

*Oral Language in Action*  
*for*  
*Beginner Readers*

An effective and language-rich learning environment is the key that unlocks the door to greatness.

High quality education takes place when a knowledgeable and meaningful person leads the way.

## Teacher talk suggestions at the top of the pages

Teachers and reading tutors are invited to use the ideas in the small print at the top of each page if they wish to do so. These ideas are by no means the only way to use the material in this book, but are provided to 'get things going'.

It is also thought that teachers and literacy coaches will enjoy the freedom of being able to design any written work to suit the individual needs of their learners rather than the other way around. This is why there is no workbook supplied. Learning to read and speak and think is all about the sounds and meaning of language. Writing is a later outcome when all the rest has been done. In other words, colouring is all the pictures that start with *p* is not and never will be teaching a child how to read.

**Oral language, i.e. the sounds of English and its teaching via directed and explicit interactive teaching, is the most essential ingredient in this book.**

### Why the Comic Sans font?

**Comic Sans** has been used in the body of this book because of its visual clarity and its similarity to the handwritten **a** and **g**.

A few more reasons:

There is no universal handwriting style used in schools, and a local style can change when a new syllabus is introduced.

Books for beginner readers come in a wide variety of fonts, so being able to read different print styles is an important skill.

Today's children are surrounded by different fonts wherever they go, and therefore need to be able to recognise the common thread of similarity running through the accepted norms of each letter's shape, regardless of what font is used.

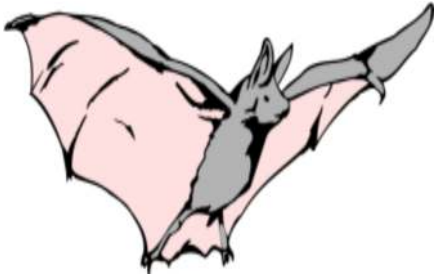

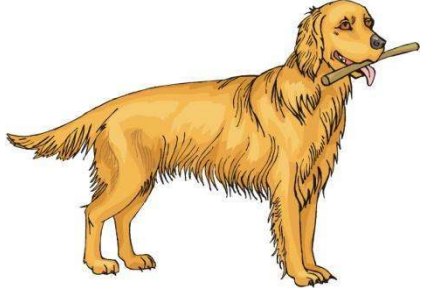

The teaching notes are in this font to make the overall look and feel of each page even and connected.



An enjoyable activity for a rainy lunchtime is grouping small cards into their font types, with, for example, the letter C on each. Lots of extension ideas are possible, e.g. *chocolate* *chocolate* *chocolate* CHOCOLATE *chocolate* **chocolate** chocolate CHOCOLAT

Matching upper and lower case letters and words is another progression on this theme.

### Consonants in rhyme i





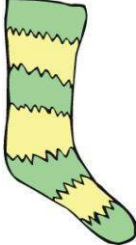
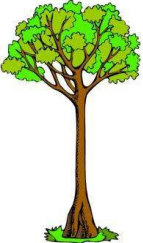
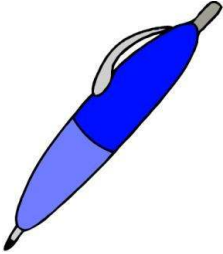



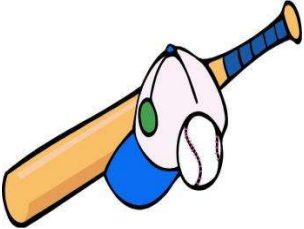
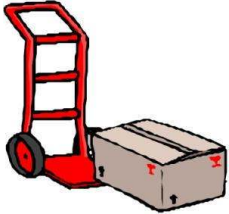
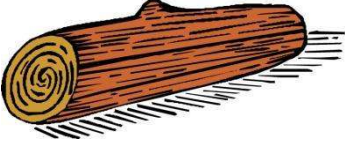


These consonants in rhyme are an aid to memory. They also provide an entertainment element to encourage memorisation. Explain the lower and upper case J.

			
<p>b b bat</p>	<p>c c cat</p>	<p>d d dog</p>	<p>f f frog</p>

		
<p>g g go</p>	<p>h h hoe</p>	<p>(j j) J J Joe</p>

### Echo words ii

Have learners echo your short sentences using these words so that you can assess how well they can absorb, recall and retell detail. Create different moods.

				
frog	bag	cap	bat	sock
				
tree	pen	map	run	pot
				
bat, cap	old box	big log	hot cups	big drum

### At the end of the day





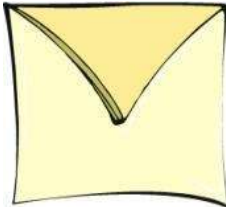






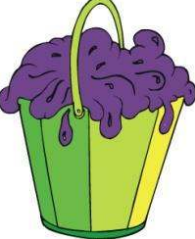












Say these sentences across the rows left to right and then swing quickly to the next row as if these are lines of text. Eye movement practice is the main aim.

<p>Come home, ducks.</p> 	<p>Come home, hens.</p> 	<p>Come home, geese.</p> 	<p>Come home, piglets.</p> 
<p>Come home, horses.</p> 	<p>Come home, cows.</p> 	<p>Come home, puppy dog.</p> 	<p>Come home, pussycat</p> 
<p>Come home, girls.</p> 	<p>Come home, boys.</p> 	<p>Come home, mother.</p> 	<p>Come home, father.</p> 
<p>Come home everyone. It's time for dinner.</p>			








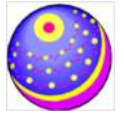
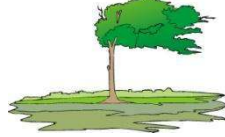


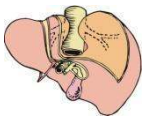











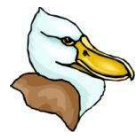

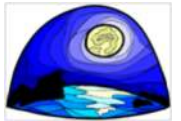







### Push out air for these consonants!

Look in a mirror to see how your tongue and lips make the sounds for *t*, *c*, *f*, *ch* and *p*. Feel the way air is blocked by the tongue or lips and then released to be able to say these sounds. Extra idea: Say each word three times, each time in a different voice. Vary your tempi, pitch, mood and dynamics. (Be mostly loud!)

<p>tap</p> 	<p>cap</p> 	<p>chap</p> 	<p>clap</p> 	<p>flap</p> 	<p>slap</p> 
<p>top</p> 	<p>cop</p> 	<p>chop</p> 	<p>clop</p> 	<p>flop</p> 	<p>slop</p> 
<p>tip</p>  <p>tap top tip I really hope that I don't slip!</p> 	<p>kip</p>  <p>cap cop kip My horse is champing at the bit.</p> 	<p>chip</p>  <p>chap chop chip That seabird's resting on our ship!</p> 	<p>clip</p>  <p>clap clop clip Once a day I like to learn to skip.</p> 	<p>flip</p>  <p>flap flop flip The weather's hot - let's take a dip.</p> 	<p>slip</p>  <p>slap slop slip Did I hear you spit that pip?</p> 

### The curly-tongued 12<sup>th</sup> letter of the alphabet : i

Teacher Talk: Look at how your mouth and tongue pronounce the // sound. Say each column several times. Create imaginative sentences using favourite words.

peel		bell		gull		foal	
pile		ball		gale		foil	
pole		bile		goal		furl	
pearl		bull		gill		feel	
pail		bale		girl		fool	
pale		bill		ghoul		full	
pull		boll		guile		fail	
pill		Bill		gall	 gall wasp	file	