

Level B

Level A Master Book works on a 5-day cycle. It is to be completed in the first term of the Foundation level. Establishing strong foundation skills is extremely important before progressing through the program. The suggested activities cover all essential auditory skills (8 areas), visual skills (9) and memory skills in a guided 10-week program.

Insert table: Foundation Skills for Competent Spelling

If necessary, these skills may need to be continually reinforced throughout Level B in Term 2, and possibly Term 3. Teachers may recommence Level A from a point where they recorded students experiencing and displaying difficulty. Therefore, it may not be necessary to go back to the start.

Level B Student Workbook and My First Dictionary work on a 3-day cycle. This is to be completed in Term 2 and 3 of the Foundation school year for 5-year-olds.

If revision is necessary, Level A may also run alongside Level B and be repeated several times throughout the year.

The sequence is a combination of: Letter sounds, and names are introduced in the following order:

c i l t j a d e g o r n m h u y p s f b k w v x z q

This sequence is designed to introduce:

- voiced before unvoiced sounds: easiest to hardest to hear
- Separating similar sounds k/g, a/u
- Most common to least common letters in words
- Visually distinct for less confusion/reversals, so difficult letters separated. b/d/p/q taught with lengthy intervals in between.
- Common elements in letter formations e.g., starting points l, t
- letters that have a similar formation are grouped for ease of lettering acquisition
- Cued language for elements for automaticity in writing

Teachers are reminded that students will not necessarily learn the sound/name/symbol relationship by simply completing activities or worksheets. Input from the teacher, particularly on Day 1, in the form of discussion, direction, information and encouragement, is imperative for the success of the program.

Day 1:

Each session taken must begin with an oral activity. Listening Skills MUST continue to be taught as part of the program. Refer to **Level A Master Book**, Foundation Skills. At Level B this should include:

- Discrimination of initial, medial, and final sounds
- Recognition and reproduction of rhyme
- Junk Box activities with all the above.
- Analysis and Synthesis of 3 and 4 sound words.

- Auditory Sequential Memory training.

Use the speech clues from **My Dictionary** to teach the children how to say/mouth the sound.

The children select items from 'Junk Box' that begin, or contain, the letter/sound being taught.

Hint: As a teacher I would put the Junk Box out before the children entered the room and place a basket next to it with a label indicating the letter/sound we were introducing that day. The children would place selected items into the basket so that it was ready to be used during the lesson and not take up valuable class time.

These items (approximately 10) are drawn on a large sheet and labelled by the teacher. The students read the words to match the pictures.

Display an A3 copy of the Day 1 page from the workbook. Say the word for each picture. Discuss if it matches the sound being taught.

Students fill in their workbook page by circling or crossing the pictures on the Day 1 page.

Students complete a line of lettering at the base of the page, with the emphasis on correct formation through cued elements of letters.

Listen to our **Nursery Rhyme CD** and read the Nursery Rhyme in our **Nursery Rhyme book** for the letter being taught e.g., Pat-a-Cake for <c>. This rhyme contains /k/ in words in the initial (can), final (bake) and medial (baker) position. Posters are available for every rhyme from our **Nursery Rhyme Poster Pack**.

Complete the cut and glue sentence starter for the given letter from our **Level B Starter Phrases pack**.

Day 2:

My Dictionary provides the Day 2 activity to revise the letter/name/sound/symbol introduced on Day 1. It also offers detailed speech hints for those students who have difficulty making the sound correctly. Students practise forming the letter at the top of the page before completing the given words by adding the missing initial sound/letter.

After revising the common sound, letter name and formation of the letter the teacher would cue the activity as follows for the letter t:

Teacher: Look at the picture. It is not an _able, it's a ?

Children: table

Teacher: What sound does table start with?

Children: /t/

Teacher: Which letter makes the /t/ sound?

Children: t

Teacher: How do we write a t?

Together: tall stick, bar

Continue to next word.

Extension may be offered by some students choosing to rewrite the word underneath the given word.

A student's **My First Dictionary** can be passed on and used for the next 1 to 2 years.

Listen to our **Nursery Rhyme CD** and read our Nursery Rhyme for the sentence starter for the given letter eg 'I Can...' for the letter <c> in our **Nursery Rhyme Book**. Revise the Day 1 Nursery Rhyme too. Posters for every rhyme are available in our **Nursery Rhyme Poster Pack**.

Complete the alphabet book for the letter from our **Starter Phrases Level B pack: Common Introductory Phrases**.

Day 3:

This page in the **Level B workbook** is a revision of the letters/sounds/names/symbols taught to date. You will notice on the top right-hand side of this page the revision letters are listed. This should be a guided activity by the teacher leading the group throughout. Practice with identifying and writing final and medial sounds and further work on CVC (consonant vowel consonant) words are introduced as the level progresses.

Throughout Level B teachers should continuously check that each child can give the common sound and name of every letter of the English alphabet and write the lower-case symbols as they are covered.

It is essential that an explicit lesson on lettering be conducted on simple lined paper for at least 10 minutes daily. The script should be compatible with material that is to be both read and written i.e., a simple manuscript. Updates to the checklist page at the front of the Level B workbook should be frequently updated by individual students being tested by the teacher. When a student or a group of students can successfully complete Placement Test Level B by independently recognising and naming the sound and name, and write the symbol, for every letter of the English alphabet they are ready to move onto **Level B Extension**.

On the back cover of the Level B Student Workbook is a certificate to indicate successful mastery of Level B and this should be completed, signed, and dated as a continuing record for the student and for the parent.

Be mindful that throughout Level B some children will require close support with the words to be written or read. Please do not expect them to know what word a picture may represent. You will need to go through each picture and word on the page before or during the time children are expected to complete a page.

Answers are provided in the Marking Code.

Words have been selected for their simple sounds and letter representation and it is intentional that these words may extend your students' vocabulary and general knowledge via discussion and inquiry.

Level B Extension workbook is commonly completed in the final term of school for 5-year-olds. It could also be used as a revision for early Year 1 students. Encoding and decoding activities are provided for consolidation of Level B after the completion of the **Level B Student Workbook** and **My First Dictionary**. In each list that revises a letter/name/sound/symbol the student writes the three-letter word to match the picture (spelling). In the second column the students must read the word and draw the picture to match (reading). The sounding of words via analysis and synthesis and transferring it to simple CVC words is imperative for long term success in reading and spelling and the success of students working through Smart Words Levels C to Z.

The second page covers the common sentence starters introduced in **Level B Starter Phrases Pack** and **Nursery Rhyme book**. At this stage we are now asking the students to read, cover and write the simple sentences. Some may need a sneak peek to complete the whole sentence. This exercise is to build confidence and encourage students to start using their knowledge to write. Comprehension is also checked by the students drawing a picture in the box that shows the meaning of the text.

When a student has completed Level B Extension workbook and accurately completes a test at the end of the book, they may move on to **Pre C Workbook** (4 letters/4 sounds) or **Level C Workbook** (commonly 3 sounds/4 letters)