



## What's in this section?

- The language experience approach
- Social sight words and environmental print
- Letter/sound relationships
- Cluster analysis
- Cloze
- Just reading
- Case studies and lesson plans
- References for this section

## Who is this section for?

A beginning reader is not necessarily someone who cannot read anything at all. That may be what they say, but this is rarely the case. In this resource, the term also refers to someone who may know the names of all, or most, of the letters in the alphabet, may be able to recognise or work out a few simple words and write a few words such as their name and address. They may have had some schooling in Australia or be from a non-English speaking background. However, it is assumed that they can speak English well enough to carry on a simple conversation (National Reporting System Level 1 and less).

## Background to these teaching/learning activities

### Reading

Before you go on, it may be useful to read or review the section *How do we read?* In brief, reading is easiest when we are able to use four sets of cues or clues.

These are:

1. The sounds of the letters in the words
2. The flow or grammar of the sentence
3. The meaning of the text
4. The context of the text.

You need to help your student use all four sets of clues, not just the clues given by the letter/sound relationship. 'Sound it out' is not the only answer.

For this reason, it will be easier for your student if they learn to read using real language in real situations, rather than lists of isolated words and letters.

Your student may say *I can't read at all. I need to start from the beginning.* This is very rarely true, and your first job is to boost their confidence and show them what they can read.

Your aim is to help your student:

- build up a bank of sight words which they can automatically recognise
- learn some of the letter/sound relationships (or how to 'sound it out')
- learn some strategies for predicting what the word might be. These clues will come from the context, the grammar and/or the meaning of the text.
- develop their confidence that they can do it.

The teaching/learning activities suggested in this section allow you to deal with these tasks almost simultaneously.

## Writing and spelling

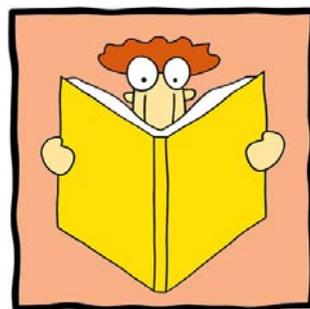
Your aim is to help your student:

- manage the writing which they need to do now
- feel relaxed about writing
- learn to spell some important words
- begin to develop some spelling strategies.

Everyone has some need to write from time to time, so find out what your student's main needs may be. Is it filling out the job sheets or docketts at work, writing on greeting cards, letters to school or family or job application forms? Begin by helping with these tasks and help them develop some models which can be used for future reference.

But the writing shouldn't end there. Every session you have with your student should include some writing activity, even though they may be a beginning reader/writer. For a beginner the writing may, initially, just take the form of copying. They might copy out the language experience story which you have just written down, or you might help them write and learn to spell their address and the names of members of the family. However, as soon as they have developed some letter/sound knowledge, you should try to encourage them to move on quickly from copying to 'having a go first' at the spelling and composing small pieces of writing themselves.

The activities in this section are mainly focused on reading. For strategies to help with writing and spelling you should read the section on *Writing and spelling*. Most of the strategies there are relevant to all students, so are not reproduced here. However, the difference is in the amount of writing which your student produces. For a beginner it may be only a sentence or two and they may only manage to learn one or two new spelling words a week.



## The language experience approach

Your aim is to help your student:

- build a bank of sight words
- learn to use the grammar and/or meaning of the sentence to help predict what the word will be.

### Suggested routine

#### Chat

Chat with your student about something that interests them – something that happened during the week, a TV program, their job or hobby or sport or something about their childhood.

Don't try to get them to 'give a talk' about it. That will almost certainly make them dry up. Just have an adult chat with them.

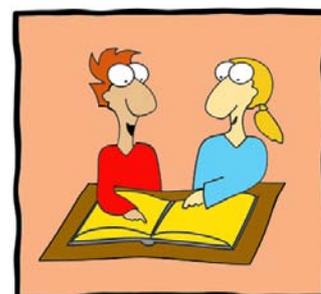
#### Write

Now write down what they said. You should keep as close as possible to their language. If they said *We done a real beaut job*, then you should write it down just like that. Remember that the reason for giving this activity is to make it easy to predict what the words will be. If you change that sentence to *We did a really good job* you will confuse them. They are not the words they expect to read. In addition, if you correct their grammar at this stage you will be giving the message that, as well as not being able to read very well, they can't even speak properly. While the job at hand is to help them to read, you should introduce written language the easy way. Using their language is one way of doing that. However, you should not try to write down pronunciation deviations such as *goin* or *youse*.

Check frequently that what you are writing is in fact what was said.

You may write down a page or so of their 'story' or it may be just one or two sentences. Sit beside your student so that they can comfortably see you writing.

Now focus on one sentence at a time. First, rewrite the sentence. Print it in reasonably large clear print and say each word as you write it. It is useful to write it in their exercise book or folder so they keep it as a record.



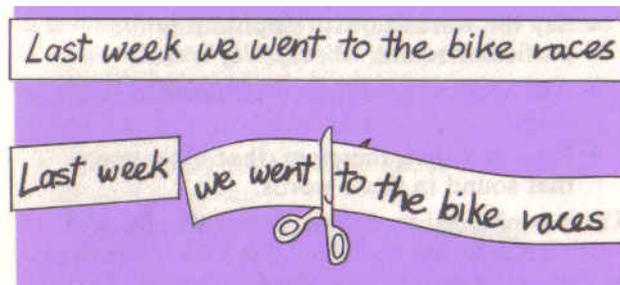
## Read

Re-read the sentence to your student several times while tracing under the words with your finger. Read slowly but naturally. You may need to do this several times. Then your student re-reads the sentence. They will be, in effect, reciting the sentence or memorizing what you have just said. That is OK. It is a good beginning.

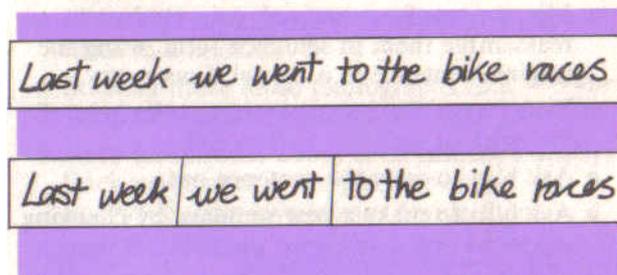
## Help your student learn to recognise individual words

Write the sentence again on a piece of cardboard. A manila folder is good. Remember to say each word as you write it.

Cut this sentence up into phrases and read each phrase as you cut it off.



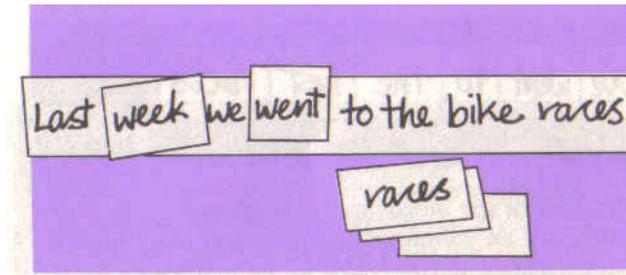
Now ask the student to reassemble the phrases into sentence form, using the original as a model if necessary.



Ask your student to cut the phrases into separate words and help them name each word as they cut it off. You now have some word cards to work with in a number of ways:

- Give your student one of these words at a time, name it and ask them to place it on top of the same word in the original sentence.

*This is the word week. Put it on top of the same word in that sentence.*



- Now ask the student to point to a word that you name.  
*Which is the word week?*
- If they have trouble identifying any of the words, encourage them to read (recite) the whole sentence in order to work it out.
- Now do it the other way around. Point to a word and ask them what it is.  
*What is this word?*
- Mix the words up and ask your student to reassemble them in sentence form, using the original sentence as a model if necessary.
- When you think your student is ready, repeat the last step without the help of the model.
- Keep all these word cards in the student's word envelope. Do this until you have about 20–30 words which they have learnt as sight words. After that it becomes unwieldy. If they continue to have persistent difficulty identifying any of these words, then discard these unless they are really important words, such as address or family names. Only record successes – forget the failures. If they are important words they will turn up again at a later time, perhaps when the student is ready to learn them.
- Ask your student to copy the sentence out, perhaps beside your version in their book. If forming the letters is a problem, see Section 5 on Handwriting.

This collection can now be used to generate new sentences or look for common letter/sound patterns (see section on *Letter/sound relationships*) or to create cloze exercises (see section on *Cloze*).

## What to talk about to start with?

You may find that you need to focus your language experience stories on some particular topic rather than just chat about what happened during the week.

Here are some suggestions:

- Write a story for their child about its antics – or make one up.
- Write about the family history for their children.
- Write out their favorite recipes to share.
- Stick all those loose photographs in a scrapbook and write captions under them.
- Keep a scrapbook about their hobby. Stick newspaper or magazine pictures in it and write their own stories beside them.
- Write a mini-article about their hobby or area of expertise. If your student knows all about breeding dogs or fixing cars then write it down for them.

## What materials do you need?

- Writing paper
- Exercise book
- Light cardboard (eg manila folder)
- Pens (fine or medium felt tip pens are good)
- Scissors
- Large envelope
- Perhaps stimulus material such as photographs or magazines

## Social sight words & environmental print

Your student will have an immediate need to learn to read a number of words in signs, advertising, forms and work related notices. Some of these are applicable to us all. For example:

**STOP   EXIT   ENTRANCE   DANGER   HARMFUL IF SWALLOWED**

Some will be applicable especially to your student. These may be related to their work or to shopping, driving or filling in forms.

Your aim is to:

- add to your student's bank of sight words
- encourage your student to use the context to predict the word.

To begin with find out what it is that your student needs to read and write most urgently and if possible, make a collection of real life materials containing this language. For most students, a range of simple forms to give practice writing their personal details is an excellent place to start.

Your collection might include:

- various forms
- supermarket advertising
- grocery labels – packets, cans etc.
- medicine labels - packets and bottles
- hardware store advertising brochures
- brochures about occupational health and safety
- drivers licence learners' booklet
- other brochures from the Department of Motor Transport.

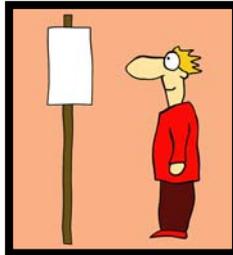
Start with a situation in which there are plenty of clues to guess what the word is, eg advertisements or labels in which there are pictures. For non-English speaking background students in particular you need to provide plenty of context so signs such as *gents*, *ladies*, *exit* etc need to be shown in photographs or illustrations.

- Help your student to identify words which they can guess from the picture or context clues.

*This is an ad for a chicken. Which word do you think says chicken?*

- Underline the words or highlight them in some way.

- Write the words on word cards.
- Ask your student to match the word cards with the appropriate pictures.
- Mix up the word cards and ask them to name them again, using the ad or picture as an aid if necessary.
- When they think they are ready, ask them to read the word cards without the aid of the pictures.
- Ask them to write (copy) the words. They may not be able to remember how to spell them next time but writing helps them to recognize or read the word.
- Add the word cards to their envelope of sight words.



## What materials do you need?

- Real life materials (brochures, advertisements etc)
- Highlighter
- Light cardboard for word cards (manila folder)
- Scissors
- Pens (fine or medium tip felt tip pens)
- Envelope for word cards

## Letter/sound relationships

Once your student has a small bank of sight words you can start to help them make discoveries about letters and sounds. They may know the names of the letters but this won't help them to read.

Your aim is to help your student:

- learn some of the letter/sound relationships.

Take two or three (or more) words in the word bank that share a common first consonant and pronunciation. Their name and address are a good place to start.

- Say the word slowly, emphasizing the particular sound.
- Ask the student to say it slowly and try to hear the sound it begins with.
- Point out that, that letter makes that sound in these words.

*This is the letter **b**ee. It makes the sound **buh** in these words.*



Note that we are working from an understanding of:

**meaning → word → letter/sound**

To start with, there is no need to do this systematically with every letter in the alphabet. Just look for patterns as they occur in your student's sentences and bank of sight words. First letters and last letters are the easiest to hear.

Don't worry too much about the vowels at the beginning. They are very unpredictable and represent a wide variety of sounds in different combinations with other letters. In the beginning stages of reading they are simply confusing.

This task is as much about helping your student to hear the separate sounds in words as it is about matching them with letters. However, this is much more difficult than it often seems to an efficient reader and sometimes we cannot hear the separate sounds at all. For example, we don't hear the 'g' as a separate sound in the '-ing' ending. Much caution is needed when asking your student to hear the sounds in a word. Moreover, if your student is from a non- English speaking background, this can be particularly difficult.

For a more thorough approach to teaching letter/sound relationships after your student has developed some confidence with this informal approach, see the section on *Cluster analysis*.

Note that your student also needs to know the letter names (*ay*, *bee*, *see*, etc). Most will know this, unless they are from a non-English speaking background. In this case you will also need an alphabet chart, with upper and lower case letters, and drill the alphabet a few letters at a time (See Handwriting in Section 5).

## **What materials do you need?**

- Word cards from the word bank
- Texts which are already familiar to the student
- Scrap paper

## Cluster analysis

Your aim is to help your student:

- develop a strategy to work out unknown words
- focus on chunks or letter clusters in words
- use known chunks of words or letter clusters to work out unknown words.

Consider how you go about reading an unfamiliar word. The most useful strategy is to break it up into familiar 'bits' or 'chunks'. You don't necessarily break it up into syllables but sometimes you focus on larger bits and sometimes on smaller bits.

Trying to sound out a word one letter at a time is unreliable since particular letters, especially vowels, can represent a number of different sounds. However, in general, the larger the unit that we look at, the fewer alternatives there will be in trying to decide what sound it represents. For example, there are about a dozen different pronunciations of *o* but only three possible alternatives for *oo* (as in *brook*, *broom* and *blood*) while *ook* and *oom* have only one pronunciation.

The other reason for looking at words in chunks rather than one letter at a time is that working it out one letter at a time is slow and you are unable to concentrate on meaning.

You can help your students see words in chunks or sound units by a procedure called cluster analysis.

### Suggested routine

- Select a few words which share a letter cluster which is pronounced the same in each word. If you are going to concentrate on the *ong* cluster you might choose the words *song*, *strong* and *longest*. For a beginner all the words chosen should be words that the student knows as sight words. When they become a little more confident you can add some other unknown words but the list should include at least one well known word.
- Write one word out several times beginning with the word the student knows best.
- Tell the student what the word is:

*This word is strong.*

- Ask the student to draw a line under the letters that make a particular sound.

*In the word **strong**, which letters make the **str** sound?*

*Which letters make the **ong** sound?*

- Now repeat the procedure the other way around. You draw a line under the letter cluster and the student tells you what sound it makes.

*What sound does this make?    strong*

*What sound does this make?    strong*

- Now repeat the procedure with the other words you have chosen. In this example, **song** and **longest**.

Always keep the whole word visible. You are helping your student to see small clusters in larger words while looking at the whole word.

Be careful not to separate into different clusters letters which are pronounced as a unit. For example, in the **ing** cluster don't separate the **in** and **g** because, in isolation, they are sounded differently from **ng**.

### Some common clusters which occur in the English language

at	ac	est	ing	ire	ore	ut
ab	af(f)	et	in	ink	old	ul(l)
able	ast	el(l)	ig	ish	ob	up
al	ane	eck	<u>kind</u>	<u>fowl</u>	<u>tow</u>	tion
all	as(s)	eam	ip	oss	od	
aw	ale	es(s)	il(l)	ot	ove	
air	ave	<u>deaf</u>	it	ock	og	
ar	<u>care</u>	en	ide	ost	ook	
ap	an	ew	ight	on	<u>folly</u>	
ame	ay	ear	ite	om	un	
ape	ad	eal	it	<u>rol(l)</u>	uf(f)	
ace	am	em	id	op	ush	
ang	ed	<u>tea</u>	is(s)	or	us	
ank	ent	ee	im	oke	ud	
ate	ev	eat	ick	one	um	
ake	er		if(f)	op	ug	

## Cloze (fill in the blanks)

Your aim is to help your student:

- guess or predict what many of the words might be
- learn to use clues from the context and meaning of the passage and the grammar of the sentence.

The term cloze is probably an unfamiliar one but it refers to a common teaching strategy of filling in the blank words like .....

To summarize some important points about the reading process:

- Efficient, fluent readers do not need to focus on every letter or even every word. They can predict what many of the words are and they simply use the print to confirm their predictions.
- Most poor readers do not use this strategy of prediction effectively. They treat reading primarily as a mechanical process of letter/sound matching. Such readers need to be encouraged to look in the text for clues which will help them predict intelligently what is coming next.
- There are two sources of clues apart from the letter/sound clues:

1. Clues from the context of the passage and our background knowledge of the world.

..... won the Soccer World ..... in 2006.

2. Our feeling for the flow or grammar of the language.

Italy won ..... Soccer World Cup ..... 2006.

Sometimes the clues come before the word and sometimes they come after. For example in the sentence *Refuse is to be placed in the bin*, the word *refuse* cannot be read accurately until you read a little more of the sentence.

Cloze procedure is used to encourage readers to rely less on the letter/sound clues and more on the language and meaning clues.

The tutor deletes words from a text as with the World Cup passage above and the student is asked to complete the deletions with appropriate words.

## Activity

Do the following cloze exercise, and as you are doing it try to work out what clues you are using. Are they clues from your knowledge of the world? Are they clues from the flow of the language? Do the clues come before the deletion? Do you have to read on to get the clues after the deletion?

We were just leaving Sydney from a weekend at the Amaroo Raceway.  
 The night sky..... rising over the horizon.....fourteen motorcycles were pumping  
 the adrenalin ..... their riders' .....

We ..... been on the Hume ..... for about one and a half ..... when one  
 of the pillion passengers ..... ill. After a short discussion we ..... that it  
 would ..... better for him to ..... home on the train. We had just .....

through a town about fifteen ..... ago so we turned..... and went back.  
 Several side and back streets later we found a train..... so we left Jack there  
 to..... the next ..... home.

(From a student written magazine)

## Making a cloze exercise

Cloze exercises can be written or oral. For written cloze you need to write or type the material and leave blanks big enough for the student to write in as with the exercise above. If you are typing them out the lines need to be double spaced for that reason.

For oral cloze you can black out words from a newspaper or magazine with a felt tipped pen. Or you can arrange the student's sight word cards in a sentence with some words left out.

You can leave the whole word blank or in some circumstances it is easier for the student (and more like the real reading process) if you leave the first, or first and last, letter printed.

Eg The m ... on the m ...n.

Do not delete words in the first sentence.

Delete no more than about one word in seven and less for real beginners.

Start by using material which is familiar, eg a language experience story or a passage learnt for read-along.



If you delete language clues, make sure that the student is familiar with the language first before expecting them to use these clues. If your student is from a non-English speaking background, take particular care with these 'flow of the language' words as they may not be sufficiently familiar with the grammar of the language to be able to complete it. One way to overcome this is to make sure that the student has previously learnt the passage well, as in language experience or read-along. (Refer to Section 7, *Is your student from a non English speaking background?*)

If you delete meaning clues, make sure there are enough other clues in the passage or in the student's life experience to suggest what the word might be.

The aim of the activity is to make it easy for the student to be able to fill in the blanks. You are trying to prove to them that they don't need a lot of those words anyway. When correcting a cloze exercise, the only criteria for correctness is *Does it make sense and does it sound right?* It doesn't have to be exactly the same word as the one that was in the original text.

## **What materials do you need?**

- A copy of a familiar story rewritten with deletions
- Familiar newspaper or magazine articles with words blacked out
- Previously learnt sight word cards arranged in a sentence with blank spaces

## Just reading

A part of any session with your student should consist of real reading of an extended text - even for beginners.

Your aim is to:

- introduce your student to the vocabulary and rhythms of written language
- introduce your student to the delights of reading
- increase your student's sight vocabulary
- encourage prediction on the basis of the grammar and meaning of the sentence.

First, find something your student may be interested in. Are they interested in sport or do they want to read their horoscope? You may be able to find a simply written adult literacy reader at your local library. Most libraries have an adult literacy collection of books with adult topics which are simply written.

Does your student have small children they would like to read to? A word of warning - if they have small children they would like to read to then that is a wonderful source of material to start with. But that is the only circumstance in which you should use children's books. If you are not convinced, read or review Section 1 on *The adult learner*.

Reading poetry (especially ballads) or the lyrics of songs they may know is also very useful because the rhythm and rhyme provide strong clues to the words. If you are able to get (or write) the words to songs they already know, this is an excellent way to begin.

### Reading to your student

You might choose to read a few paragraphs of a magazine article or newspaper item or a few pages of an adult literacy reader.

- Before you start reading, talk about the context and content and discuss any photographs etc.

*This is an article about buying a car. Would you like me to read a bit of that for you? I think it tells us what things you should look for.*

- Sit so that the student can see the print and read reasonably slowly but still with the rhythm of natural reading. Make longer than usual pauses between commas and full stops rather than between every word.
- Trace under the words with your finger as you read.
- Your student won't be able to take in every word and may initially become frustrated, but encourage them to persevere.
- Stop occasionally to discuss the content. You are encouraging them to read for meaning - not just saying words. (*I didn't know that – did you?*) This is not to test them, but to keep them focused on meaning.
- Then focus on a few of the key words which recur in the passage and draw their attention to them. Write them on a piece of paper.
- Reread the passage and pause at these words for your student to say them while you are pointing to them. You could also pause at other words which you know they can recognise.
- If it is a newspaper or magazine, ask them to underline or highlight any words they can recognise.



## Repeated reading

You can then take a paragraph or a few sentences of the text and help your student learn to read it.

- You re-read it several times while your student follows along, as above.
- Then they try to read it alone, with help from you.
- They re-read it several times until they can read it with no help from you.

## Read-along

This is the repeated reading strategy done with a tape recorder.

- Read about half a page or less of an article or book onto tape. As above, read reasonably slowly but with a natural rhythm.
- Read it 'live' to your student first while you trace under the words with your finger as suggested above. You may need to do this several times.
- The student then attempts to 'read along' with the tape while tracing along under the text with a finger.
- The student rewinds the tape and re-reads several times until they have 'learnt' the passage.

This is a useful technique because your student can (and should) practise at home and it gives feelings of success at an early stage.

Some students resist these repeated reading methods because they feel it is cheating – it is not real reading. However, if they are using some clues from the print to help remember the text, then the process is very much like real reading. They should not have to practise it to the stage where they can recite it without looking at the print.

### **As a general rule, when your student is reading with you...**

#### **Pause ... prompt ... praise**

When your student doesn't know a word:

- Don't provide the word straight away. Give them time to think about it.
- Then give them some clues:

*What letter does it begin with? Can you think of a word that begins with 's' that would fit there?*

Or you might tell them to read on a few words further and see if they can work it out.

- If that doesn't help, then just tell them the word.
- Make sure to praise their efforts. There will usually be some approximation to the print.

If your student misreads a word:

- Don't correct them straight away.
- If their mistake doesn't alter the sense of the passage, then ignore it.
- If it alters the sense of the passage or their reading results in nonsense, stop them and say *Does that make sense? Does that sound right? Have another look at that.*

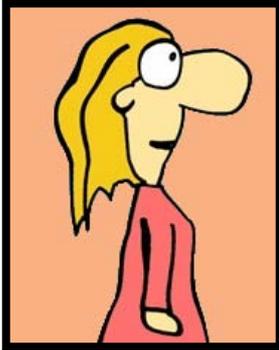
## **What materials do you need?**

- Newspaper or magazine article or book which interests the student
- Paper
- Pens
- Highlighter
- Tape recorder
- Cassette tape

## Case studies & lesson plans

### Case study 1: Fatma

#### Background



Fatma is 55 and was born in a village in Lebanon. She had very little schooling, as was common at that time. She is therefore only minimally literate in her own language.

She came to Australia with her husband when she was 19 and went to work immediately in a factory where she spoke her own language with fellow workers.

She has three children and several grandchildren. The family spoke Arabic at home so that she has never been immersed in the English language. Her spoken English, while reasonably fluent, is not grammatical.

Her husband however was forced by his job to read and write English and she relied on him to attend to the family's literacy tasks. She managed the grocery shopping by herself, but he had to come with her to make any out of the ordinary purchases. Now he has died and she is by herself. Her daughters do not live nearby.

#### Literacy ability

Fatma can write her name and copy her address. She can recognise a few words such as the name of her suburb and her children's names. She knows the names of some of the letters of the alphabet.

#### Interests

Her family

Cooking

Gardening

#### Immediate literacy needs

Form filling and other functional literacy tasks

Shopping

Writing greeting cards (her grandchildren do not read Arabic)

Reading train timetables and destination signs

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## Getting it all together - some lesson plans for Fatma

### Lesson 1

#### Introduction

In your first lesson you spend much time talking with her and getting to know each other. You ask her to write her name and praise her attempts.

#### Language experience story

She tells you a little about herself and you write a few sentences down and work on one sentence. She learns to recognise a few of the words so you put these in a word envelope.

#### Spelling

You help her write her street name. You write it in large letters and she traces this to start with then copies it underneath several times. You write it on her spelling practice sheet.

#### Handwriting

Since she cannot recognise or write all the letters of the alphabet you give her an alphabet sheet and get her to practise a few of them.

#### Letter/sound relationships

Her name is F<sub>at</sub>ma and she lives in F<sub>air</sub>field so you draw her attention to the f sound. The words L<sub>e</sub>banon and l<sub>i</sub>ve are in her language experience story so you work on l also. You make a personal dictionary for her and enter these words in the L and F pages.

#### Just reading

You read a story from an adult literacy student magazine. You re-read a part of it and pause when you come to the word l<sub>i</sub>ve and ask her what the word is.

You ask her to look over the story and put a pencil dot under all the f<sub>s</sub> and l<sub>s</sub>.

#### At the end of the lesson

You ask Fatma to re-read the language experience story and write her street name again. You remind her to practise her spelling and alphabet letters, and re-read her language experience story often at home.

## Lesson 2

### Review last week's lesson

You ask Fatma to read the sentence from last week's language experience story and read the jumbled word cards. She has trouble with this so you work on this a little more.

You ask her to write her street name which you also need to work on a little more.

### Language experience story

You work on the second sentence from the story which you wrote down last week and add a few more word cards to the envelope.

### Handwriting

Using the alphabet sheet, you practise a few more letters.

### Spelling

She lives in Fairfield so you help her learn this.

### Letter/sound relationships

Several words in her language experience stories begin with w, h and m so you work on these sounds and add the words to her personal dictionary.

### Immediate needs

It is her grandson's birthday so you help her write a greeting for a birthday card. She copies this carefully so she can write it on the card at home. She practises writing his name and adds it to the spelling practice sheet.

### Just reading

You read another story from an adult literacy magazine then you re-read the first sentence with her several times until she can read it without help.

### At the end of the lesson

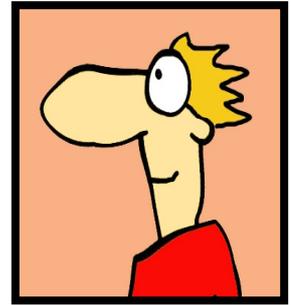
Practise all her spelling words again and read the two sentences from the language experience story then try some of the word cards. Remind her to do her homework.

## Case study 2: Michael

### Background

Michael is aged 33. He was the youngest of six children. Until he was 7 Michael attended a school in the capital city but he recalls very little of it except that the class seemed very big.

When he was 7 the family moved to a small country town. The following year his parents separated and the children stayed with their father. Their father could not read or write. Michael attended a one teacher school. The same teacher stayed there for most of Michael's schooling. Michael seems to have strong antagonistic memories of this teacher. *He didn't care about the dumb kids. He just looked after the smart ones.*



Michael frequently 'wagged' school, had one year at high school and left as soon as he was able.

He worked as a farm hand then married and moved to a larger town where he and his wife now run a domestic cleaning business. He relies on her to do the reading and writing tasks. They have two children aged 6 and 4.

He is very interested in motor bikes. He has a bike which he races and would dearly love to be able to read the manual.

### Literacy ability

He can read and write his own name and address. He recognizes and can write most of the letters of the alphabet, except for a few which he confuses. He recognizes or can work out a few sight words but is unable to read connected prose at all.

### Interests

His bike and the bike club

Renovating a run down house

Sport (particularly the local football club)

### Immediate literacy needs

He would like to be less dependent on his wife in the business. He cannot read notes left for them by the customers or the instructions on cleaning products.

He is worried that his eldest child will learn that he cannot read.

The ability to read would help him with the maintenance of his bike and make him a more active participant in the bike club.

## Getting it all together - some lesson plans for Michael

### Lesson 1

#### Introduction

In your first lesson you spend much time talking with him and getting to know each other.

You ask him to write his name and address so he can demonstrate what he can do and you praise this.

#### Spelling

You ask him to write down his wife and children's names and discover that he mis-spells his wife's name. You write this out for him and he copies it a few times until he can write it from memory. You write it on a spelling practice sheet for him and on the appropriate page in a personal dictionary note book.

#### Language experience story

He tells you about his business and you write down a few sentences. You work on this until he can recognise most of the words. You put these in the word envelope.

#### Just reading

You read an article from the sports section of the local newspaper. You point out the word *football* which occurs several times in the article. You write it out on a word card for him, and then ask him to find the word wherever it appears in the article.

#### At the end of the lesson

You ask him to write his wife's name again and tell him to practise it again tonight and during the week. You ask him to re-read the words from the language experience story from the word cards and remind him to practise this during the week.

You ask him to bring along his motor bike manual and a commonly used cleaning product next week.

## Lesson 2

### Review last week's work

You ask Michael to write his wife's name again on the spelling practice sheet and ask him to read last week's language experience story then the words on the word cards in the envelope.

### Cloze

You arrange the word cards from last week's language experience story as a cloze exercise for him to do orally.

### Language experience story

You write down another few sentences about his business and work on this then add the words to his word envelope.

### Cluster analysis

His wife's name is **M**argaret, he lives in **A**rthur **S**t and the words **c**ar and **p**arked came up in his stories, so you work on the **ar** cluster.

### Just reading

He explains one of the diagrams in his bike manual and tells you what he knows about the section you are about to read. Then you read a little. You re-read the first two sentences and get him to repeat it with your help. You do this till he can read it without your help. He can recognise three of the key words. You write them on word cards and add them to the word envelope.

### Spelling

You help him write his children's names and his occupation (**c**leaner) and add them to the spelling practice sheet and the appropriate pages in his personal dictionary.

### Environmental print

You work on the cleaning product he has brought along. You first ask him how he would use it and ask him what words he would expect to find written on the label. Then read the key parts for him. You pick out three key words to learn and add them to the word envelope.

### At the end of the lesson

You ask him to write this week's spelling words again and read the new word cards for the week and remind him to practise them tonight and during the week.

## Some useful references for this section

- AMES publishes a range of very good materials. Their catalogue is available on-line at [www.ames.edu.au](http://www.ames.edu.au) or by writing to PO Box 1222, Darlinghurst NSW 1300  
Ph (02) 9289 9255.

The following is one suggestion from their catalogue:

Christie J, *The Literacy Workbook for Beginners*, NSW AMES, 2005.

- The WA adult literacy program Read Write Now! publishes a set of tutor training handbooks, available from:

Read Write Now  
Locked Bag 6  
Northbridge  
WA 6865  
Ph (08) 9427 1393  
[www.read-write-now.org/write\\_on!.htm](http://www.read-write-now.org/write_on!.htm)