tutor may only be funded for a limited duration of say 6 weeks – how can we fit this in? Our suggestion is to focus on a limited subset of the course – e.g., a group of 5 lessons.
- If you have students whose attendance can be chaotic the course is open enough to allow them to return at any point

Your Learners

Your Learners may arrive in class, having been referred by a project they are attending to support them, a friend or family member, a health professional and sometimes via a self-referral; whatever their referral route, they will, typically, have endured some, perhaps, many negative education experiences, resulting in low confidence. They may even be a bit wary of you as a teacher. If your student is from an ESOL background, they will need to be already able to speak English to get the most from this course to improve their reading and writing.

Both adult literacy and ESOL Learners will be very varied and may have made their way through life, bringing up a family, or holding down a job, often both at the same time, or they may have had a lifetime of addiction, or homelessness, or been in and out of prison. Whatever their journey before sitting down in front of you, you need to try to gently erase some of the negative feelings they may be experiencing, freeing them up to learn and progress through Citizen Literacy.

In Citizen Literacy, we begin to address our Learners' literacy issues by introducing them to the programme via a Personal Learning Plan which has a reviewable, self-assessment aspect to it. This process introduces you to the students, their long and short-term goals and their self-assessment of their reading and writing skills as being at. This allows you, as their teacher, to plan Citizen Literacy around your students.

As we go through the programme the Tutor notes will offer suggestions when you can do this.

As interest in Citizen Literacy has grown, we have been constantly delighted by the feedback from Learners and Tutors. However, we are often disappointed by the negative stereotypes that

still persist about adult literacy Learners. These stereotypes are helpfully challenged in a recent OECD report:

“Low-skilled adults are a diverse group. It is sometimes assumed that the majority of adults lacking basic skills are school dropouts, outside the labour market and living on benefits. In fact, rather few meet this description. The low-skilled are a surprisingly varied group, the majority are in work of some sort or other and include a number of migrants. More than 5 million are in work.”

<https://www.oecd.org/unitedkingdom/building-skills-for-all-review-of-england.pdf>

In Citizen Literacy, we focus on what our Learners can do.

Your Learners, like all adult Learners, come to class with a lifetime’s experience and they will be relying on you to help them progress enough with their skills so that they can begin to see the difference, not just in class but in all aspects of their lives. So, no pressure!! It is incumbent on us to build our students’ confidence in class so that they feel at ease and can transfer these skills to more personal requirements. Constantly localising and personalising resources will help greatly with this.

e.g. Jo and Ahmed who come from Warrington will relate better to resources that you adapt to include them.

e.g. Homophones

Jo goes *to* Warrington.

Ahmed goes there *too*.

The Nature of Adult Literacy Learning

Learning literacy is not always a smooth linear process as students have their lives, obligations and responsibilities. They may be dealing with personal issues or social pressures, so an expectation of perfect attendance by every student may be dashed by Week Three. As such we need to make our Learners aware that they can return to class even if they have missed some sessions. Having worked in community colleges for many years, we are mindful of attendance requirements, but I am also hopeful that with a reasonable and helpful approach by Tutors that individuals feel supported, and that a class group can mould themselves into a unit, supporting each other so that they can all get the best possible outcomes from their studies. Social media has many benefits with your online lessons being able to be recorded and replayed at a more suitable time for your students and whilst your Learners miss out on your witty repartee, they will still be able to continue their learning.

You will find that most students will have a spiky skill profile, being skilful with some aspects of Literacy but poor in others, e.g., students who can read but cannot write. Discovering this can be an ideal opportunity for peer mentoring with those students strong in a particular skill helping those who need a little more support. This has a win/ win effect in class with confidence growing in both students.

The Rise of Online Learning Opportunities

Face to face learning can be difficult for some with temporary childcare issues but it's not unusual for students to take turns to look after each other's children and we have to admit to teaching whilst holding a baby; needs must in some circumstances. With the COVID pandemic that began in 2020 and the explosion of online teaching that followed, some of these issues have been resolved via online learning. This has involved some Learners (and indeed Tutors) building their digital skills in order to continue or indeed, begin their learning journey online. Learners accessing our web app create learning opportunities that tutors can build upon when learners are unable to return to face-to-face class or miss a week or two.

Lesson 1 as a foundation

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 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

Introducing the course to your Learners

Here are some ideas for introducing Citizen Literacy to your Learners – feel free to adapt and contextualise – the main thing to stress is the use of sounds (as this course uses phonics).

“Citizen Literacy is a course to help you with reading and writing using the sounds of the English 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 using your words, your sentences, and your questions.”

Explaining the difference between spoken language and its written form

The sounds we introduce Learners to in Lesson 1 are some of the most used letters in our language and blending them together can be done without much confusion. But we must remember that **letter sounds in words change with accent**. Words can be pronounced in many ways but **there is only one way to spell them**. The written form of English must have a common and uniform way spelling of words and forming sentences that everyone can use and understand. In this sense, it's a bit like computer code – the message in the text needs to be processed and understood by readers who are in a different place and time to the writer. We need to remember that our spoken language in face-to-face settings is so rich and expressive and uses a whole range of visual clues and gestures to get the message across. To use another computer analogy; spoken language has a much higher 'social bandwidth' than the written word that helps share meaning. As you and your Learners progress through Citizen Literacy you will become aware of more sounds and sometimes the many ways of spelling them. Experienced literacy Tutors always advise: “Adjust for accent.”

Educational Levels – National and International

We deliberately do not link our 3 courses to any specific qualifications, as our resources are designed to be used in many different countries and educational contexts. But to help Tutors and learning providers work out how our resources might fit into their existing practice we have included a section below explaining how our courses might fit into the educational levels of the EU, the UK and Scotland

To help Tutors and learning providers see how the Citizen Literacy programme may fit into their existing practice this section indicates what educational levels each of our courses is **roughly** equivalent to. We say ‘roughly’ because our course design and resources are based on rapid practical skills development and are not tied into any one national education system. In contrast, some national educational levels authorities for reasons of expediency may concentrate on more restricted measures of abilities e.g., word lists that can be recognised and spelled etc.

The programme is split into 3 courses each of 30 lessons and concentrates on rapidly building ability and confidence amongst Learners. For instance, the Part 1 course starts with complete beginner readers and by the end of the third lesson they are starting to read and write simple sentences. By the end of Part 3 Learners will have achieved a good working level of functional literacy for use in their daily lives and a solid foundation for any further training or education they wish to pursue. For instance, in the UK at the end of our Part 2 or 3 courses Learners would be able to enter an apprenticeship scheme. Most training providers will not accept trainees with literacy skills below these levels.

The 3 Citizen Literacy Courses are approximately equivalent to these national / international educational levels.

The Scottish Credit and Educational Qualifications Framework (SCQF)

([SCQF](#)) More information about SCQF levels at this [link](#):

<https://scqf.org.uk/about-the-framework/interactive-framework/>

- Citizen Literacy Part 1: SCQF Level 2
- Citizen Literacy Part 2: SCQF Level 3
- Citizen Literacy Part 3: SCQF Level 4

European Qualifications Framework (EQF)

([EQF](#)) More information about how the EQF maps to SCQF at this [link](#):

https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-95_en

- Citizen Literacy Part 1: EQF Level N/A
- Citizen Literacy Part 2: EQF Level 1
- Citizen Literacy Part 3: EQF Level 2

The Regulated Qualifications Framework (RQF)

([RQF](#)) For England, Wales, and Northern Ireland.

More information about how the RQF maps to EQF at this [link](#)






https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-93_en







- Citizen Literacy Part 1: RQF Entry Level 1
- Citizen Literacy Part 2: RQF Entry Level 2
- Citizen Literacy Part 3: RQF Entry Level 3 / Level 1

Workbook Skills Activity Icons

Ensure that every student can understand what these icons mean when they see them in their Workbooks. You can also download this resource as a handout – as a file from the Citizen Literacy Website ‘Tutor Resources’ section.

In the Student Workbook (and in the web app) we use icons to represent the essential foundation skills that we are developing in the Citizen Literacy Programme. They are shown below for your reference:

| Skill | Icon |
|--|--|
| Alphabetical order |  |
| Blending: Blending sounds together to make words – relating the sounds to their written forms (the opposite of Breaking Down) |  |
| Breaking Down / Decoding: Breaking a word down into its individual sounds and the letters that represent the sounds, sh = /sh/ /o/ /p/ |  |
| Grammar |  |
| Group work / Pair work |  |

| Skill | Icon |
|-------------------------|---|
| Punctuation |  |
| Reading / Comprehension |  |
| Spelling |  |
| Writing |  |
| Listening |  |
| Speaking |  |

Skills Definitions

Alphabetical order: There will be a number of occasions throughout the first two Units (Lessons 1- 10) when your learners will have to arrange words into alphabetical order.

Blending is when Learners blend sounds together to make words. Learners will need to develop this skill as they progress through the programme, listening for sounds that they know, to create words that they already know. We advise you to encourage your learners to say the sounds out loud as they blend the sounds together so that they can hear themselves speak.

You teach this skill by stretching each sound in a word into the next one
e.g. for the word 'mat' it is like this:

mmm aaaaaaaaaa tttttttttt

Some sounds cannot be stretched: /b/ /c/ /d/ /g/ /h/ /i/ /j/ /p/ /q/ /t/ /w/ /x/ /y/, so these have to be repeated e.g. for the sound /b/ as in the word 'bad'.

Breaking Down / Decoding is when Learners break words down into their individual sounds. It can help to improve phonemic awareness when students say sounds and words out loud. This skill is focussed on in every Exercise where they are introduced to New Words. You teach this skill by breaking each word into its sounds – the reverse of Blending.

Grammar is a large part of Citizen Literacy as it is included in many aspects of the programme. In Lesson 1- 10, learners will be introduced to verbs, nouns, sentence structure, adjectives etc. Please tell your learners that Grammar awareness helps them build their confidence in working our language out and, in turn, how to read and write.

Group work/Pair Work is when Learners work together on a range of activities throughout the programme. These activities are useful to break lessons up, to build learner relationships and to get learners up out of their seats!

Listening is when you ask the Learners for a sound, or a word and they show you from the graphemes on their desk or by writing them. And more especially in a lesson when Learners are listening out for vowel sounds.

Punctuation exercises help your learners to structure sentences and question sentences correctly.

Reading involves blending sounds together and listening for a word and progressing to reading short sentences and questions sentences. Learners 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.

Reading involves decoding a word and listening for sounds they know, progressing to reading short sentences and questions sentences. Learners might know some of the words by sight which

is fine but learning the processes involved in blending and decoding are still very important and will stand them in good stead for future lessons.

Comprehension exercises require our learners to make sense / understand what is written so that they can complete a task.

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.







Spelling exercises help to build your learners' awareness of a range of spelling patterns to help them decode words and understand text.

Writing will build again from individual letters to words and will progress to short sentences and question sentences.

Composition exercises require our learners to create their own sentences and question sentences once they have built up their reading and writing skills.

Citizen Literacy Skills Web App Activity Icons

The web app uses these icons to indicate which skills are being developed in each activity. These are the main core skills covered in the app:

| | |
|---------------|--|
| Reading |  |
| Blending |  |
| Breaking Down |  |
| Listening |  |
| Writing |  |
| Speaking |  |

English Language Phonemes and Their Symbols

There are roughly 44 sounds (phonemes) that are used in the English language to make words, we list them here together with their visual symbols and the lessons they are first used in.

NB the number of actual sounds used vary with regional and national accents. We have chosen a generic set of sounds commonly used in language and literacy teaching.

A new group of sounds is introduced to the Learners in every unit of five lessons with each group of sounds building on the previous group. Notice each sound symbol is surrounded by forward-facing slashes.

Group 1 Sounds Lessons 1 – 5

7 sounds:

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

Group 2 Lessons 6 – 10

12 sounds:

/e/ /ee/ /o/ /oe/ /oo/ /k/ /d/ /h/ /l/ /r/ /g/ /u/

Group 3 Lessons 11- 15

12 sounds:

/ai/ /ie/ /oo*/ /ue/ /oi/ /ow/ /ch/ /sh/ /b/ /f/ /er/ /ar/

The Schwa *_ / ə /*

Group 4 Lessons 16 – 20

7 sounds:

/th/ /th*/ /v/ /y/ /j/ /w/ /ng/

Group 5 Lessons 21 – 25

5 sounds:

/zh/ /z/ /air/ /oar/ /ear/

Total Sounds = 44

Examples

Here are examples from each group of sounds with the symbols for the sounds that make up some example words to illustrate this process.

Group 1 Sounds Lessons 1 – 5

/m/ /a/ /t/ = mat

Group 2 Sounds Lessons 6 – 10

/d/ /r/ /i/ /n/ /k/ = drink

Group 3 Sounds Lessons 11 – 15

/sh/ /ow/ /er/ = shower

Group 4 Sounds Lessons 16 – 20

/th/ /i/ /ng/ = thing

/ə/ /l/ /ou/ /d/ = aloud

Group 5 Sounds Lessons 21 – 25

/e/ /x/ /t/ /r/ /a/ = extra

Topics

Topics and their locations within Lessons 1- 10

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Topic Types and Sub-Categories

The course covers the topics and their sub-categories listed below. In this chapter, we list where these topics occur in the lessons to give tutors a quick overview of the conceptual structure of the course as it progresses over time.

Phonics: Phonological Awareness and Grapheme Correspondence

Phonemes and their corresponding graphemes

Learners are introduced to a new group of phonemes in the first lesson and then every sixth lesson after that with each group of sounds /phonemes being added to the previous groups to offer learners many more blending and word creation opportunities.

- Group 1 sounds/phonemes Lesson 1 Exercise 2
- Group 2 sounds/phonemes Lesson 6 Exercise 1

Blending

Learners are introduced to blending sounds together from the outset of Citizen Literacy with the practice of matching a sound to its corresponding letter/grapheme revisited and revised in every sixth lesson. Throughout the programme learners are encouraged to blend sounds together to create words that they know.

- Blending Lesson 1 Exercise 3
- Blending Lesson 2 Exercise 2
- Blending Lesson 3 Exercise 2
- Blending Lesson 4 Exercise 1
- Blending Formative Assessment Lesson 5 Exercise 2
- Blending Lesson 6 Exercises 2, 3 and 4.
- Blending Lesson 7 Exercises 1 and 2.
- Blending Formative Assessment Lesson 10 Exercise 2

Breaking Down / Decoding

Learners are introduced to full words in every lesson that they have to break down /decode into the relevant sounds/phonemes. This skill helps to build learners' awareness of sound/phoneme to letter/grapheme correspondence and their spelling skills too. Throughout the programme learners are encouraged to break words down into their sounds to check comprehension. Learners will have to call upon their breaking down/decoding skills throughout the Formative Assessments in Lessons 5 and 10, especially in the Reading Assessments.

- Lesson 1 Exercises 5 and 6
- Lesson 2 Exercise 8
- Lesson 3 Exercise 6
- Lesson 4 Exercises 3 and 6
- Lesson 5 Formative Assessment 3
- Lesson 6 Exercises 6, 7 and 9

- Lesson 7 Exercise 5
- Lesson 8 Exercise 2
- Lesson 9 Exercises 1 and 2.
- Lesson 10 Formative Assessments 2 and 3.

Reading and Writing

Reading

Learners have to read in every exercise in every Lesson in the Citizen Literacy programme and especially in the Formative Assessments where they have to read words, sentences, and question sentences to their tutor on a 1:1 basis.

- Lesson 5 Formative Assessment 3 – Reading
- Lesson 10 Formative Assessment 3 – Reading

Reading and Writing

How to structure sentences and question sentences

- Lesson 2 Exercises 7, 9, 11.

Read and write sentences and question sentences

- Lesson 3 Exercises 1, 4, 5, 7, 8, 10.
- Lesson 4 Exercises 1, 2, 4, 5, 6, 9, 10, 12.
- Lesson 6 Exercises 4, 7, 8, 9.
- Lesson 7 Exercises 4, 5, 11.
- Lesson 8 Exercises 1, 2, 3, 4.
- Lesson 9 Exercises 1, 2, 5, 6, 8.

Write sentences and question sentences

- Lesson 5 Formative Assessment 2
- Lesson 10 Formative Assessment 2, 4

Handwriting

Learners are encouraged to improve their handwriting skills from the outset of Citizen Literacy, building from just lower-case and upper-case letters to words, and then on to full sentences and question sentences. It would be great if learners' work was legible on first reading, especially by a fellow learner but if this is not the case please offer additional handwriting exercises, advising learners to leave a small 'finger space' in between each word.

- Lesson 1 Exercises 2 - 6
- Lesson 2 Exercises 2, 4, 5, 7, 8, 9, 10, and 11.
- Lesson 3 Every exercise!
- Lesson 4 Every exercise apart from 7.
- Lesson 5 Formative Assessments 2 and 4
- Lesson 6 Exercises 3 - 9.
- Lesson 7 Exercises 2 – 6 and 8 - 12.

- Lesson 8 Every exercise
- Lesson 9 Every exercise
- Lesson 10 Formative Assessments 2 and 4.

Spelling

The Alphabet and Alphabetical order

Learners are introduced to the alphabet and alphabetical order in Lesson 2 using two versions of the alphabet: one using lower case letters and another using upper case letters for proper nouns. This is to support the learners' knowledge of when to use capital letters and sentence structure

Introduce the alphabet

- Lesson 2 Exercise 3.

Lower and upper-case alphabet

- Lesson 2 Exercises 4, 5, 6.

Introducing alphabetical order

- Lesson 2 Exercise 10.

Alphabetical order of nouns

- Lesson 3 Exercise 3.

Building on alphabetical order

- Lesson 4 Exercise 11.

Alphabetical order

- Lesson 5 Formative Assessment 4.
- Lesson 9 Exercises 3 and 4.
- Lesson 10 Formative Assessment 4.

Homophones

Learners are introduced to a set of homophones in Lesson 4 and then again in Lesson 9 to help them with spelling confusing words:

Introducing homophones

- Lesson 4 Exercises 6 and 7.

Introducing a new set of homophones

- Lesson 6 Exercise 9.

New Words

Learners are introduced to a set of new words in every lesson, apart from the Formative Assessment Lessons. The New Words are commonly used words which are included to support and expand the learners' decoding and reading skills.

- Lesson 1 Exercise 6.

- Lesson 2 Exercises 8 and 9.
- Lesson 3 Exercises 6 and 7.
- Lesson 4 Exercises 3 and 4.
- Lesson 6 Exercise 6.
- Lesson 7 Exercise 5.
- Lesson 8 Exercise 2.
- Lesson 9 Exercises 1 and 2.

Word Stretching

Word Stretching is a word game designed to build the learners' reading, writing, and spelling skills. Learners are presented with a word that they either have to add a letter or letters to the beginning or end of a given word in order to create an entirely different word. Quite good fun in the class.

Introducing Word Stretching

- Lesson 6 Exercise 5.

Grammar

Please note that Citizen Literacy teaches adults how to read and write using all parts of our language, but they are not assessed on grammar – only on Listening, Blending, Reading, Writing and Alphabet Awareness.

Sentence/question sentence structure

Learners are first introduced to basic sentence and question structure from Lesson 2 using parts of the verb 'to be.' Comprehension is built into all these exercises with learners being encouraged to read their answers out loud to themselves to ensure that their sentence or question sentence makes sense.

Creating sentences and question sentences

- Lesson 2 Exercises 7 and 9.
- Lesson 3 Exercises 5, 7, 8, and 10.
- Lesson 4 Exercises 1, 2, 5, and 10.
- Lesson 5 Formative Assessment 2.
- Lesson 6 Exercises 4, 6, and 8.
- Lesson 7 Exercises 5 and 11.
- Lesson 8 Exercises 1, 2, 3, and 4.
- Lesson 9 Exercises 1, 2, 5, 6, and 8.
- Lesson 10 Formative Assessment 2.

Nouns. Proper Nouns and Capital Letters. Pronouns

Learners are introduced to proper nouns in Lesson 2 in Exercise 6: When to use capital letters. Their knowledge of the different sorts of nouns increases throughout the programme.

Proper nouns: When to use capital letters

- Lesson 2 Exercise 6.

Nouns

- Lesson 3 Exercise 2.

Proper nouns

- Lesson 3 Exercise 3.
- Lesson 7 Exercise 3.

Pronouns instead of proper nouns

- Lesson 3 Exercise 4.

Proper nouns and pronouns

- Lesson 7 Exercise 4.

Revision of nouns, pronouns, proper nouns

- Lesson 9 Exercise 7.

Adjectives

Learners are introduced to adjectives in Lesson 8 to help enrich their sentences and question sentences.

Adjectives in sentences

- Lesson 8 Exercise 3.

Adjectives in question sentences

- Lesson 8 Exercise 4.

Adjectives as opposites

- Lesson 8 Exercise 5.

Punctuation

Learners are introduced to punctuation initially in Lesson 2 where they are tasked to write their first short, basic sentence and question sentences. The stipulation for a capital letter at the beginning and a full stop or a question mark at the end is included throughout Citizen Literacy and should be gently ‘enforced’ by tutors. We also include when to use commas in a list to aid learners’ writing skills.

How to structure sentences and question sentences

- Lesson 2 Exercises 7, 9, 11.

Read and write sentences and question sentences

- Lesson 3 Exercises 1, 4, 5, 7, 8, 10.
- Lesson 4 Exercises 1, 2, 4, 5, 6, 9, 10, 12.
- Lesson 6 Exercises 4, 7, 8, 9.
- Lesson 7 Exercises 4, 5, 11.

- Lesson 8 Exercises 1, 2, 3, 4.
- Lesson 9 Exercises 1, 2, 5, 6, 8.

Write sentences and question sentences

- Lesson 5 Formative Assessment 2
- Lesson 10 Formative Assessment 2

Commas in a list

- Lesson 7 Exercise 12

Verbs

Learners are introduced properly to verbs in Lesson 4 where they see the structure of four verbs which are made up of pronouns and words they already know and can decode to read if necessary. I always tell learners that they know these words but maybe not as verbs, adjectives, nouns etc. Being aware of them as parts of English grammar builds our learners' confidence in speaking, reading and writing.

Introducing verbs and parts of verbs

- Lesson 4 Exercise 8.

Reading and writing verbs

- Lesson 4 Exercise 9.

Changing sentences to questions

- Lesson 4 Exercise 10.

Introducing four new verbs

- Lesson 6 Exercise 7.

Using verbs to create questions

- Lesson 6 Exercise 8.

Revise verb structures in sentences

- Lesson 9 Exercise 5.
- Lesson 9 Exercise 6.

Vowels

Learners are introduced to the 5 vowels and the different vowel sounds as they progress through these first ten lessons. They are introduced to vowels, 'a', 'e', 'i', 'o', 'u', then short vowel sounds and then long vowel sounds including split digraphs. Teaching the different ways to spell a sound can help demystify English for our learners and can help them begin to see patterns in spelling, though not always!

Introducing vowels/when to use 'a' or 'an'

- Lesson 2 Exercise 11.

Revisiting vowels /when to use 'a' or 'an'

- Lesson 7 Exercise 6.

Introducing short and long vowel sounds

- Lesson 7 Exercise 7.

Short and long vowel sounds and their spellings

- Lesson 7 Exercise 8.

Long vowels as split digraphs

- Lesson 7 Exercises 9 and 10.

Consonants

Consonants are introduced as part of Introducing Vowels. We have created a number of CVC (consonant, vowel, consonant) resources that are included in the Tutor Resources area of the website, which Tutors can use with their learners if they think they need help in that area.

Introducing vowels/when to use 'a' or 'an'

- Lesson 2 Exercise 11.

