|  |  |
| --- | --- |
| **Course: ESOL Beginners** **Qualification(s)**: Non-accredited  | **Course description:**This course adopts a phonic and Dolch list approach to the development of reading, writing, S&L. All language skills are taught simultaneously rather than one having preference, typically S&L, then reading, then writing. See Appendix 1 for the 3 cue reading strategy required to deliver this course. See Appendix 2 for a suggested list of Social Sight words which will be incorporated into the beginner’s course.  |
| **Teacher(s):** **Stephen Woulds / Jennifer Wright / Teresa Hough / Patricia Stennett** |
| **Length of programme (hours /30 weeks)** |
| **Health & Safety: H/S**Fire safety and introduction to facilities addressed in induction. Risk assessments for any trips.  | **Equality Practices: Eq**Lesson plans show differentiation. Use made in learning of the backgrounds and experiences of learners. SoW used in conjunction with ILPs, which show learner profile, SMART individual learning targets and pastoral record. |
| **E-learning Strategy: e**Use of information technology where possible and where appropriate, eg. internet, Microsoft Word, interactive games and worksheets, English in Action programme to teach S&L skills, Dictaphones to practise pronunciation, camera and video use etc.  |  See Basics of English Grammar: <http://www.talkenglish.com/Grammar/Grammar.aspx> See Ogden’s Basic English: <http://ogden.basic-english.org/basiceng.html>Everyday phrases: <http://www.speakenglish.co.uk/phrases/>  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic/Subject****Area** | **Key Teaching Methods****Learning Activities** | **Sentences** | Resources |
| **Week****1** **30/9**  | **INDUCTION / DIAGNOSTICS**Speaking and Listening / Reading and Writing * Ask for personal details
* Ask for information
* Chat with people
* Make simple statements of fact
* Personal information
 | IntroductionsSpeaking/Listening/Reading Writing As above, plus:* Recognise a limited number of words, signs and symbols
* Decode simple, regular words
* Recognise the letters of the alphabet in both upper and lower case
* Identify the letters of the alphabet in both upper and lower case
* Recognise digits
* Construct a simple sentence
 | **Hello.** **My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_** **What is your name?** **Good morning.****Where are you from?** **I am from \_\_\_\_\_\_\_\_\_\_\_\_.**  | **Diagnostic material kept in the shared ESOL area (in beginners file)**[Youtube series on the 7 alphabet phonemes](http://www.youtube.com/watch?v=ai4khkgA_a8) |
| **Week 2****7/10** | **INDUCTION / DIAGNOSTICS**Speaking and Listening / Reading and Writing * Ask for personal details
* Ask for information
* Chat with people
* Make simple statements of fact
* Personal information
 | Focus on – * W5H question forms
* Numbers (1-20) recognition and writing
* Personal pronouns (put into the beginners lesson template)
* College orientation (map of building, images, social sight words)
 | **Hello.** **How can I help you?** **Where is the \_\_\_\_\_\_\_\_\_\_\_ ?** **The \_\_\_\_\_\_\_\_\_\_\_ is here / there** **Office** **Toilets** **Reception** **Coffee area** **Stairs** **Lift** **Library** **Room**  | **Diagnostic material kept in the shared ESOL area (in beginners file)**[Youtube series on the 7 alphabet phonemes](http://www.youtube.com/watch?v=ai4khkgA_a8) |
| **Week****3****14/10** | **REGULAR TEACHING STARTS** Ask for and give more basic personal informationDays of week relating to class timetable.e.g. What’s your name?; where are you from?; Are you married?; Are you single?My class is on Tuesday and Thursday.Write name, surname.Start to learn letter soundsListen and build simple 3 or 4 letter words using letter cards.Write simple sentences about self and others in class. E.g. Shabana is from Pakistan. S&L activities. Use picture prompts rather than text where ever possible. Model Q and AsPractise Q&A as classPairwork using picture promptsListen to tutor and tick correct picture promptsMatch letter sounds to symbols (written letters) using alphabet cardsModel how simple words are made from individual sounds that are put together (word building eg p-e-n, f-r-o-m etc)Say simple words and allow students to build them using alphabet cards. | * Dolch list first ten: (**a/two/and/away/big/blue/come/small/find/one/the/is/go)** around beginner’s lesson template.
* CVC words next short vowel sound:

(**bed/fed/Ned/Ted//ben/****hen/men/man/for)**  | A pen. Find the pen.A blue pen. A pen for Ted.A hen. Find the hen.A small hen. Ben fed the hen.Ted and Ben are men. Two men.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Ned is a man. One man.A bed. A big bed. One bed.A bed for Ned.Come here Ned.Go away Ned.Go to bed Ned.**Excuse me. Where is Ned/Ted/Ben?** **Ned/Ted/Ben is here / there** **Sorry. I don’t understand.** | Dolch list materials, power points and flash cards from: <http://www.mrsperkins.com/> All materials housed in shared area *(LCC Student Pools / examples / ESOL / beginners)* Beginner lesson template saved in same area.Flash cards materials from TES on using CVC words, stored in same place. Mini whiteboards / pens Sand trays Handwriting sheets GREAT phonics website for videos: [Mr Thorne Does Phonics](http://www.mrthorne.com) Dolch word shapesThrass resources (hot words, spelling tiles etc.) all in ‘beginner’s box’ in staff room ESOL readers – [Jennie and Mary's Beginner ESOL readers](http://www.esolresources.co.uk/) **Oxford Basics Series** (saved in tutor’s own documents goes across all skills speaking, listening, reading, writing and presenting new language) these will give a (suggested) topic for each lesson in order to facilitate wider question structures, basic grammar, speaking fluency and vocabulary development [Youtube series on the 7 alphabet phonemes](http://www.youtube.com/watch?v=ai4khkgA_a8) |
| **Week****4****21/10** | Talk about family and close friendse.g. Have you got any brothers? Have you got a big family? Have you got any sisters?Practise letter sounds.Listen and build simple 3or 4 letter words using letter cards.Write simple sentences about self and others in class. | * Dolch list next ten:

(**funny/help/I/window/in/it/jump)** fit into beginners template * CVC words next short vowel sound:

**(did/hid/lid/big/dig/fig/ /pig/wig/****bin)**  | **A pig.** **Help the pig!** **A big pig.** **A wig.** **A pig in a wig.** **A funny pig.** **A pig and a fig.** **One pig digs.** **One pig hid.****One pig jumps.****One window.****A big window.****Find the window.****A small window.****One bin.****A small bin.** **A blue bin.** **A bin with a lid.****Find the blue bin.** | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****5****4/11** | INDUCTION / TUTORIALSTutorialsReview of first 4 weeks.Nos 11-20Practise letter sounds. Listen and build simple 3or 4 letter words using letter cards.Simple form filling (name, address etc)Read simple sentences and match.Read short text of people’s basic info (name, from married etc)FINAL COURSE PLACEMENTILP’s/ target setting S&L activities. Use picture prompts rather than text where ever possible. Model Q and AsPractise Q&A as classPairwork using picture promptsListen to tutor and tick correct picture promptsSay simple words and allow students to build them using alphabet cards.Check handwriting/letter formationEncourage simple word and sentence building.  | * Dolch list next ten:

(**little/look/make/me/my/not/****play/red/run)** * CVC words next short vowel sound:

**(hop/lop/mop/pop/top/bog/dog/****fog/log/got)**  | **A dog.****A little dog.****One red dog.****One dog runs with me.****It is my dog.****A mop.****A little mop.****My mop is little.****My mop is not big.****Look at my mop.****A hob.****A hot hob.****Make a pot.****Two pots and a hob.****A brown pot.****A box.****A little box.****The top of the box.****Lots of boxes.** | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****6****11/11** | Vocabulary kitchen and food items.Ask for items and respond.e.g. can I have a cup of tea please? Have you got any sugar please? Yes, here you are. Sorry I haven’t etc.Encourage S&L of students news (what did you do yesterday?)Simple text level work (eg text about ESOL student)S&L activities. Use picture prompts rather than text where ever possible. Model pronunciation of vocabulary and Q and AsNews- encourage S&L of personal news eg I went shopping, my daughter sick etcSay simple words and allow students to build them using alphabet cards.Check handwriting/letter formationEncourage simple word and sentence building from picture prompts/students e.g. Can I have a pen please?Match simple sentences to pictures. E.g. Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing. | * Dolch list next ten:

**(said/see/three/to/up/we/****where/yellow)** * Focus on next set of CVC words:

**(up/cup/pup/but/cut/gut/hut/jut/****mut/nut)**  | **A cup for dad.****A mug for mum.****Where is dad’s cup?** **Three cups.** **One jug for dad.** **A cup and a jug.** **See the rug.** **Find the yellow rug.** **A bug.** **A bug on the yellow rug.** **One brown hut.****Three huts.** **Go to the hut!** **We play at the hut.** **A hut and nuts.** **Three nuts.** **Cut up!** **Cut up the nuts.** **Where are the nuts?**  | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** **EXTENSION****A cup for dad.****A mug for mum.****Where is dad’s cup?****Mum has three mugs.****Dad has one jug.****Three mug, a cup and a jug.****Mum has a rug.****Find the yellow rug.** **A bug on the yellow rug.****Mum does not like bugs.****One brown hut for dad.****Three children in the hut.****Go to the hut dad!****We play in the hut.****A hut and some nuts.****Three nuts.****The children cut up the nuts.****The children eat the nuts.****Where are the nuts?****Where is dad?** |
| **Week****7****18/11** | Vocabulary drinksMake requests in college café (drinks) Money £s/pencee.g. can I have a coffee please?How much is it?Practise letter sounds. Listen and build simple 4 or 5 letter words using letter cards.Read simple drinks menu.Write simple sentences about drinksS&L activities. Use picture prompts rather than text where ever possible. Model Q and AsPractise Q&A as classPairwork using picture promptsListen to tutor and tick correct picture promptsNews- encourage S&L of personal news Help students build and write 1 or 2 simple sentences about othersSay simple words and allow students to build them using alphabet cards.Encourage simple word and sentence building from picture prompts/students e.g. Can I have a coffee please?Match simple sentences to pictures. E.g. Abbas has got a fanta.Regular reading and writing about each others newsRead a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.Simple text level work (eg text about another typical ESOL student) | * Dolch list next ten:

**(all/am/are/at/ate/black/brown/but/came)** * Next in the CVC list:

**(/pan/ran/cap/tap/map/at/cat/fat/hat/sat)** **CVC sounds**an van tan can ran fan pan man nanap bap gap cap lap map nap tap flap atbat cat fat hat mat pat rat sat | **My name is Pat.****I cook with pans.****A brown pan.****A black pan.****A tap for water.****Water to cook.****I make bread baps.****I wear a cap.****I cook in a cap.****Then I have a nap.****Pat has four cats.****Two black cats.****Two brown cats.****Pat has four hats.****A cat is in her hat.****The cats are at home.****One cat is fat.****One cat ran away.****The cat came back.****One cat ate a rat.** | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****8****25/11** | Vocabulary snacks/café foodMake requests in college café (food)Enquire about prices and quantities.Money £s/pencee.g. can I have2 bags of crisps please?Encourage S&L of students news (what did you do yesterday?)Write 1 or 2 simple sentences of others newsPractise letter sounds. (include sh, ch and th)Listen and build simple 4 or 5 letter words using letter cards.Read simple I menu.Write simple sentences about food/snacksSimple text level work (eg text about typical ESOL student at I)S&L activities. Use picture prompts rather than text where ever possible. Model Q and AsPractise Q&A as classPairwork using picture promptsListen to tutor and tick correct picture promptsNews- encourage S&L of personal news Help students build and write 1 or 2 simple sentences about othersRead a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing. | * Dolch list next ten:

**(did/do/eat/four/get/good/have/****he/into/like)** * Next in the CVC list:

**(/let/net/pet/set/wet/yet/beg/****/peg/yes/bet/met)** **CVC sounds**et net wet pet jet let vet get set bet met yeteg beg peg leg Meg veg ickMick, sick, lick, thick, kick, stick | **Mick went camping.****Mick has a tent.****Mick went fishing.****He has a fishing net.****He let the fish go.****Mick has a pet dog.****His dog is called Meg.****The dog got wet.****Meg went to the vet.****Mick has a sick pet.****Mick met the vet.****His pet dog is sick.****Did the dog eat?****Meg did eat meat.****She has a bad leg.****She licks her leg.****Meg begs to eat.****She has a stick.****The vet has a cat.****Mick and the vet have pets.****has / have exercises** *verb*3rd person present: possess, own, or hold.has = object is singularhave = object is plural**(I, we, they) = have (2+)****‘Have’ is used with some pronouns and plural nouns.** **(she, he, it) = has (1) ‘Has’ is used with the third person singular and singular nouns.** **And contractions. hasn’t**  | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****9****2/12** | Express likes and dislikes (food/drinks etc)Money £s/pence esp 17/70 etce.g. I like sweets. I don’t like coffee. I love chocolate etc.Encourage S&L of students news (what did you do yesterday?)Write some simple sentences of others newsRead simple texts expressing likes and dislikesProduce simple sentences about other stds likes and dislikesSimple text level work (eg text about typical ESOL student including likes/dislikes) S&L activities. Use picture prompts rather than text where ever possible. Model Q and AsPractise Q&A as classPairwork using picture promptsListen to tutor and tick correct picture promptsNews- encourage S&L of personal newsHelp students build and write some simple sentences about othersRead a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing. | * Dolch list next 10:

**(must/new/no/now/on/our/out/****please/pretty/ran)** * CVC words:

**(fin/pin/sin/tin/win/pain****bit/fit/hit/lit/pit/sit/wit)**  | **Pam is pretty.** **She has a tin.****A tin for her pins.****Pins for her hair.****Pam’s dog ate the tin.****The dog bit Pam.****So Pam hit the dog.****Now the dog is good.****The dog sits still.****Pam has a new tin.****Bob and Pam are fit.****They run outside.****They ran in a race.** **Pam must be tired.****Please can we stop?****No, keep running.****We can win the race.****Pam is in pain.****Her feet hurt.****Bob wins the race.** | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****10****9/12** | Ask about likes and dislikes (food/drinks etc)Introduce vocabulary of fruit.e.g. do you like milk?Encourage S&L of students news Write some simple sentences of others newsRead a very simple fruit salad recipeSimple text level work (eg text about another typical ESOL student including likes/dislikes) S&L activities. Use picture prompts rather than text where ever possible. Model Q and AsPractise Q&A as classPairwork using picture promptsListen to tutor and tick correct picture promptsNews- encourage S&L of personal newsHelp students build and write some simple sentences about othersRead a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing. | * Dolch list next 10:

**(ride/saw/say/she/so/soon/that/****there/they/this)*** CVC words:

**(lot/rot/tot/cot/jot/not/pot/on/box/****fox/cod/rod/nod)**  | **Need to add sentences.** | **All as above** **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****11****16/12** |  | * Dolch list next 10:

**(too/under/want/was/well/went/what/white/who/will)** * Last set of CVC words for the term:

**(hum/rum/sum/bun/fun/gun/sun/****run/us/bus/bug/hug/mug)**  |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****12****6/1** |  | **TESTING AND ASSESSMENT**(first 90 words of the Dolch list, and the short vowel sounds CVC words) Games/activities which revise the key items presented.  |  |  |
| **Week****13** |  | * Dolch list next 10:

**(with/yes/first/after/again/an/any/****as/ask/by/could)*** Consonant digraphs **–ch words**
* Consonant blends: **bl / br / ch words (initial sounds)**
 |  |  |
| **Week****14** |  | * Dolch list next 10:

**(every/fly/from/give/going/had/****has/her/him/his)** * Consonant digraphs **–ch words** continued
* Consonant blends: **cl/cr/dr** words
 |  |  |
| **Week****15** |  | * Dolch list next 10

**(how/just/know/let/live/may/of/old/****once/open)*** Consonant Digraphs **–ck** words
* Consonant blends **– fl/fr/gl** words
 |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****16** |  | * Dolch list next 10

**(over/put/round/some/stop/take/****thank/them/then/think)** * Consonant digraphs **–ph** words
* Consonant blends **– gr/pl/pr** words

 |  |  |
| **Week 17** |  | * Dolch list next 10

**(walk/were/when/always/around/****because/been/before/best/both)*** Consonant digraphs **–sh words**
* Consonant blends – **sc/sh/sk words**
 |  |  |
| **Week 18** |  | * Dolch list next 10

**(buy/call/cold/does/don’t/fast/first/five/found/gave)*** Consonant digraphs **sh-** words
* Consonant blends **sl/sm/sn** words
 |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****19** |  | * Dolch list next 10

**(goes/green/its/made/many/off/or/****pull/read/right)*** Consonant diagraphs **–tch** words
* Consonant blends – **sp/st/sw** words
 |  |  |
| **Week****20** |  | * Dolch list next 10

**(sing/sit/sleep/tell/their/these/****those/upon/us/use)** * Consonant digraphs **–th** words
* Consonant blends (initial sound) – **th/tr/tw** words
 |  |  |
| **Week 21** |  | * Dolch list next 10

**(very/wash/which/why/wish/work/would/write/your/about)** * Consonant digraphs **th-** words
* Consonant blends – **wh/wr/sch** words
 |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week****22** |  | * Dolch list next 10

**(about/better/bring/carry/clean/cut/****done/draw/drink/eight/fall)** * Consonant digraphs **wh-** words
* Consonant trigraphs – **scr/shr/sph** words
 |  |  |
| **Week 23** |  | * Dolch list next 10

**(far/full/got/grow/hold/hot/hurt/if/keep/kind)** * Consonant trigraphs – **spl/spr/squ** words
 |  |  |
| **Week 24** |  | * Dolch list next 10

**(laugh/light/long/much/myself/never/only/own/pick/seven**) * Consonant trigraphs – **str/thr** words

From week 26 we increase the number of Dolch words used in each class to 20 in order for us to be able to cover the entire 220 words on the whole course, as well as introduce **common end consonant clusters.**  |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week 25** |  | * Dolch list next 20

(**shall/show/six/down/start/ten/today/****Together/try/warm/seed/sheep/shoe/****sister/snow/song/stick/street/sun/****table/thing)**  |  |  |
| **Week 26** |  | * Dolch list next 20

**(apple/baby/back/ball/bear/bed/bell/****bird/birthday/boat/nest/time/top/toy/****tree/watch/water/way/wind/window/****wood/)** * Common end consonant clusters: **ld/nd/lk/nk/sk**
 |  |  |
| **Week 27** |  | * Dolch list next 20

(**box/boy/bread/brother/cake/car/cat/****chair/chicken/children/Christmas/****coat/corn/cow/day/dog/doll/door/****duck/egg)*** Common end consonant clusters**: lp/mp/sp/ct/ft/lt**
 |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |
| **Week 28** |  | * Dolch list next 20

**(eye/farm/farmer/father/feet/fire/fish/****floor/flower/game/garden/girl/****goodbye/grass/ground/hand/head/hill)** * Common end consonant clusters: **nt/pt/st/xt**
 |  |  |
| **Week 29** |  | * Dolch list next 20

**(home/horse/house/leg/letter/****men/milk/money/morning/mother/****name/night/paper/party/picture/pig/****rabbit/rain/ring/school)** * Common end consonant clusters: **if/nch/ith**
 |  |  |
| **Week 30** |  |  |  | **TESTING / ASSESSMENT OF KEY LANGUAGE FROM PREVIOUS LESSONS** |

**Three Cueing System Theory:** Three cues used in this system for meanings are semantic, syntactic and graphophonic cues. Semantic or meaning cues apply to background knowledge and the context of the sentence or passage to identify words. Graphophonic or visual/audio cues apply to what is known letter-sound correspondences to decode words. Syntactic or sentence structure cues apply to what is known about how our language goes together to identify words (Adams, 1998).



*Semantic Cueing System:* Semantic cues refer to the meaning that has become associated with language through prior knowledge and experience. Semantic context consists of meaningful relations among words and ideas. Readers/viewers construct meaning when they relate the information in the text to what they know. When they use their background knowledge, meaning contained in illustrations, and meaning contained in the words and their relationships, they are making use of semantic cues. The key question readers/viewers ask when they are making use of semantic cues is, what would make sense? Self-correction when the text does not make sense is an indication of the individual’s level of appreciation for and effective use of meaning cues. Effective readers have extensive knowledge of a wide range of topics and related language. To build students' experiential and language base, and to encourage reading for meaning students must be helped to learn to use the semantic cueing system by teaching them to ask themselves as they read, what would make sense here? Did that make sense? (Adams, 1998).

*Syntactic Cueing System:* Syntactic cues refer to the structure of language or how language works. Readers who use information such as sentence structure, word order, function words, and word endings as they read are making use of syntactic cues. Self-correction of miscues that do not sound right (in terms of normal English sentence structure) provides evidence of the students' appreciation for and use of syntactic cues. It should be recognized, however, that English as a Second Language (ESL) students will bring a different experience and understanding to the phrase sounds right. To build an individual’s knowledge of how language works, literature must be provided with repeated syntactic and semantic patterns, thus encouraging students to make predictions based on their knowledge of such patterns. This demonstrate through oral reading how to use syntactic cues to predict and recognize miscues (Model self-correcting because of these miscues. Have students listen for parts of the passage that don't sound right so that they can develop an awareness of what the term actually means) (Adams, 1998).

Good readers are able to decode words quickly and automatically without any dependence on semantic or syntactic cues, but poor readers struggle with each word and try to guess what each word is based upon its context. (Wren, 2001)

**Graphophonic Cueing System:** Graphophonic cues refer to knowledge about the sound-symbol system and how readers apply this knowledge as they read. This includes knowledge about directionality and spacing as students develop the concept of word and learn to track print. Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the semantic and syntactic cueing systems. Phonological awareness is an understanding of the sound structure of language, which develops initially in oral language. (Adams, 1998).

Students with well-developed phonological awareness are then able to map their developing knowledge of sound and letter correspondence onto an underlying understanding of how language can be segmented and blended into its component parts. This would include an understanding of words, syllables, rhymes, and finally, individual sounds. There is a growing body of evidence suggesting a strong connection between students' phonological awareness and their reading development. Research shows that being able to segment and blend language is an essential skill if students are to be able to use graphophonic cues effectively in reading. Many individuals enter college with some phonological awareness. If they have had lots of experience with oral language, they are often able to detect words that rhyme or words that start with the same sound. Phonological awareness continues to develop as individuals learn to read. Their attempts at temporary spelling also support the development of phonological awareness as they segment the words they want to spell (Ball, & Blachman, 1991; Byrne, & Fielding-Barnsley, 1989 & 1991).

Research Question: Simple knowledge of the sounds of the words (the graphophonic cue) is insufficient on its own. It must be supplemented by knowledge of the meaning of the word (semantic cue) and how this is changed by its place in the sentence (syntactic cue) as well as practical knowledge and common sense (pragmatic cue) (Adams 1998). Since there are more cues in speech then in the equivalent text, is a visual impaired individual's understanding of spoken text better then their understanding of written text? (Therefore measurements of reading vocabulary might explain visual impaired individual's spoken vocabulary).

**Research Question:** Simple knowledge of the sounds of the words (the graphophonic cue) is insufficient on its own. It must be supplemented by knowledge of the meaning of the word (semantic cue) and how this is changed by its place in the sentence (syntactic cue) as well as practical knowledge and common sense (pragmatic cue) (Adams 1998). Since there are more cues in speech than in the equivalent text, is individual's understanding of spoken text better then their understanding of written text? (Therefore measurements of reading vocabulary might explain individual's spoken vocabulary).

<http://www.researchpost.com/paper1.htm>

**Appendix 2**

|  |  |
| --- | --- |
| **Category** | **Social Sight Words** |
| **Forms** | Address, age, date, Mr, Mrs, Miss, signature, surname, yes, no.  |
| **Street signs** | Cross, pedestrians, stop, slow, road, street, park, square, east, west, south, north, telephone, look left, look right, no entry, keep out, keep off.  |
| **Door signs** | Private, vacant, engaged, toilets, gentlemen/gents, ladies, men, women, closed, shut, open, push, pull, exit, entrance, way in, office, enquiries, stamps, parcels, way out, way in, fire exit, emergency exit, pay here.  |
| **Miscellaneous signs** | On, off, poison, doctor, Dr, up, down, fire alarm, press, thank you, no smoking, chemist, hospital, station, cinema, café, fire station, post office, bank, police, wanted, for sale, stairs, to let, escalator, upstairs, downstairs, lifts, wet paint, restaurant, danger, hot, cold, laundry, drinking water. |
| **Parcels** | This way up, fragile, open here, handle with care, urgent.  |