

How to teach literacy

How **not** to teach reading:

- Show a picture and the first letter of a word and have the learners guess the word.
- Give the learners too many irregular words that they can't decode.
- Provide context clues for the learners to guess the word.

Don't do	Do
Have the whole class read an entire page at the same time	Have the whole class repeat you after you read a short phrase with fluency
Set a timer for 1 minute to see how many words a learner can read from a passage and how many mistakes they make	Have the learner read a passage, mark the errors, and infer what the learner needs to work on

Decoding starts with auditory practice. Can the learner hear the sounds of the word? If so, then you can associate the sounds with letters.

Teach literacy for 120-150 minutes every day.

Read-aloud (read a book to the whole class):

- 20-30 minutes, twice a day.
- Introduce the book, set a purpose for the reading (topic or enjoyment).
- If the purpose is to cover a topic, stop when you cover the topic, and have the learners talk to each other about it.
- At the end of the read-aloud, give the learners a follow-up activity.
- Read-alouds are useful to read books that are too hard for learners to read independently so the learners can see new vocabulary words and practice comprehension.
- You can read the same book multiple times, and each time you use it to cover a different topic.
- You can do read-alouds in non-language subjects as well, such as social sciences.

Whole group phonics:

- 5 minutes, once a day
- [Example video](#)
- Say a CVC word (e.g. pot, hit, mat) and have the learners write the letters
- Say three sounds and have the learners write the CVC word

Independent work:

- 1 hour every day
- Use literacy stations. Each station for 10-12 minutes. At least 4 stations.
- Stations may include book boxes, educational games, virtual books to practice reading with fluency, work with the teacher, etc.
- Order the stations so two boring ones are not consecutive
- Book boxes are differentiated to the individual learner's level and may include things like:
 - A ring of flash cards, each containing sight words with heart parts to indicate which part of the word is irregular
 - A letter chart for rapid letter naming
 - Books the learner has read before
 - Letter activities/games
 - Sound sorts
 - Phonics packet to practice filling in missing letters

Skills the learners should practice every day:

- Using single letter sounds/names, two letter blends, CVC words (in progression)
- Recognizing sight words
- Writing sentences using decodable words
- Reading with fluency