

# Developing Literacy practices



## Getting started

# English Sounds Fun

Follows Orton-Gillingham principles:  
(like Alpha-Omega, Beat Dyslexia etc.)

- Explicit
- Multisensory
- Repetitive
- Cumulative (in small steps)

# The ESF method: systematic but flexible

## systematic?

- recap on what is known
- introduce a *small amount* of new material
- provide multisensory practice and connect to the known material

## flexible?

- students work at their own pace
- further practice of material until it is secure

# General principles:



speech

text

recognise

produce

# Multisensory teaching aids

- Wikkistix
- Flashcards
- Letters
- 'Power e' card
- Miniboards
- Online material

# Start from the **sounds** of English

/n/ (as in **nut**)

Learners **hear** the sound  
and then **produce** it.

The learner needs to:

- 1) *produce* the **sound** in isolation
- 2) *produce* the **sound** in a word context
- 3) match it to a **letter** that represents it.

/n/ → **N n**

/n/ → **N n**

Recognise the letter,  
find it amongst other  
letters.

Learn to form the  
shape of the letter.

This is done by  
skywriting, walking  
the letter and making  
the letter out of  
**wikkistix.**



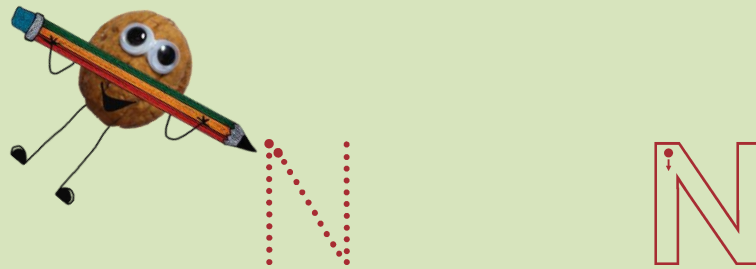


# The letters

- A is **grey** – so are H, J and K
- **B** is **green** – as are **C, D, E, G, P, T** and **V**
- **F** is **red** – so are **L, M, N, S, X** and **Z**
- **I** and **Y** are **white**
- **O** is **yellow**
- **R** is **dark** (i.e. black)

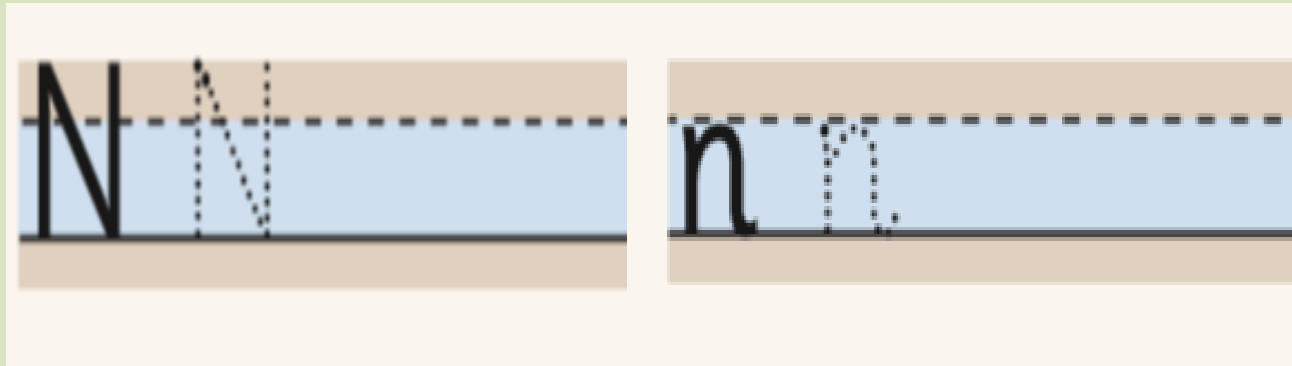
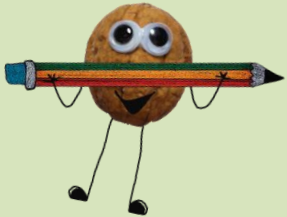
/n/ → **N n**

Then practice writing the letter  
**on its own** first, using guided examples.



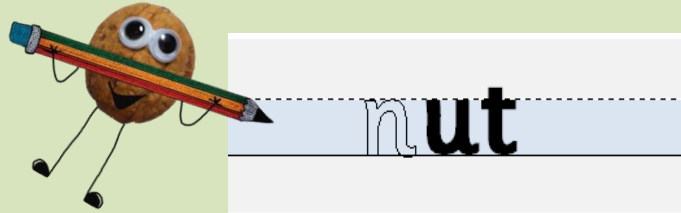
/n/ → **N n**

Then write the letter  
on guide lines...



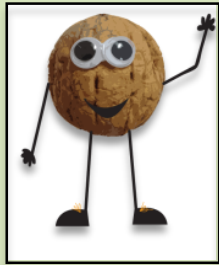
/n/ → N n

...until s/he is confident enough to write the letter in the **word context**.

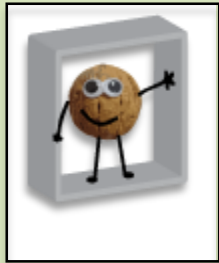


# Recognise **words** and understand their meanings.

nut



in



We can use the flashcards to help him/her learn new vocabulary.

The learner also needs to be able to build the **words**.

nut    *n u t*

in    *i n*

The colour of each letter sounds similar to its name and helps the learner to remember it.

# The letters

nut    *n u t*

in    *i n*

The student can use the letters to build the words.

This means that s/he does not have to focus on handwriting – just the sequence of the letters.



Eventually, the student can start to  
play around with the language,  
building **new words**...

t e n i p  
u

The learner can use the letters to help him/her blend the sounds, exploring how to spell regular words.

t e n i p  
u

t e n u i p

t e n u<sup>i</sup> p

ten

u<sup>i</sup>p

t

e

n

u<sup>i</sup>p

n

e

t

u<sup>i</sup>p

n e t

u<sup>i</sup>p



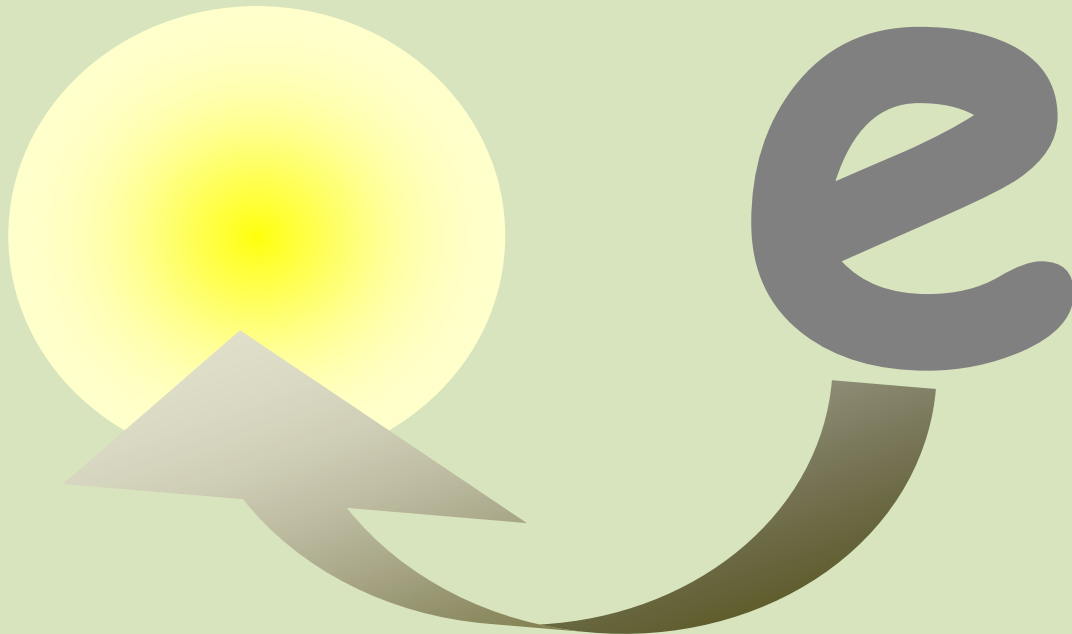
net

u<sup>i</sup>p

**As the student learns more letters  
and is able to build more words,  
it is time to introduce some  
common spelling rules.**

# The 'power e' card

One of the most useful rules is the 'power e'. This makes a short vowel say its own name.



# The 'power e' card

One of the most useful rules is the 'power e'.  
This makes a short vowel say its own name.

**f**at

# The 'power e' card

One of the most useful rules is the 'power e'.  
This makes a short vowel say its own name.



# The 'power e' card

It changes the short vowel  
but is not heard at all.



cut

hope



# The 'power e' card

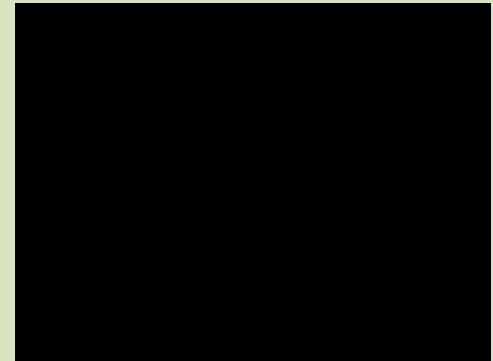
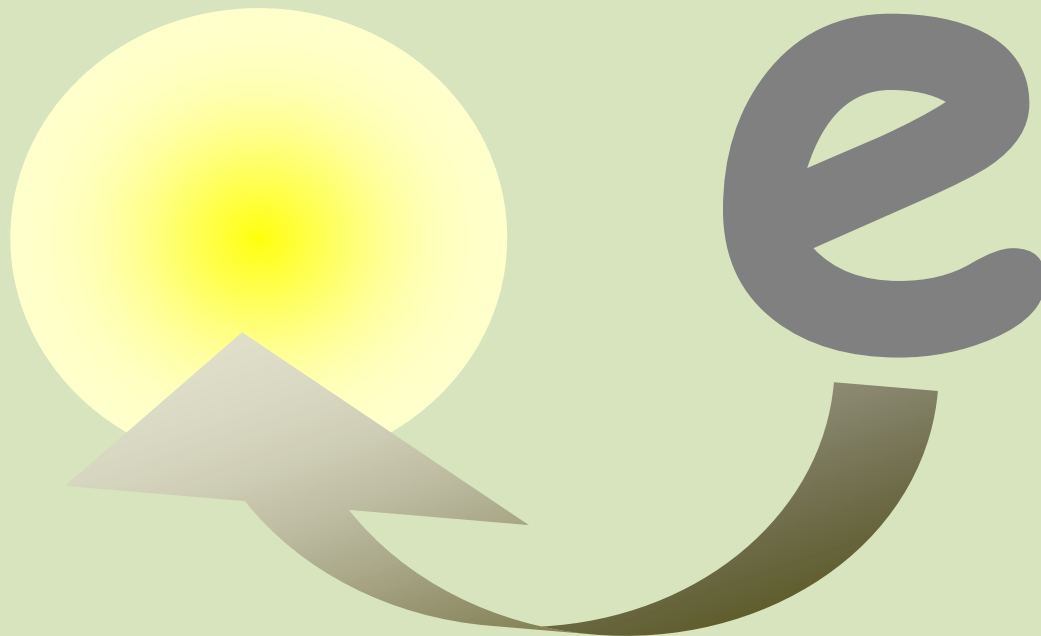
The 'power e' card is a way of making this abstract idea clear and concrete.





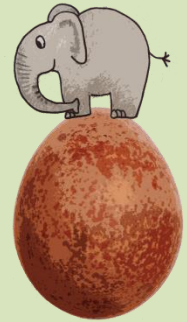
# The 'power e' card

Watch the 'power e' video



Eventually, the student can start to put words together to build **sentences** s/he has seen:

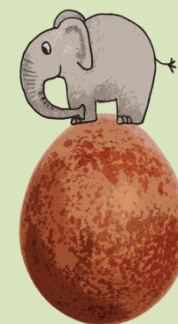
An elephant is on an egg.



The student can use the miniboard to build the sentences, so that s/he can focus on word order, rather than spelling.

# The miniboards

An elephant is on an egg.



elephant

An

on

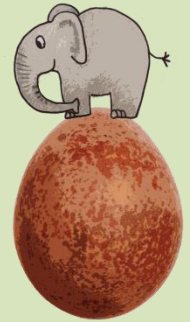
an

egg.

is

# The miniboards

An elephant is on an egg.



An

elephant

is

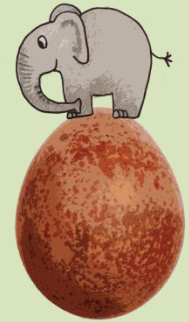
on

an

egg.

# The miniboards

An elephant is on an egg.



They are also a great way of practising handwriting without it being permanent.

Eventually s/he can play around with the language, building **new sentences**.



elephant in insect is  
a on west.  
An



elephant

on



An

insect

is

in

a

nest.



elephant

An

is

on

in

a

nest.



on  
insect



An elephant is in a nest.

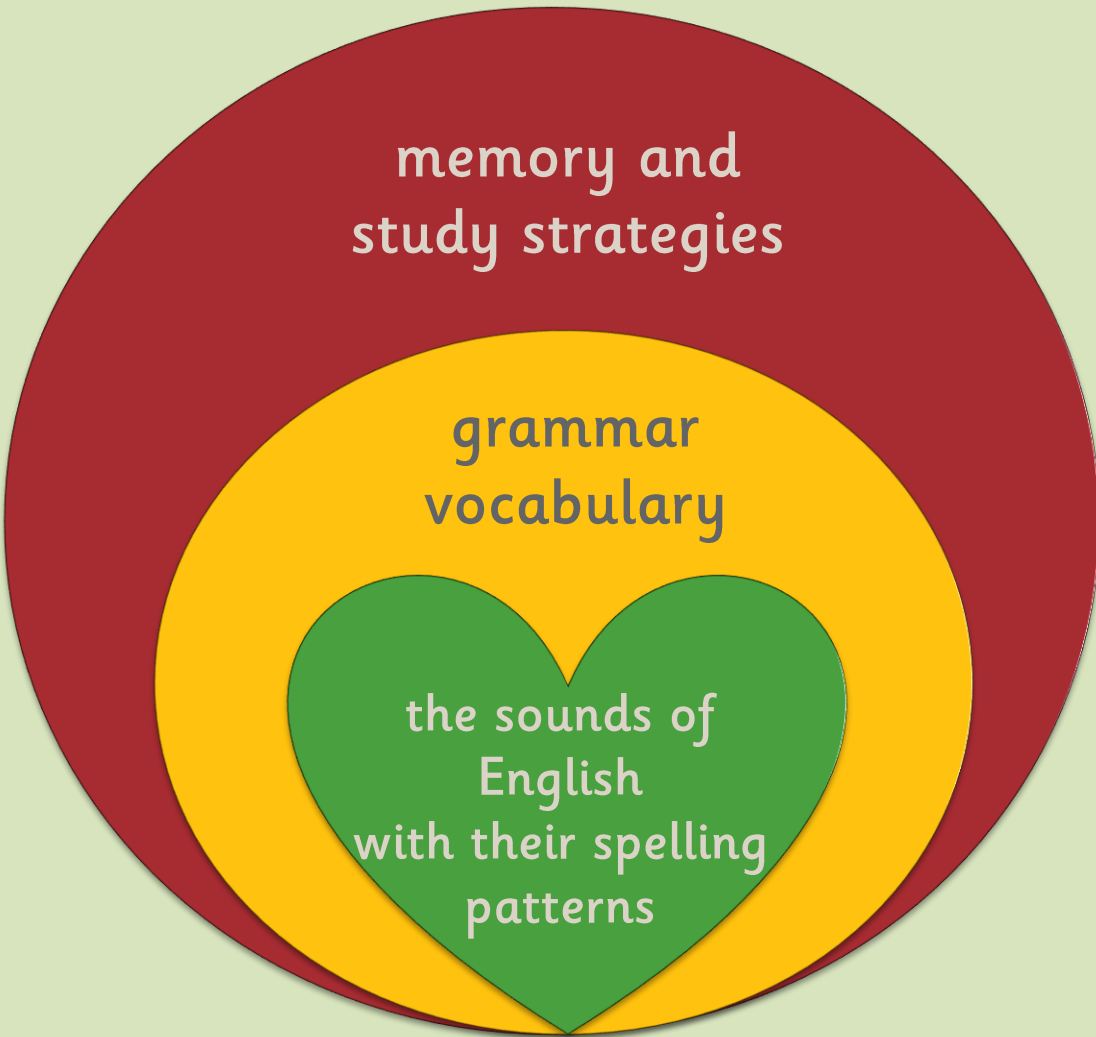






grammar  
vocabulary

the sounds of  
English  
with their spelling  
patterns



memory and  
study strategies

grammar  
vocabulary

the sounds of  
English  
with their spelling  
patterns

self-esteem  
and  
self-awareness

memory and  
study strategies

grammar  
vocabulary

the sounds of  
English  
with their spelling  
patterns



**Take a break.**



# Developing Literacy practices



Improving and moving on

# Some activities

- Jabberwocky
- Paired reading
  
- Planning – post it / mindmap
- Writing - collaboration
- Proof reading – out loud and proud / read it backwards

# Jabberwocky

Read this text and try to guess what the strange words mean:

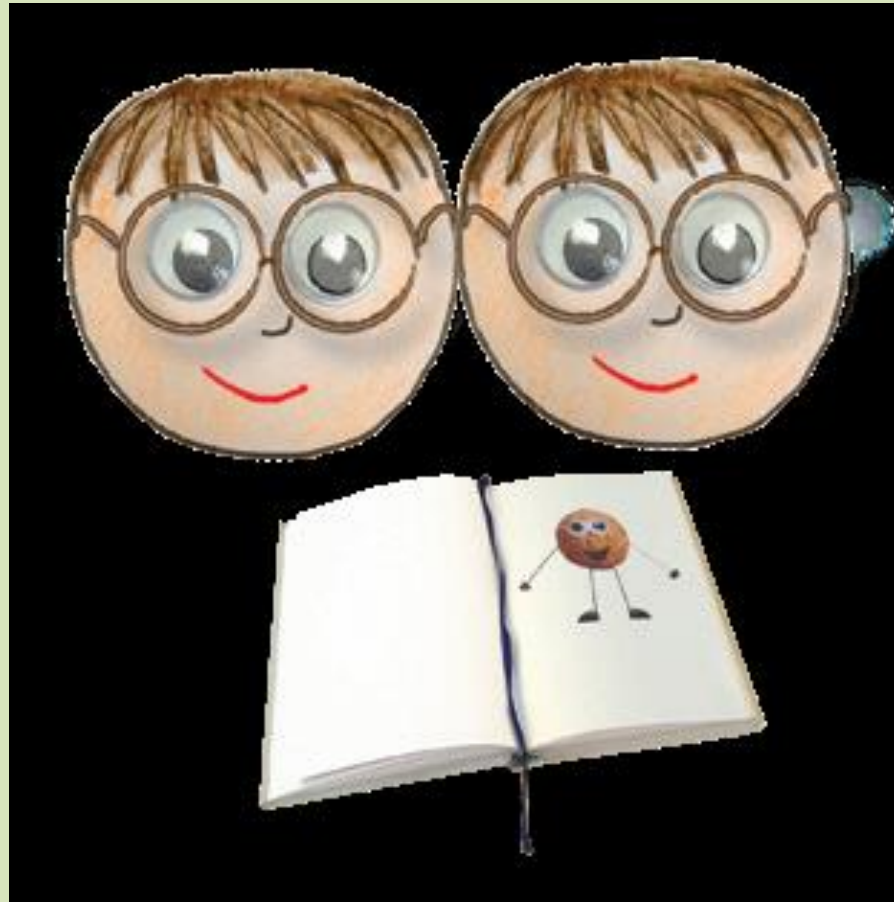
Adam opened the orpt and looked out at the street. A big lib was parked in front of his house, but he couldn't see any people. He put on his lemtan and went outside. Some little gelfos were singing in the tree and he stopped to listen. After a few minutes he walked down the street to the corner toubik and bought the daily newspaper and some fresh tila for breakfast.

# Jabberwocky

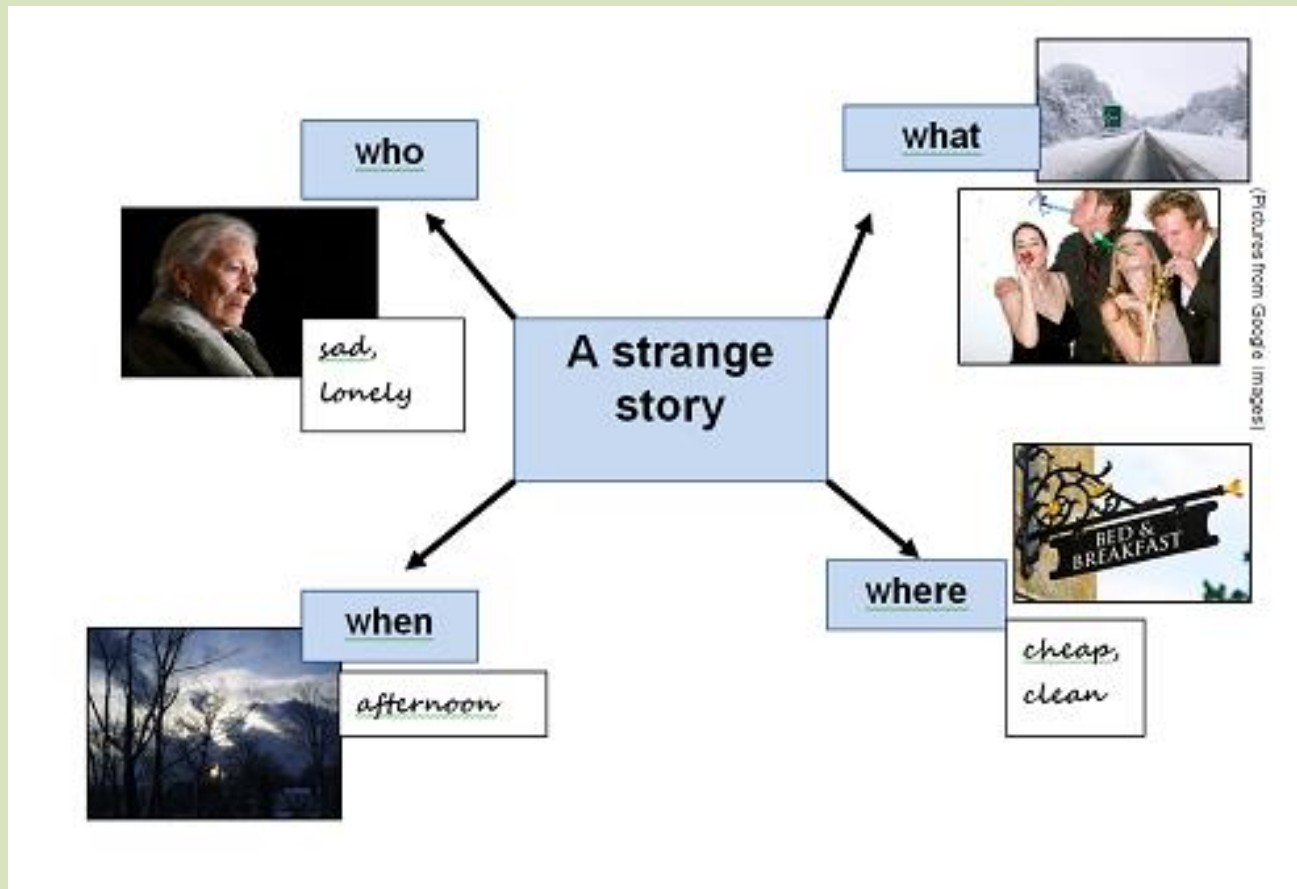
## Clue Questions:

1. orpt – what things do we open?
2. lib – what could be parked in the street?
3. lemtan – what things do we put on before we go outside?
4. gelfos – what sings in a tree? How many were there? How do you know?
5. toubik – where could you buy a newspaper?
6. tila – what do we buy fresh for breakfast?

# Paired reading



# Planning mind-map it



# Planning

## Post-it up



# Write it together





# Write it together



# Proof reading

- Out loud and proud
- Read it backwards

## Check list:

Spelling of there / their

he / she / it - find the verb +s

Single nouns – a/ the?

# Developing Literacy practices



**Lots of multisensory work.**

**One thing at a time!**