



Book 1 Teachers

Training Session 1

FUNDACI ON
RASS MUSS



Jumpstart in Kindergarten

Lesson Plans

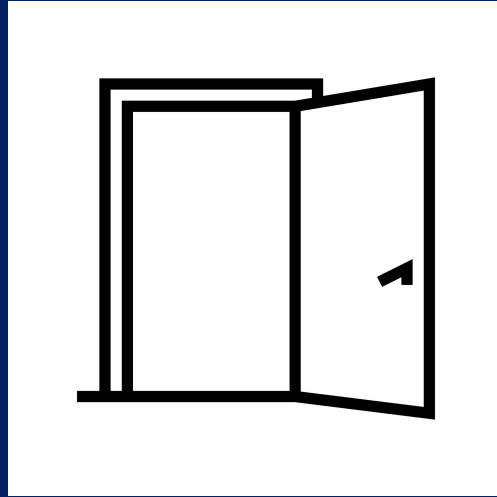


The purpose of the Jumpstart Reading Programme



The Jumpstart reading programme is a **foundational** reading programme which provides pupils with the skills to read with comprehension by the end of Grade 2.

Jumpstart with Language Arts

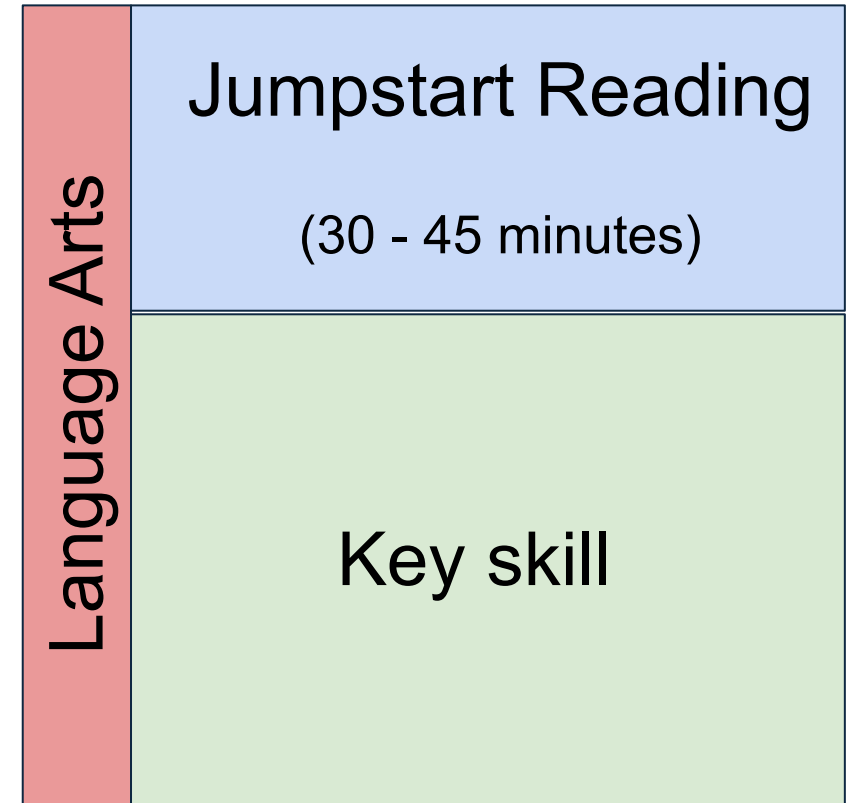


The reading skills taught with the Jumpstart lessons the pupil's entry point into the subject of Language Arts.

But the books are not designed to cover the full Language Arts curriculum.

9 am

The results from the pilot showed that the schools which taught Jumpstart at the start of the day achieved much better results.



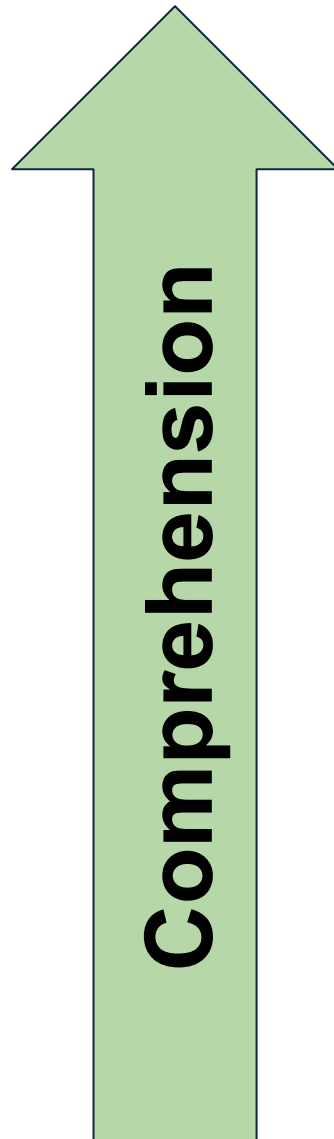
The Reading Journey

Book 1		Book 2	
The alphabet	sh, th, qu, ch	in en ad ot un ap ig og et am ip at	

Book 3		Book 4		
Fluency with simple words		ng, nk, ck,	Blends	Suffixes -y, -ly, ing, -ed ar, or, er, oo

Book 5			Book 6			
Magic e	Double vowels: ai, ay, ee, ea, oa, ow,	igh, oo	Magic e	oi, oy, ir, ur, ou, ow, air, are, ue, ew, au, aw	ce, ci, cy Ge, gi, gy	-tion, -sion, -ture, -ous

The Reading Journey



Multi-syllabics and suffixes

Complex phonetic patterns

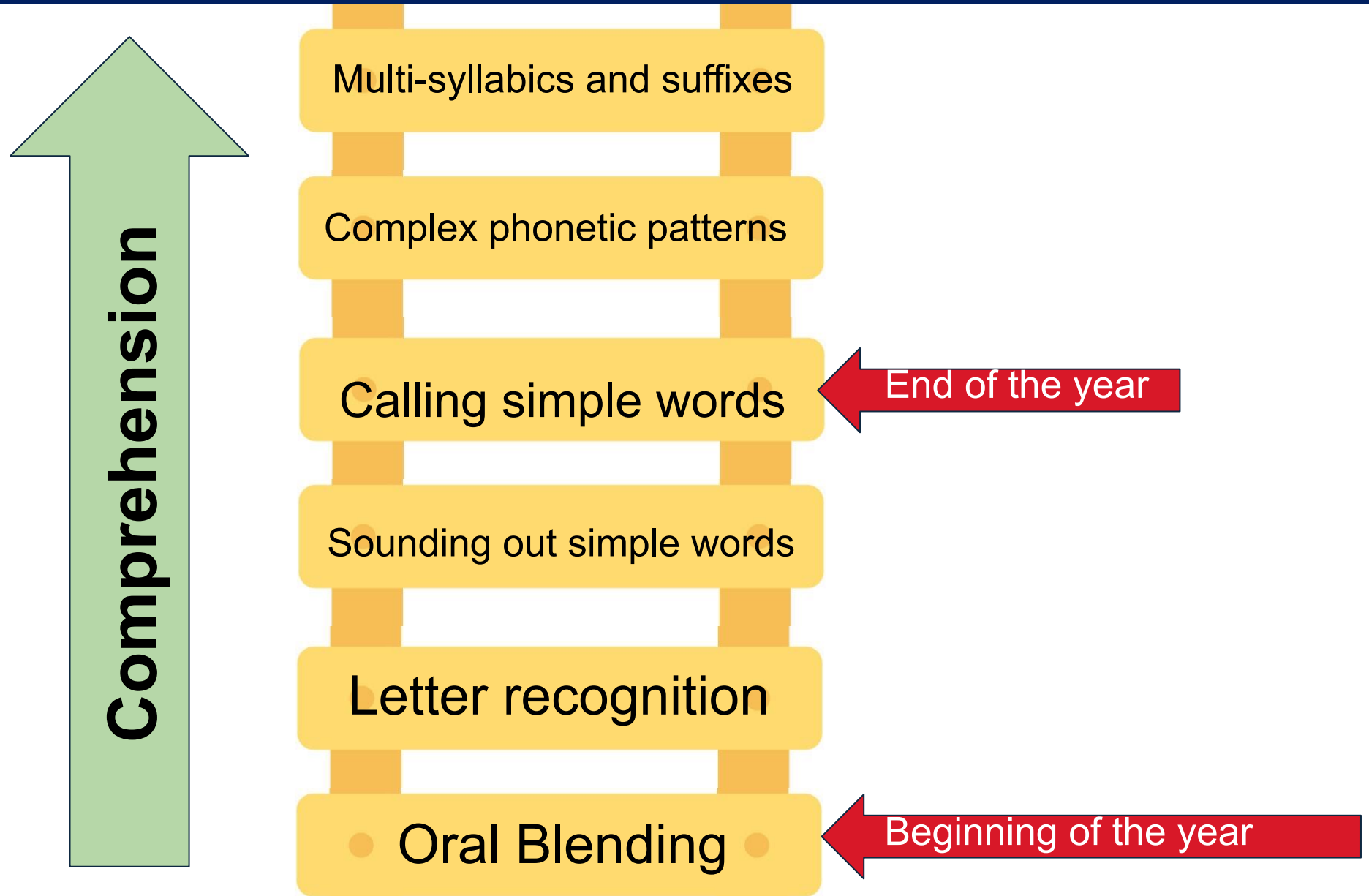
Calling simple words

Sounding out simple words

Letter recognition

• Oral Blending •

The Reading Journey



Two books per year

There are **27 (effective)** teaching weeks in the year:

Term 1 = 12 weeks

Term 2 = 7 weeks

Term 3 = 8 weeks

September	October	November	December	January
Book 1 (Kinder); Book 3 (Grade 1 and 2)				
0, 1, 2	3, 4, 5	6, 7, 8	Assessments	9, 10, 11, 12
February	March	April	May	June
Book 2 (Kinder); Book 4 (Grade 1 and 2)				
13, 14, 15	16, 17 18	Holiday s	19, 20	21, 22, 23
24, Review (3)				

Book 1

Step 1 t n		Step 2 s p		Step 3 m d		Step 4 h c		Step 5 r k		Step 6 g l	
on		sun		mum		hot		run		got	
in		pen		dad		cat		kid		pig	
tin		up		mad		cup		rat		leg	
at		pat		and		him		red		lap	
net		sit		man		cut		kiss		gap	

Step 7 b f		Step 8 j w		Step 9 z v		Step 10 y x		Step 11 qu sh		Step 12 ch th	
bad		jam		zip		yes		quit		chop	
fun		win		vet		box		quiz		chat	
fat		web		van		yam		shut		rich	
big		jog		buzz		six		ship		that	
but		wet		fizz		yet		wish		this	

Who is responsible for reading?

“Miss _____ isn’t here today.”

“I don’t teach language arts.”



“The parents don’t help.”

“It’s just easier if I do it myself.”

Every teacher is a reading teacher!

How to use additional adults

Supporting the Lesson



Modelling participation
'Be the best pupil'



Behaviour Management



Helicoptering

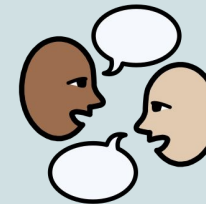


1:1 support

Working 1:1 with pupils



Catch up work



Individual practice

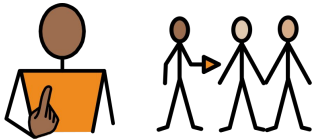


Assessment

Are They Ready To Learn?

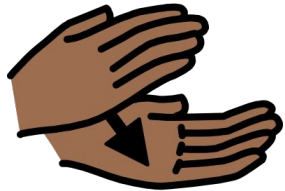
Pedagogy - Setting your routines

Learning Key Facts



My Turn, Your turn

Asking For Silence



Clap response:
Teacher claps a pattern and the children clap it back.

Waterfall:
Children make a sssssshhhhhh noise and drop their hands down.

Increasing Concentration



Magnet eyes:
Redirecting pupil's concentration back to the teacher.

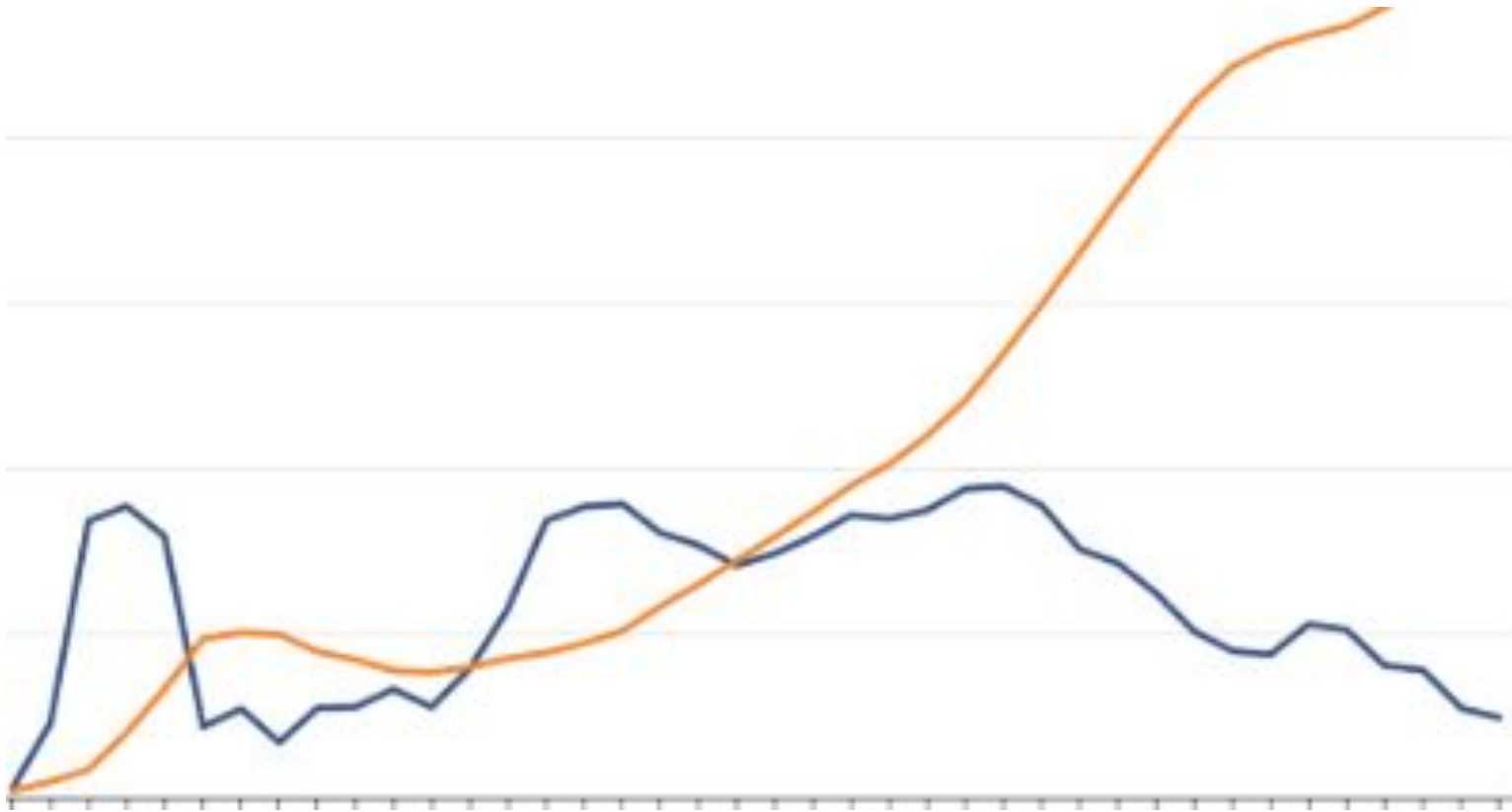


Fiddle fingers:
Useful for making sure that pupils have stopped writing.



Coconut Hands:
Helps pupils to listen to the teacher and not begin a task until instructed.

Consistency



Student behaviour with
consistent boundaries.

This originally takes a
lot of effort but is
eventually rewarding.

Student behaviour
varying boundaries

Behaviour management



In kindergarten the pupils often want to share their own ideas. This can interrupt the flow of the teaching.

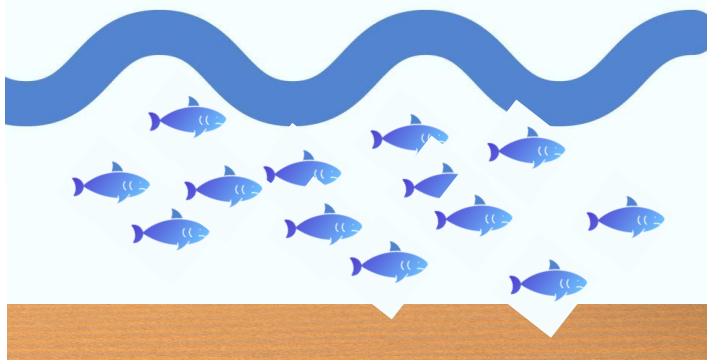
Is it an
emergency?

Set the rule with your pupils that hands only go up when your teaching if you have asked a question, or if it is an emergency.

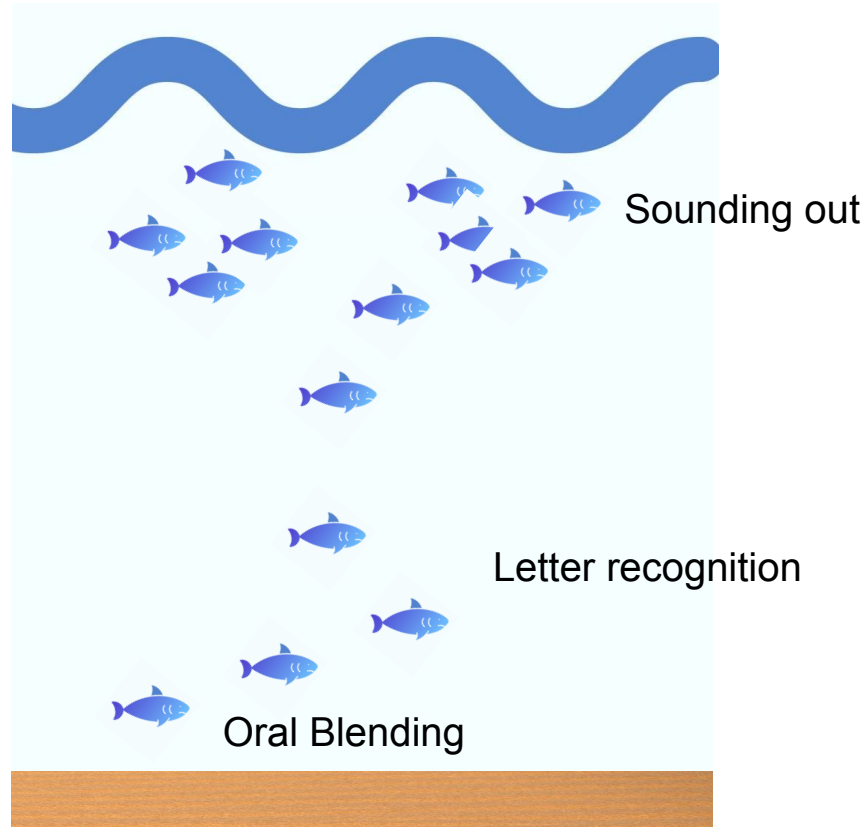
Why do we have Jumpstart Routines?

Students Progress at Different Paces

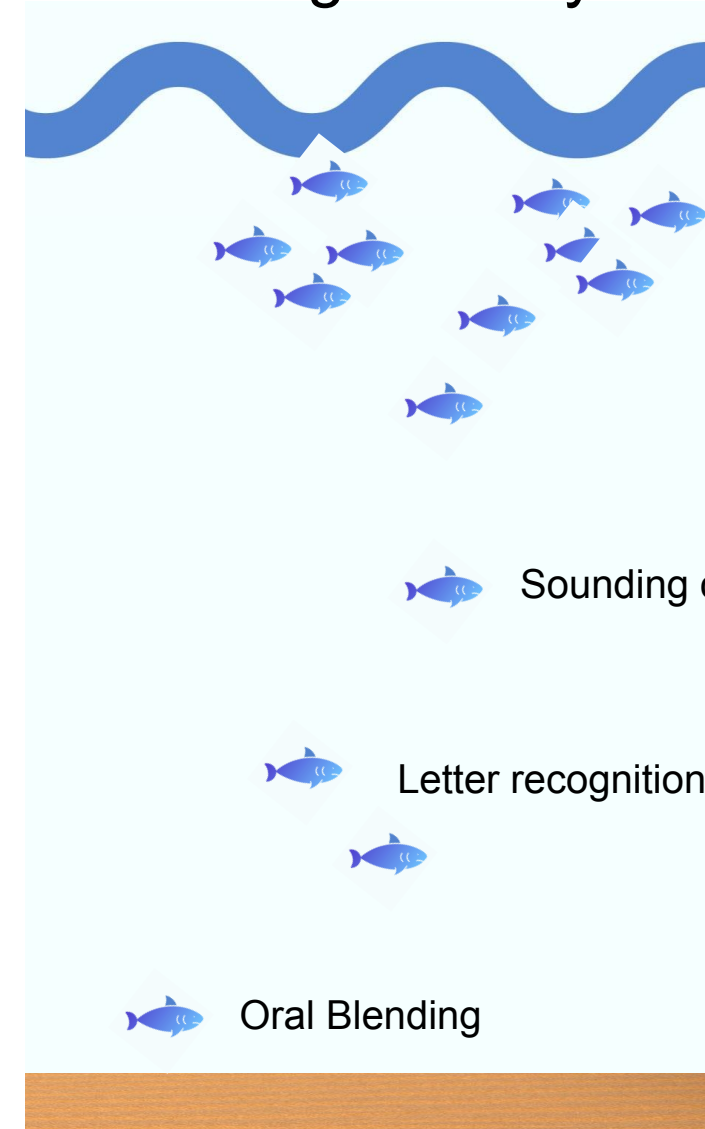
Oral blending &
Letter recognition



Sounding Out
Simple Words

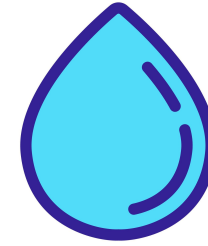
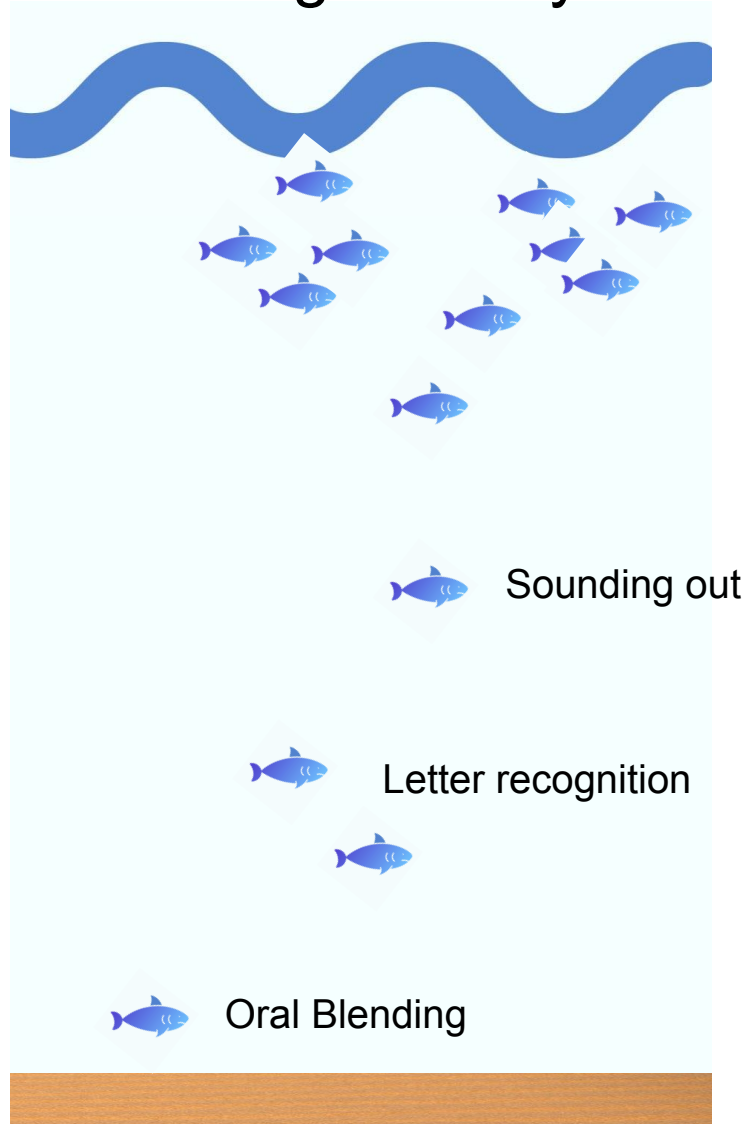


Reading Fluency



How to manage the range of abilities

Reading Fluency



Drip feed in small moments of support

**Isolating key sounds
e.g. ssssssnake**

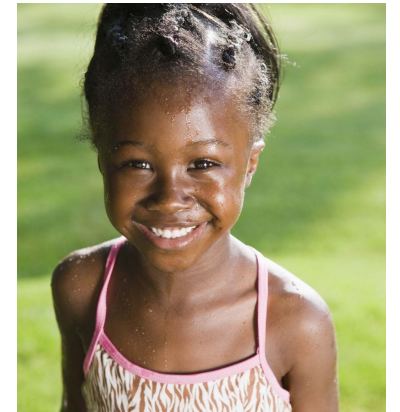
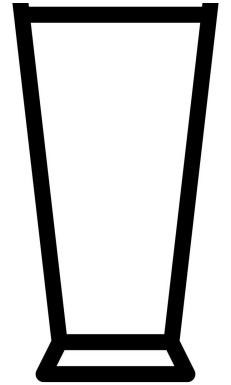
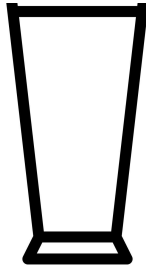
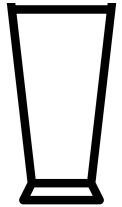
**Using letter sounds
instead of names**

Sounding out key words

Pinching spelling words

Learning Capacity - The Cup of Learning

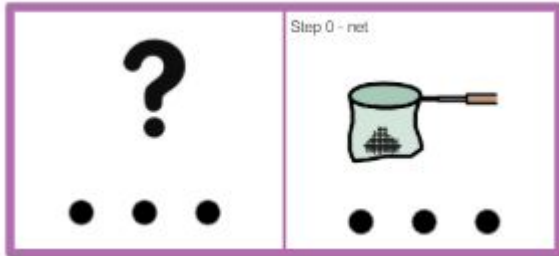
Every pupil has a different size of working memory



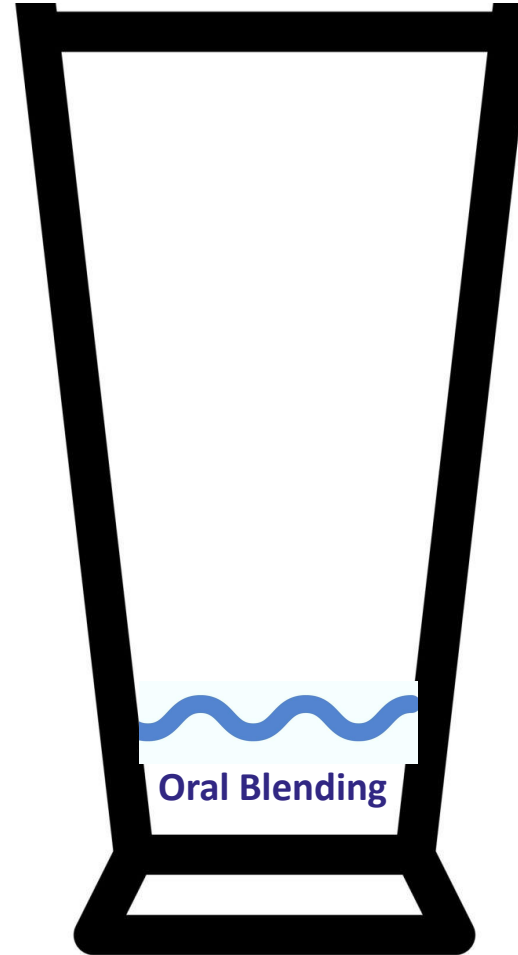
Learning Capacity - The Cup of Learning

Day 1 - 2

Teaching a new letter

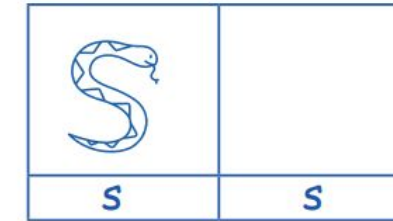


Teacher teaches with the blending cards.



Day 1

 Draw the snake



 Circle words that start with *s*.



 Pencil Control: Complete your pattern. What colours will you use?



 Practice writing the letter *S*. Say its sound each time.
"Slither down the snake."



Oral blending:

20 rat win bag

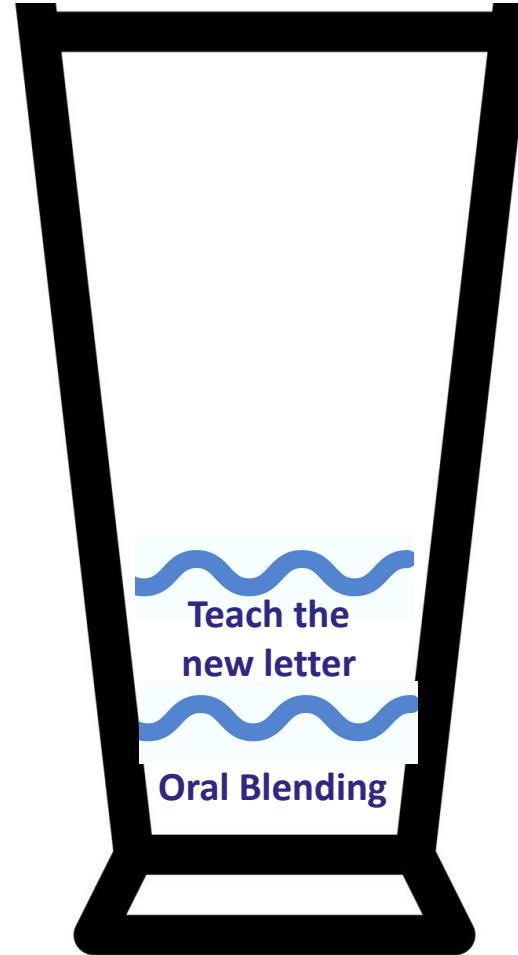
Learning Capacity - The Cup of Learning

Day 1 - 2

Teaching a new letter



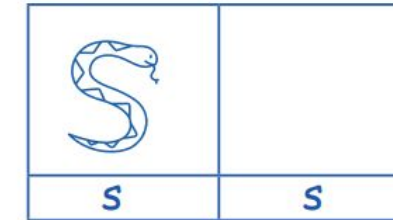
Teacher teaches with the letter cards



Day 1



Draw the snake



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Oral blending:

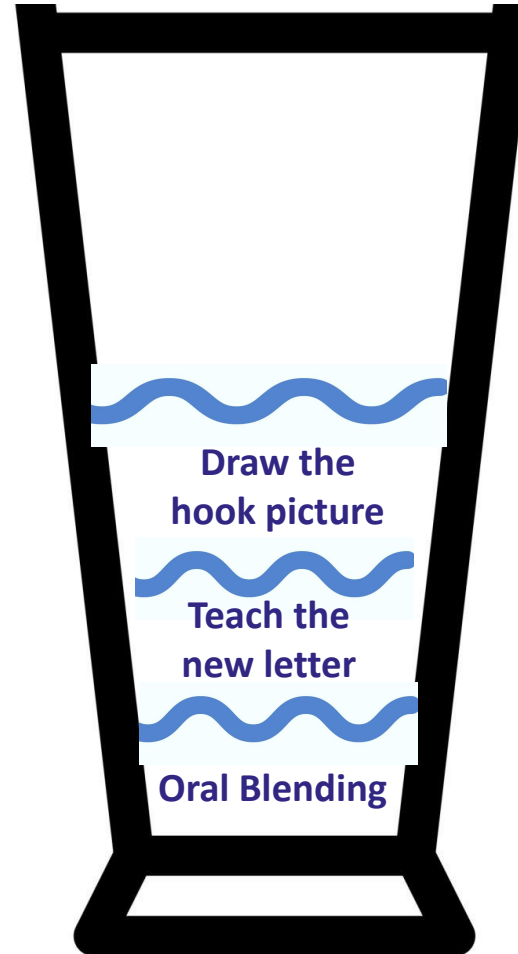
20

rat win bag

Learning Capacity - The Cup of Learning

Day 1 - 2

Teaching a new letter



Day 1

 Draw the snake

	
S	S

 Circle words that start with **s**.

 Pencil Control: Complete your pattern. What colours will you use?

.....<

>.....< >.....< >.....< >.....< >.....<

.....< >.....< >.....< >.....< >.....<

 Practice writing the letter **S**. Say its sound each time.
"Slither down the snake."

S S S S S S S S S

S S S S S S S S S

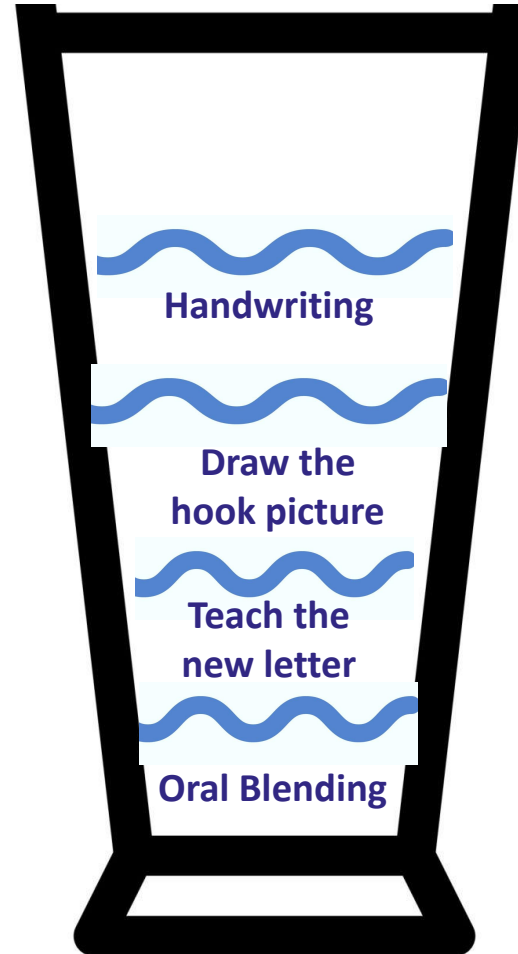
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Learning Capacity - The Cup of Learning

Day 1 - 2

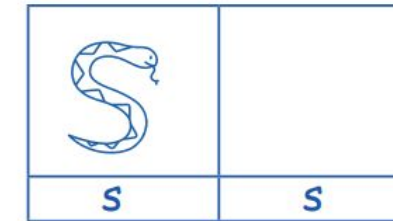
Teaching a new letter



Day 1



Draw the snake



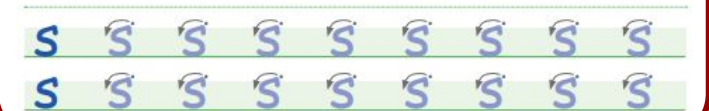
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Oral blending:

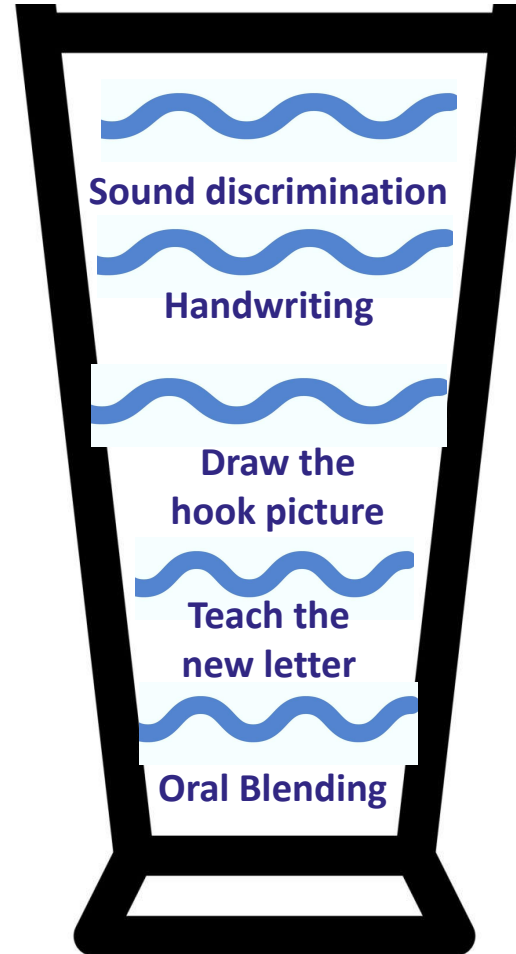
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rat win bag

Learning Capacity - The Cup of Learning

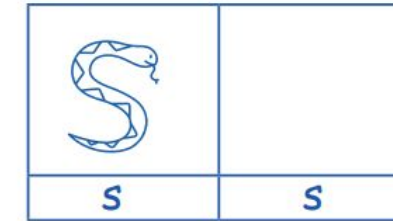
Day 1 - 2

Teaching a new letter



Day 1

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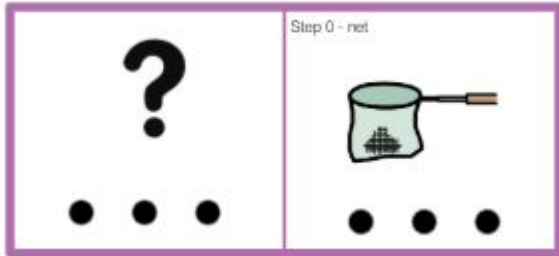
Oral blending:

20 rat win bag

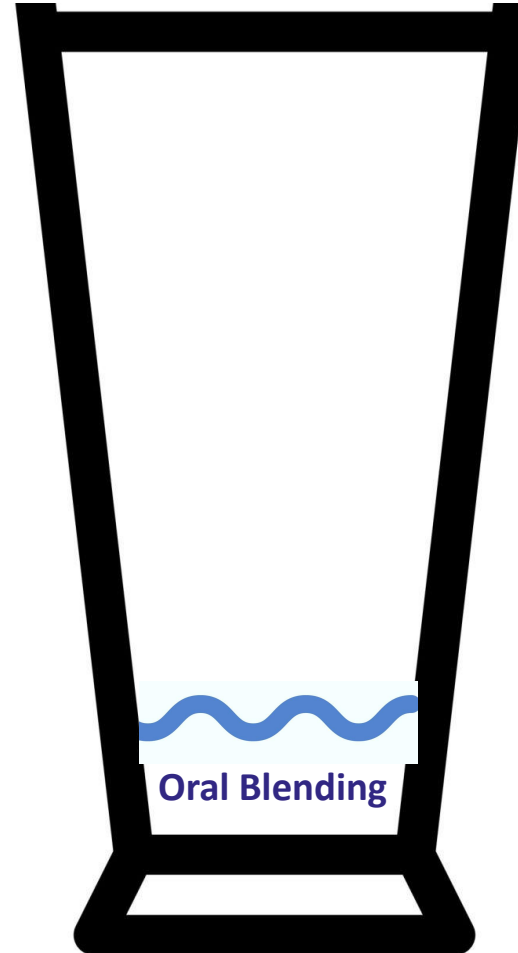
Learning Capacity - The Cup of Learning

Day 3 - 5

Teaching the focus words



Teacher teaches with the blending cards.

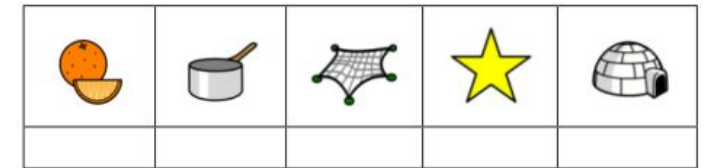


Day 3

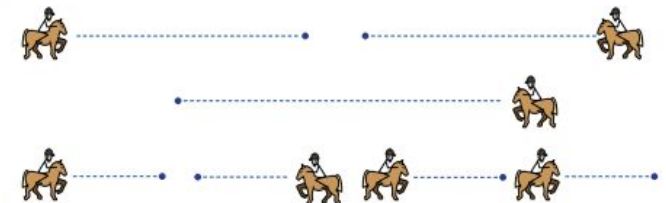
  Read and write the words of the week.



 Write the first letter of each word.



 Pencil control: Take your horse for a ride.



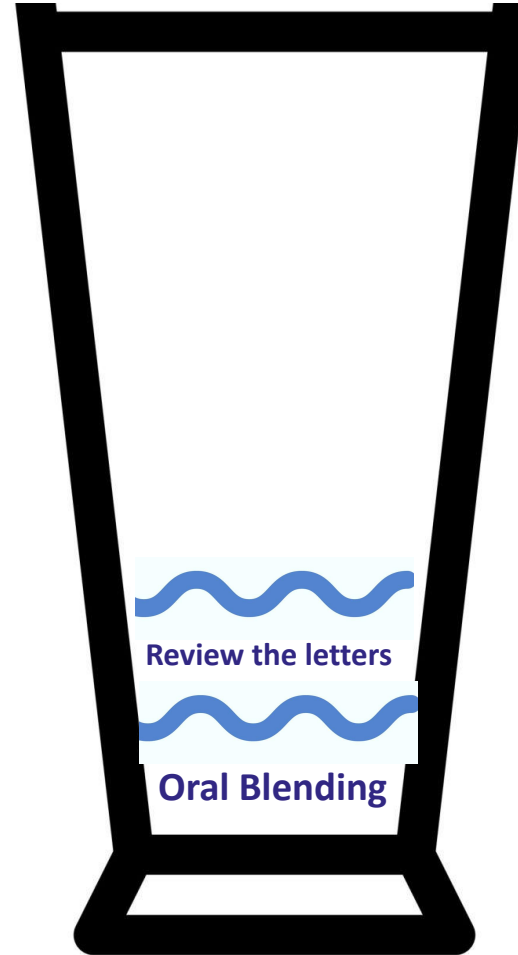
Learning Capacity - The Cup of Learning

Day 3 - 5

Teaching the focus words



Teacher teaches with the letter cards



Day 3



Read and write the words of the week.



sun



sit



pat



up



pen

Oral blending:

bag fish top



Write the first letter of each word.



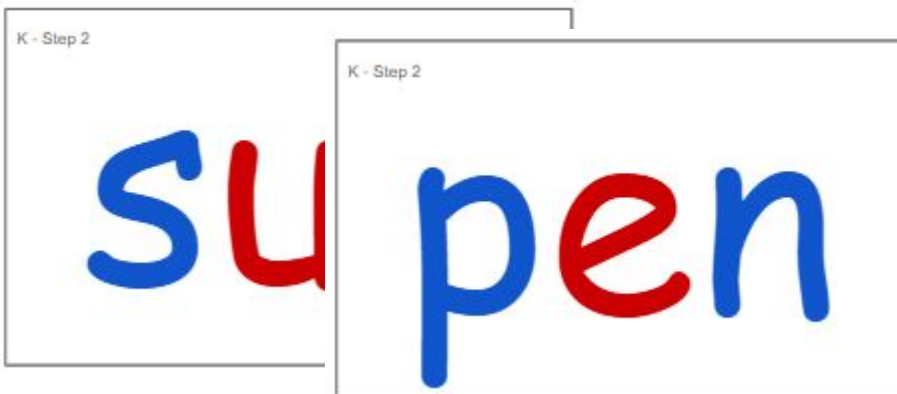
Pencil control: Take your horse for a ride.



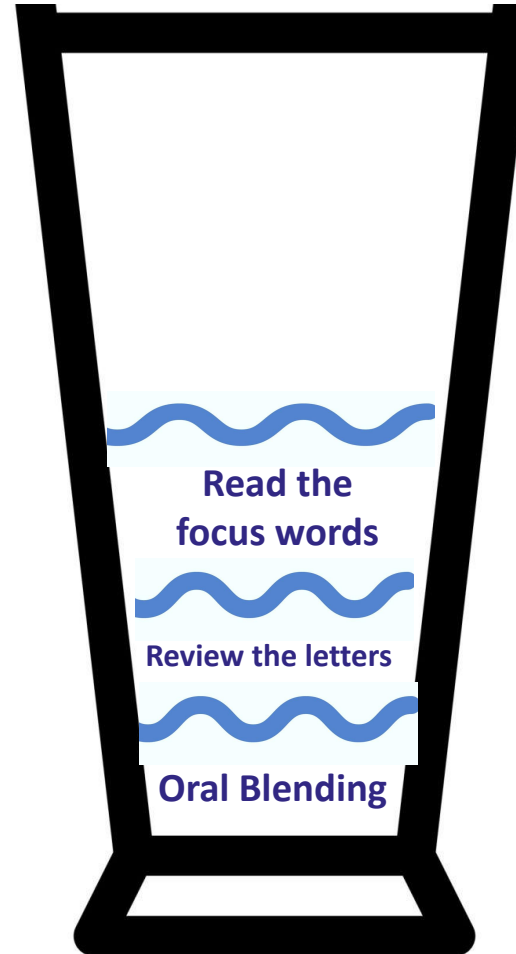
Learning Capacity - The Cup of Learning

Day 3 - 5

Teaching the focus words



Teacher teaches with the word cards.

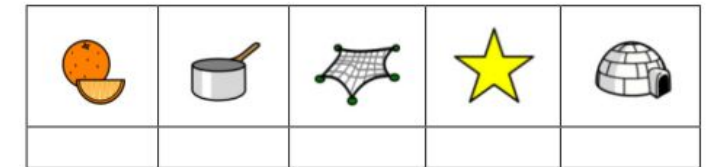


Day 3

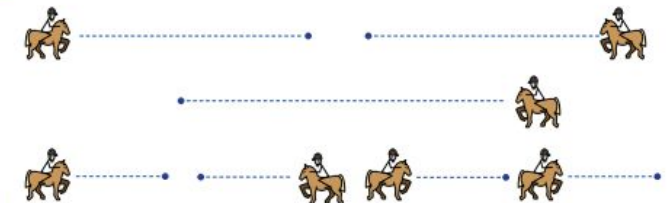
  Read and write the words of the week.



 Write the first letter of each word.



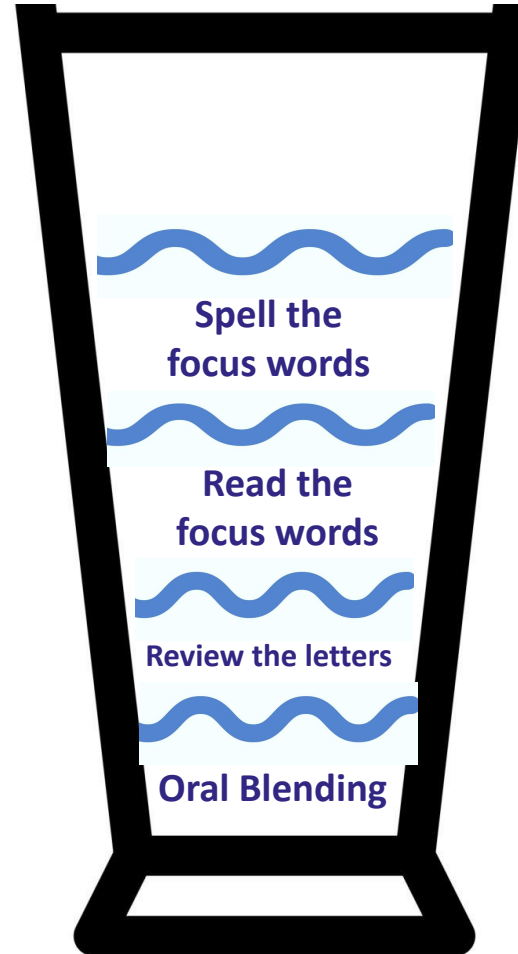
 Pencil control: Take your horse for a ride.



Learning Capacity - The Cup of Learning

Day 3 - 4

Teaching the focus words



Day 3

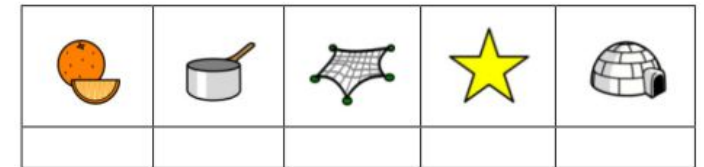
  Read and write the words of the week.

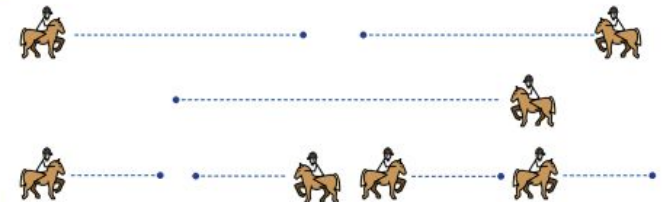
   

Oral blending:
 bag  fish  top

 Write the first letter of each word.



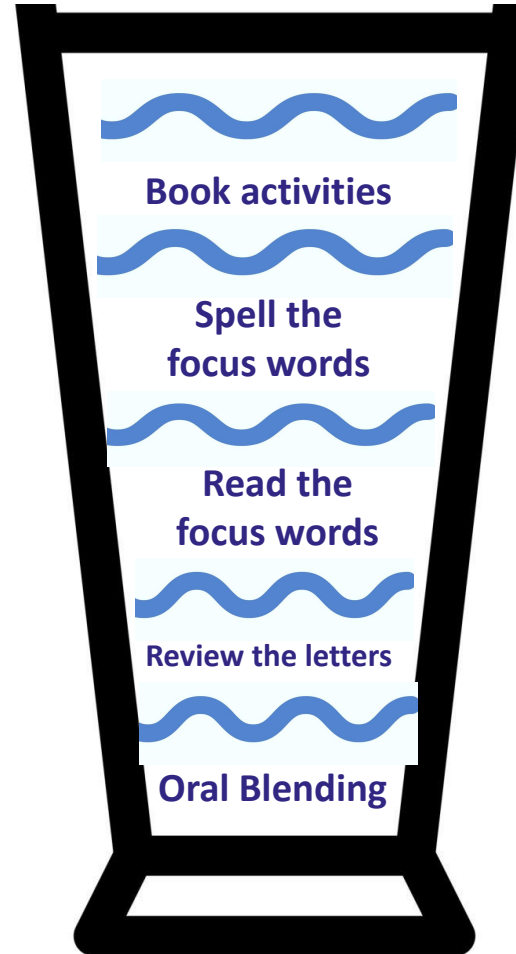
 Pencil control: Take your horse for a ride.



Learning Capacity - The Cup of Learning

Day 3 - 5

Teaching the focus words



Day 3



Read and write the words of the week.



sun



sit



pat



up



pen

Oral blending:

bag fish top



Write the first letter of each word.

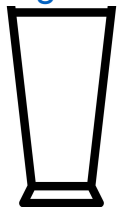


Pencil control: Take your horse for a ride.

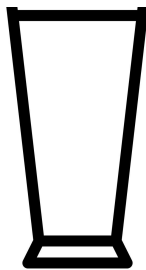


Learning Capacity - The Cup of Learning

Got more confident at sounding out.



Benefited from the blending practise.



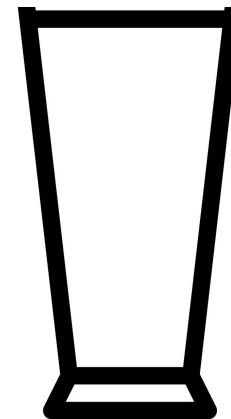
Learned the sound of the day.



Remembered a letter he had previously forgotten



Can confidently call all the words.



Day 1 - 2

Day 1 - 2

Oral Blending 3 minutes

Teach the new letter 7 minutes

Draw the hook 5 minutes

Handwriting 5 minutes

Sound discrimination 3 minutes

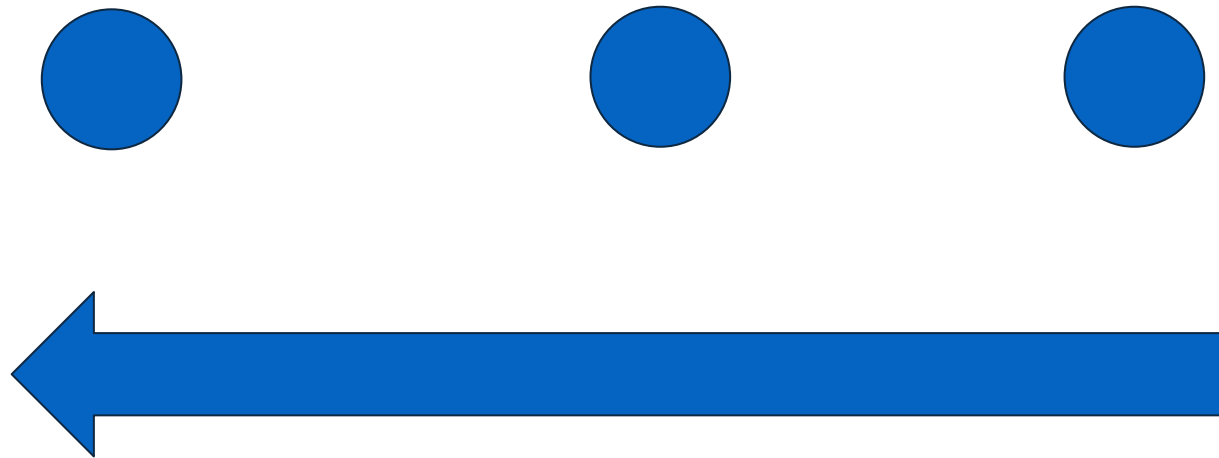
Motor control 5 minutes

Core Routine

20 minutes

Hand Gestures

Remember, right to left!



Your Turn:

Have a go at teaching a partner.

Day 1 - 2

Day 1



Draw the snake



Circle words that start with S.



Pencil Control: Complete your pattern. What colours will you use?

>.....<

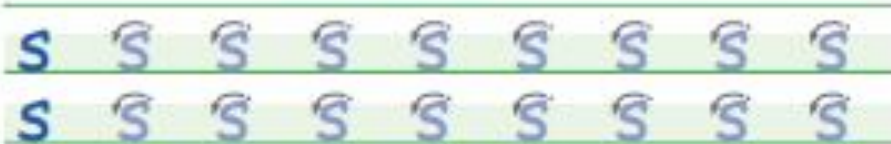
>.....< >.....< >.....< >.....< >.....<

>.....< >.....< >.....< >.....< >.....<



Practice writing the letter S. Say its sound each time.

"Slither down the snake."

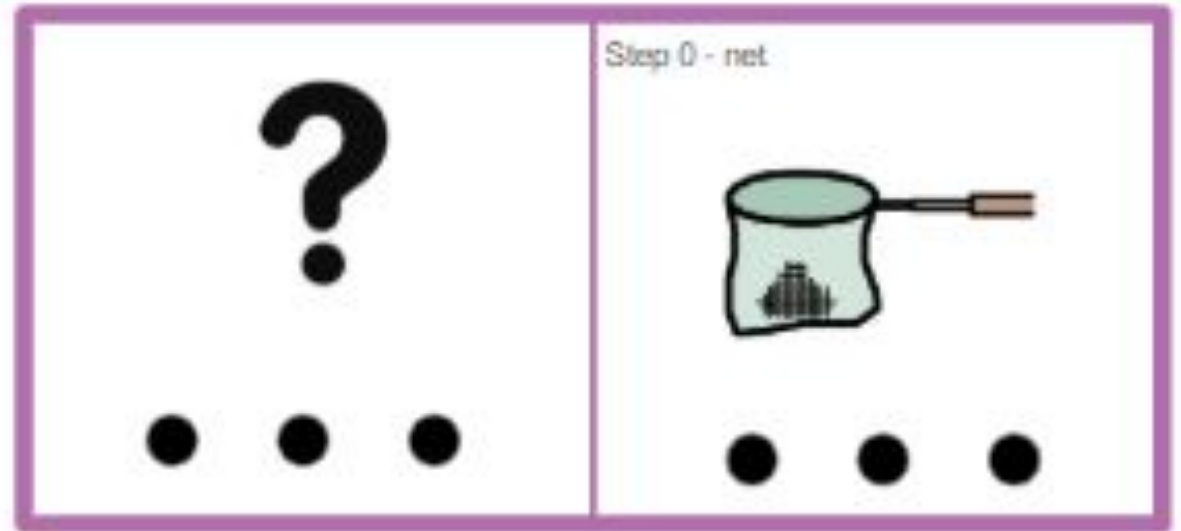


Oral blending:

Oral Blending

Oral blending:

rat win bag



pan
shop chat

?

Step 4 - pan



Oral Blending



Behaviour Management

Set the Routine



1. Say the Sounds

x 3



2. "What's the Word?"



3. Reinforce the Word



Praise

Oral Blending

Step:	1	2	3	4	5	6
	t n	s p	m d	c h	k r	g l
1	pig vet hen	rat win bag	mat bin dog	chat bug sit	bat fan kit	fat cop mud
2	vet hen cat	win bag fish	bin dog jam	bug sit pan	fan kit pop	cop mud bib
3	hen cat tin	bag fish top	dog jam pot	sit pan shop	kit pop jug	mud bib van
4	cat tin pig	fish top rat	jam pot mat	pan shop chat	pop jug bat	bib van fat
5	tin pig vet	top rat win	pot mat bin	shop chat bug	jug bat fan	van fat cop



Teach the Letter



Are They Ready To Learn?



1. Say the Sound



2. Introduce the Picture



3. Introduce the Letter



4. Reinforce the Link



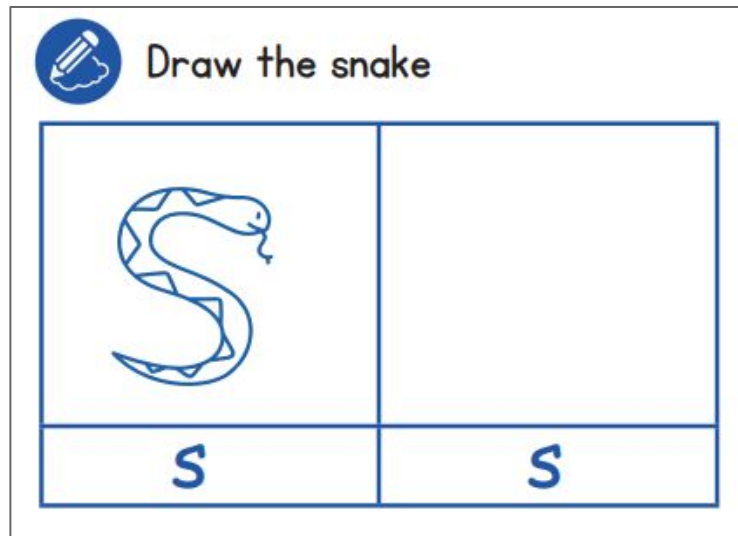
5. Review Pile



Praise

Draw the hook picture

The teacher models their drawing first. They use the 'thinking out loud' method to encourage creativity and a growth mindset.

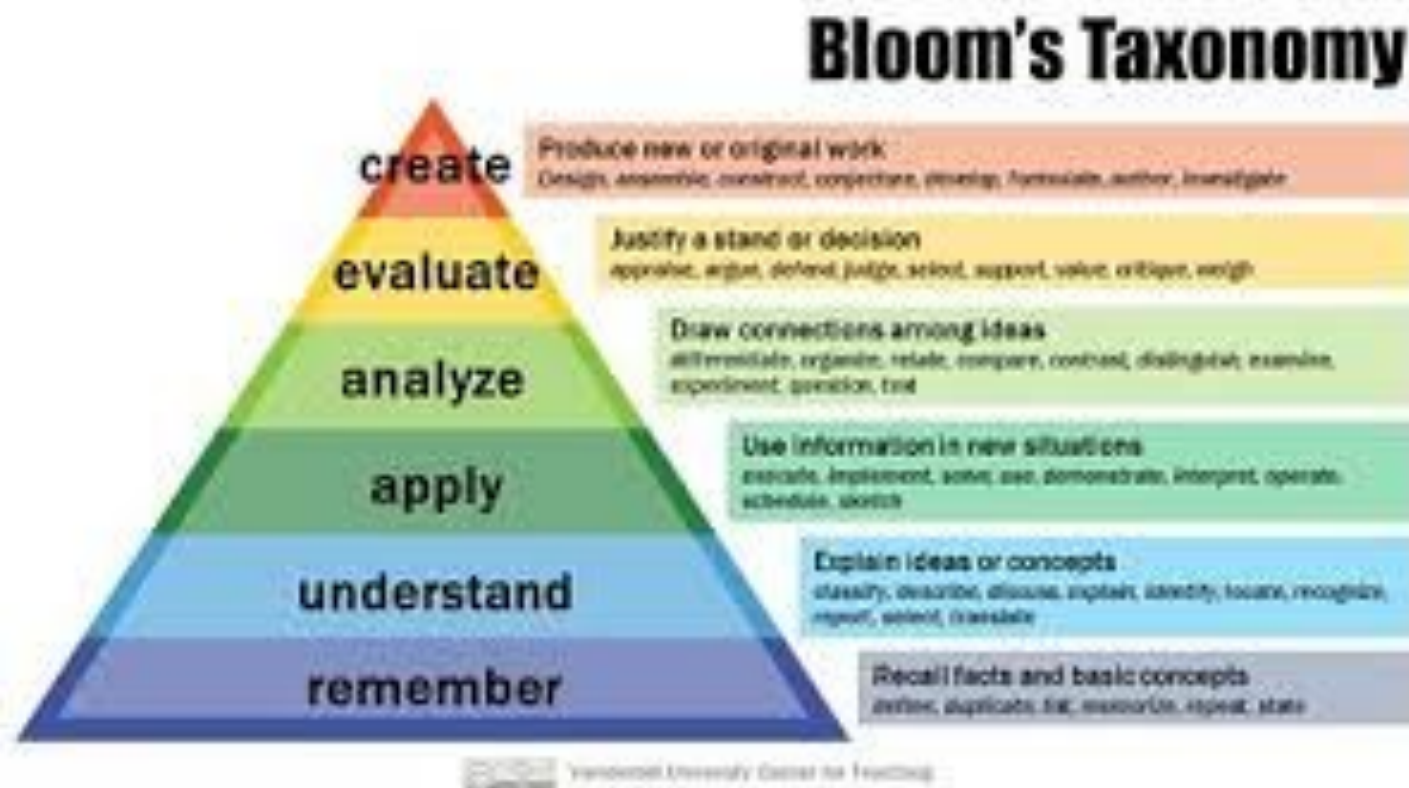


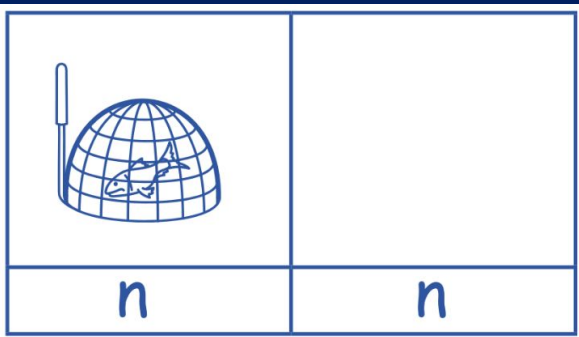
The drawing is the same shape as the letter.

"I'm not very good at drawing but I'm going to give it my best go."

I'm going to give my snake stripes.

Creativity not Copying





Draw the Hook Picture



Are They Ready To Learn?



1. Teacher Models



Distribute Workbooks



2. Pupils Draw



Praise

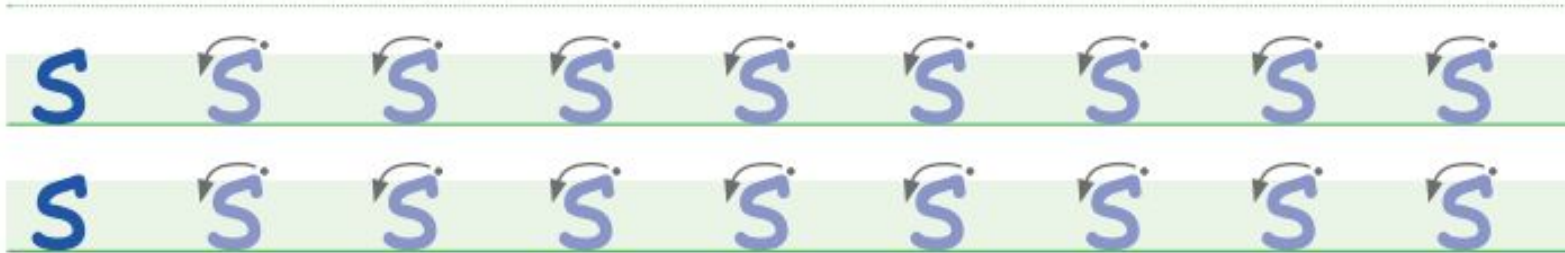
Handwriting

Multisensory teaching: Big movement to small movements



Practice writing the letter **S**. Say its sound each time.

"Slither down the snake."



Handwriting

n n n



Are They Ready To Learn?



1. Teacher Models



2. Air Write



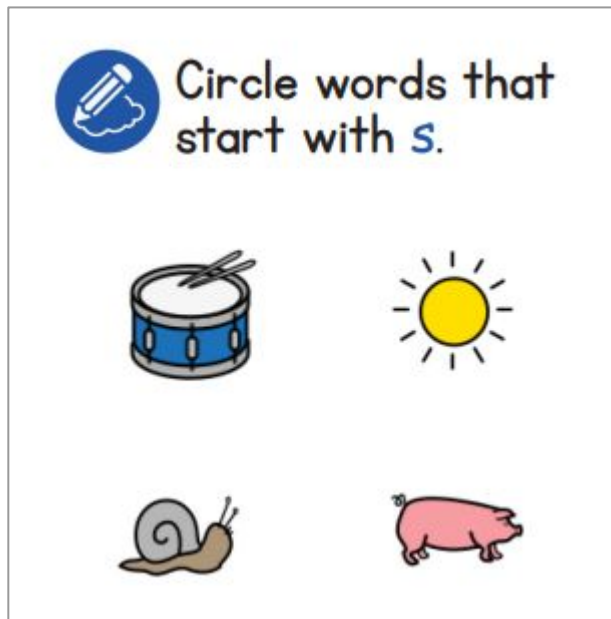
3. Pupils Write



Praise

Sound Discrimination

Voting and choral responses allow for **100%** participation.



Here we have a d-d-drum. Can you hear the ssssss sound?

Show me, thumbs up or down.

Motor Control

The motor control is running through a cycle of development which recaps the skills the pupils should have secured in preschool.



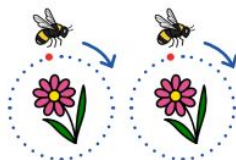
Step 0 - 1

Vertical



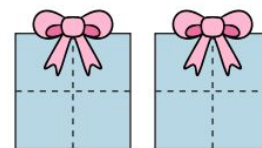
Step 2

Horizontal



Step 3

Circle



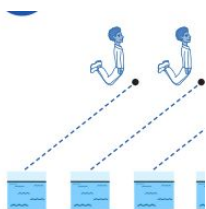
Step 4 - 5

Crosses



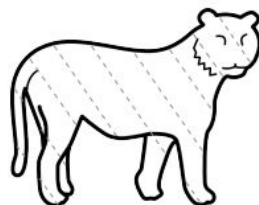
Step 6-7

Squares



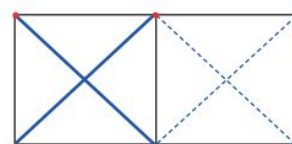
Step 8

Diagonal
lines



Step 9

Diagonal
lines



Step 10 - 11

Diagonal
crosses



Step 12

Triangles

Day 3 - 5

Day 3



Read and write the words of the week.



sun



sit



pat



up



pen

Oral blending:

bag fish top



Write the first letter of each word.



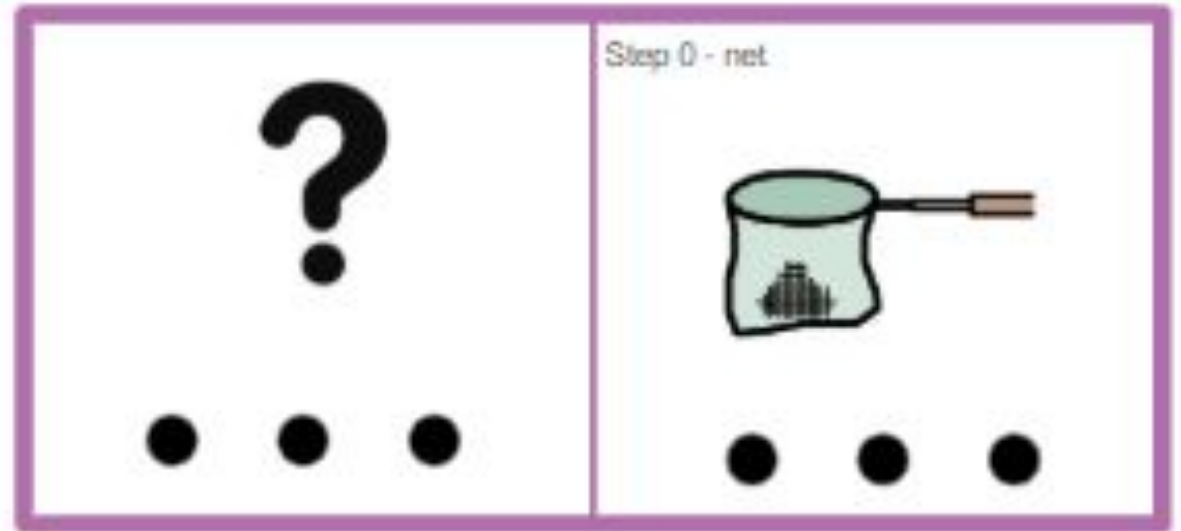
Pencil control: Take your horse for a ride.



Oral Blending

Oral blending:

rat win bag



Letter review

This letter review targets the letters that the pupils are about to read in words. This activates their prior learning.

Let's practise our speedy sounds.

What was the sound that we learned yesterday?

And what helps us remember it?

u

t

n

s

a

The speed that you review at is the speed that the pupils will learn to read at.



Letter Review



Are They Ready To Learn?

h

1. Recap the Sound



2. Recap the Hook Picture

t id

3. Review Pile

Repeat the process with the 2nd sound



Praise

Reading Focus Words



Are They Ready To Learn?



1. Teacher Models



2. Read with My Finger



3. Repeat the Word



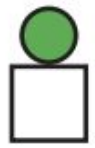
4. Show the Picture



5. "What's the Word?"



Praise



Spelling



Are They Ready To Learn?



1. Say the Word



2. Pinch It



3. Teacher Models



4. Pretend Pencils



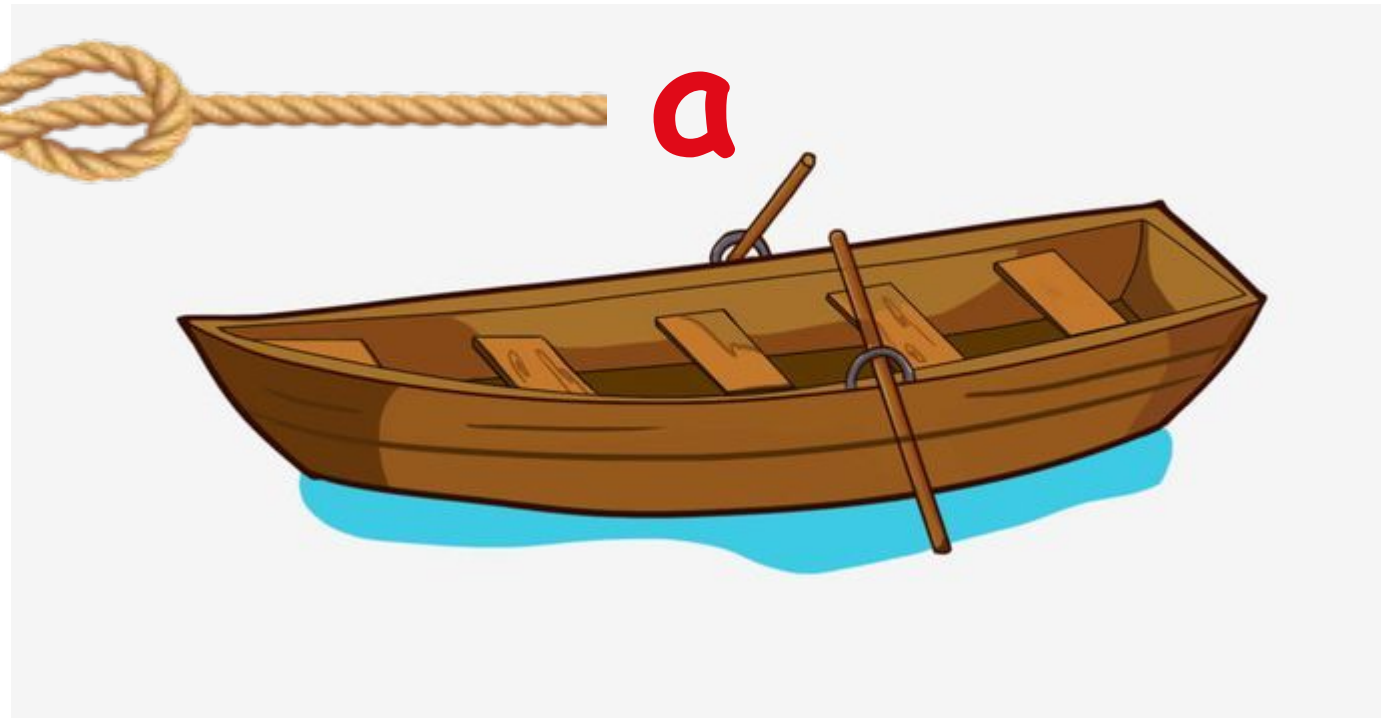
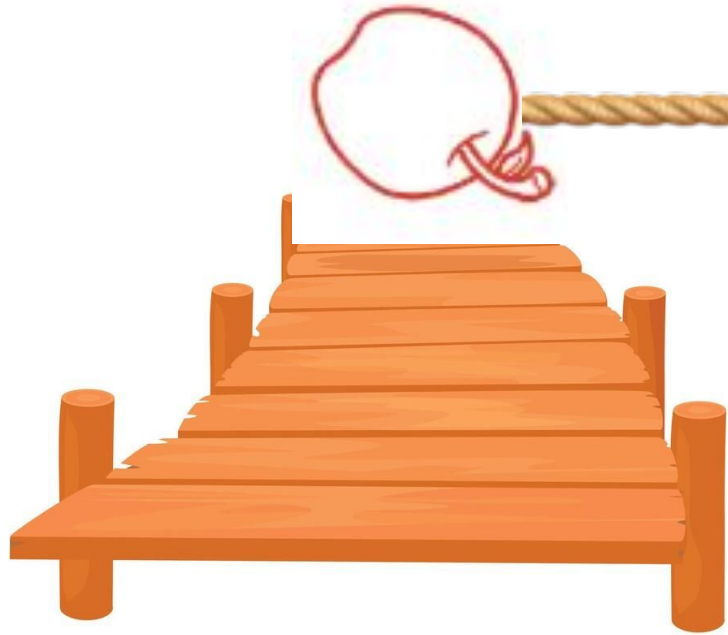
5. "What's the word?"



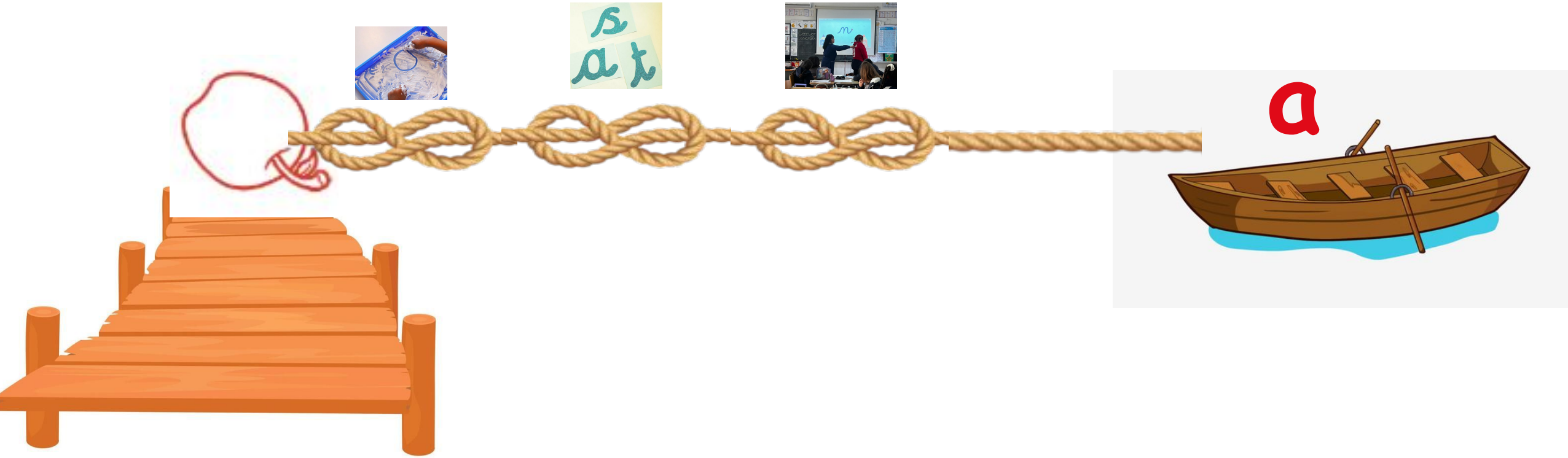
Praise

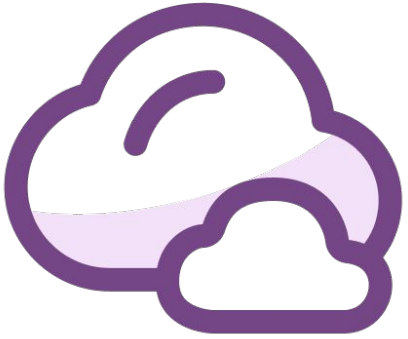
Teaching reading in kindergarten

I've taught all the letters but they don't remember them.



I've taught all the letters but they don't remember them.





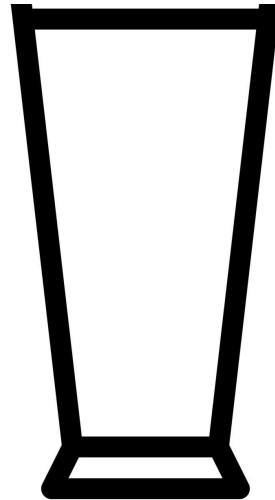
What multisensory activities do you do with your class?



Brain Breaks

The average attention span of a 5 year old pupil is 4 - 6 minutes for uninteresting tasks.

5 minutes

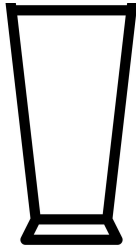


Movement breaks are a mechanism for resetting this attention span.

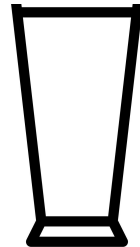
Brain Breaks

5 minutes

Class 1



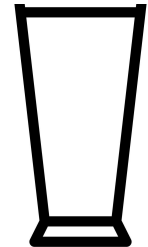
5 minutes



5 minutes

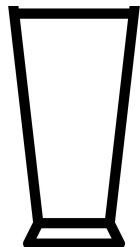


5 minutes



5 minutes

Class 2



15 minutes of lost learning

Tricky Letters

d



b



q



p



Tricky Letters

d



b

q



p

Tricky Letters

d



The dinosaur sits
down.



b

The bat then the
ball.

Teaching Digraphs



The person in the tower gives the house a present. They say "thank you."



The queen never goes anywhere without her umbrella.

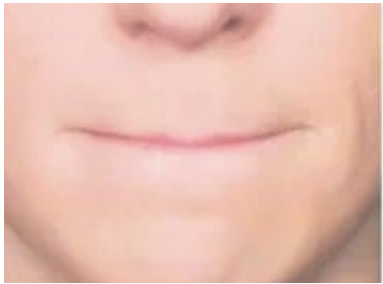


The snake is too noisy so the people in the house say "ssshhhh."



ch-ch-chimney

Letter sounds - Where to feel them



m

Lips closed. Vibration through the lips.



n

Mouth open.
Vibration through the nasal passages.



o

Mouth open,
rounded lips.



i

Mouth open, lips
pinched at the
corners.

Pure sounds

The pure sound can be identified from how the hook picture. The first sound of the hook is the pure sound.

p



h



l



X - The exception to the rule

X



bo-x

Speech problems

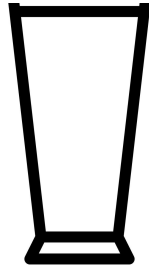
Make sure the pupil is making eye contact and repeat the sound. If they continue to say the wrong sound, this is their version of 'correct'. It's as close to the true sound as they are capable of saying.



The cards can be laid out to create a non-verbal assessment to check.

Mirco-interventions

5 minute attention span



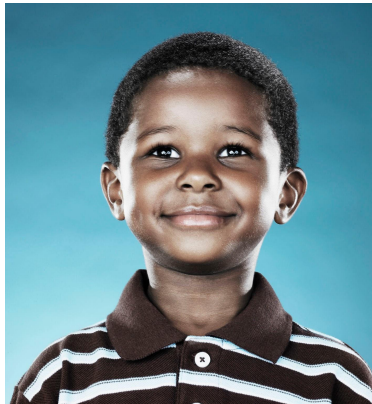
10 second attention span



Mirco-interventions

The length of the intervention has to match the capability of the pupil.

10 second attention span



Start of the day

a Our letter is 'a'. To help us remember we have an a-a-apple.

a What was our picture?

Break Time

a What was our picture?

a What sound does it make?

Lunch Time

a What sound does it make?

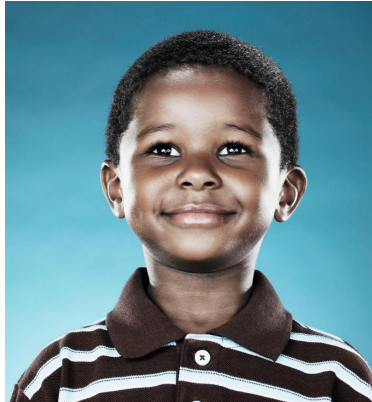
a What sound does it make?

Home Time

Mirco-interventions

The subject of the intervention should be based on what they remember.

10 second attention span



Monday	Tuesday	Wednesday	Thursday	Friday
a	a	a	a	e

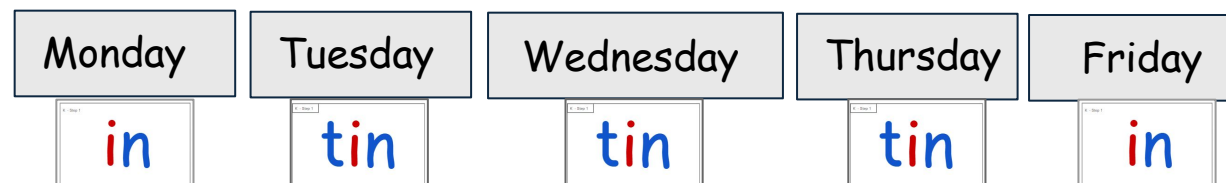
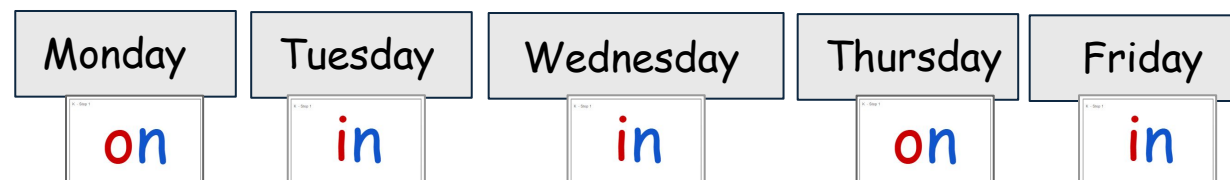
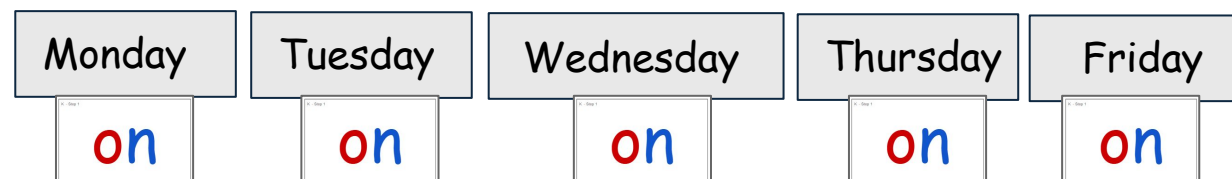
Monday	Tuesday	Wednesday	Thursday	Friday
a	e	e	a	e

Monday	Tuesday	Wednesday	Thursday	Friday
i	i	i	e	i

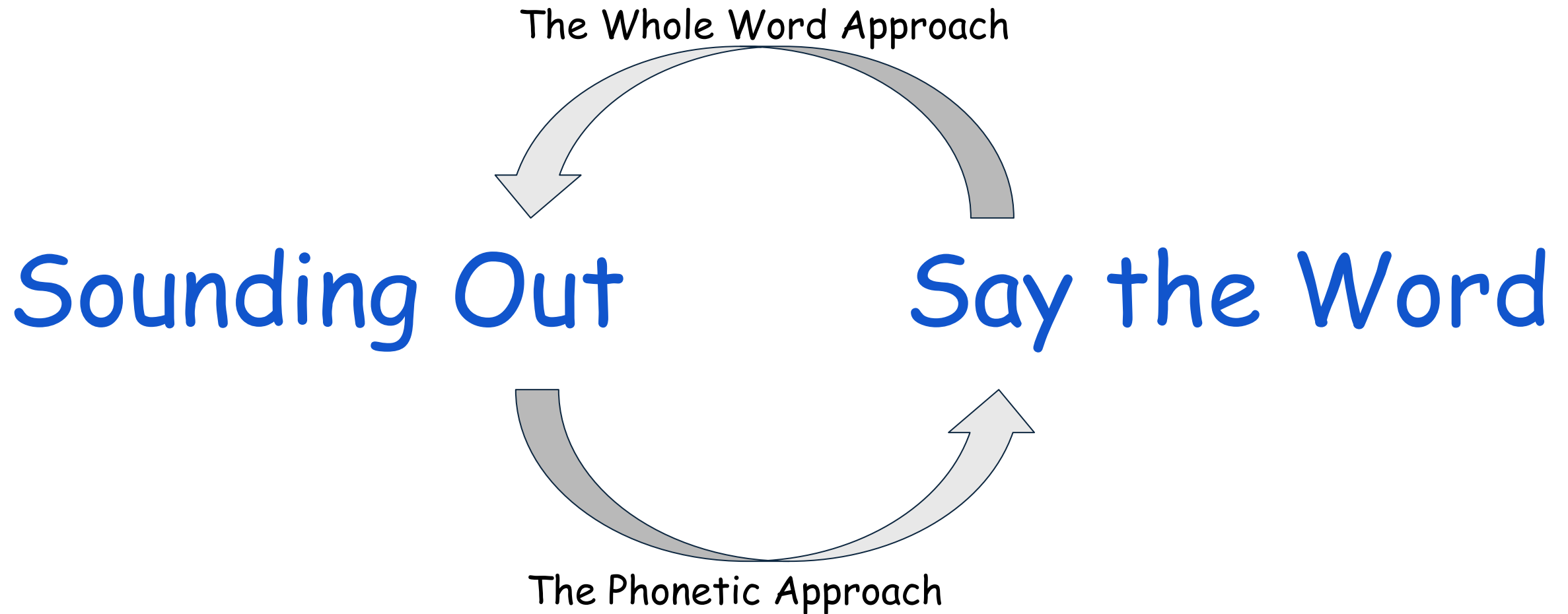
Mirco-interventions

The subject of the intervention should be based on what they remember.

30 second attention span



The Whole Word Approach





Audience Q&A

Feedback

