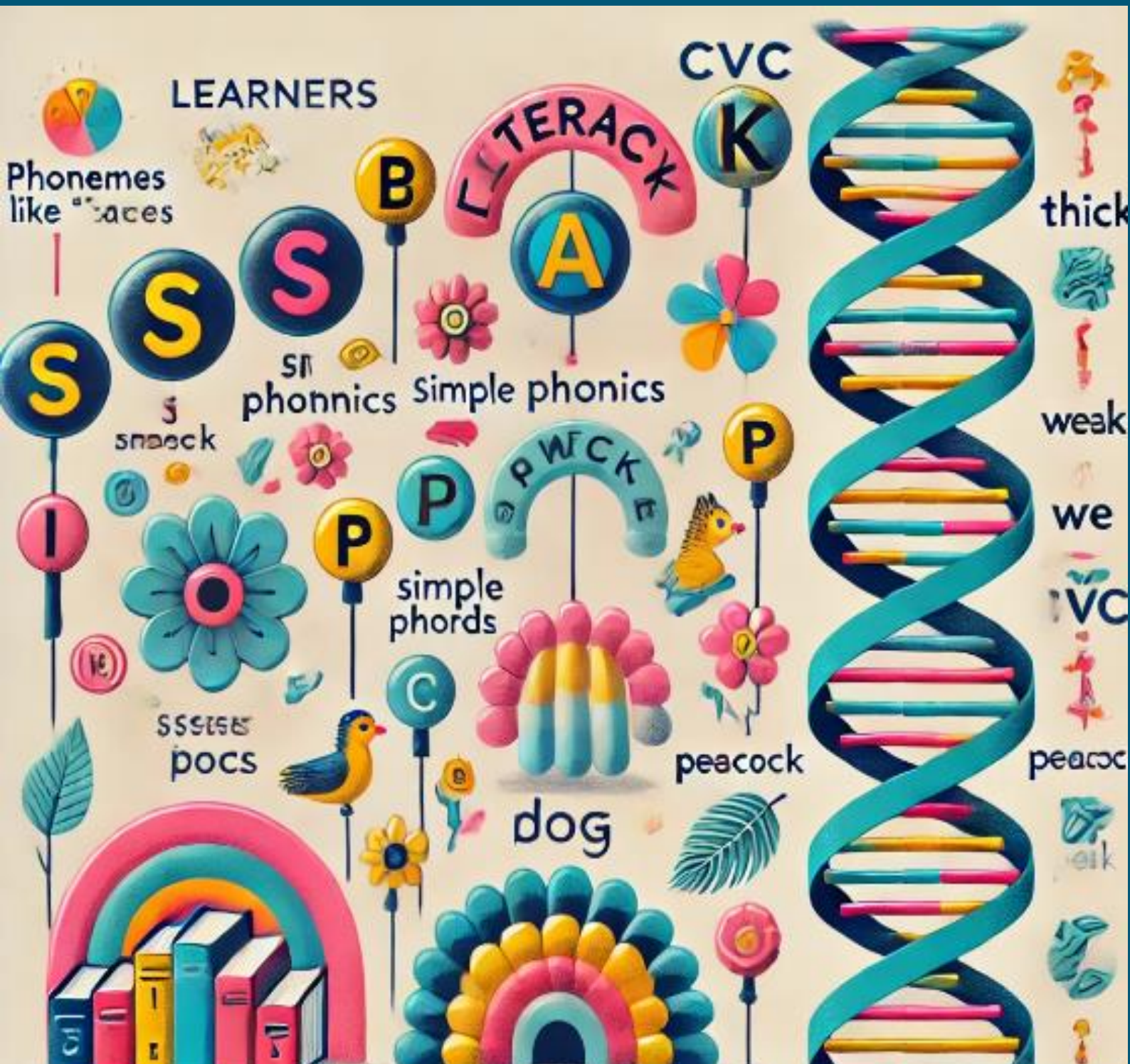


Rewire Reading

Teacher guide to improve literacy

Unlock the Joy of Reading, Skill by Skill



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Preface and Use

This book is designed to support students who need extra help with the foundation of the English Language, whether they are in lower or higher grades. It is ideal for students in Basic 4 to 9 who may struggle with literacy skills but have the potential to catch up with the right support. This book offers a systematic approach to help such students improve quickly without needing to go back to lower grades.

Examples of Use:

- a. A student in a higher class who struggles with literacy. This manual can guide the student to improve and catch up quickly, without needing to return to Kindergarten or lower grades to relearn basic English literacy skills.
- b. This book can also be used for students starting school late as part of a Reception Early Morning Class for English Literacy, providing a structured way for them to catch up with their peers.
- c. Teachers who notice that students are struggling to grasp foundational concepts in English literacy, despite being taught earlier, can use this book to offer targeted intervention and support.
- d. Additionally, this manual can be used progressively from early childhood through Basic 1-7, allowing for gradual mastery of key English skills, such as phonics, reading comprehension, and sentence formation.

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General Overview:

- **Phonemes:** Each week focuses on learning specific phonemes from the Jolly Phonics program, progressively adding new sounds while reviewing previous ones. [Click to download Jolly Phonics app](#) Listen to the sounds.
- **Sight/Tricky Words:** Each week introduces sight/tricky words that are commonly used and relevant for reading that week's text.
- **Activities:** Includes games, flashcards, word formation, reading exercises, dictation, and comprehension questions.
- **Reading Passages:** Each week has a progressively longer passage that incorporates all the phonemes and sight words learned so far, helping students practice reading fluency.

- **Assignments & Homework:** Reinforces phonemes, sight words, and word formation, with additional exercises to practice reading and writing skills.

General Approach

1. Identify Student Needs:

- Begin by assessing each student's reading abilities. Identify students who struggle with **sound identification, blending, or reading comprehension**.

2. Phoneme Focus:

- **For students struggling with identifying phonemes and blending:** Start with the **Phoneme Worksheets**. These exercises are designed to help students recognize and practice individual sounds in isolation and within words.
- Have students complete the worksheet, **circling target phonemes** in short passages or word lists. Encourage them to say each sound aloud as they circle it.

3. Reading Passages:

- **For students who need additional phonics support:** Use the **reading exercises** marked with a **star (★)** in the manual. These passages contain simpler vocabulary and are designed to reinforce previously learned phonemes.
- Students who struggle with some phonics sounds can practice by reading these passages aloud. Encourage them to take their time and focus on correct sound production.

4. Blending Support:

- **For students struggling with blending:** Use the **PRACTICE** sections focusing on **CV** (consonant-vowel) and **CVC** (consonant-vowel-consonant) words. These tasks will help them master the blending of individual phonemes into whole words.
- Start with simple **CV words** (e.g., "me," "go") and gradually progress to **CVC words** (e.g., "cat," "red"). Provide plenty of

practice, allowing students to blend sounds verbally and in writing.

5. **Back to Phonics:**

- If students struggle with a particular word during any reading passage, have them **pause** and go back to review the phonics necessary for success with that word.
- Encourage students to practice those specific phonemes using the corresponding **phoneme worksheet** before continuing with the passage. This allows for targeted intervention on difficult sounds.

6. **Systematic Progression:**

- As students demonstrate proficiency with identifying sounds and blending, they can progress systematically to more challenging sections of the program. Ensure they move on only after mastering the earlier tasks to avoid frustration.

7. **Encourage Repetition:**

- Repetition is key to success in phonics and reading fluency. Encourage students to repeat activities, phoneme worksheets, and reading exercises until they can blend and read the words confidently.

8. **Composition Tasks:**

- For students who are ready, integrate the **composition tasks** to develop their writing and sentence-building skills. These tasks allow students to apply the phonics they have learned in meaningful ways.

Practical Example

- **Day 1:** Begin with the **Phoneme Worksheet** for the target sounds of the week. For students struggling with phoneme identification, they will circle the sounds in the passage and read the circled words aloud.
- **Day 2:** Move on to **CVC Blending Practice**. Use words from the manual to help students practice blending sounds into words.
- **Day 3:** Use the **Star Marked Reading Passage** to reinforce phoneme and blending skills.

- **Day 4:** Address any challenges encountered by revisiting the phonemes that caused difficulty, using the corresponding worksheets.
- **Day 5:** Progress to a more advanced passage or introduce composition if the student shows readiness.

First 9-Weeks Phonics-Based Reading Program

Week 1: Jolly Phonics Group 1 (s, a, t, i, p, n)

Phonemes:

- s, a, t, i, p, n

Sight/Tricky Words:

- I, is, it, a

Blending Focus:

- Practice blending CV phonics such as **sa, si, ta, ti, pa, pi, na, ni.**
- Practice blending CVC words such as **sat, tin, pin, tap, sit, pat, tip.**

*Feel free to add more practice such as **pan and tan.***

sas	sap	sat	san	sis	sip	sit	sin
tas	tap	tat	tan	tin	tip	tit	tin
pas	pap	pat	pan	pis	pip	pit	pin
nas	nap	nat	nan	nis	nip	nit	nin

Activities:

- **Game: “Sound Passing”:** Place letter cards on a table or desk. Students will be singing ‘sound, sound, sound’ repeatedly as they pass around their cards to the next person beside them. Suddenly, you as a teacher will ask one of the student the sound of the letter. Anyone who fails to give the correct sound will be evicted. This will be done till a winner is declared. *You may quit or increase difficulty when it becomes too competitive.*

- **Flashcards:** Use flashcards to introduce the phonemes **s, a, t, i, p, n** and sight words **I, is, it, a**. Practice both sounds and recognition.
- **Word Formation:** Build simple CVC words using only the phonemes:
sat, tip, pin, tap, sit, pat, nap, pan, tin, pit, and ant.



Reading Passage:

"Pat and the Tin"

Pat sat on a tin.
It is a big tin.
Pat taps on it.
Pat taps it with a pin.
Tap, tap, tap!
It is fun!

Comprehension Questions: *Guide learners to answer question correctly. They may borrow expressions from the passage. Past tense of sit is sat.*

1. What did Pat sit on?
2. What did Pat use to tap the tin?
3. Was Pat having fun?

Dictation Words:

- sat, tin, pin, pat, nap

Homework or Stretch Exercise:

- **Phoneme Worksheet:** Circle the phonemes **s, a, t, i, p, n** in these words: sip, pat, tin, pan, nap
 - **Sight Words Worksheet:** Circle the sight words in the sentences:
I tap a tin. It is a pin.
 - **Word Formation:** Form 6 words using the phonemes s, a, t, i, p, n:
Possible Answers Include: sat, tap, pin, tin, tip, ant, nap.
-

Week 2: Jolly Phonics Group 2 (c/k, e, h, r, m, d)

Phonemes:

- c/k, e, h, r, m, d

Sight/Tricky Words:

- the, in, me, he

Blending Focus:

- Practice blending CV phonics such as **c/ke, ha, ra, mi, pa, pe, na, ni.**
- Practice blending CVC words using both Group 1 and Group 2 phonemes, such as **cat, red, hat, hen, man, rat, met, mad, pen, sad, rip.**

*Feel free to include more for practice such as **net, set, and rid.***

Activities:

- **Game: "Phoneme Treasure Hunt":** Hide CVC cards such as **cat, hat, hen, rip, men, and dip**, around the room. Students must find them and say the word, focusing on the first sound.
- **Flashcards:** Practice all phonemes from Groups 1 and 2, plus sight words **the, in, me, he.**
- **Word Formation:**
 - cat, red, hat, hen, man, rat, met, mad, rid, ham, pet.



Reading Passage:

"The Red Hat"

The hat is red.
It is on a hen.
The hen is on a mat.
The mat is wet.
The hen ran.
The mat is red.

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What color is the hat?
2. Where is the hen?
3. Is the mat wet or dry?

Dictation Words:

- cat, hat, red, man, hen, dam, rip, sin, pit, kit.

Homework or Stretch Exercise:

- **Phoneme Worksheet:** Read the following passage. Circle the phonemes c/k, e, h, r, m, d in this passage:

"The red cat climbed the hill. He was hungry and wanted to eat. The cat saw a bird on the roof. He jumped up and chased the bird. The bird flew

high into the sky, and the cat sat down, tired from his chase. The sun set, and the cat went home to rest."

- **Sight Words Worksheet:** Circle the sight words in the sentences:
He is on the mat. The man is in the red hat.
 - **Word Formation:** Use the phonemes s, a, p, t, i, n, c/k, e, h, r, m, and d to form 12 CVC words:
Possible Answers Include: cat, man, hat, met, tin, map, nap, hen, tap, ant, ram, nip, men, pan, ink, dim, and rat
-

Week 3: Jolly Phonics Group 3 (g, o, u, l, f, b)

Phonemes:

- g, o, u, l, f, b

Sight/Tricky Words:

- go, no, on, up

Blending Focus:

- Practice blending CV phonics such as **gu, lu, fu, bu, bo, lo, po, fo.**
- Blend phonemes from Groups 1-3 into words like **bag, dog, log, fog, bug, fun, bun, fit, bat, rug, big, dug, gun, run, sun, get, let, bet, leg, and mob.**

Activities:

- **Game: "Word Acting":** Provide students with cards showing CVC words to act out to illustrate what they see. CVC words must match with their illustration.
- **Flashcards:** Practice all phonemes from Groups 1-3 and sight words **go, no, on, up.**
- **Word Formation:** Form words like:
bag, dog, log, bug, fun, bun, fit, bat, rug

Reading Passage:

"The Big Dog"

The dog is big.
The dog ran up.
The dog got a bun.
The bun is on a rug.
The dog is on the rug.
It is fun!

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What did the dog get?
2. Where is the bun?
3. Where is the dog?

Dictation Words:

- dog, bun, log, bat, rug

Homework or Stretch

Exercise:

- **Phoneme Worksheet:** Circle the phonemes **g**, **o**, **u**, **l**, **f**, **b** in these words:
- **Sight Words Worksheet:** Circle the sight words in the sentences:
Go up the rug. The bun is on the rug.



- **Word Formation:** Form 20 CVC words using phonemes from Groups 1-3:
Possible Answers Include: dog, log, bun, bat, get, bet, tag, pin, fog, log, bag, dig, pin, tin, run, rim, nap, and many more.

Week 4: Jolly Phonics Group 4 (ai, j, oa, ie, ee, or)

Phonemes:

- ai, j, oa, ie, ee, or

Sight/Tricky Words:

- see, be, we, are, lake

Blending Focus:

- Practice blending CVV phonics such as **rai, die, pie, pee, nor, goa, boa.**
- Use new phonemes to blend 3 to 4 letter words like **rain, coat, tie, jeep, feet, boat, road, meet, join, seed**, main, goat, leek, meet, form, bait, diet, fork, boat, foam, feet, Cain, and pain.

Activities:

- **Game: "Sound Builders":** Give students a set of letter cards and challenge them to build as many words as possible using Group 4 phonemes.
- **Flashcards:** Practice phonemes from Groups 1-4 and sight words **see, be, we, are.**
- **Word Formation:** Form words like:
rain, coat, tie, jeep, feet, boat, road, meet, join, seed

Reading Practice:



"The Boat and the Rain"

The rain is on the road.
The boat is on the lake.
We see a goat on the boat.
The goat is on the road.
It is wet.
We meet the goat.

Grammar Focus:
Nouns and Verbs

- Identify the nouns (park, boat, bird) and verbs (jump, row, fly) in the passage.
- Write five sentences with both a noun and a verb.

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What is on the road?
2. Where is the goat?
3. Who do we meet?

Dictation Words:

- rain, boat, feet, road, meet

Class Work & Evaluation:



Theme: A Day in Nature

Reading Passage: "A Walk in the Park"

"Tom and Jane went to the park with their dog, Max. The sun was bright, and the sky was blue. They saw tall trees by the lake. 'Let's take the boat out on the lake!' said Tom. They jumped into the boat and began to row. As they went farther out, they saw fish swim under the water. A bird flew over the lake, and

its wings were wide. Max barked at the bird, but it flew away quickly. After their fun on the boat, they sat under a tree to eat corn and tie their shoelaces before running back home."



Comprehension Questions:

1. Where did Tom and Jane go?
2. What did they see in the lake?
3. Why did Max bark?

Composition Task:

Write about your favorite place to visit. Describe what you see, hear, and feel when you are there.

Homework:

- **Word Formation:** Use phonemes from all four weeks to form thirty (30) 3 to 4 letter words. Should include at least 8, 4-letter words:
Possible Answers Include: goat, feet, rain, boat, gain, pain, bait, soap, diet, jeep, and meet, see, seek, said, form, pork, fork, work and many more.
-

Week 5: Jolly Phonics Group 5 (z, w, ng, v, oo, oo)

Phonemes:

- z, w, ng, v, oo (as in moon), oo (as in book)

Sight/Tricky Words:

- was, you, they, are

Blending Focus:

- Practice blending words like **zoo, wing, book, wood, van, moon, sing, wig, look, gang.**

Activities:

- **Game: "Phoneme Relay":** Divide students into teams. Each team member must run to the board and write a word with the phoneme they are given (e.g., **zoo, wing, and van**).
- **Flashcards:** Practice phonemes from Groups 1-5 and sight words **was, you, they, are.**
- **Word Formation:** Form words like:
zoo, wing, book, wood, van, moon, sing, wig

Reading Passage:

"The Moon and the Van"

The moon is big.
We see the van.
The van is in the zoo.



We sing in the van.
It is fun!

Grammar Focus:
Adjectives

- Identify the adjectives in the passage (big, lazy, and funny).
- Write five sentences with adjectives to describe things around you.

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What do we see?
2. Where is the van?
3. What do we do in the van?

Dictation Words:

- zoo, van, moon, wing, sing

Classwork & Evaluation:



Theme: A Trip to the Zoo

Reading Passage: "A Day at the Zoo"

"Sally and her brother went to the zoo with their mom. First, they saw a big zebra by the trees. The zebra had black and white stripes. Next, they went to see the lions. The lions were resting in the sun. 'They look lazy,' said Sally. After the lions, they walked to see the monkeys. The monkeys swung from tree to

tree and made funny faces. Sally laughed. Then, they saw the seals swim in the water. 'Look at them go!' said Sally. They waved goodbye to the animals before getting into their van and driving home."



Comprehension Questions:

1. What did Sally see first at the zoo?
2. What were the lions doing?
3. Why did Sally laugh at the monkeys?

Composition Task:

Write about a time you visited the zoo or a place with animals. What animals did you see? What did they do?

Homework:

- **Phoneme Worksheet:** Circle the phonemes **z, w, ng, v, oo** in these words:
zoo, wing, van, book
 - **Sight Words Worksheet:** Circle the sight words in the sentences:
You are in the van. The zoo was fun.
 - **Word Formation:** Form 50, 3 to 5 letter words using phonemes from all five weeks:
Possible Answers Include: moon, book, sing, zoo, zip, boot, look, cook, hook, soon, took, and many more.
-

Week 6: Jolly Phonics Group 6 (y, x, ch, sh, th, th)

Phonemes:

- y, x, ch, sh, th (voiced as in **this**), th (unvoiced as in **thin**)

Sight/Tricky Words:

- she, her, all, my

Blending Focus:

- Practice blending CVC words and longer words that incorporate these phonemes, such as **yes, chin, ship, thick, thin, bath, chat, fish, box, yet**.
- Practice decoding CVCC or CCVVC 4-5 letter words with: Lust, milk, fast, film, palm, park, pink, bank, brim, bless, cheek, chair.

Activities:

- **Game: "Phoneme Puzzles":** Give students word puzzles with pictures of objects like **ship, fish, chin, bath**. They have to match the picture to the correct word using the new phonemes. *May use digital pictures in absence of hard copy pictures.*
- **Flashcards:** Practice phonemes from Groups 1-6 and sight words **she, her, all, my** and many more.
- **Word Formation:** Form words like:
yes, chin, ship, thick, thin, bath, chat, fish, box, yet

Reading Passage:

"The Ship and the Fish"

My ship is big.
It has a fish on it.
The fish is red.
The fish is on the ship.
She is my big fish.



We sit on the ship.

Grammar Focus: Conjunctions

- Identify the conjunctions in the passage (and, but).
- Write sentences using conjunctions to join two ideas.

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What is on the ship?
2. What color is the fish?
3. Where are we sitting?

Dictation Words: fish, ship, chin, bath, box

Classwork & Evaluation:



Theme: An Afternoon of Games

Reading Passage: "The Big Game"

"Ben and his friends loved playing games in the yard. Today, they were playing

with a ball. Ben kicked the ball high into the air. 'Catch it!' he shouted to his friend. His friend ran fast and caught the ball just in time. Then, they played a game of tag. Ben was quick, but his friend was quicker. She tagged him on the arm, and they both laughed. After the games, they sat down to eat chips and drink cold lemonade. 'This was a fun day,' said Ben."



Comprehension Questions:

1. What game did Ben and his friends play first?
2. How did Ben's friend catch the ball?
3. What did they eat after the games?

Composition Task:

Write about your favorite game. How do you play it? Why do you like it?

Homework:

- **Phoneme Worksheet:** Circle the phonemes **y, x, ch, sh, th** in these words:
chin, fish, bath, box
 - **Sight Words Worksheet:** Circle the sight words in the sentences:
She is my big fish. All of us are on the ship.
 - **Word Formation:** Form words 20, 4- 5 letter word using phonemes from all six weeks:
ship, chin, bath, fish, pain, chain, than, that, thus, rush, lust,
-

Week 7: Jolly Phonics Group 7 (qu, ou, oi, ue, er, ar)

Phonemes:

- qu, ou, oi, ue, er, ar

Sight/Tricky Words:

- you, your, come, some

Blending Focus:

- Introduce words like **quick, out, shout, coin, blue, true, her, far, star, turn** that blend the new phonemes.

Activities:

- **Game: "Blending Race":** Split the class into two teams. Provide a word on the board (e.g., **quick, coin, star, blue**) and let students race to sound it out and blend it correctly.
- **Flashcards:** Practice phonemes from Groups 1-7 and sight words **you, your, come, some**.
- **Word Formation:** Form words such as:
quick, out, shout, coin, blue, true, her, far, star, turn

Reading Passage:

"The Quick Fox"

The fox is quick.
It is on the hill.

The fox can jump far.
It jumps out.
The fox ran up.
The sun is hot.
The fox is in the sun.
It is fun to run.



Grammar Focus: Prepositions

- Identify the prepositions in the passage (before, on, in).
- Write five sentences using prepositions to describe where things are (e.g., "The book is on the table").

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What is quick?
2. Where is the fox?
3. What is the fox doing?

Dictation Words:

- quick, fox, far, sun, run

Classwork & Evaluation:



Theme: A Rainy Adventure

Reading Passage: "Caught in the Rain"

"Liam and his sister went out to play, but the sky was gray. 'Do you think it will rain?' asked Liam. 'Maybe,' said his sister, 'but we can play until it does.' They ran to the park and played on the swings. Soon, the sky became darker, and they heard thunder. 'Let's go home before it rains,' said Liam. But just as they

started to run, the rain poured down. They got wet, but they laughed as they ran back home. 'What an adventure!' said Liam when they were safe and dry inside."



Comprehension Questions:

1. What did Liam and his sister do before it rained?
2. Why did they decide to go home?
3. How did they feel when they got home?

Composition Task:

Write about a time you were caught in the rain. What did you do? How did you feel?

Homework:

- **Phoneme Worksheet:** Circle the phonemes **qu**, **ou**, **oi**, **ue**, **er**, **ar** in these words:
quick, shout, turn, star

- **Sight Words Worksheet:** Circle the sight words in the sentences:
You are quick. The fox is your pet.
- **Word Formation:** Use phonemes from all seven weeks to form:
quick, coin, far, turn

Week 8: Consolidation & Review

Phonemes:

- Review all phonemes from Groups 1-7.

Sight/Tricky Words:

- Review all sight/tricky words introduced so far:
I, is, it, a, the, in, me, he, go, no, on, up, see, be, we, are, was, you, they, she, her, all, my, come, some, lake

Blending Focus:

- Consolidate all blending skills. Introduce longer words that incorporate phonemes from multiple groups, such as **train, bright, start, shout, street, strong, chair, brush.**

Activities:

- **Game: "Phoneme Bingo":** Create bingo cards with words containing all the phonemes. Call out words, and students mark them off their cards.
- **Flashcards:** Use flashcards for rapid recall of all phonemes and sight words learned.
- **Word Formation:** Form words from Groups 1-7 such as:
train, bright, start, shout, street, strong, chair, brush

Reading Passage:



"The Big Train"

The train is big.
It goes fast.
The train is on the hill.

The train has a bell.
We sit in the train.
The train goes far.
It is fun on the train!

Grammar Focus:
Past Tense Verbs

- Identify the past tense verbs in the passage (washed, picked, and swept).
- Write five sentences in the past tense about things you did last weekend.

Comprehension Questions: *Guide learners to answer questions correctly. They may borrow expressions from the passage.*

1. What has a bell?
2. Where is the train?
3. Is the train big or small?

Dictation Words: train, start, chair, strong, bright

Classwork & Evaluation:



Theme: Teamwork and Helping

Reading Passage: "Helping at Home"

"Jade and her brother worked together to help their mom at home. Jade washed the dishes, and her brother dried them. 'We make a great team!' said her brother. After they finished the dishes, they helped clean the living room. Jade picked up the toys, and her brother swept the floor. They laughed as they

worked, knowing they were helping their mom. 'Thank you for all your help!' said their mom when the house was clean. 'Now we can all rest!'"



Comprehension Questions:

1. What did Jade and her brother do to help at home?
2. Why did they feel good about helping?
3. How did their mom feel after they finished?

Composition Task:

Write about a time you helped someone at home or school. What did you do? How did it make you feel?

Homework:

- **Word Formation:** Practice forming longer words using all the phonemes learned so far.

Week 9: Final Review and Assessment

Phonemes:

- Review and consolidate all phonemes.

Sight/Tricky Words:

- Review all sight words and focus on using them in sentences.

Blending Focus:

- Challenge students with even longer words that incorporate a variety of phonemes, such as **stronger, quicker, shouted, brightened, charming, farmer.**

Activities:

- **Game: "Phoneme Scavenger Hunt":** Create a list of words using all the phonemes. Hide the words around the room, and students must find and read them out loud.
- **Flashcards:** Final practice with all phonemes and sight words.
- **Word Formation:** Form longer words like: **stronger, quicker, shouted, brightened, charming, farmer.**

Reading Passage:

"The Farmer and the Strong Dog"

The farmer has a dog.

The dog is strong.

It can run fast.

The dog helps the farmer.

They go to the farm.

The farm is big.

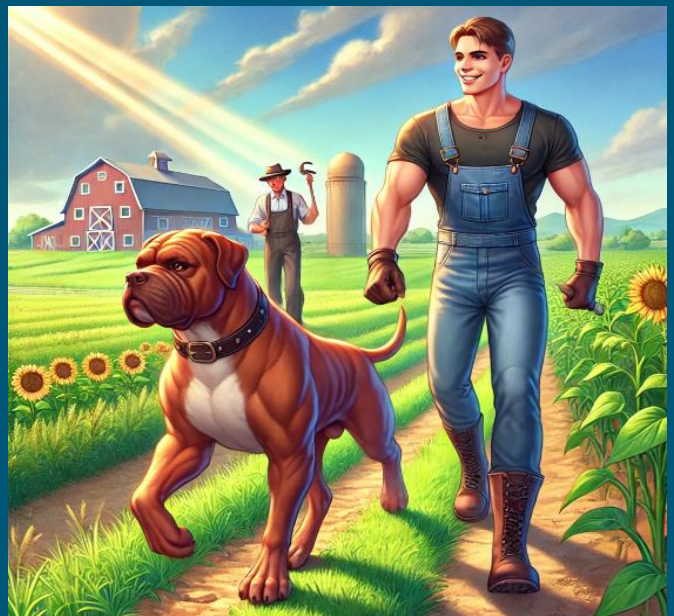
The farmer is happy.

The strong dog helps him all day.

Grammar Focus:

Subject-Verb Agreement

- Explain that the verb must agree with the subject in a sentence. For example, "He



runs" (singular subject) vs. "They **run**" (plural subject).

- Identify examples of subject-verb agreement in the passage (e.g., "Max **helped** his mom" vs. "Max and his sister **went** to the water's edge").
- Write five sentences where the subject and verb agree (e.g., "The birds **are** singing," "She **likes** the kite").

Comprehension Questions:

1. Who helps the farmer?
2. Where do they go?
3. What kind of dog does the farmer have?
4. **Dictation Words: stronger, quicker, shouted, farmer, brightened**

Classwork & Evaluation:

Reading Passage: "A Picnic by the Lake"

"It was a sunny Saturday, and Max and his family decided to have a picnic by the lake. Max helped his mom pack the basket with sandwiches, fruit, and juice. His dad carried the blanket, and they all set off for the lake. When they arrived, Max spread the blanket under a large tree. The lake was calm, and the birds were singing in the trees.

After they ate, Max and his sister went to the water's edge. They dipped their toes in the water and laughed because it was cold. They skipped stones across the lake, trying to see who could get the most skips. Max's stone skipped three times before sinking.

In the afternoon, Max's dad brought out a kite, and they took turns flying it. The wind was strong, and the kite soared high above the trees. Max watched as the kite danced in the sky. As the sun began to set, they packed up their things and headed home. Max couldn't wait for their next picnic."



Comprehension Questions:

1. What did Max and his family pack for the picnic?
2. What did Max and his sister do at the lake?
3. How many times did Max's stone skip across the water?
4. What did Max's family do with the kite?

Composition Task:

Write about a fun day you had with your family. Describe what you did, where you went, and how you felt.

Assessment for Term 1: First 9-Week Phonics-Based Reading Program



Section 1: Phoneme Recognition (10 Marks)

Instructions: Listen carefully. I will say a sound (phoneme), and you will write down the letter or letters that make that sound.

1. /s/
 2. /a/
 3. /t/
 4. /i/
 5. /p/
 6. /n/
 7. /c/
 8. /e/
 9. /h/
 - 10./r/
-

Section 2: Sight Words (5 Marks)

Instructions: Read the following sentences carefully. Underline the sight words in each sentence.

1. The cat is on the mat.
 2. She is in the boat.
 3. They went to the zoo.
 4. We see a red hat.
 5. I like to run.
-

Section 3: Blending CVC Words (10 Marks)

Instructions: I will say a word. Write it down. Each word is made of three sounds (CVC words).

1. cat
2. tin
3. dog

4. hat
5. red
6. log
7. pin
8. map
9. fit
10. cup

Section 4: Reading Fluency (10 Marks)

Instructions: Read the passage aloud clearly and fluently. Focus on accuracy, speed, and expression.

Reading Passage: "The Lost Kitten"

"It was a chilly morning when Lucy woke up to the sound of soft meowing outside her window. Curious, she peeked through the curtains and saw a tiny kitten sitting on her doorstep. The kitten looked cold and scared, so Lucy hurried to open the door.

"Come here, little one!" she called gently. The kitten looked up at her with big, bright eyes. Lucy knelt down and reached out her hand. The kitten slowly approached her, and with a quick movement, Lucy scooped it up.

"What should I name you?" she wondered aloud as she cuddled the warm kitten in her arms. After feeding it some milk and giving it a cozy blanket, Lucy decided to name it Fluffy.

Fluffy soon became part of the family. He loved to chase butterflies in the garden and curl up in Lucy's lap while she read her books. Every day was a new adventure for Lucy and Fluffy, and they were the best of friends."



Section 5: Comprehension Questions (10 Marks)

Instructions: Answer the following questions based on the passage you just read.

1. What sound did Lucy hear outside her window?
2. What did Lucy name the kitten?
3. How did Fluffy become part of Lucy's family?
4. What did Fluffy love to do in the garden?
5. Who did Fluffy curl up with while reading?

Section 6: Grammar - Nouns and Verbs (5 Marks)

Instructions: In the following sentences, **underline the nouns** and **circle the verbs**.

1. The dog ran to the tree.

2. Lucy played with the kitten.
3. The sun is bright.
4. Fluffy chased the butterfly.
5. They packed sandwiches for the picnic.

Section 7: Composition Task (10 Marks)

Instructions: Write a short paragraph (4-5 sentences) about a fun day you had with your family. Describe what you did, where you went, and how you felt. Be sure to use complete sentences, proper punctuation, and capital letters.

Total Marks: 50

9-Week Advanced Phonics & Fluency Program

Focus: Phonics not covered in the first program, decoding, tricky words, reading fluency, grammar, comprehension, composition, and English grammar principles.

General Overview:

- **Phonemes:** Explicit teaching of sounds with examples.
 - **Sight/Tricky Words:** Recognition and usage in context.
 - **Blending and Decoding Exercises:** Word lists and oral practice.
 - **Reading Passage:** Longer and more complex, integrating new phonemes and sight words.
 - **Comprehension Questions:** Literal and inferential questions to enhance understanding.
 - **Word Formation and Grammar Activities:** Building vocabulary and grammatical knowledge.
 - **Activities/Games:** Engaging methods to reinforce learning.
 - **Homework Assignments:** Practice worksheets and creative tasks.
-

Week 1: Introducing Digraphs (wh, ph, kn, wr, tch)

Phonemes:

- **wh** (as in "when"), **ph** (as in "phone"), **kn** (as in "knee"), **wr** (as in "write"), **tch** (as in "catch")

Sight Words:

- when, where, which, who, write

Blending Focus:

- Practice blending words with the digraphs. Emphasize silent letters in "kn" and "wr" (e.g., "knee," "write").

Word Formation Assignment:

- when, phone, knee, write, catch, which, who, wrist, knot, match

Reading Passage: *"Who Wrote the Note?"*

"When the wind blew, I saw a note on the ground. Who wrote it? Was it the man with the white phone? Or was it the girl with the pink knot in her hair? I did not know. I picked it up to read. The note said, 'Meet me when the clock strikes nine!' I ran to find out who wrote the note."

Grammar Focus:

Pronouns

- Identify the pronouns in the passage (I, you, he, it).
- Write five sentences using pronouns to replace nouns.

Comprehension Questions:

1. What did the speaker find on the ground?
2. Who might have written the note?
3. What time was on the note?

Dictation Words: phone, write, catch, knot, wrist

Activity/Game:

- **Silent Letter Hunt:** Display various words with silent letters on cards (e.g., "knock," "wring"). Ask learners to spot the silent letter and read the word aloud.

Classwork & Evaluation:



Theme: A Mysterious Note

Reading Passage: *"The Mystery of the Missing Key"*

"When I came home, I saw a note on the door. It said, 'Find the key, and you can come in.' I looked everywhere for the key. I checked under the mat, behind the door, and even in the flowerpot. Then, I saw my brother standing nearby with a big smile. 'Did you write this note?' I asked. He laughed and showed me the key. He had hidden it all along! 'What a trick!' I said. We both laughed and went inside."



Comprehension Questions:

1. Where did the speaker find the key?
2. Who wrote the note?
3. How did the speaker feel after finding the key?

Composition Task:

Write your own mystery story. Start with a missing object and tell how it was found.

Homework:

- **Phoneme Worksheet:** Identify and circle the digraphs in words like phone, catch, write, and knot.
- **Sight Word Worksheet:** Find and circle sight words in sentences like "Who wrote the note?" and "Where is the phone?"

Week 2: Vowel Diphthongs (oi, oy, aw, au)

Phonemes:

- oi (as in "boil"), oy (as in "toy"), aw (as in "saw"), au (as in "autumn")

Sight Words:

- saw, boy, joy, toy, boil

Blending Focus:

- Blend diphthongs and tricky words to build fluency in recognizing "oi," "oy," "aw," and "au" sounds.

Word Formation Assignment:

- boil, toy, saw, joy, haul, autumn, coil, point

Reading Passage: *"The Boy and His Toy Boat"*

"One autumn day, a boy named Roy saw a toy boat. The boat was in the pond, and it could not move. Roy felt joy as he ran to pull it out. 'I will fix it,' Roy said. He took the boat home. Roy used glue and a coil of wire to fix the broken part. Now the boat is good as new. The joy of fixing it made Roy smile all day."

Grammar Focus:

Vowel Diphthongs

- Identify the vowel diphthongs in the passage (oi, oy, aw, au).
- Write five sentences using words that contain vowel diphthongs (e.g., "The boy enjoys the toy.").

Comprehension Questions:

1. What did Roy find?
2. How did he fix the toy boat?
3. What season is it in the story?

Dictation Words:

- boil, toy, saw, haul, joy

Activity/Game:

- **Toy Word Race:** Write words with diphthongs on a board. Divide students into two teams. One team reads words with "oi" and "oy," and the other reads words with "aw" and "au."



Classwork & Evaluation:

Reading Passage: *"The Joy of the Farm"*

The Joy of the Farm"

"It was a bright morning at the farm. The cows were grazing, and the chickens were clucking. Joy loved spending time with the animals. She played with the baby goats and watched the birds fly above the barn. 'The air is so fresh here,' she said to her mom. After playing with the animals, Joy helped her dad carry the hay to feed the horses. 'This is hard work, but it's fun,' said Joy as she wiped the sweat from her brow.

Later, Joy's dad let her ride on one of the horses. The horse trotted around the field, and Joy smiled as the wind blew through her hair. After the ride, they sat under a large tree and had a picnic with cheese, apples, and bread. Joy looked around and thought about how lucky she was to live on a farm. The day ended with the sound of crickets chirping and the soft mooing of cows as the sun set behind the hills. 'I love the farm,' Joy whispered as she drifted off to sleep that night, dreaming of another day with the animals."



Comprehension Questions:

1. What did Joy do to help her dad at the farm?
2. How did Joy feel while riding the horse?
3. What did Joy think about as she sat under the tree?

Composition Task:

Write about a place where you feel happy. Describe what you see, hear, and feel when you are there.

Homework:

- **Phoneme Worksheet:** Identify and circle the diphthongs in words like boil, joy, autumn, coil.
 - **Sight Word Worksheet:** Find and circle sight words in sentences like "The boy saw his toy."
-

Week 3: Soft C and G Sounds (ce, ci, cy, ge, gi, gy)

Phonemes:

- Soft "c" as in "city" and soft "g" as in "giraffe"

Sight Words:

- city, gentle, ice, cycle, age

Blending Focus:

- Practice identifying soft "c" and soft "g" sounds. Teach when these phonemes change their sound depending on the letters following them.

Word Formation Assignment:

- city, gentle, ice, cycle, age, giant, center, germ

Reading Passage: "A Giant's Journey to the City"

"In a city far away, a gentle giant lived. The city was clean, and the people were kind. One day, the giant saw a germ that could make the people sick. 'I must help,' said the giant. He found the center of the city, where he spoke to the people. 'You must wash your hands,' he said. 'Be gentle and careful to stay clean.' The people thanked the giant, and the city stayed safe from the germs."

Comprehension Questions:

1. Where did the giant live?
2. What did the giant see that could make people sick?
3. How did the giant help the people?

Dictation Words:

- city, gentle, ice, center, germ

Activity/Game:

- **Soft Sound Search:** Create word cards. Students must identify whether each word contains a soft "c" or soft "g" sound and place it in the correct group.

Grammar Focus:

Adverbs

- Identify the adverbs in the passage (gently, high, low).
- Write five sentences using adverbs to describe how something is done (e.g., "She ran quickly").

Classwork & Evaluation:

Theme: The Giant's Adventure

Reading Passage: "The Gentle Giant"

"There once lived a gentle giant named George. Though he was big and strong, George was known for being kind and helping others. One day, George decided to take a trip to the city. He had never been to a city before and wanted to see what it was like. As he entered the city, the people gasped in surprise, but George smiled and waved to everyone.

On his way through the city, he saw a small girl crying. 'What's wrong?' George asked gently. The girl looked up at him with big eyes. 'I lost my puppy!' she said. George knew exactly what to do. He searched high and low, looking behind trees, under benches, and through the streets until he found the little puppy hiding near a tree.

'Here he is!' George said, handing the puppy to the girl. She smiled, her tears gone. The people of the city cheered for George, and from that day on, the

gentle giant was a hero in the city. George returned home, knowing that his trip to the city was one of the best adventures he had ever had."



Comprehension Questions:

1. Why did George go to the city?
2. What did George find for the little girl?
3. How did the people feel about George after he helped the girl?

Composition Task:

Write about a time you helped someone. What did you do? How did it make you feel?

Homework:

Week 4: R-Controlled Vowels (ar, er, ir, or, ur)

Phonemes:

- ar (as in "car"), er (as in "her"), ir (as in "bird"), or (as in "corn"), ur (as in "fur")

Sight Words:

- car, her, bird, corn, fur

Blending Focus:

- Focus on reading and blending r-controlled vowel words. Teach learners how the "r" changes the sound of the vowel.

Word Formation Assignment:

- car, her, bird, fur, corn, turn, park, horn, burn

Reading Passage: *"The Farmer and the Bird"*

"A farmer lived near a big park. He had many corn plants and a little red barn. One day, he saw a bird flying over the barn. The bird was looking for food. The farmer said, 'Here, little bird. You can eat the corn.' The bird chirped with joy and ate the corn. The next day, the bird brought her friends. They all came to the farm to eat. The farmer was happy to help the birds."

Grammar Focus:

Prepositions

- Identify the prepositions in the passage (into, past, through, in).
- Write five sentences using prepositions to describe where things are (e.g., "The spaceship flew through the stars").

Comprehension Questions:

1. Where did the farmer live?
2. What did the bird eat?
3. Why was the farmer happy?

Dictation Words:

- car, corn, bird, fur, turn

Activity/Game:

- **R-Vowel Dash:** Create a relay game where students run to pick cards with r-controlled vowels and correctly read the word aloud before moving on.

Classwork & Evaluation:



Theme: A Trip to the Stars

Reading Passage: *"The Journey to the Stars"*

"Sara had always dreamed of going to space. She loved looking up at the stars

and imagining what it would be like to travel among them. One night, she made a wish on a bright star. 'I wish I could fly to the stars,' she whispered.

The next morning, something magical happened. Sara woke up to find a spaceship in her backyard! It was silver and shiny, with lights that sparkled like the stars themselves. A voice came from the ship, saying, 'Are you ready for an adventure, Sara?'

Sara couldn't believe her ears. She stepped into the spaceship, and in no time, they were soaring through the sky. The Earth became smaller and smaller as they flew higher, past the clouds and into the dark space filled with stars. Sara saw planets, comets, and even a shooting star. She felt the cool air of space as the ship flew through the stars. It was the most amazing thing she had ever seen.

After what seemed like hours, the spaceship gently landed back in her backyard. Sara knew she had just experienced something magical. She waved goodbye to the stars, knowing she would never forget her journey."



Comprehension Questions:

1. What did Sara wish for?
2. How did Sara travel to the stars?
3. What did Sara see in space?

Composition Task:

Write about a place you would like to visit someday. Why do you want to go there, and what would you do?

Homework:

Week 5: Compound Words and Decoding Practice

Phonemes:

- Focus on breaking down compound words (e.g., "sunflower," "raincoat," "snowman")

Sight Words:

- some, more, rain, coat, man

Blending Focus:

- Practice blending compound words and identifying individual parts of the word.

Word Formation Assignment:

- sunflower, raincoat, snowman, mailbox, football

Reading Passage: "The Big Snowman"

"On a cold day, we built a big snowman in the yard. He had a football for a nose and a raincoat to keep him warm. My friend said, 'Let's give him a sunflower for his hat!' So we did. The snowman looked so funny! We gave him a mailbox too, in case he got some letters. We had so much fun playing with our snowman. It was the best day of winter."

Grammar Focus:

Compound Words

- Identify the compound words in the passage (countryside, riverbank, and campfire).
- Write five sentences using compound words (e.g., "I sat by the riverbank").

Comprehension Questions:

1. What did the children use for the snowman's nose?

2. What did they put on the snowman's head?
3. Why did they give the snowman a mailbox?

Dictation Words:

- snowman, raincoat, sunflower, mailbox, football

Activity/Game:

- **Compound Word Puzzle:** Create cards with the first and second halves of compound words (e.g., "snow" and "man"). Students must match the parts and read the full word.

Classwork & Evaluation:



Theme: Exploring the Countryside

Reading Passage: *"A Day in the Countryside"*

"It was a bright and sunny morning when Sam and his family decided to take a trip to the countryside. They packed their backpacks with snacks and drinks and set off in their red car. As they drove past fields of tall grass and colorful flowers, Sam looked out the window and smiled. He loved the countryside.

When they arrived, Sam and his sister raced down the hillside, laughing all the way. They played near the riverbank, skipping stones across the water. Sam found a big rock to sit on and watched as the fish swam by. He loved the peaceful sound of the flowing river.

Later, Sam's dad built a small campfire, and they roasted marshmallows. The smell of the marshmallows filled the air, and Sam could hardly wait to taste them. They told stories around the campfire until the sun began to set. The sky turned orange and pink, and the stars started to appear one by one.

As the night grew dark, Sam lay on his blanket and looked up at the sky. 'The countryside is amazing,' he thought to himself as he drifted off to sleep, dreaming of the fun he had."

Comprehension Questions:

1. What did Sam and his family do when they arrived at the countryside?
2. What did Sam see by the river?
3. How did Sam feel about the countryside?

Composition Task:

Write about a fun day you had with your family. What did you do, and why was it special?

Homework:

Week 6: Vowel Digraphs and Trigraphs (eigh, ough, ear, air)

Phonemes:

- eigh (as in eight, neighbor)
- ough (as in though, through, thought)
- ear (as in hear, ear)
- air (as in air, hair, fair)

Sight Words:

- thought, though, through, their, where

Blending Focus:

- Practice blending words with the new vowel digraphs and trigraphs.
- Emphasize the different sounds that “ough” can make in words.

Word Formation Assignment:

- eight, weight, though, thought, through, ear, hear, fear, air, hair, chair, fair

Reading Passage:

"The Journey Through the Mountains"

Though the path was tough, the group went through the high mountains. They thought about the weight they had to carry. Sarah had a fear of heights, but she stayed near her friends. The fresh air helped her feel better. They could hear the birds singing and the leaves rustling in the breeze. After eight hours, they reached the top. “What a sight!” they all said. Their journey was hard, but the view was worth it.

Grammar Focus:

Irregular Past Tense Verbs

- Identify the irregular past tense verbs in the passage (sat, built, ate, saw).
- Write five sentences using irregular past tense verbs (e.g., "I saw a bird yesterday").

Comprehension Questions:

1. **Where did the group go?**
 - Through the high mountains.
2. **What helped Sarah feel better?**
 - The fresh air.
3. **How long did it take to reach the top?**
 - Eight hours.

Dictation Words:

- eight, thought, through, ear, air, fair

Activity/Game:

- **"Ough" Sound Sort:**
 - Create cards with words containing "ough" with different pronunciations (e.g., though, rough, through, thought).
 - Students sort them into groups based on their sounds.

Classwork & Evaluation:



Theme: An Unforgettable Adventure

Reading Passage: *"Through the Mountains"*

"One summer, a group of friends decided to go on an adventure through the mountains. They packed their backpacks with food, water, and supplies and set off early in the morning. As they hiked, they could feel the fresh air against their faces, and they could hear the birds singing in the trees. The trail was long and winding, and they had to stop several times to rest.

Halfway through their journey, they reached a high cliff. From there, they could see the entire valley below, stretching out as far as their eyes could see. The mountains looked tall and majestic, and the air was crisp and cool. They

sat on the edge of the cliff and ate their lunch, marveling at the beauty of the world around them.

As they continued their hike, they encountered a small river. They had to build a bridge out of stones to cross it. One friend slipped on a rock, but they all helped him up and continued on their way. By the time they reached the other side of the mountain, the sun was beginning to set. The sky turned orange and pink, and they knew they had just experienced an unforgettable adventure."



Comprehension Questions:

1. What did the friends do halfway through their journey?
2. How did they cross the river?
3. What was the most beautiful part of the hike for the friends?

Composition Task:

Write about an adventure you would like to go on with your friends. Where would you go, and what would you do?

Homework:

Week 7: Silent Letters and Advanced Phonics (mb, gn, sc, ps, rh)

Phonemes:

- **mb** (silent b as in lamb)
- **gn** (silent g as in gnome)
- **sc** (as in science)
- **ps** (silent p as in psychology)
- **rh** (as in rhyme)

Sight Words:

- **lamb, gnat, science, write, knock**

Blending Focus:

- Recognize and read words with silent letters.
- Understand how silent letters affect pronunciation.

Word Formation Assignment:

- **lamb, comb, gnome, sign, knee, write, knock, science, rhyme, psychic**

Reading Passage:

"The Silent Letter Mystery"

At night, the gnome sat by the lamb under the bright moon. He began to write a rhyme about the stars. "Science can explain the stars," he thought, "but I like to dream." A gnat flew by and landed on his knee. He gently brushed it away. The silent night was calm, and he could hear the soft sounds of nature. "It's time to knock on the door of dreams," the gnome whispered.

Grammar Focus:

Silent Letters

- Identify the silent letters in the passage (wrist, science, gn).

- Write five sentences using words with silent letters (e.g., "I knocked on the door").

Comprehension Questions:

1. **What did the gnome write about?**
 - A rhyme about the stars.
2. **Where did the gnat land?**
 - On his knee.
3. **What did the gnome hear in the night?**
 - The soft sounds of nature.

Dictation Words:

- lamb, gnome, sign, write, knee

Activity/Game:

- **Silent Letter Hunt:**
 - Provide a list of words; students identify and circle the silent letters.
 - Discuss how the words are pronounced differently from their spelling.

Classwork & Evaluation:



Theme: The Science Fair Challenge

Reading Passage: *"The Amazing Science Fair"*

"The day of the science fair had finally arrived, and the students were buzzing with excitement. Each student had worked hard on their projects, and they couldn't wait to show them off. Sam had built a volcano that could erupt, and Lucy had created a robot that could walk and talk. But it was Ben's project that everyone was waiting for. He had spent weeks building a small airplane that could actually fly!

When it was Ben's turn to present, the whole room went quiet. Ben held up his airplane, and with a flick of his wrist, he sent it soaring through the air. It flew high above the students' heads and circled around the room before gently

landing back in Ben's hand. The crowd erupted in cheers. Ben smiled proudly. 'I knew it would work!' he said to himself.

After the presentations, the judges announced the winner of the science fair. 'And the first-place prize goes to... Ben!' they said. The room filled with applause as Ben walked up to receive his trophy. It was a day he would never forget."



Comprehension Questions:

1. What did Ben build for the science fair?
2. How did the students react when Ben's airplane flew?
3. Who won first place at the science fair?

Composition Task:

Write about a project or experiment you would like to do for a science fair. What would you build, and how would it work?

Homework:

Week 8: Prefixes and Suffixes

Focus:

- Introduction to common prefixes (**un-**, **re-**, **dis-**, **pre-**, **mis-**) and suffixes (**-ful**, **-less**, **-ness**, **-ment**, **-tion**).

Sight Words:

- before, after, because, different, important

Blending Focus:

- Learn how adding prefixes and suffixes changes the meaning of root words.
- Practice decoding longer words formed with prefixes and suffixes.

Word Formation Assignment:

- unkind, replay, dislike, preview, misunderstand, helpful, careless, happiness, enjoyment, action

Reading Passage:

"The Important Lesson"

Before the test, Jenny felt nervous. She thought she might misunderstand the questions. Her teacher told her, "It's important to stay calm." During the test, she read each question carefully. After the test, she felt joyful. She realized that being careful and thoughtful leads to success. "Because you were prepared, you did well," her teacher said. Jenny learned that effort brings enjoyment and happiness.

Grammar Focus:

Prefixes and Suffixes

- Identify the prefixes and suffixes in the passage (un-, re-, -ment).
- Write five sentences using prefixes and suffixes (e.g., "The explorer was fearless in her journey").

Comprehension Questions:

1. How did Jenny feel before the test?

- Nervous.
- 2. What advice did her teacher give?
 - To stay calm.
- 3. What did Jenny learn after the test?
 - That effort brings enjoyment and happiness.

Dictation Words:

- **unkind, replay, helpful, happiness, action**

Activity/Game:

- **Prefix and Suffix Match:**
 - Provide root words and prefixes/suffixes on separate cards.
 - Students match them to form new words and discuss the meanings.

Classwork & Evaluation:



Theme: The Journey of the Brave Explorer

Reading Passage: "Exploring the Unknown"

"Many years ago, there was a brave explorer named Amelia who set out on a journey to discover new lands. She packed her boat with supplies, including maps, ropes, and food, and set sail on the vast ocean. Amelia was known for her courage and determination, and she was never afraid of the unknown.

As she sailed further from the shore, the weather changed. Dark clouds covered the sky, and the wind grew stronger. 'I must not give up,' Amelia said to herself. She remembered the stories of explorers who had turned back, fearful of what lay ahead. But Amelia was different. She believed that every challenge could be overcome with hard work and determination.

After days of sailing through storms and rough seas, Amelia finally spotted land on the horizon. She was filled with excitement and relief. As she got closer, she could see green hills, tall trees, and a waterfall in the distance. Amelia smiled, knowing that her journey had been worth every challenge. She had discovered a new land, and with it, a new adventure awaited.

When she returned home, she was celebrated as a hero. People admired her for her bravery and her unshakeable spirit. Amelia knew that this was just the

beginning of her adventures, and she couldn't wait to explore more of the world."



Comprehension Questions:

1. What challenges did Amelia face on her journey?
2. What did Amelia see when she spotted land?
3. Why was Amelia celebrated as a hero when she returned home?

Composition Task:

Write about a time when you overcame a challenge. How did you feel before and after? What did you learn from the experience?

Homework:

- **Worksheet:**
 - Add prefixes or suffixes to root words and write sentences using the new words.

- **Sight Word Worksheet:**

- Use sight words in sentences like “Because it was important, she tried again.”

Week 9: Review and Mastery

Focus:

- Consolidate all phonemes, sight words, and skills learned in the second 9-week program.
- Emphasize fluency, comprehension, composition, and grammar.

Reading Passage:

"The Adventure Continues"

Throughout the weeks, we've learned so much. We've journeyed through words with silent letters, tricky sounds, and new meanings. The gnome and his lamb, the boy with his toy, and the giant in the city have all taught us valuable lessons. As we move forward, remember to be unafraid of challenges. Though some words may seem tough, with practice, we overcome them. Continue to read, write, and explore the world of words. The adventure doesn't end here; it's only the beginning.

Grammar Focus:

Sentence Structure and Punctuation

- Identify different sentence types in the passage (simple, compound, complex).
- Write five sentences using a variety of sentence structures and include proper punctuation.

Comprehension Questions:

1. **What have we learned over the weeks?**
 - New phonics, tricky words, and valuable lessons.
2. **What should we remember as we move forward?**
 - To be unafraid of challenges and practice to overcome them.
3. **Why doesn't the adventure end here?**

- Because it's only the beginning of continuous learning.

Dictation Words:

- practice, overcome, adventure, remember, explore

Activity/Game:

- **Jeopardy-Style Review Game:**
 - Create categories based on the weeks' topics (e.g., Silent Letters, Prefixes/Suffixes, and Vowel Digraphs).
 - Students answer questions to earn points, reinforcing their knowledge.

Classwork & Evaluation:



Theme: An Unforgettable Adventure

Reading Passage: "The Final Challenge"

"Tom had always dreamed of climbing the highest mountain in the world. For years, he trained and prepared for the day when he would finally begin the climb. He knew it would be dangerous, but he was determined to reach the top.

The day of the climb arrived, and Tom set off with his team. They climbed through forests and up rocky paths. The air grew thinner as they climbed higher, but Tom pushed forward. His legs were tired, and his hands were cold, but he reminded himself of his goal: to reach the top.

Halfway up the mountain, the team faced their biggest challenge. A snowstorm blew in, and they were forced to take shelter in a small cave. The wind howled outside, and the snow piled up quickly. 'We'll have to wait it out,' said the team leader. Tom knew that the storm could last for days, but he wasn't ready to give up.

After two days of waiting, the storm finally cleared. The team emerged from the cave, ready to continue their climb. With renewed energy, they made their way to the summit. Finally, after days of climbing, they reached the top. Tom stood at the highest point, looking out over the world below. He had done it. He had faced the greatest challenge of his life and won.

As he stood there, Tom realized that the journey was just as important as the destination. The challenges had made him stronger, and the people he had

met along the way had made the experience unforgettable. He knew that he would always remember this adventure, not just for the view at the top, but for everything it had taught him."

Comprehension Questions:

1. What challenges did Tom and his team face during their climb?
2. How did the team deal with the snowstorm?
3. Why was the journey as important as the destination for Tom?

Composition Task:

Write about a time when you worked with others to achieve a goal. What challenges did you face? How did you overcome them together?

Homework:

- **Reflection Essay:**
 - Write about what you've learned in this program and how you've improved.
- **Reading Practice:**
 - Choose a favorite passage from the past weeks and practice reading it aloud fluently.

Assessment for Term 2: Advanced 9-Week Phonics & Fluency Program



Section 1: Phoneme Recognition (10 Marks)

Instructions: Listen carefully. I will say a sound (phoneme), and you will write down the letter or letters that make that sound.

1. /wh/
2. /ph/
3. /kn/
4. /wr/
5. /tch/

6. /oi/
7. /oy/
8. /aw/
9. /au/
- 10./ear/

Section 2: Sight Words (5 Marks)

Instructions: Read the following sentences carefully. Underline the sight words in each sentence.

1. The giant found the key near the door.
2. The airplane flew high over the mountain.
3. The stars shone brightly in the night sky.
4. She wanted to explore the new land.
5. He was excited about the adventure.

Section 3: Blending and Decoding Words (10 Marks)

Instructions: I will say a word. Write it down. Each word includes vowel digraphs, consonant clusters, or silent letters.

1. through
2. knight
3. boat
4. flower
5. light
6. school
7. phone
8. write
9. taught
- 10.board

Section 4: Reading Fluency (10 Marks)

Instructions: Read the passage aloud clearly and fluently. Focus on accuracy, speed, and expression.

Reading Passage: "The Brave Explorer"

"Many years ago, there was a brave explorer named Amelia who set out on a journey to discover new lands. She packed her boat with supplies, including maps, ropes, and food, and set sail on the vast ocean. Amelia was known for her courage and determination, and she was never afraid of the unknown.

As she sailed further from the shore, the weather changed. Dark clouds covered the sky, and the wind grew stronger. 'I must not give up,' Amelia said to herself. She remembered the stories of explorers who had turned back, fearful of what lay ahead. But Amelia was different. She believed that every challenge could be overcome with hard work and determination.

After days of sailing through storms and rough seas, Amelia finally spotted land on the horizon. She was filled with excitement and relief. As she got closer, she could see green hills, tall trees, and a waterfall in the distance. Amelia smiled, knowing that her journey had been worth every challenge. She had discovered a new land, and with it, a new adventure awaited."

Section 5: Comprehension Questions (10 Marks)

Instructions: Answer the following questions based on the passage you just read.

1. What challenges did Amelia face on her journey?
 2. What did Amelia see when she spotted land?
 3. How did Amelia feel when she finally reached the new land?
 4. Why did she believe her journey was worth it?
 5. What qualities made Amelia a brave explorer?
-

Section 6: Grammar - Subject-Verb Agreement (5 Marks)

Instructions: In the following sentences, underline the **subject** and circle the **verb**. If the subject and verb do not agree, rewrite the sentence to correct it.

1. The bird **flies** across the sky.
 2. They **was** playing with the ball. (Correct: They **were** playing with the ball.)
 3. She **like** to swim in the lake. (Correct: She **likes** to swim in the lake.)
 4. The stars **shine** brightly.
 5. He **run** up the hill. (Correct: He **runs** up the hill.)
-

Section 7: Composition Task (10 Marks)

Instructions: Write a short paragraph (5-7 sentences) about a memorable adventure you have had. Describe where you went, what you did, and how you felt. Use complete sentences, proper punctuation, and correct spelling.

Total Marks: 50

Additional Notes for Weeks 6–9:

- **Grammar Integration:**
 - Continue to emphasize grammar concepts such as parts of speech (nouns, verbs, and adjectives), sentence structure, and punctuation.
 - Encourage students to identify these elements in the reading passages.
- **Composition Skills:**
 - Assign writing tasks that require students to compose sentences or short paragraphs using the week's phonemes and sight words.
 - Focus on coherence, proper grammar, and creativity.
- **Fluency Development:**

- Incorporate timed reading exercises to improve speed and accuracy.
 - Use paired reading, where students take turns reading aloud to each other.
 - **Comprehension Enhancement:**
 - Ask higher-order questions that require students to infer, predict, and summarize.
 - Discuss the themes and moral lessons in the passages.
-

Terminology:

CV- Consonant - Vowel. Example b, a – ba.

CVV- Consonant – Vowel –Vowel. Example b, ee - bee.

CVC- Consonant –Vowel-Consonant. Example c, a, t – cat.

CCVC- Consonant –Consonant- Vowel –Consonant. Example t, h, i, n –thin

CCVCC - Consonant –Con.-Vowel –Con. -Consonant Example t, h, i, n, k –think

References:

[Jolly Phonics Grammar Parent-Teacher Guide](#)

[NaCCA Language and Literacy Curriculum for Kg](#)

[NaCCA English Language Curriculum for Basic 1-3](#)

[NaCCA English Language Curriculum for Basic 4-6](#)

[Brigham Young University –Pathway Learning Strategies.](#)

