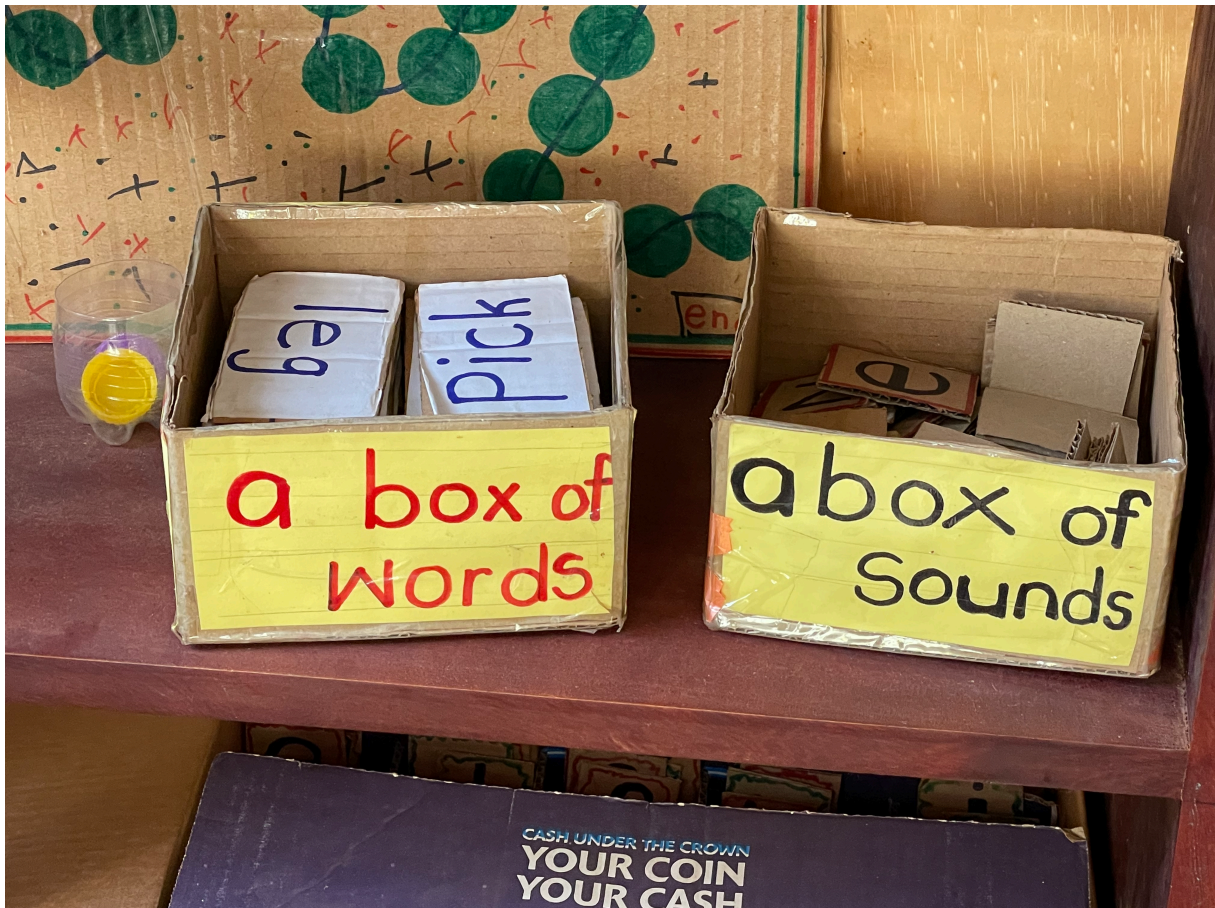


## Teachers capacity building



**Teaching  
Reading and Writing  
successfully**

**Modul 5**



„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“

Konfuzius

## Introduction

Africa (k)now Uganda is a young organization with the main goal building teachers capacity and empowering teachers. Ugandan teachers are training teachers. Africa (k)now provides workshops and is supervising and monitoring the process of implementing the contents. Thereby the training ensures a sustainable impact.

The story behind was the realization of many students struggling in reading and writing. Therefore schools were requesting for support in that issue. So, Africa (k)now Uganda was founded in 2021.

Many efforts and cooperations have already been done to work on this issue, e.g. Unicef, Red Earth, Masindi or Read for life, Gulu.

We realized that many teachers and parents prefer English as the main taught language. Researchers and the Ugandan curriculum want to teach reading and writing in the mother tongue. Sometimes it is a challenge, if there are different dialects within one class. But children should be able to read and write their mother tongue, that's what they're used to. We should avoid that they just read English, but aren't able to read their native language, because it is a treasure and part of their cultural identity!

That's why Africa (k)now Uganda recommends according to the Ugandan Curriculum to start teaching syllables (consonant-vowel), because most Ugandan languages are based on syllables: “in-de-mu”, “ko-pan-ge”.

For teaching English we follow the program Fun of Phonics. It is a program developed in Uganda for teaching reading and writing in English at Primary School by J. Spencer, 2015. Since then it is successfully provided all over the country.

The program is adapted to nursery school by Africa (k)now Uganda. It was divided into more smaller parts and assessments. The introduction of sounds was enriched by stories, written by Ugandan teachers and creative activities to make learning holistic and joyful.



After teaching the program successfully in Nursery schools it is extended to Primary School also.

In this manual you will find some informations about reading and writing. Further it guides you through one term teaching one sound per week. It provides a weekly scheme, you can follow day by day. It was already conducted by Ugandan teachers. Attached you find the assessment and some flashcards.

We assure, if you follow this properly, your student will read first words after this term.



Your team  
Africa (k)now Uganda

Mbale, April 2023





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## Introduction Set 2

Now you have successfully taught Set 1. You taught sounds and syllables. You engaged the children into many activities such as singing, using actions/signs, telling stories and using the bottle line.

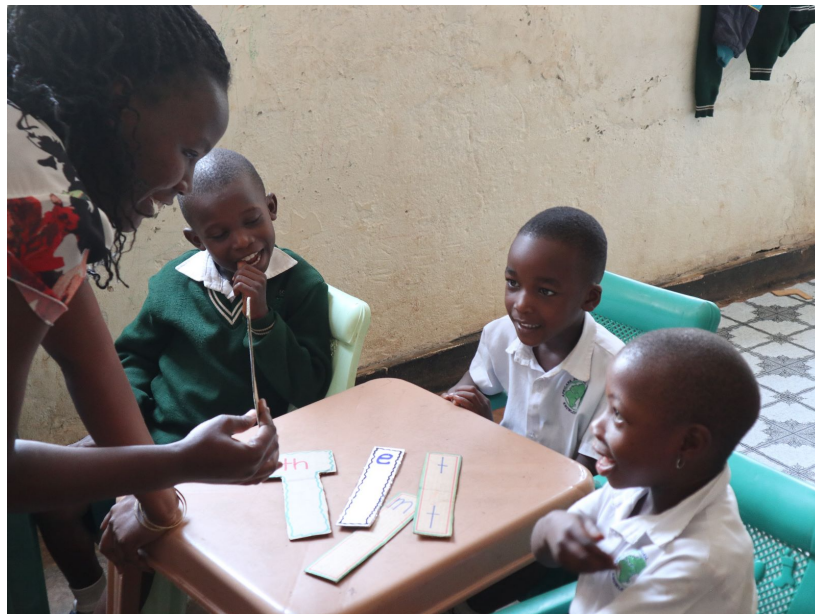
The children learned to blend and read short decodable words or small sentences. They also should be able to read words in their mother tongue. They got the idea of reading.

In Set 2 there will be sounds made out of more than one letter. Children have to identify the letter combination as a sound e.g. **light**. The combination of letter **igh** represents sound i. Because this is one of the biggest challenge in learning English, you should include many activities for children to identify the sounds in written language. That's also why sound buttons are important at this point. Train children to read words as fast as possible, so that they read automatically. Flashcards activities can help or Countdown (Fun of Phonics, J. Spencer 205).

A further step you achieve is, children will read longer words and sentences and short stories out of decodable words and tricky words.

At this point it is also important to train the tricky words in as many contents as possible.

Encourage the children to write as many as possible by heart.





## Introduction Assessment 1

The first Assessment includes double letters. Each double letter represents one sound, the children already know, e.g. **mm** is same sound as **m**. So they start learning, that there are different ways of writing for one sound.

## Teaching double letters

The English language has 26 letters, 44 sounds and 100 different ways of writing. Set 2 starts in Assessment 1 with double letters. Each double letter refers to the sound of the according single letter:

Same sound:

f	l	m	gg	n	t	r	s	z	p	b	d
ff	ll	mm	gg	nn	tt	rr	ss	zz	pp	bb	dd

Explain to children there are different ways of spelling and writing for the same sounds.

In addition to that:

If there is a short word ends with vowel-consonant and you are adding a suffix such as e.g. -ing or -ed, the last consonant has to be doubled:

swim - swimming

It might be hard to understand this concept of double letters, that is why it's good to have time to practice it.

(look also Fun of phonics, Joy Spencer, 2015, p.58-60)

That's why we recommend to teach a triple of double letters about 2 weeks each: ff, ll, mm, then gg, nn, tt, then rr, ss, zz and at least pp, bb, dd.

## Sound buttons

Most of the new sounds in the Set 2 now are made out of more than one letter. That's why it is very important to do many activities with sound buttons. Engage children as often as possible to do it themselves and they will be able to realize and recognize the new sound in the word much better.

## Tricky words

So far you focused on teaching blending and reading words. Therefore we used decodable words. We continue doing this to avoid confusion in children's learning. Now children are going to read sentences and small stories. Reading and understanding English language is not possible without tricky words. They are



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needed for nearly every sentence. That`s why it is necessary to emphasize now also on tricky words and include them as often as possible.  
In the first Set should have been taught:

I, the, to no go into, he, she, me, be, was, you, they, all, are, her

We mark tricky words within a text, because then children don`t try to blend, they know these are tricky words.

## Flashcard games

### Lip Reading

Use the flashcards so that you know which word to say and to show the children if they are correct.

Silently mouth the vocabulary word. Make it as exaggerated as needed.

### Fast Flash

Having the flashcard facing down and away from you, start low and raise the flashcard above your head so that the image shows, but only for a second. Children try to guess what it is they saw. You can do this in different ways to make it more exciting, such as from side to side and a simple flash turnover.

### Slow reveal

Opposite to Fast Flash is Slow reveal. Use a blank or piece of paper to cover the Flashcard. Slowly slide the cover paper to reveal only a small part of the flashcard at a time. Children can shout out and guess what it is.





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### **Quiet and Loud**

Hold the Flashcard in front of you and squat down. Whisper the vocabulary word. Rise up slightly. Say the word quietly. Rise up more. Say the word in a regular voice. Continue until you when you hold the card over your head and are standing straight up the students shout the word.

### **Pass and say**

Children sit in a circle. Show them a flashcard and say the word. Pass it to the child next to you and encourage him/her to say the word and pass to the next person. For larger groups you could have two cards going around at once.

### **Slap the floor**

Lay out the cards on the floor. Decide whether to call one or two children up at the time. When you shout out a word, they should hit it with their hand.

### **Duel**

Have two students stand back to back. Give them each a different flashcard to hold facing out and away from them. When you say: "Go", they walk three steps, turn to face each other and say what the other child has. You can make a competitive with older kids.

## **Reading and writing activities**

### **Reading activities**

- ⇒ Revision tricky words and introduction of missing tricky words (not introduced so far)
- ⇒ Flashcard activities
- ⇒ Sound buttons
- ⇒ Reading words
- ⇒ Reading sentences
- ⇒ Reading stories





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### **Writing activities**

- ⇒ Puppet talk: Sound out words, children say the word. s-w-i-m
- ⇒ Let children sound out words also.
- ⇒ Show a picture card and ask them for spelling
- ⇒ Missing sound: c\_\_iff (cliff)
- ⇒ Children write words by heart
- ⇒ Children write words and make sound buttons







## Week 2 - 3

# Sound ff, ll, mm

If there is a short word ends with vowel-consonant and you are adding a suffix such as e.g. -ing or -ed, the last consonant has to be doubled:

swim – swimmming

It might be hard to understand this concept of double letters, that is why it's good to have time to practice it.

(look also Fun of phonics, Joy Spencer, 2015, p.58-60)

## Sound buttons

Write decodable words. Children make sound buttons.

## Flashcard activities

- ⇒ Lip reading
- ⇒ Fast flash
- ⇒ Slow reveal
- ⇒ Quiet and loud
- ⇒ Pass and say
- ⇒ Duel
- ⇒ Slap the floor

## Reading stories

### Story 1

#### Sniffy

Sniffy is a dog .

A dog can sniff.

Sniffy runs on a hill. This is **the** sun. This is a mill.

From far rings a bell

**He**: yam yam. It is smelling. **I** can smell...

**He** runs back fast. So fast, **he** falls.

### Story 2





### A cliff

This is a cliff. The cliff is at **the** water. A cliff is big.

Can **you** jump from a cliff? Or can **you** swim in **the** water?

### Story 3

#### I am ill

I am ill. Ali s also ill. And Tom is still ill. **They** sniff.  
**The** doctor: “**They** will get a pill. Then **they** will not **be** ill.

### Story 4

#### A shell

In **the** water is a shell. A shell is an animal. It can swim and walk.

### Story 5

#### Swimming

I **go** swimming. I **go into** the water. Can **you** also swim?

### Sentences with words





I fill water **into** the jerry can.

This is a bell. **I** can ring the bell

Can a van **go** up a hill?

My dad is ill. **Are you** also ill? **No I** am not ill

I get a jerry. **The** man said: This is the bill.

## Writing activities

- ⇒ Puppet talk: Sound out words, children say the word. s-w-i-m
- ⇒ Let children sound out words also.
- ⇒ Show a picture card and ask them for spelling
- ⇒ Missing sound: c\_iff (cliff)
- ⇒ Children write words by heart
- ⇒ Children write words and make sound buttons

## Tricky word

said

## Story with tricky word





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I said: “Hi”  
Tom said: Hello”  
Mum said :”Hi?”  
Dennis said:”Hello”.  
And you said: ?

## Decodable words

sniff      cliff      off  
ill      hill      mill      bill      fill      bell      shell      smell  
fall  
swimming





## Week 4 - 5

# Sound **gg, nn, tt**

If there is a short word ends with vowel-consonant and you are adding a suffix such as e.g. -ing or -ed, the last consonant has to be doubled:

dig - digging

It might be hard to understand this concept of double letters, that is why it's good to have time to practice it.

(look also Fun of phonics, Joy Spencer, 2015, p.58-60)

Let children complete

swim – swimming

dig - digging

run -

win –

sit -

hit

cut

## Sound buttons

Children make sound buttons of the decodable words.

## Flashcard activities

- ⇒ Lip reading
- ⇒ Fast flash
- ⇒ Slow reveal
- ⇒ Quiet and loud
- ⇒ Pass and say
- ⇒ Duel
- ⇒ Slap the floor

## Tricky word

like





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## Story with tricky word

I like digging  
I like swimming  
I like sitting

I like cutting  
I like winning  
I like running

You like tomato? I like ...

## Reading stories

### Story 1

#### Digging

I dig in **the** garden. Mum is digging in **the** garden. Dad is digging in **the** garden. **Are you** also digging in **the** garden?

### Story 2

#### The egg

This is a hen and an egg.

**The** hen M **said**: This is my egg. Hen Anna **said**: **No** it is **my** egg.

**They said**: **We go** and ask **you**.

### Story 3

#### Running and winning

I run. I run fast. **Are you** running fast?

I want **to** win.

### Story 4





## The sun

**The** sun is funny.  
It is hot.  
It is very sunny.  
I drink soda.

### Story 5

## **The** bench

I am sitting on a bench.. **The** bench is rotten. It is broken.  
I fell. It is hitting **me**.

### Writing activities

- ⇒ Puppet talk: Sound out words, children say the word. s-w-i-m
- ⇒ Let children sound out words also.
- ⇒ Show a picture card and ask them for spelling
- ⇒ Missing sound: c\_iff (cliff)
- ⇒ Children write words by heart
- ⇒ Children write words and make sound buttons

### Decodable words

egg	digging				
run <u>nn</u> ing	win <u>nn</u> ing	fun <u>nn</u> y	sunny		
sit <u>tt</u> ing	hit <u>tt</u> ing	rot <u>tt</u> en.	cut <u>tt</u> ing	att <u>tt</u> ach	att <u>tt</u> ack



Week 6 - 7

## Sound **rr**, **ss**, **zz**

### Sound buttons

Children make sound buttons of the decodable words .

### Tricky word

What

### Story with decodable and tricky word

What is it?

This is a car. **What** is it? It is a car. Is it a car? Yes, it is.  
This is a dog. **What** is it? It is a dog. Is it a dog? Yes, it is.  
This is a hut. **What** is it? It is a hut. Is it a hut? Yes, it is.  
This is a hill **What** is it? It is a hill. Is it a hill? Yes, it is.  
This is a egg. **What** is it? It is a egg. Is it a egg? Yes, it is.  
This is a bell. **What** is it? It is a bell. Is it a bell? Yes, it is.  
This is a mill. **What** is it? It is a mill. Is it a mill? Yes, it is.  
This is a dress. **What** is it? It is a dress. Is it a dress? Yes, it is.

....

### Flashcard activities

- ⇒ Lip reading
- ⇒ Fast flash
- ⇒ Slow reveal
- ⇒ Quiet and loud
- ⇒ Pass and say
- ⇒ Duel
- ⇒ Slap the floor







## Reading stories

### Story 1

#### Stolen gold

I go to my hut. Mum tells a horrid story.  
Gold was stolen. A rubber with gold.  
A horrid story.  
But they got him and arrested him.

### Story 2

#### The buzz

The clock is buzzing in the morning.  
Dad is standing up. He is washing himself.  
Mum is standing up. She is dressing herself. A dress.

### Story 3

#### Chess

Do you like chess?  
Dad likes chess. Grandpa also likes chess. It is a match.

### Story 4

#### Fizzing water

Do you drink water? Do you like fizzing water? I like it not so much.  
I like less fizz.

## Writing activities

- ⇒ Puppet talk: Sound out words, children say the word. s-w-i-m
- ⇒ Let children sound out words also.
- ⇒ Show a picture card and ask them for spelling
- ⇒ Missing sound: c\_iff (cliff)
- ⇒ Children write words by heart





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⇒ Children write words and make sound buttons

## Decodable words

hor <u>ri</u> d	ar <u>re</u> st	cu <u>rr</u> y
le <u>ss</u>	dr <u>es</u> s	che <u>ss</u>
bu <u>zz</u>	fi <u>zz</u>	





## Week 7-8

# Sound dd, pp, bb

If there is a short word ends with vowel-consonant and you are adding a suffix such as e.g. -ing or -ed, the last consonant has to be doubled:

dig - digging

It might be hard to understand this concept of double letters, that is why it's good to have time to practice it.

(look also Fun of phonics, Joy Spencer, 2015, p.58-60)

Let children complete with the suffix -ing.

swim – swimming

rub -

mop -

chop -

skip -

step –

clap -

## Sound buttons

Children make sound buttons of the decodable words.

## Flashcard activities

- ⇒ Lip reading
- ⇒ Fast flash
- ⇒ Slow reveal
- ⇒ Quiet and loud
- ⇒ Pass and say
- ⇒ Duel
- ⇒ Slap the floor

## Tricky word

do





## Questionnaire with tricky word

Children read, copy and make a cross at their answer yes or no.

### What do you like?

My name is: \_\_\_\_\_

Do you like swimming?	<input type="radio"/> yes	<input type="radio"/> no
Do you like digging?	<input type="radio"/> yes	<input type="radio"/> no
Do you like cutting ?	<input type="radio"/> yes	<input type="radio"/> no
Do you like running?	<input type="radio"/> yes	<input type="radio"/> no
Do you like hitting?	<input type="radio"/> yes	<input type="radio"/> no
Do you like winning?	<input type="radio"/> yes	<input type="radio"/> no
Do you like sitting ?	<input type="radio"/> yes	<input type="radio"/> no
Do you like cutting ?	<input type="radio"/> yes	<input type="radio"/> no
Do you like shopping?	<input type="radio"/> yes	<input type="radio"/> no
Do you like stepping?	<input type="radio"/> yes	<input type="radio"/> no
Do you like chopping?	<input type="radio"/> yes	<input type="radio"/> no
Do you like skipping?	<input type="radio"/> yes	<input type="radio"/> no
Do you like rubbing?	<input type="radio"/> yes	<input type="radio"/> no
Do you like mopping?	<input type="radio"/> yes	<input type="radio"/> no
Do you like clapping?	<input type="radio"/> yes	<input type="radio"/> no

## Reading Stories

### Story 1

#### My hut

I like my hut. I like mopping my hut. I like chopping bananas.

I bring the rubbish to \_\_\_\_\_. What do you think?

### Story 2

#### My rabbit

I like my rabbit. It is jumping on the bed.

My rabbit is running into the hut.

My rabbit is sitting on the grass.

I hold the rabbit in my arms

Do you also like rabbits?







### Story 3

#### Rubbing

Rub **the** fingers. - **Are you** rubbing **the** fingers?

Rub **the** thumbs. – **Are you** rubbing **the** thumbs?

Rub **the** hands. - **Are you** rubbing **the** hands?

### Story 4

#### **What I like to do with you**

Singing a song and clapping **the** hands.

Skipping and stepping with **you**.

### Story 5

#### Find **the** odd

Find **the** odd: map      mab      mop

Find **the** odd: shob      chop      shop

Find **the** odd: cat      cut      cit

### Story 6

#### Adding

Add 3 plus 4. It is?

Add 5 plus 4. It is?

Add 1 plus 4. It is?

Add 3 plus 7. It is?

Add 5 plus 3. It is?

Add 2 plus 8. It is?



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Teach a man fishing and you feed him his whole life.“  
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## Writing activities

- ⇒ Puppet talk: Sound out words, children say the word. s-w-i-m
- ⇒ Let children sound out words also.
- ⇒ Show a picture card and ask them for spelling
- ⇒ Missing sound: c\_iff (cliff)
- ⇒ Children write words by heart
- ⇒ Children write words and make sound buttons

## Decodable words

r <u>ab</u> bit	ru <u>bb</u> ish	ru <u>bb</u> ing
mo <u>pp</u> ing	cho <u>pp</u> ing	cla <u>pp</u> ing
ste <u>pp</u> ing	ski <u>pp</u> ing	sho <u>pp</u> ing
ad <u>d</u>	od <u>d</u>	ad <u>dd</u> ress



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Reading assessment 1

## Fun of Phonics Set 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

object	Assessment						Score
Sounds	ll rr	ff ss	mm zz	gg dd	nn bb	tt pp	/09
ll	ill bell	hill shell	mill smell	bill fell	fill		/09
ff	sniff	cliff					/02
mm	swimming						/01
gg	egg	digging					/02
nn	running	winning	funny				/03
tt	sitting attach	hitting attack	rotten				/05
rr	horrid	arrest	curry				/03
ss	less	dress	chess				/03
zz	buzz	fizz					/02
dd	add	odd	address				/03
bb	rabbit	rubbish	rubbing				/03
pp	mopping stepping	chopping skipping	clapping shopping				/06
Tricky word	said	like	what				/03





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
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## Flashcards Tricky words

**I**

**the**

**to**

**no**





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**go**

**into**

**he**

**she**





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
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**me**

**be**

**was**

**you**





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
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**they**

**all**

**are**

**her**





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
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**said**

**like**

**do**




**what**









## Flashcards Sounds

ll

ill	
hill	
mill	

<p><b>bill</b></p>	
<p><b>bell</b></p>	
<p><b>shell</b></p>	
<p><b>fill</b></p>	

fell



smell



ff

sniff



cliff



mm

<p>swim<u>mm</u>ing</p>	
<p>hum<u>mm</u>ing</p>	

gg





egg






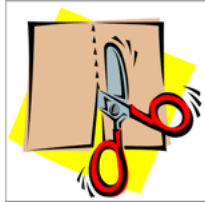
digging



nn

<p>run<u>nn</u>ing</p>	
<p>win<u>nn</u>ing</p>	
<p>plan<u>nn</u>ing</p>	
<p>fun<u>nn</u>y</p>	


tt

sitting	
hitting	
rotting	
cutting	

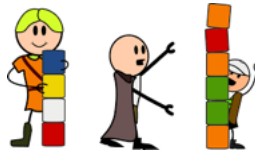





<b>attack</b>	
<b>attach</b>	





rr



<p>cur<u>rr</u>y</p>	
<p>hor<u>rr</u>id</p>	
<p>ar<u>rr</u>est</p>	

SS

<p>less</p>	
<p>dress</p>	
<p>chess</p>	
<p>miss</p>	

<p><b>mess</b></p>	
<p><b>boss</b></p>	
<p><b>stress</b></p>	
<p><b>Miss</b></p>	

<p><b>ble<u>ss</u></b></p>	
<p><b>me<u>ss</u></b></p>	
<p><b>cro<u>ss</u></b></p>	
<p><b>f<u>uss</u></b></p>	

<p>bloss<u>om</u></p>	
<p>goss<u>ip</u></p>	

**zz**

<b>buzz</b>	
<b>fizz</b>	

pp

skipping



mopping



clapping





hopping






stepping






chopping



bb

<h1>Rub<u>bi</u>ng</h1>	
<h1>rab<u>bi</u>t</h1>	
<h1>rub<u>bi</u>sh</h1>	

dd

<p>add</p>	
<p>odd</p>	
<p>address</p>	



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Teach a man fishing and you feed him his whole life.“  
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