

# Citizen Literacy Handbook

## Part 1: Lesson 2

<https://citizenliteracy.com/>

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## Lesson 2 Outline

- Revise Lesson 1 phonological awareness: practice sound and spelling association.
- Introduce the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, and image list.
- Blending sounds to spell words and write them.
- Introduce commonly used new words and break them into their sounds and spellings.
- Introduce the alphabet and alphabetical order.
- Begin to structure sentences.
- Introduce rules for a / an with vowels.

## Lesson 2 Plan

### Teaching Aims

#### Concepts and Topics Covered

- Build on from previous lesson via revision in Exercise 1: Raise Learners' awareness of sounds in English and how to blend them together to create words.
- Introduce the alphabet and alphabetical order.
- Revisit the concept of breaking down commonly - used New Words.
- Begin to structure sentences using punctuation, blended, and broken – down words.
- Introduce a / an rules with vowels and contextualise in sentences and question sentences using new images.
- See Tutor Notes for guidance about teaching this lesson.

### Learning Resources

- Part 1 Workbook Lessons 1-5.
- Personal Learning Plan (PLP) – available as an editable Word file from the Citizen Literacy website.
- m – a – t – s – p – i – n grapheme cut-outs [1-2-5].
- Tutor Hub platform.
- Learner web app.
- Print out the alphabet separately on card [2-3-1], if possible, as Learners will be returning to this resource throughout the Citizen Literacy course. This is available in a larger size as an editable Word document from the Citizen Literacy website.
- /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list [1-2-3].
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability.

### Preparation for Lesson

- Supply a Learner Folder to contain learning resources – prefer to use a clear plastic folder for durability.
- Cut out m – a – t – s – p – i – n graphemes from card or paper and put into the folder pack for every Learner.
- Print /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list and place in folder for those Learners who didn't attend previous lesson.
- Familiarise yourself with the Tutor Hub platform and Learner web app.

### Exercise 1: Course Start-up Continuation

[Exercise 1: Course Start-up Continuation]

**Revisit the Personal Learning Plan (PLP) for each Learner, continuing to complete the first part of this.**

- PLPs are examined by Tutor and used to guide the teaching activities so that they are relevant to the Learners' needs.
- Check if the Learners have all managed to find the Learner web app in their web browser and bookmark it and put the bookmark on their home screen.

## **Exercise 2: Revision of Lesson 1 – reading, speaking, and writing letters and blended words supported by the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list**

[Exercise 2: Review of Lesson 1]

### Learning Outcome

The Learner will be able to evidence their awareness of /m/ /a/ /t/ /s/ /p/ /i/ /n/ sounds by vocalising them to their Tutor and then writing them down. Learners will be able to read and read out seven blended words, by breaking them into their sounds. Learners will be able to write their own words that include the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sounds.

### Skills

Listening, speaking, reading, writing.

### Exercise Resources - Class

- Part 1 Workbook Lessons 1-5, Lesson 2.
- m – a – t – s – p – i – n grapheme cut-outs [1-2-5].
- Citizen Literacy Skills icons reference sheet [1-1-1].
- /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list [1-2-3].
- Learner Workbook Lesson 2.
- Learner Folder to contain learning resources – prefer to use a clear plastic folder for durability.
- Tutor web app.

### Tutor Activities & Teaching Tips

1. **Activity:** Tutor gives the Learners the **m – a – t – s – p – i – n** letter cut-outs and the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list and explains and demonstrate their use, again if necessary. Tutor assesses Learners' knowledge of the sounds /m/ /a/ /t/ /s/ /p/ /i/ /n/ and their ability to link them to their written forms.
2. **Activity:** Tutor asks Learners to turn to Lesson 2 Exercise 2 in their Workbook and asks them to voice the individual graphemes, asking them for examples of words with the sounds e.g. /m/ for *mother*, /a/ for *atmosphere*. Tutor asks around the class. Learners do not have to give you examples for all seven sounds.
3. **Teaching Tip:** Remember when we speak a vowel sound, it will probably sound different between people because of their local accents. You need to convey to your Learners that how they say a word can be broken down into sounds and that these sounds are spelled in a standard way despite the differences in pronunciation - like this: /m/ /a/ /t/, = *mat*. /a/ /p/ /l/ =

apple, /sh/ /ee/ = she. It is worth taking some time explain that although we may speak the same sounds differently with our accents there is only one way of spelling them. See the longer tip below for more ideas about how to talk about this with your Learners.

4. **Activity:** Tutor asks Learners to turn to Lesson 2 Exercise 2 [2-2-1]. Tutor speaks each of the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sounds and asks Learners to write the letters that represent the sounds under the corresponding letter / phoneme in the workbook [2-2-1]. **Teaching Tip:** try not to do this in **m – a – t – s – p – i – n** order – this makes it a bit more challenging for the Learners as they won't be able to use the letter / phoneme combinations in the workbook as clues.
5. **Activity:** Moving on to reading and writing blended words [2-2-2]: Tutor asks Learners individually, to blend the sounds together and then say the whole word e.g.
  - /m/ /a/ /t/ = mat, /a/ /n/ /t/ = ant.
6. **Activity:** Tutor demonstrates each of the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sounds as they occur in the example words in the resource [2-2-2] sound. For example, the Tutor says, “The sound is /m/ as in the word ‘mat’, and breaks down the sounds in the word and points to them at the same time.
7. **Activity:** Tutor asks Learners to copy the words they have just blended in their workbook, detailing which word to write into resource [2-2-3].
8. **Teaching Tip:** Accents! Here are some tips for dealing with accents that you can use in this lesson and elsewhere:
  - We must remember that **letter sounds 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 etc. 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 the help 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.”

### Learner Activities Summary

- Learners voice sounds to themselves and then to the Tutor when asked. Learners write the seven letters that correspond to the sounds that their Tutor voices to them.
- Learner voices sounds of blended words to themselves and then to the Tutor when asked. Learners then writes the seven /m/ /a/ /t/ /s/ /p/ /i/ /n/ blended when asked by the Tutor.
- Learners listen to tutor reading out words and breaking them down into their sounds.
- Learners write their own word for each sound and underline the letter/s of that word.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 1.1 Introducing the first group of new sounds and ways of spelling them.
- Activity 1.2: Matching sounds to their letters.
- Activity 1.3 How Group 1 sounds are used in words.
- Activity 1.4 Matching the Group 1 sounds to how their letters are used in words.

### **Exercise 3: Introduce the alphabet: listening, speaking, reading, and writing the alphabet.**

#### **[Exercise 3: The Alphabet]**

#### Learning Outcome

The Learner will be able to read and speak the **m – a – t – s – p – i – n** letters in the alphabet and place them in alphabetical order.

#### Skills

Listening, speaking, reading.

#### Exercise Resources - Class

- Part 1 Workbook Lessons 1-5, Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 3: Introduce the alphabet. [2-3-1].
- Citizen Literacy Skills icons reference sheet [1-1-1].
- /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list [1-2-3].
- Learner Folder to contain learning resources – prefer to use a clear plastic folder for durability.
- Tutor Hub platform.
- 26 realia items (optional) images of objects with their names on separate pieces of paper with the first letter highlighted.

#### Exercise Resources – Independent Study

- Optional Extra Learning Resource for Learners new to writing the Alphabet: Lesson 2 Exercise 3 Alphabet Reading and Writing Practice available to download from the Tutor Resources area of the Citizen Literacy Website.

#### Tutor Activities & Teaching Tips

1. **Teaching Tip:** This exercise builds confidence in alphabet and alphabetical order knowledge and usage.
2. **Activity:** Tutor displays the alphabet on the board or screen [2-3-1] and reads out the alphabet and encourages the Learners to join in. **Teaching Tip:** Don't labour this please. Learners may feel embarrassed if they do know this and more especially if they don't. Reading it out once is fine.

3. **Teaching Tip:** For those learners who need to practice writing the alphabet in upper case and lower-case formats you can give this Extra Learning Resource to practice at home: Lesson 2 Exercise 3 Alphabet Reading and Writing Practice in the Handbook and available to download from the Citizen Literacy Website.
4. **Activity:** Highlight the difference between the smaller/ lower-case and the capital/ upper-case letters, telling Learners that they will be learning when to use capital letters later on in this lesson in Exercise 5.
5. **Activity:** Tutors can explain why the terms ‘lower-case’ and ‘upper-case’ letters came to be used: Printers used to keep the smaller letters in easier- to -access cases below their desk and the bigger letters which they used less often above their desk in upper cases! Every day’s a school day!
6. **Activity:** Have the letters of the alphabet on the board / whiteboard / screen. The Tutor points to a letter in the alphabet and then asks the class for words that start with that letter of the alphabet, include yourself in this. **Teaching Tip:** Deliberately forget where you are in the alphabet to encourage Learners to become involved.
7. **Teaching Tip:** I remember an ESOL lesson I taught years ago where I had 26 images of objects together with their names on separate pieces of paper e.g. an image of a flower and the word ‘flower’ on a separate piece of paper with the first letter highlighted. The Learners had to work in groups and then as a class to match the items and their names. Each group had five or six items that they had to work with. Then they had to put them into alphabetical order using the first letter in the name and then the whole class had to put themselves into alphabetical order using their first names. Brilliant time – very noisy and great to see them all talking. It was a bit confusing to begin with for some: **k** for **k**ettle, not **t** for **t**eatpot and **r** for **r**ose not **f** for **f**lower – teamwork helped with that!

### Learner Activities

- Learners read out alphabet with their Tutor.
- Learners to match words that have the sound of the given letter at the beginning.
- Learners take part in group and class alphabetical order activity.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 2.1 Introduce alphabet lower case.
- Activity 2.2 Filling gaps in the lower-case alphabet with clues.
- Activity 2.3 Filling gaps in the lower-case alphabet without clues.
- Activity 2.4 Introduce alphabet upper-case / capital letters.
- Activity 2.5 Filling gaps in the upper-case alphabet gap fill with clues.
- Activity 2.6 Filling gaps in the upper-case alphabet gap without clues.



## Exercise 4 Introduction to vowels and consonants

### [Exercise 4 The Alphabet – Vowels and Consonants]

#### Learning Outcome

Learners will be able to recognise the alphabet broken down into vowels and consonants, using lower case and upper-case letters.

#### Skills

Reading, writing, speaking.

#### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 4: Introduction to vowels and consonants.
- Learner web app.
- Tutor Hub platform.

#### Tutor Activities & Teaching Tips

1. **Activity:** Tutor asks Learners to open the Learner Workbook Lesson 2 Exercise 4.
2. **Activity:** Using resource [2-4-1] Tutor explains to the Learners that the alphabet is broken down into 5 vowels and 21 consonants and that every word in English will have a vowel or vowel sound in it.
3. **Activity:** Tutor explains what vowels and consonants are: **Vowel:** a sound in speech that we make, usually with our mouths open. In English, there are 5 vowel letters: **a e i o u** plus **y** when it sounds like **i** in **gym** or **ee** in **funny**. **Consonant:** a sound made in speech, usually with our mouths closed or nearly closed. In English, there are 21 consonant letters: **b c d f g h j k l m n p q r s t v w x y z**. One definition of consonants stated that they were not vowels! I suppose it's a good way to remember them.
4. **Teaching Tip:** Learners need to know the vowel letters, so encourage them to learn them in the same way they are beginning to learn the alphabet. Tutor encourages the Learners to vocalise the vowels, a, e, i, o, u. I teach this starting with my thumb as 'a', my index finger as 'e' and so on. Tutors should teach the vowels as their letter sounds. We will look at short vowel and long vowel sounds later in the programme.
5. **Teaching Tip:** When teaching blending or decoding words with consonants, remember that double consonant letters (digraphs) only produce one sound.
  - e.g. 'tt' 'pp' 'dd' 'ss'.
  - Matt: /m/ /a/ /t/ 3 sounds.
  - app: /a/ /p/ 2 sounds.
  - address: /a/ /d/ /r/ /e/ /s/ 5 sounds.
6. **Teaching Tip:** Encourage learners to use the alphabet templates to help them fill the gaps.
7. **Teaching Tip** – Ask learners to provide names of people or things that begin with vowels 'a' or 'i' and the same with the consonants 'm', 't', 's', 'p', 'n'.

8. **Teaching Tip:** We have chosen not to place a great focus on CVC (consonant, vowel, consonant) words, instead building up learners' awareness of short and long vowel sounds surrounded by consonants. (See Lessons 6 and 7). CVC resources can be located in Additional Resources if you think your learners will benefit from them.
9. **Activity:** Tutor provides feedback to Learners.

### Learner Activities

- Learners write both the lower-case and upper-case vowels and consonants as directed by their Tutor.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 2.1 Introduce alphabet lower case.
- Activity 2.2 Filling gaps in the lower-case alphabet with clues.
- Activity 2.3 Filling gaps in the lower-case alphabet without clues.
- Activity 2.4 Introduce alphabet upper-case / capital letters.
- Activity 2.5 Filling gaps in the upper-case alphabet gap fill with clues.
- Activity 2.6 Filling gaps in the upper-case alphabet gap without clues.

## **Exercise 5: Gap filling m – a – t – s – p – i – n lower-case and upper-case letters in the alphabet.**

### **[Exercise 5: The Alphabet Read and Write Gap Fill]**

#### Learning Outcome

Learners will be able to recognise **m – a – t – s – p – i – n** lower-case and upper-case letters in the alphabet and place them in the correct alphabetical order.

#### Skills

Reading, writing, speaking.

#### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 5: Gap fill lower-case and upper-case m – a – t – s – p – i – n letters in the alphabet.
- Tutor Hub platform.

#### Tutor Activities & Teaching Tips

1. **Activity:** Tutor asks Learners to open the Learner Workbook Lesson 2 Exercise 5.
2. **Activity:** Tutor explains that the Learners need to write the **m – a – t – s – p – i – n** letters in the gaps in the lower-case and upper-case alphabet using Resource [2-5-2] and [2-5-4], highlighting that the first letter (a / A) in both lower-case and upper-case in the alphabetical

sequence have been written for them. Explain that the complete lower-case and upper-case alphabets at Resources [2-5-1] and [2-5-3] are clues.

3. **Teaching Tip:** Tutor encourages the Learners to vocalise the alphabet as they fill the gaps. Don't labour this point. Learners can, just as easily, say the order of the letters to themselves.
4. **Activity:** Tutor provides feedback to Learners.

#### Learner Activities

- Learners write both the lower-case and upper-case m – a – t – s – p – i – n in alphabetical order as directed by their Tutor.
- Learners should be encouraged to read the alphabet out or to themselves as they fit the individual letters in.

#### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 2.1 Introduce alphabet lower case.
- Activity 2.2 Filling gaps in the lower-case alphabet with clues.
- Activity 2.3 Filling gaps in the lower-case alphabet without clues.
- Activity 2.4 Introduce alphabet upper case / capital letters.
- Activity 2.5 Filling gaps in the upper-case letters alphabet gap fill with clues.
- Activity 2.6 Filling gaps in the upper-case / capital letters alphabet gap without clues.

## Exercise 6: Matching lower-case and upper-case letters in the alphabet and writing them.

[Exercise 6: matspin / MATSPIN]

### Learning Outcome

The Learner will be able to match the lower-case version of **m – a – t – s – p – i – n** letters with the upper-case **M – A – T – S – P – I – N** letters and then write them.

### Skills

Reading, speaking, writing.

### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 6. Matching the lower-case and upper-case /capital letters [2-6-1].
- Student Workbook Lesson 2 Exercise 5. Copying the lower-case version of m – a – t – s – p – i – n letters and the upper-case M – A – T – S – P – I – N letters [2-6-2].
- Tutor Hub platform.

### Tutor Activities & Teaching Tips

1. **Activity:** Tutor asks Learners to turn to Lesson 2 Exercise 5 where they will be matching the lower-case and upper-case letters of the alphabet that they already know.
2. **Activity:** Tutor demonstrates how to match the lower-case alphabet letters to their upper-case equivalents by drawing an arrow to link the two – the first example of this is given in Resource [2-6-1] the then asks Learners to complete the exercise using Resource [2-6-1].
3. **Activity:** Tutor demonstrates how to write the lower case and upper-case alphabet letters using Resource [2-6-2] – the first example is already completed for the letter ‘m’.
4. **Teaching Tip:** Tutor checks the Learners’ work. **Teaching Tip:** I find that some Learners will write capital / upper-case letters for both lower-case and upper-case. This evidences that they are aware of the upper-case versions, but they need to learn to write the lower-case letters.
5. **Activity:** Tutor observes and provides feedback.

### Learner Activities

- Learners match lower case and upper-case letters. Learner writes lower case and upper-case m – a – t – s – p – i – n letters.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 2.1 Introduce alphabet lower case lower-case.
- Activity 2.2 Filling gaps in the lower-case alphabet with clues.

- Activity 2.3 Filling gaps in the lower-case alphabet without clues.
- Activity 2.4 Introduce alphabet upper case / capital letters.
- Activity 2.5 Filling gaps in the upper-case / capital letters alphabet gap fill with clues.
- Activity 2.6 Filling gaps in the upper case upper-case / capital letters alphabet gap without clues.
- Activity 2.11 Putting people's names in alphabetical order.

## Exercise 7: When to use upper-case / capital letters.

### [Exercise 7: CAPITAL LETTERS]

#### Learning Outcome

The Learner will be aware of the different situations in English when a capital letter is required to be used instead of a lower case/smaller letter.

#### Skills

Listening, Reading.

#### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 7: When to use capital letters [2-7-1].
- Have some realia available to act as examples of when to use a capital letter.
- Tutor Hub platform.

#### Tutor Activities & Teaching Tips

1. **Teaching Tip:** This is also a reference resource that can be returned to when necessary.
2. **Activity:** Introduce the Learners to several situations when they have to use capital letters. Tutor asks the Learners to turn to Lesson 2 Exercise 6 in their Workbook: [2-7-1]. Tutor works through these examples:
  - Always use a capital letter at the beginning of a sentence.
  - When speaking about me / myself is always the capital letter 'I'.
  - People's names always begin with a capital letter – all their names, first, middle last.
  - People's initials and company title abbreviations are capital letters.
  - The letters in your postcode that denote where you stay are always capital letters.
  - All religious faith titles, descriptions etc. begin with a capital letter.
  - Days of the week and months of the year all begin with a capital letter. **Teaching Tip:** NB there are worksheets to help your learners break down and spell the names of the days of the week and months of the year in the Tutor Resources section of the Citizen Literacy website.
  - All place names begin with a capital letter.
3. **Activity:** Tutor can ask for examples from Learners and write them on the board.
4. **Activity:** Tutor can underline which day and month it is and write them up on the board to help Learners.

5. **Activity:** Tutor can ask Learners which month their birthday is in and have a column on the board with the Learners' names and then the month their birthday is in with the capital letters underlined e.g., Ali – November, Hanna- May.
6. **Activity:** Tutors can ask Learners where they come from or the name of the area where they live and write those place names up on the board, underlining the capital letters.
7. **Activity:** Tutor observes and provides feedback.
8. **Teaching Tip:** There are lots of words in this resource that use capital letters, you can use them as a reference for Learners so that they are aware when to use capital letters. They'll be able to read more and more of them as they progress through the course.
9. **Teaching Tip:** We will return to lists of days and months later in the programme, but it is good for Learners to see and read words that are personal to them.

#### Learner Activities

- Learner listens and responds to Tutor's questions for examples of when to use a capital letter.
- Learner reads what they can.

#### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 2.8 Using capital letters for names.
- Activity 2.9 Handwriting names with capital letters at the beginning (tracing)
- Activity 2.10 Handwriting names with capital letters at the beginning (no tracing).
- Activity 2.11 Putting people's names in alphabetical order.

## Exercise 8: Building sentences and question sentences using blended words and image

[Exercise 8: Read Sentences]

### Learning Outcome

The Learner will know how to structure sentences and questions sentences, using punctuation, the blended words they already know and their new knowledge of when to use capital letters.

### Skills

Listening, Reading, speaking, blending, breaking down, writing.

### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, 1 Lesson 2 Exercise 8: Building sentences and question sentences using blended words and image.
- Have some realia available to act as prompts, if necessary.
- Tutor Hub platform.

### Tutor Activities & Teaching Tips

1. **Teaching Tip:** This exercise introduces Learners to what a sentence and a question sentence is, how to structure and write short sentences and question sentences using the words they already know, their knowledge of when to use a capital letter as well as punctuation they are introduced to in this lesson.
2. **Activity:** Tutor asks the Learners to turn to Lesson 2 Exercise 8 in their Workbook.
3. **Activity:** Tutor explains what a sentence and a questions sentence is (see Glossary).
4. **Activity:** Tutor reads out the 3 examples [2-8-1] highlighting the capital letter at the beginning and the full stop and blending the sounds together to spell the words. Tutor also highlights that the word *is* sounds like *iz*.
5. **Activity:** Tutor reads out the 3 example question sentences [2-8-2] highlighting the capital letter at the beginning and the full stop and blending the sounds together to spell the words. Tutor again highlights that the word *is* sounds like *iz*.
6. **Teaching Tip:** 70% of words with /s/ in them are pronounced /z/.
7. **Activity:** Tutor asks Learners to correct the 2 sentences and 2 question sentences in the left-hand column by writing them in the right-hand column with a capital letter at the start and a full stop or question mark at the end [2-8-3].
8. **Activity:** Tutor goes around the class, asking Learners to read out words from grid on [2-8-4] to ensure they know these words before they use them to write 2 sentences of their own under the example below the grid.
9. **Activity:** Tutor goes around the class, asking Learners to read out words from grid on [2-8-4] to ensure they know these words before they use them to write 2 question sentences of their own under the example below the grid.
10. **Activity:** Tutor observes and provides feedback.

### Learner Activities

- Learner listens and responds to Tutor’s explanations of Exercise 8.
- Learner writes sentences and questions sentences in a number of ways and as required in order to complete Exercise 8.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 2.12 Making a sentence - introducing the concept of a sentence.
- Activity 2.13 Writing a sentence in the correct order to make sense.
- Activity 2.14 Reading and speaking a sentence out loud made with blended words.
- Activity 2.15 Making a question sentence - introducing the concept of a question sentence.
- Activity 2.16 Writing a question sentence in the correct order to make sense.
- Activity 2.17 Reading and speaking a question sentence out loud.

## **Exercise 9: Introducing the new words: ‘we’, ‘you’, ‘the’, ‘are’. Blending sounds to spell words and breaking down the new words.**

[Exercise 9: New Words]

### Learning Outcome

Learners will know how to spell, read, and write these four commonly – used words: ‘we’, ‘you’, ‘the’, ‘are’ by breaking them down into their sounds and then writing the words.

### Skills

Listening, Reading, speaking, blending, breaking down, writing.

### Exercise Resources – Class

- L Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 9: New words: ‘we’, ‘are’, ‘you’, ‘the’.
- Tutor Hub platform.

### Tutor Activities & Teaching Tips

1. **Teaching Tip:** to build confidence in progressing on to writing the words in sentences and questions sentences in next Exercise. This exercise introduces Learners to four new, commonly used words and their sounds.
2. **Activity:** Tutor asks the Learners to turn to Lesson 2 Exercise 9 in their Workbook. [2-9-1]. Tutor reads out the four words and highlights or writes them on the board.
3. **Activity:** Tutor spells each word and then highlights what each word sounds like, making Learners aware of the different sounds.
4. **Activity:** Tutor asks Learners if they know any other words, name or place that have these sounds.



5. **Activity:** Learners write the four words, using the number of dashes in the bottom row of the grid in Resource [2-9-1] to highlight how the different letters relate to sounds.
6. **Activity:** Tutor observes and provides feedback.

### Learner Activities

- Learner listens and responds to Tutor's explanations of Exercise 8 and requests for words, or names and places.
- Learner responds to Tutor's requests for words that have the same sounds as the New Words.
- Learners then work their way through Lesson 8, reading the words, breaking them into their different sounds and then writing the four words.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 2.18 Introducing these new words 'we', 'are', 'you', 'the'.
- Activity 2.19 Breaking down and blending these new words 'we', 'are', 'you', 'the'.
- Activity 2.20 Listening to and selecting the new words 'we', 'are', 'you', 'the'.
- Activity 2.21 Listening to sentences with the new words 'we', 'are', 'you', 'the'.
- Activity 2.22 Writing sentences which contain the new words 'we', 'are', 'you', 'the'.
- Activity 2.23 Reading and speaking sentences that use the new words 'we', 'are', 'you', 'the'.
- Activity 2.24 Making questions sentences with the new words 'we', 'are', 'you', 'the'.
- Activity 2.25 Writing a question sentence in the correct order to make sense, using the new words 'we', 'are', 'you', 'the'.
- Activity 2.26 Reading and speaking a question sentence out loud, using the new words 'we', 'are', 'you', 'the'.

## Exercise 10: Building sentences and question sentences using blended words, new words and images.

[Exercise 10: New Words in Sentences]

### Learning Outcome

Learners will be able to spell, read, and write these four commonly – used words: ‘we’, ‘are’, ‘you’, ‘the’, in sentences and questions sentences, along with other blended words using the correct punctuation.

### Skills

Listening, Reading, speaking, blending, breaking down, writing.

### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 10. New words in sentences and question sentences.
- Tutor Hub platform.

### Tutor Activities & Teaching Tips

1. **Teaching Tip:** This exercise introduces Learners to reading and writing the four new, commonly used words they discovered in Exercise 8, in sentences.
2. **Activity:** Tutor asks the Learners to turn to Lesson 2 Exercise 9 [2-10-1] in their Workbook. Tutor uses this resource to remind learners that in Exercise 8 they were introduced to the four new words, and these will be used in this exercise.
3. **Activity:** Tutor asks the Learners to go to Resource [2-10-2] to read out the 4 example sentences clarifying if necessary.
4. **Activity:** Tutor asks the Learners to re-write the three mixed up sentences using Resource [2-10-3] ensuring all the words are in the correct order. **Teaching Tip:** This could perhaps be completed by the class or in small groups.
5. **Activity:** Tutor observes and provides feedback.

### Learner Activities

- Learner reads out Sentences 1- 4 [2-10-2].
- Learner writes three sentences in correct order. [2-10-3].

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 2.21 Listening to sentences with the new words ‘we’, ‘are’, ‘you’, ‘the’.
- Activity 2.22 Writing sentences which contain the new words ‘we’, ‘are’, ‘you’, ‘the’.
- Activity 2.23 Reading and speaking sentences that use the new words we’, ‘are’, ‘you’, ‘the’.

- Activity 2.24 Making questions sentences with the new words ‘we’, ‘are’, ‘you’, ‘the’.
- Activity 2.25 Writing a question sentence in the correct order to make sense, using the new words we’, ‘are’, ‘you’, ‘the’.
- Activity 2.26 Reading and speaking a question sentence out loud, using the new words ‘we’, ‘are’, ‘you’, ‘the’.

## Exercise 11: Introduce alphabetical order using m – a – t – s – p – i – n letters and blended words.

### [Exercise 11: Alphabetical Order]

#### Learning Outcome

Learners will be able to place letters **m – a – t – s – p – i – n** letters and blended words into alphabetical order.

#### Skills

Speaking, reading, writing.

#### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 11. Alphabetical order of letters and words.
- Tutor Hub platform.

#### Tutor Activities & Teaching Tips

1. **Teaching Tip:** This exercise introduces Learners to alphabetical order.
2. **Activity:** Tutor asks the Learners to turn to Lesson 2 Exercise 11 in their Workbook. [2-11-1].
3. **Activity:** Tutor shows the Learners **m – a – t – s – p – i – n** in alphabetical order, as highlighted in their workbook alphabet resource [2-11-1].
4. **Activity:** Tutor shows the Learners the blended words in alphabetical order, highlighting that it’s the first letter that we use for alphabetical order [2-11-2].
5. **Activity:** Learners presented with more blended words that they have to put into alphabetical order. [2-11-3].
6. **Activity:** Tutor shows the Learners five blended names with their capital letters highlighted. [2-11-4].
7. **Activity:** Tutor shows the Learners the blended names in alphabetical order, highlighting that it’s the first letter that we use for alphabetical order. [2-11-5].
8. **Activity:** Learners are presented with more blended names with capital letters that they have to put into alphabetical order [2-11-6].
9. **Activity:** Tutor observes and provides feedback.

### Learner Activities

- Learner listens to tutor and reads through how to place letters and then words into alphabetical order.
- Learner writes list of blended words names in alphabetical order.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity: 2.7 Putting words into alphabetical order.
- Activity 2.8 Using capital letters for names.
- Activity 2.9 Handwriting writing names with capital letters at the beginning (tracing).
- Activity 2.10 Handwriting writing names with capital letters at the beginning (no tracing).
- Activity 2.11 Putting people's names in alphabetical order.

## **Exercise 12: Introducing vowels and the use of ‘a’ or ‘an’ before a noun starting with the vowel sounds /a/ and /i/. Reading and writing sentences and question sentences.**

[Exercise 12: Vowels]

### Learning Outcome

Learners will be aware that nouns beginning with a vowel sound must be preceded by ‘an’ not ‘a’.

### Skills

Listening, reading, speaking, writing.

### Exercise Resources – Class

- Part 1 Workbook Lessons 1-5, 1 Lesson 2.
- Part 1 Workbook Lessons 1-5, Lesson 2 Exercise 12. Vowels and Consonants.
- Tutor Hub platform.

### Tutor Activities & Teaching Tips

1. **Teaching Tip:** This exercise focusses on two vowel sounds: /a/ and /i/. This exercise introduces Learners to vowels and consonants and how we should use them in words that are parts of sentences or question sentences.
2. **Activity:** Tutor asks the Learners to turn to Lesson 2 Exercise 12 in their Workbook [2-12-1].
3. **Activity:** Tutor explains what a noun, vowel and a consonant is – (See Glossary): **Vowel:** a sound in speech that we make, usually with our mouths open. In English, there are 5 vowel letters: **a e i o u** plus **y** when it sounds like **i** in gym or **ee** in funny. **Teaching Tip:** The vowels are highlighted in red and the consonants at the start of a word are highlighted in the Workbook.

4. **Activity:** Tutor highlights blended words and their images that begin with a vowel sound [2-12-2].
5. **Activity:** Tutor highlights blended words and their images that begin with a consonant sound. [2-12-2].
6. **Activity:** Tutor explains that nouns that begin with a vowel sound have to be preceded with the word ‘an’. The word ‘an’ is the indefinite article that is always used to describe a singular noun that begins with a vowel sound. (See Glossary).
7. **Activity:** Tutor explains that nouns that begin with a consonant sound have to be preceded with ‘a’. The word ‘a’ is the indefinite article that is always used to describe a singular noun that begins with a consonant sound.
8. **Activity:** Tutor asks Learners to read out loud the four sentences using words that begin with a vowel sound in the context of a sentence to their Tutor. [2-12-3].
9. **Activity:** Tutor asks Learners to read out loud the four question sentences using words that begin with a vowel sound to their Tutor. [2-12-4].
10. **Activity:** Tutor asks the Learners to read out loud the four questions sentences and two sentences in the left-hand column and then write them correctly in the left-hand column using punctuation. [2-12-5].
11. **Activity:** Tutor asks Learners to read out words from grid breaking down into sounds, if necessary. [2-12-6].
12. **Activity:** Tutor then asks Learners to write two of their own sentences and questions sentences using a mixture of all the words represented in the grid. [2-12-6] below the given example underneath the grid.
13. **Activity:** Tutor then asks Learners to write two of their own question sentences, using a mixture of all the words represented in the grid. [2-12-7] below the given example underneath the grid.
14. **Activity:** Tutor observes and provides feedback.

#### Learner Activities

- Learner listens as Tutor explains about vowel and consonants.
- Learners participate in class activity when Tutor asks for examples of words with vowel sounds.
- Learner reads blended words with vowel and consonant sounds and listens as Tutor explains when to use ‘a’ and ‘an.’
- Learner reads sentences and question sentence which have examples of ‘an’ preceding a word that begins with a vowel to their Tutor.
- Learner reads and corrects sentences and question sentences.
- Learner reads through words in grid and then writes two sentences and two question sentences.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity: 2.27 Introducing vowels and vowel sounds.

### **Exercise 13: Independent Study with the Learner Web App**

- Remind the Learners that they should use the Learner web app for this lesson to practice with before the next face-to-face lesson.

### **Exercise 14: Word Bank**

#### **A Review exercise for each lesson**

Final activity in class or for homework, so we review what the Learners have learned. This activity builds as Learners progress through the course, and we start to build up these review exercises.

There are three distinct activities for your Learners here:

**Activity 1:** At the end of each lesson ask your Learners to go to the Word Bank at the back of their Workbook that lists the words that are covered in each Lesson in columns from left to right ordered by the number of sounds that make up the words. There is an empty row below each of the rows of these words for Learners to copy and write the same words. When they write down their words ask them break them into their sounds and then read the whole word to you either at their desk on a 1:1 basis or in front of their fellow Learners if they confident enough. You may find that some Learners can read the words and that's great, but you need to check that they know how to break these words into their sounds. This is a skill that will stand them in good stead when they are presented with words they do not know how to read.

**Activity 2:** At the end of each lesson Learners do the same as above but now they have to try to read their words from previous lessons as sight words, without breaking them down. 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 Learners to build on their sight words. This is one of many activities which will assist them in this.

**Activity 3:** In the Word Bank table section titled 'My Word Bank' ask the Learners to try and repeat the above steps for words that they already know but have not been covered in the Lesson. Asking the learners to use the columns in the order of numbers of sounds that make up the words. If you have time you can start the process with each learner with a word of their choosing.

#### Exercise Resources – Class

- Lessons 1-5 Word Bank – This is at the back of the Part 1 Workbook Lessons 1-5.

#### Tutor Activities & Teaching Tips

1. **Activity:** Tutor to find time to do this with each Learner on 1:1 basis or in front of class.

2. **Teaching Tip:** Final activity in class, so we review what the Learners have learned. This activity builds as Learners progress through course and we start to build up the review exercise, it acts as a review exercise for each lesson.

Learner Activities

- Learners complete by writing words and sounding out individual sounds and then blended words to Tutor.
- Skills: Speaking, reading, and writing.

## Lesson 2 Tutor Notes

### OVERVIEW AND FOCUS OF LESSON 2

After revising Lesson 1, Learners are introduced to several new concepts which will help build their reading and writing skills. Learning about the alphabet and alphabetical order allows Learners to become familiar with some of the basic structures of our language. This includes being aware of lower case and upper case / capital letters which leads on to when to use a capital letter in English - a resource which Tutors, and Learners will return to throughout the programme.

Learning to structure sentences and question sentences enables Learners to use blended and new words in a context and brings together phonemes, blended words, new words and punctuation. This lesson concludes with finding out what a vowel and a consonant is and how to use and write a / an with words that begin with vowel sounds.

We have included definitions of the definite (the) and indefinite articles (a, an) in our Glossary.

Lesson 2 of the Citizen Literacy programme 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. There are 12 exercises for your Learners to complete in this lesson but between completing them, you can continually suggest that your Learners break words down into their sounds, to help spell them - they can do this into themselves or out loud. This will help to build the connection between the sounds and their spellings. You can introduce the separate sections of Lesson 2 to your Learners, much as we have here.

### Tutor Support Videos

Tutor support videos for each lesson can be found in the Tutor Resources of the Tutor Hub Platform – these will be added in stages.

### Exercise 1: Course Start-up Exercise continuation.

Revisit the Personal Learning Plan (PLP) for each Learner, continuing to complete the first part of this. There will usually be things to do as part of the course start-up process for the first few lessons.

### Exercise 2: Revision of Lesson 1 – reading, speaking, and writing letters and blended words supported by the /m/ /a/ /t/ /s/ /p/ /i/ /n/ sound, word, & image list.

We will go over what we learned in Lesson 1 to make sure Learners can link the /ma/ a/ /t/ /s/ /p/ /i/ /n/ sounds to their spellings and that they know how to blend these sounds together to make the words we learned in Lesson 1. Also, being able to distinguish between lower case/smaller letters and the upper case/capital letters is really important when we write. We'll find out in this lesson the many different occasions when we must use a capital letter in English.

This revision exercise will encourage your Learners as they learn the new skills of blending sounds together to spell words and help with breaking down words into their sounds. Building



reading and writing skills alongside blending and breaking down ensures that there is a context to learning sounds, how to spell them and blend words. Continue to encourage your Learners to *say* the sounds out loud as they blend until the words are sight words using sounds, e.g. pin = /p/ /i/ /n/ as they may know some CVC (Consonant, Vowel, Consonant) words and how to spell them but they are unaware of their sounds.

It is good to talk to your Learners about this new way of spelling words; some may think it's childish to break words into sounds, so we need to encourage them to use the Learner web app which highlights blending and decoding very clearly. Once you model and continue to model the focus on sounds rather than letters, your Learners will begin to identify sounds in words, and it will become a welcome and helpful part of their learning.

### **Exercises 3: Introduce the alphabet: listening, speaking, reading, and writing the alphabet.**

Learning about the alphabet and alphabetical order helps your Learners recognise a structure in the English language which is important when you want to look for a word in the dictionary, your name in a list, items when shopping online etc.

Teaching the alphabet and alphabetical order is a constant part of Citizen Literacy which Learners will return to throughout the course. We have included the alphabet and alphabetical order in Citizen Literacy as it offers insight into a recognised structure of English, with Learners building on their reading and writing skills as they learn or re-familiarise themselves with it. Teaching this offers a great opportunity for group work with the Learners going through the alphabet trying to think of a band or singer's name: Abba to ZZ Top worked well in our class one week!

Again, be aware of some Learners' sensitivities to reading the alphabet out. There are lots of opportunities for them to do that as they complete the different parts of each exercise, so maybe just ask them to do this only once. They may offer to read it out as the progress through the exercises – please allow them to do this.

Highlighting the difference between lower case and upper-case letters encourages Learners to use both cases rather than all upper-case letters as a high number of my students do.

### **Exercise 4: Alphabet: Gap filling lower case and upper case in alphabet.**

Learners have to fill the gaps in both the lower case and upper-case versions of the alphabet. Completing exercises like these helps to build your students' awareness of the alphabet and alphabetical order.

### **Exercise 5: Alphabet: lower case and upper-case letters in the alphabet.**

Learners have to match the lower case and upper-case versions of the seven letters. Again, this is to build their awareness of the alphabet and alphabetical order but also to make them aware that

we use lower case and upper-case letters in different situations which you can begin to introduce using realia and students' names.

### **Exercise 6: When to use capital letters - discussion and a resource to use.**

This resource includes so much information that cannot possibly be taught in one lesson to Learners; read it over with your Learners focussing on the aspects of the list that they are required to know for Lesson 1 – Lesson 5:

- A capital letter is always required at the beginning of a sentence or a question sentence.
- The letter 'I' is always a capital letter when writing about yourself.
- People's names and the names of places always begin with a capital letter.

This leads on to describing what nouns, pronouns and proper nouns are in future lessons.

### **Exercise 7: Building sentences and question sentences using blended words and images.**

This exercise enables your Learners to see that they can add all the different parts of Citizen Literacy that they've learned so far together to create sentences and question sentences.

We included this specifically because we felt there is not enough focus on sentences and question sentences in existing Adult Literacy resources.

It is a tall order for some Learners to create sentences but modelling of this skill from the Tutor will help greatly. Remember to give your Learners time to answer you when you ask them for a sentence or questions sentence. There is a lot going on in Learners' heads when it's their turn!

Also, the action of swapping around the parts of the verb 'To Be' from a sentence to a question sentence should be modelled on numerous occasions by the Tutor. For example:

- **She is** in the class.
- **Is she** in the class?

This exercise and focus on sentences and question sentences acts as a pre-cursor for introducing verbs in Lesson 4.

**Digraph:** This is where 2 letters are used to represent a sound in the English language. An example would be in the word 'she', where the first two letters 'sh' represent a single sound.

In Lesson One we introduced the Learners to /sh/ as in 'she'.

In Lesson Two we introduce Learners to:

- /th/ as in 'the'.
- /ou/ as in 'you'.
- /p/ as in 'apple'.

**Digraphs that use twin consonant letters:** These words have digraphs that use double consonant letters to represent a single sound:

- **tt** letter.
- **pp** apple.
- **tt** butter.
- **mm** hammer.

As we progress through Citizen Literacy, we will come across more examples of these.

## **Exercise 8: Introducing the new words: ‘we’, ‘you’, ‘the’, ‘are’.**

### **Breaking down the new words:**

We introduce Learners to a set of New Words in every lesson to help build their reading and writing skills and so that their sentences and questions sentences make sense. All of these words can be broken down into their sounds, so this will help them become aware of more sounds and how to spell them so that they can continue to learn to read and write more and more words that they already knew how to say but didn’t know how to spell.

**‘we’** = /w/ /ee/ and is a pronoun (see Lesson 4) that follows the same sound to spelling pattern that is used in the words ‘she’, and ‘he’ /sh/ /ee/ /h/ /ee/, that the Learners were introduced to in Lesson 1.

**‘you’** = /y/ /ou/ is another pronoun (see Lesson 4).

**‘the’** = /th/ /u/ or /th/ /i/.

**‘are’** = /are/ we don’t break this word down as it is the only word that sounds and is spelled like this in English.

Breaking down these words into their sounds adds to the existing /m/ /a/ /t/ s/ /p/ /i/ /n/ vocabulary and introduces these words before they would normally be used in a structured adult literacy programme. We include these additional sounds and words in these lessons to best equip Learners to read and write.

### **Discussion - Words that sound like letters:**

#### **You might want to point this out to your Learners**

- bee = (B).
- sea/see = (C).
- eye/ay = (I).
- Kay = (K).
- Oh = (O).
- Pea/pee = (P.)
- Queue = (Q).
- Are = (R).
- Tea/tee = (T).

- You = (U).
- Why = (Y).

### **'we', 'you', 'are' as parts of verbs in sentences:**

- We are in the pub.
- You are in the class.
- Are you in the pub?

We are going to use these new words; **'we'**, **'you'**, **'the'** and **'are'**, to help your students create new sentences and question sentences. By Lesson 4 your Learners will have all the parts of the verb *to be*, in other words your Learners will be able to conjugate (see Glossary) the verb *to be*.

**Pronouns:** The new words **'we'**, & **'you'** are pronouns (see Glossary)

The word **'are'** is used with the words **'we'**, & **'you'** as part of a verb in sentences and can indicate either a singular or plural subject, examples:

- You are a student.
- We are in the class

### **'the' is the definite article:**

The new word 'the' is not part of a verb, it is the definite article (see Glossary).

These four commonly used words have been introduced in Lesson 2 to offer your Learners broader opportunities to write sentences and question sentences. Learners are introduced to pronouns and the definite article in this lesson (See Glossary) which will help prepare them for future lessons in Citizen Literacy.

## **Exercise 9: Building sentences and question sentences using blended words, new words and images.**

This exercise is an opportunity for your Learners to build on their knowledge of the four commonly used new words by adding them to blended words they already know and creating sentences and question sentences.

This process of adding different words together to create sentences and questions can be completed by Learners using their cut-out cards and punctuation marks. The physical touch (haptic) element of this activity helps Learners remember how to spell each word instead of being presented with whole words to memorise.

We have been building up all the different parts of a sentence and a question sentence for Learners in Lessons 1 and 2. As you can see, we have included images of some words to help in giving them meaning and to help remembering what they mean. They also make the exercises with sentences and question sentences more interesting.

Learner may already know some of these words, (have these images up on the screen / board, if possible) here are some examples with their blends / breaking downs:

shop  /sh/ /o/ /p/

pub  /p/ /u/ /b/

apple  /a/ /p/ /l/

Here are examples of sentences and question sentences using these words:

- She is in the shop.
- Pat is in the pub.
- Is the apple in the shop?

### Explaining the structure of sentences

Describe the main components of sentences and question sentences: Capital letter, full stop, or question mark, and must make sense. Ask your students if the sentences make sense.

Concept check question to make sure they understand using examples, e.g. the sentence 'Pat is in the pub' mixed up as 'Pat the in pub is'.

Then ask your Learners for their examples of sentences and question sentences using these same words. Remember to ask your Learners to read their sentences to you as we have found there is a tendency in low level literacy Learners to write the words they want to include in a sentence or question sentence in a jumbled-up way, much like the famous Morecambe and Wise comedy sketch when playing Greig's Piano Concerto in A Minor. Literacy Tutors may feel a bit like Andre Previn sometimes 😊!

The requirement for students to create their own sentences and question sentences is repeated throughout Citizen Literacy; Learners input their own words, sentences and question sentences and we take a note of them and use them as a resource the following week as revision. It doesn't matter if the Learner is unsure of other words in their sentence; if they have used the word or punctuation mark in the correct place and their sentence or question sentence is correct and makes sense, then that fulfils the requirement for the exercise. Presenting them with their own sentences and question sentences and using them as part of the following lesson is a very positive way for your Learners to have an input into their own learning. Reading their sentences and question sentences back to them stirs their memory but also challenges them to read other words they may be unsure of because they know what they should be reading, and this process becomes a powerful learning tool.

### **Exercise 10: Alphabet: Introduce alphabetical order using m – a – t – s – p – l – n letters and blended words.**

Building on the alphabet Exercises 3 - 5, Learners are now required to put words and names into alphabetical order. Putting names, especially, into alphabetical order allows learners to see this aspect of English in a real context. Building on this, you could ask them to put themselves into alphabetical order- it's a good ice breaker and whole class activity.

One of the main values of Citizen Literacy is that Learners can transfer their class learning into real life situations. For instance, in the UK in the recent COVID pandemic test centres had everyone's names listed in alphabetical order.

### **Exercise 11: Introducing vowels and the use of 'a' or 'an' before a noun starting with the vowel sounds /a/ and /i/. Reading and writing sentences and question sentences.**

There are many vowel sounds that we will introduce to the Learners to as they progress through Citizen Literacy. Building on awareness of the alphabet and alphabetical order, we introduce Learners to vowels and consonants in this lesson, focussing on the two vowel sounds: 'a' and 'i'. The definition of a vowel and a consonant are included in the Glossary

We concentrate on 'a' and 'i' as they are two of the seven /m/ /a/ /t/ s/ /p/ /i/ /n/ sounds, and we need to teach Learners the correct way to introduce a noun in a sentence depending on whether it starts with a vowel or a consonant. For example:

- an ant.
- an apple.
- a mat.
- a pin.

#### **Reference: Nouns, Proper Nouns, Pronouns**

**Pin, mat, stamp ... are nouns.** Examples of nouns are given in Lesson 3. A definition is detailed in the Glossary for Tutors to teach to their Learners.

**Pat, Anna, Paris ... are proper nouns.** Examples of proper nouns are given in Lesson 3. A definition is detailed in the Glossary for Tutors to teach to their Learners.

**I, you, we, she .... are pronouns.** Examples of pronouns are given in Lesson 3. A definition is detailed in the Glossary for Tutors to teach to their Learners.

#### **The indefinite article**

When we teach the words 'a' or 'an' we are teaching the indefinite article (see Glossary) which suggests that we are not being specific e.g.

- An apple is in the shop.
- He has an apple.

When we taught the word, ‘**the**’ previously we were teaching the definite article which suggests that we are being specific e.g.

- The pin is in the class.

### Vowels

Introducing vowels in Lesson 2 signals their importance to the Learner and the Tutor. There is much to learn about vowels and consonants, but we find that linking their usage into sounds that our Learners already know is an effective way to introduce them.

**a e i o u** are vowels. Examples of all the vowels are given in Exercise 11. A definition is detailed in the Glossary for Tutors to teach to their Learners.

### Consonants

**b c d f g h j k l m n p q r s t v w x y z** are consonants. Examples of all the vowels are given in Exercise 11. A definition is detailed in the Glossary for Tutors to teach to their Learners.

### **Exercise 12: Independent Study with the Learner Web App**

- Remind the Learners that they should use the Learner web app for this lesson to practice with before the next face-to-face lesson.

### **Exercise 13: Word Bank**

Review and Assessment Exercise

This helps with the ongoing formative assessment of your Learner’s progress.