

# Literacy Service Document

A documented step-by-step plan for teachers in literacy classes and reception classes for newcomers who are non-native speakers



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GO! onderwijs van de Vlaamse Gemeenschap  
(GO! Education for the Flemish Community)

Huis van het GO!

Willebroekkaai 36

1000 Brussels

[www.g-o.be](http://www.g-o.be)

Provinciaal Onderwijs Vlaanderen (Provincial  
Education Flanders)

Boudewijnlaan 20-21

1000 Brussels

[www.pov.be](http://www.pov.be)

OVSG vzw

Onderwijskoepel van Steden en Gemeenten  
(Cities and Municipalities Education Network)

Ravensteingalerij 3 bus 7

1000 Brussels

[www.ovsg.be](http://www.ovsg.be)

Free University of Brussels

Pleinlaan 2

1050 Brussels

[www.vub.ac.be](http://www.vub.ac.be)

## Foreword

“Learning to read well is a human right,” (Lyon, 2001). Over recent years, the flow of refugees has been characterised by an increase in the proportion of illiterate refugees. Illiterate young people aged between 12 and 18 end up in reception classes for newcomers who are non-native speakers (known in Flanders as OKAN classes) before continuing into regular education. For these young people, it is even more difficult than for OKAN children who are literate in another language to start a successful school career. In order to meet their needs, a literacy service document has been developed.

Young people who are not yet literate in their native language are taught to read and write under the guidance of teachers in the OKAN classes, allowing them access to education opportunities. With this documented step-by-step plan, we aim to support teachers in the OKAN and literacy classes as they teach illiterate young people aged between 12 and 18 to read and write. The development objectives are designed as a step-by-step plan that offers a handhold, while the pedagogical and didactic notes should serve as inspiration for lesson planning. The results of a practical study (Carbone, 2015) in the Special Educational Needs master’s course at Fontys were used to provide content for this service document and contributed to determining the structure of the service document.

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## 1. General pedagogical and didactic notes

Practising a language takes place through interaction. Interaction (teacher – student, student – student) is central in every lesson. To allow this interaction to run smoothly, (conversational) conventions are covered from the start.

Sufficient opportunity to speak and courage to speak are absolute basic prerequisites for the process of learning to read and write. This courage to speak is only present if the classroom offers an effective learning environment (safety, support, motivation). Particularly in the early phase, a safe lesson climate is very important.

The teacher should take into account the fact that some students first go through a 'quiet period', in which they only absorb the language, but do not yet begin to speak. He or she encourages language behaviour, but does not force anything.

Mastering standard Dutch as a language of instruction is rarely achieved by explicitly restricting use of the language spoken at home, other languages and language varieties, but instead by providing a carefully considered place for use of these languages. Allow students to reflect on what things are called in their home language. That way, they can make optimal use of their existing knowledge.

The home language forms a significant component of children and young people's identities and respect for this determines their well-being. The positive effects of well-being on learning performance are generally known and accepted (Laevers and Laurijssen, 2001). A positive attitude towards linguistic diversity among both teachers and students also forms the basis for utilising linguistic heterogeneity. It is not only well-being that has a positive effect on learning performance. The home language also supports the learning process. This is part of students' linguistic capital and the school should consider how they can make the maximum effort to employ resources and methods that optimally utilise the existing linguistic capital. The home language forms the starting point for further language development and, in that sense, makes a valuable contribution to the overall process of learning to read and write.

## 2. Screening in the literacy class

The guidelines do not require any specific screening of pupils in the reception class: the entire reception period is viewed as a screening period.

It is important to pay attention to 'competencies acquired elsewhere': these competencies are not always easy to map but are nevertheless important as a foundation to build on. Unaccompanied minors have developed strategies as they go, during their journey to Belgium. A thorough analysis of the starting situation is a good idea, to get a sense of the students' existing knowledge.

The teacher can voluntarily test the students in order to map learning performance and illiteracy. One possible test is the Bureau Ice test ([www.toets.nl](http://www.toets.nl)):

- This is a reading test in which words of varying complexity are tested. The test has a time limit.
- This test clarifies the difference between literate and illiterate students. This is important: many students view illiteracy as a stigma and deny it or lie about their literacy level.
- The test is based on the Dutch Language House approach. Attention is also paid to determining the capacity to learn (ability to visualise, ability to think in abstract terms).

Another test that can be used is the COVAAR test (cognitive skills test).

In the reception class, screening is a process. This means that the screening is repeated, refined and that the conclusions are adjusted throughout the entire reception period. [Taalunieversum](#) (the website of the Dutch Language Union) provides tips on testing and measurement.

Observation during relaxed moments, when the student is not aware of the observation, is necessary. Use of different observers (individual and team observations) adds value. Two weeks of observation is recommended, in random groups with a basic range of vocabulary (such as school, the immediate environment, verbs and instructions, comparable with Theme 1 in the textbook *Alfa* (Hattink & Bhoepsing, 2002)). You can test various skills. On the basis of this, the team can divide the students into groups. Overtesting can result in disinterest among the students.

### 3. The first phase

The first period in the process of learning to read and write is the oral period, in which receptive and productive skills are trained.

The degree of literacy among the students may vary. An illiterate student who speaks a different language cannot read or write in either their native language or the target language. A literate student who speaks another language can read and write in their native language but does not have these skills in Dutch and/or in the Latin alphabet. There is no uniform profile of an illiterate student: the degree of literacy is a continuum.

In the first period, the learning improvement is rapid and the illiterate young people get a head start in terms of oral skills, in comparison with the literate young people in the OKAN class. At that moment, literate young people can learn from the oral skills that the illiterate young people have acquired. It is a good idea to make optimal use of this cross-pollination and for classes to complete projects together.

In the first period, the Alfalfa method (Hattink & Bhoepsing, 2002) can be used, to train oral skills and comprehension of words. This material guides the students through the world around them in an experience-focused way. Students learn 300 words in this course. This equates to 5 new words per day.

The didactic approach supports the learning process through the TPR (total physical response) method, pictograms and so on. It is a good way to start and delivers quick results among the students.

It is also important that there is a fixed, clear and recognisable structure to each day: a fixed classroom, a calendar, a weather report, a task board on which tasks are distributed, a fixed structure in the folder, a 'student of the week', a fixed way of ending the day...

#### **4. The second phase**

In the second phase, attention is paid to phonological and phonemic awareness as preparation for learning decoding. This phase can close the gap between the first phase, focused on oral skills (e.g. on the basis of the Alfalfa method (Hattink & Bhoepsing, 2002)), and the third phase, focused on decoding and basic writing.

Young children also go through this second phase in their language acquisition process. For illiterate young people, this second phase is an essential step in order to learn how to read and write fluently in the third phase.

## 5. The third phase

Basic writing is offered at the same time as beginner's reading and is preceded by preparatory motor exercises.

Basic writing forms a foundation for functional writing. Since the students have a lot of (pre-)school learning to catch up on in one year, it makes sense that the writing process is not 'complete' after one year of OKAN. Further development of the writing skills is necessary. As soon as this is feasible, it is important to explore ICT skills and make functional use of these where possible. This fits with the OKAN development objectives.

## 6. Integration with other subjects and skills

The reception class only teaches Dutch, but the focus of the content can vary. This way, various subjects can be covered: language in technical training, language in maths and science etc.

It is good practice for different (OKAN) teachers to teach the literacy students and for them to get to know the various 'subjects': maths, technology, general studies (social themes), PSHE (conventions and social skills), sport and physical education, creative subjects (more than just art, with specific focus on the development of fine motor skills too, including tasks such as drawing, painting, sculpting, sewing etc.). Students can be optimally motivated through functional language tasks within the various subject areas.

Reading comprehension and functional reading are also important here. Enjoyment of reading develops when students learn to read and it is important to encourage reading in this phase. Show students the way to the library, visit the library with them, create a class library together, work with a reading box (available from [docAtlas](#)), work with students individually, use volunteers to help with reading aloud etc. Reading more will make this skill automatic for the students.

## 1. First phase

### Oral receptive and productive skills

<i>The students can observe conversation conventions.</i>		DO 1.1
Learning content	Specific pedagogical and didactic notes	
<p>Expression skills:            eye contact with audience,            miming and gestures to express            certain feelings            (incomprehension and            uncertainty, surprise etc.).            Conversation conventions:            acquiring courage to speak            (willingness to talk),            technical aspects of speech such            as volume, intonation, pace,            focus on correct posture.            A positive attitude to            conversation conventions:            asking for permission to speak,            allowing other conversation            partners to finish speaking,            respect for conversation            partners, appropriate resilience            and assertiveness.</p>	<p>It is important, when working towards these objectives, that cultural patterns and differences are taken into account.</p> <p>It is also possible to regularly ask students questions that they are able to answer. Over time, you can alternate these questions: 'What is your name?', 'How old are you?' or 'Where do you live?'</p> <p>Frequent exercises:            pair conversations            group conversations            roleplays            circle conversations            etc.</p>	

<i>Students can recognise, understand, repeat and use school words and words from their own living environment.</i>		DO 1.2
Learning content	Specific pedagogical and didactic notes	

<p>Range of vocabulary with words from:</p> <ul style="list-style-type: none"> <li>daily life and the student's own living environment</li> <li>the class and school organisation</li> <li>the social context</li> </ul>	<p>Focus points for vocabulary:</p> <p>Especially in the first period, all themes relate to independence. Possible themes include the time and the calendar, the weather, introducing yourself, starting a conversation, taking the bus, simple searches on the internet, cooking in the classroom, shopping etc.</p> <p>The choice can be expanded with themes that have a direct link to the students' living environment: food, health, money, home, the school environment, family and friends, society, nature, technology, climate, space, time, advertising, clothing and appearance, free time, computers, shopping, asking for directions, asking the time etc. The usual didactic considerations apply here: from concrete to abstract, from the direct environment to further away (see complexity meter).</p> <p>Focus points for vocabulary didactics:</p> <p>A thematic approach is chosen. The themes are repeated cyclically.</p> <p>From the very beginning, a lot of attention is paid to promoting courage to speak among all students, in the safe environment of the classroom.</p> <p>Even in the beginning phase, there is no need to infantilise the language (avoid 'foreigner talk'). The teacher should ideally use short and simple sentences.</p> <p>Techniques:</p> <ul style="list-style-type: none"> <li>– <i>Modelling</i>: when students make a mistake, reformulate the sentence correctly. It is important to affirm the courage to speak.</li> <li>– <i>Chanting</i>: through this technique, you can repeat questions rhythmically and practise these sentences and questions with supporting gestures.</li> <li>– <i>Body grammar</i>: It is important to link learning to movement. This technique allows the students to 'experience' sentences. The students receive a card with a word from a sentence on it, for example. They then stand in the right order, so that they form a sentence together.</li> </ul>
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<b>Students can recognise, understand, repeat and use instructions.</b>		<b>DO 1.3</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Simple instructions relating to:	Focus points:	

daily life and the student's own living environment the class and school organisation the social context	Comprehension of the instructions is supported in various ways, such as with the help of pictograms (Klasse, <a href="#">Sclera</a> websites etc.). If pictograms are used, make sure they are used in a uniform and consistent way. Over time, the students can copy instructions. It helps them to recognise structure in sentences. Copying can be supported by the lines method, a technique that helps to visualise language.
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<i>The students can carry out simple tasks in the classroom and school context correctly.</i>		DO 1.4
Learning content	Specific pedagogical and didactic notes	
Simple tasks in connection with: daily life and the student's own living environment the class and school organisation the social context	In order to make the context of daily life/the student's own living environment concrete, it is important to regularly take the students 'outside' and to use and practise 'survival Dutch' through all kinds of games. For class and school organisation, a task board like those found at primary schools is essential. TPR (total physical response) method: <ul style="list-style-type: none"> <li>– Students sort the packaging of various (food) products (box, bottle, tin), for example. They then feel the difference between the materials and try to name and repeat as many objects as possible according to the 'I do what I say and I say what I do' principle.</li> <li>– Various quick movement exercises, e.g. to practise prepositions (beside the table, on the chair, in the cupboard etc.).</li> </ul> Project-based working, such as sorting rubbish together as part of the environment theme, offers the advantage that integration of the general objectives is obvious. This also applies to working on traffic safety in the school environment or on health and hygiene.	

<i>The students can apply the reading direction, from left to right.</i>		DO 1.5
Learning content	Specific pedagogical and didactic notes	
Arrangements and orders that are functional in the various contexts:	In all activities, the students learn what first, middle and last mean. The students can apply various arrangements: the students rank photographs and illustrations;	

<p>daily life and the student's own living environment the class and school organisation the social context</p>	<p>the students come up with an end to a collection of illustrations, looking from a series and chronological perspective; the students form lines: from small to large, from old to young etc. Practising arranging and ordering evolves from concrete to abstract exercises and from a three-dimensional context to a two-dimensional context on paper: the students keep a folder with various sections. They regularly add to the folder and sheets are placed 'before the red cover', 'after the sheet with the big photograph' etc. All exercises to teach the students to look and operate from left to right (preparation for the correct reading direction):</p> <ul style="list-style-type: none"> <li>• Students can walk from left to right from various positions, turn anticlockwise (from L to R) with the arm held at 90°.</li> <li>• Sing simple songs about left and right.</li> <li>• Tip: the thumb and forefinger of the left hand make an 'L' for left.</li> <li>• <i>Picture stories</i> consist of words and images that together form a story. They are also known rebus stories. The majority of a picture story is made up of words, but some words are replaced with recognisable pictograms or images. The same image is used for the same concept every time. When the students arrange the story in the right order, they work from left to right.</li> </ul>
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## Functions of written language

<p><b>Students can recognise, understand and act in accordance with symbols, logos and pictograms in functional contexts that are concrete for them.</b></p>		<p><b>DO 2.1</b></p>
<p>Learning content</p>	<p>Specific pedagogical and didactic notes</p>	

<p>This is a carefully considered selection of pictograms and signs that are important for independence and safety, for functioning at school and in society:          standardised pictograms in and around the school          non-standardised pictograms in and around the school</p>	<p>This objective relates to the general, common pictograms:          standardised pictograms in (school) buildings and premises,          standardised pictograms for detergents, (washing) instructions,          standardised pictograms for toxic products.</p> <p>This is about the themes, the contexts and the roles that are relevant for students:</p> <ul style="list-style-type: none"> <li>• Communicative function: the students discover the relationship between written words and the spoken words that these relate to.</li> <li>• Symbolic function: the students understand that the letters and symbols (i.e. pictograms and logos) refer to reality. The symbolic function means that something does not have to be present in the immediate environment.</li> <li>• Ordered (structured) writing, such as in a school diary.</li> <li>• Processing of information.</li> <li>• Increase independence.</li> </ul>
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## 2. Second phase

### Phonological skills and phonemic awareness

<b>Students can recognise sounds.</b>		<b>DO 3.1</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Sounds from various languages and out of context.	<p>These objectives can best be worked towards using frequent but short exercises.</p> <p>Sound bingo: the teacher plays sounds on the computer and the young people receive a bingo card. When they hear the sound, they can draw a cross over that object or animal, for example. Once the student has recognised all the sounds, he or she shouts “bingo!” So there is a competitive element.</p> <p>You can also experiment with recognising sounds outside the school. In a (city) park, it is important to have the students close their eyes and ask them what sounds they recognise.</p> <p>Sound game: One student is the farmer and has a farmyard full of animals. The farmer is blindfolded and says, “Chicken, where are you?” The farmer then moves towards the student who is making the chicken sound, whilst blindfolded. This way, the student learns focused listening.</p> <p>“What do I hear all in a row?”: the students listen to a series of noises and place the illustrations corresponding to these in the right order.</p> <p>Have the students repeat short verses and songs with existing words in a rhythm.</p> <p>Which word is the same?: the students listen to two words that are almost the same in terms of sounds (kan-kam). The students stand up or clap if they hear the same word twice.</p>	

<b>Students can imitate sounds (except the muted e, diphthongs, p, b, z, s).</b>		<b>DO 3.2</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Sounds in Dutch, the target language, except the muted e and the diphthongs, p, b, z, s.	<p>Focus points:</p> <p>The older the students are, the more difficult it is to achieve the correct pronunciation.</p> <p>In this phase, the students do not need to differentiate between voiced and unvoiced.</p>	

<b>Students can distinguish sentences from each other aurally and visually.</b>		<b>DO 3.3</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	

Sentences of different lengths, with different punctuation.	<p>All kinds of exercises can be used to make the concept of 'sentence' clear for the students.</p> <p>How many sentences are there on the board? The students decode the number of punctuation marks that show sentences and can therefore count the number of sentences.</p> <p>Which sentence is the longest? Which is the shortest?</p> <p>Which part of the sentence is the same? The words of a short sentence are written on a card (I buy a book.). You then make the sentence longer (I buy a book in the shop.). The students look for which part of the sentence is the same.</p>
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<b><i>Students can distinguish words in sentences from each other aurally and visually.</i></b>		<b>DO 3.4</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
	<p>All kinds of exercises can be used to the make the concept of 'word' clear for the students:</p> <p>The students show that sentences are made up of words: students each receive a word card and form a sentence by standing in a line. This way, sentences can be made longer (add students) or instead shorter (remove students). In the same way, students experience the fact that sentences consist of words and that there is a space between the words.</p> <p>Students identify the first and last words of a sentence.</p>	

<b><i>Students can distinguish between sound groups in words aurally.</i></b>		<b>DO 3.5</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Combining sound groups to make words.	This skill can be practised using various methods:	

<p>Dividing compound words into sound groups.</p>	<ul style="list-style-type: none"> <li>• Rhyming: <ul style="list-style-type: none"> <li>– As the objective here is not to increase vocabulary, you can also rhyme with nonsense words.</li> <li>– It's important to start with end rhyme. Alliteration is more difficult.</li> </ul> </li> </ul> <p>Clapping: the teacher says a word and the students clap along to the rhythm of the word, on the basis of the different sound groups that they hear. You clap what you hear and not what you write. It's important to make a distinction between sound groups and syllables. Sound groups distinguished aurally do not always match the visual splitting of syllables.</p> <p>Various words (including nonsense words) that rhyme with each other are on the board. A box is drawn around the ends, so that it is visually clear to the students that these are the same. You then read the words aloud, so that students can also hear that the words rhyme.</p> <p>You can make up simple rhymes and leave out the rhyming words. The students place the word cards with the missing rhyming words in the right position within the rhyme.</p> <p>Memory with rhyming words.</p> <p>Clapping names in sound groups.</p> <p>The teacher says words in sound groups and the pupils combine these.</p> <p>The students colour in circles for the number of sound groups they hear.</p> <p>The students stand next to each other in a line and take one step forward for every sound group in their name. Who goes furthest? This can also be played with other words or even with sentences.</p>
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<b><i>Students can distinguish sounds from each other aurally and visually.</i></b>		<b>DO 3.6</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Distinguishing sounds in words. Adding separate sounds together to form a word.	Work is carried out step by step: first students learn to distinguish sounds in words, then they distinguish the sounds in the right order and, finally, they add separate sounds together to form a word. All kinds of exercises:	

	<p>Sort consonant-vowel-consonant words into first, middle and last sounds.</p> <p>You build up to diphthongs (these sounds are combined, such as 'ui' in Dutch for example).</p> <p>Clapping names in sounds.</p> <p>Students read a story in which many words that start with the same sound feature, such as about a world where every name starts with 's'. The teacher then provides various countries that start with different sounds and asks who lives in the country (Bob, Bea, Bahriye, Bronislawa etc. live in Belgium).</p> <p>The teacher says a sound and possibly shows the letter card. Then the teacher says various words aloud and asks whether the students hear this sound in the word. This can be extended by asking where the students hear this sound in the word.</p> <p>Students sort images on the basis of first, middle or last sound.</p> <p>The teachers says various sounds aloud and the students combine them to form a word.</p> <p>The teacher blindfolds one student and another student taps on his or her back whilst saying his or her name in sounds. The blindfolded student has to guess who is behind him/her.</p> <p>Students swap the first or last sound of a word with a new sound (e.g. bal - hal, bus - kus etc.).</p> <p>It is important to work with words that the students already know in these exercises.</p>
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## Knowledge of letters

<b>Students can recognise and distinguish between letters in various forms.</b>		<b>DO 4.1</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Grapheme-phoneme relationship: <ul style="list-style-type: none"> <li>letters correspond to sounds,</li> </ul>	Exercises: <p>Choose 10 to 12 key letters: make a mind map about a particular theme with the students. The students look for words that begin with the selected key letters.</p>	

- the same letters can take different forms.

The students receive an enlarged printed letter W and fill it with /w/ letters that they find in all sorts of magazines and newspapers.

The students recognise letters written in sand and can say the letter.

During this phase, attention is paid to a link with aural skills.

Make a collection of images with words that begin with the same letter. Sit around the table with the students and arrange the different words together with the word card. Ask the students what they notice when they look at the word card. Circle the first letter of each word with the students.

Hold letter cards up and voice the sound. Then ask which of the students has this letter in his or her name.

Give the students a text and ask them to highlight key letters in the text using different colours. E.g.: L = red, B = green, A = yellow.

Turn letter cards over on the table and voice the sound. Ask the students to find as many words as possible that start with that letter. This can be played as a competition by splitting the students into two groups and seeing which group finds the most words.

Students sort the vocabulary with images on the basis of the first letter and then place the images with the right letter card.

Letter bingo: the students take turns to take a letter out of a box and try to voice this with the teacher's help. The letter is also shown to the class. If the letter is on their bingo card, they place a counter over it.

Letter dice: the students throw the letter dice and say a word that starts with this letter.

### 3. Third phase

#### Decoding and basic writing: the elementary reading technique (according to the structure method)

Decoding and basic writing play into each other and are addressed at the same time. The letter in question is also practised in writing straight away. Decoding is split up into the elementary reading technique (according to the structure method) and continued reading. Basic writing consists of beginner's writing and continued writing.

The aural and visual skills are described separately but, in practice, the order can vary or they can occur in combination. One moment, the focus will be on discriminating sounds, whilst straight after the emphasis might be on analysis of a spoken word or the synthesis of speech sounds to form a word.

In the literacy class, the teacher continues to work on reading and writing requirements. It is necessary to introduce a number of linguistic concepts in advance. In this case: 'first, middle, last', 'above, below', 'the same, different', 'letter, word', 'before, after', 'short, long'.

General skills include learning strategies, own knowledge, abstract language comprehension and knowledge of the world. The reading technique and reading process are determined by existing knowledge and knowledge of the world. This means that the teacher in the literacy class needs to ensure continuous interaction. During the activities, the teacher focuses on a meaningful context for the young people. The teacher can set sensory tasks (modelling, sculpting etc.) and pay attention to the learning style and course presentation. Learning takes place in many different ways and not everyone learns in the same way. There is a difference between an aural, visual, tactile or motor memory. Variation is key.

#### General characteristics of the elementary reading technique

- Students voice all letters (except c, q, x and y) independently and without difficulty.
- Students recognise the basic words they have learnt and read them without difficulty.
- Students learn to read single-syllable words that are pronounced phonetically at world level (consonant-vowel-consonant). Students usually still read the consonant-vowel-consonant words by spelling them out. (letter by letter)
- Students carry out the reading tasks with support or use examples here.
- The sounds/letters in words evolve from sentences to texts. They are short and are about a familiar subject.
- The texts have a clear font and there is a lot of white in the text. (clear layout)
- Capital letters and punctuation appear in the text. No attention is paid to these yet.

*Students can define words aurally.*

DO 5.1

Learning content

Specific pedagogical and didactic notes

<p>Aural objective: know which word is longer, name words in an image and reflect on the sound.</p> <p>Reflection on the length of words.</p> <p>Reflection on the position of sounds in words: first, middle and last sound.</p>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• Ignore the meaning and focus on the form: <ul style="list-style-type: none"> <li>• The word /pen/.</li> </ul> </li> <li>• Aural exercises can be supported visually by photographs, letters (and later also words). <ul style="list-style-type: none"> <li>• Introduce the structure word /pen/, name it multiple times and give it meaning via a preliminary discussion and visual support in various contexts: a photograph, a leaflet, a picture book, school materials, a video.</li> </ul> </li> <li>• The students explore the form: <ul style="list-style-type: none"> <li>• Visualise the length of the word by placing a block for each phoneme heard. The teacher also demonstrates the reading direction.</li> </ul> </li> <li>• A clear and correct pronunciation is necessary for the phoneme to be understood well.</li> <li>• The teacher shows an illustration (poster, children’s book, magazine) and asks students to name the objects that begin with an /s/.</li> <li>• Make a sound. Ask the participants for words that the sound appears in. You can build in a competitive element by asking sub-groups to think of as many words as possible.</li> </ul>
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<i>Students can discriminate between sounds and words aurally.</i>		DO 5.2
Learning content	Specific pedagogical and didactic notes	

<p>Aural discrimination: recognise and voice differences and similarities between different sounds.</p> <p>Aural recognition and voicing of letters.</p> <p>Phonetic voicing of all letters (except c, x, q and y).</p> <p>Phonetic voicing of diphthongs (ei, ie, ui, ij, au, ou and eu).</p>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• Use of sound gestures works as a memory aid. E.g.: /s/ like a hissing snake (gesture) and /z/ like a buzzing bee (gesture).</li> <li>• A correct and clear pronunciation is necessary to make yourself understood.</li> <li>• In the aural discrimination, photographs can be used as a support.</li> <li>• Isolation of sounds should ideally take place in this order: first sound - last sound - middle sound.</li> <li>• Alternating with visual discrimination can create a more dynamic lesson.</li> </ul> <p>Possible exercises:</p> <ul style="list-style-type: none"> <li>• The students listen for similarities and differences: <ul style="list-style-type: none"> <li>• “Are the words the same or not?” Raise your card. A red card = different, a green card = the same.</li> <li>First sound: ‘kam - kan’, ‘ben - bek’, ‘bus - bus’</li> <li>Last sound: ‘hok - gok’, ‘pen - ben’, ‘dak - dak’</li> <li>Middle sound: ‘ram - raam’, ‘mat - mat’, ‘vis - vos’</li> <li>Which doesn’t belong in the series: ‘/pen/, /pan/, /pen/, /pen/’</li> </ul> </li> <li>• The students recognise the sound in question in a series of sounds, words. Each time the students hear the sound /k/, they stand up, raise the letter /k/ or jump in the air.</li> <li>• The students recognise the sound in question in a series of sentences and make an agreed sound. ‘I take my <u>pen</u>.’</li> <li>• The students listen to the first sound /s/ and place the letter card in the right position in the outline. This is repeated for the last sound (the same first sound should be used).</li> <li>• Students identify a word in a series of words or in a number of sentences read aloud: How many times do you hear ‘pan’?</li> <li>• Which word is stressed? I buy <b>fish</b> at the market. (The teacher can possibly show a picture.)</li> </ul>
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<b>Students can aurally analyse separate sounds (phonemes).</b>		<b>DO 5.3</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Aural analysis: voice words sound by sound.	Focus points:	

<p>'Chop' the word up into separate phonemes, e.g. /tuin/ → /t/-/ui/-/n/</p>	<ul style="list-style-type: none"> <li>• In aural analysis, it is important to spend time on motor skills for speech: the position of the mouth, the position of the tongue and lips. A mirror or feeling the throat and mouth position help with self-observation.</li> <li>• Teacher's gestures: the teacher supports each sound with a clear hand movement in the air. This hand movement is made in parallel with the voicing of the phoneme and in the correct reading direction.</li> <li>• 'Chopping motion' for students: the students chop the word up from left to right on the board, on the table or on an outline.</li> </ul> <p>If desired, the visual analysis can already be applied in this phase.</p>
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<b>Students can temporally order sounds.</b>		<b>DO 5.4</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p>Aural memory.  /t/-/ui/-/n/</p>	<p>Focus point:</p> <ul style="list-style-type: none"> <li>• Temporal ordering is a prerequisite for being able to synthesise aurally.</li> </ul>	

<p>Temporal ordering: repeat and remember sounds in the right order.</p> <p>Determine the sound position: which sound comes first - in the middle - at the end.</p>	<p>Possible exercises:</p> <ul style="list-style-type: none"> <li>• All students are given a random letter. The teacher shows a word or a photograph. The students with the corresponding letters voice the letters in the right order. The image and the letters are then combined and put up.</li> <li>• The students repeat the first and last words in a longer series of words or a sentence.</li> <li>• A possible quick exercise to practise temporal ordering: 'I hear with my little ear...' The teacher chops a certain word up for the young people. They try to repeat the sounds in the right order.</li> <li>• A quick exercise that can be used to train the brain is: 'I'm going on holiday and I'm bringing...' The young people have to remember the items in the right order.</li> <li>• TPR exercise with classroom objects: carry out instructions and add elements, where the students have to remember the order:</li> <li>• "Take the pen out of the pencil case. Put the pen under the chair. Put the pencil and the rubber on the chair."</li> <li>• Practise first sound, last sound and middle sound separately: What do you hear first? What do you hear last? What do you hear in the middle?</li> </ul>
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<b>Students can aurally synthesise.</b>		<b>DO 5.5</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p>Aural synthesis: voicing words as a whole.</p> <p>Voicing single-syllable words that are pronounced phonetically:</p>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• A gradual build-up is necessary for smooth synthesis: The student sees /doos/. He or she learns /d//oo//s/. Then /doo/ /s/ and finally the way the whole word looks</li> </ul>	

<ul style="list-style-type: none"> <li>• consonant-vowel words</li> <li>• vowel-consonant words</li> <li>• consonant-vowel-consonant words</li> <li>• article words.</li> </ul> <p>Voicing multi-syllable words that are pronounced phonetically:</p>	<p>/doos/.</p> <ul style="list-style-type: none"> <li>• Students hum or sing as they read, to promote synthesis. This means that separate sounds are stretched out so that the next phoneme 'sticks' to them: 'rrrrook', 'mmm-a-p', 'sssssap'.</li> <li>• A 'combination movement' from left to right can support the synthesis.</li> <li>• Nearby letters help to determine the pronunciation. Motor skills for speech and good isolation of the sounds are important. The physical qualities of a phoneme are not constant. The /d/ in 'bad' sounds different to the /d/ in 'daar'.</li> </ul>
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<b>Students can visually discriminate between letters and words.</b>		<b>DO 5.6</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Visual discrimination: recognise differences and similarities between letters.	<p>Focus point:</p> <ul style="list-style-type: none"> <li>• At first, work primarily from a large scale to a small scale. E.g.: First circle /i/ on the board, then on paper.</li> <li>• Use authentic materials: magazines, newspapers, a leaflet, an advert or letter stamps.</li> </ul>	

<p>In consonant-vowel-consonant words. The letter clusters (ui, oe, 'these letters are combined') are recognised as diphthongs.</p>	<p>“Look for words with /i/ and circle the letter.”</p> <ul style="list-style-type: none"> <li>• Attention is paid to distinguishing between similar letters in terms of form: visualisation through ‘letter drawings’ (the form of the letter is accentuated using a drawing. A card with the different letters (letter drawings) on the bench or in the diary serves as a memory aid).</li> <li>• The students make their own letter drawings, which they then put up in the classroom as a memory aid.</li> <li>• The students use outlines in which different colours correspond to the first, middle and last sounds.</li> <li>• Students can read and discriminate between numbers correctly.</li> </ul> <p>Possible exercises:</p> <ul style="list-style-type: none"> <li>• Circle the same letters (various letters and fonts are included).</li> <li>• Which words are the same in the series?</li> <li>• Flash letters and words: the teacher quickly shows a letter or word and the students look for the corresponding letter or word in a series of letters/words.</li> <li>• Students classify word cards according to a focus letter, by first, middle and last sound. The teacher visualises this using columns (on the board), in which an outline is provided each time. E.g.: words with /i/ as the first sound = first column, /i/ as the middle sound = second column, /i/ as the last sound = third column.</li> <li>• Students circle letters/words, or colour them in, in a random series of letters or words.</li> <li>• Fly swat: a student reads a word that the other students have to look for. Whoever finds the word first and hits it with the fly swat wins.</li> <li>• The letter maze: You come across all kinds of letters in the maze. Only follow the letters that will help you to find the exit.</li> </ul>
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<b>Students can visually analyse words.</b>		<b>DO 5.7</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p>Visual analysis: visually distinguish between all the sounds in a word. Pen = /p/ /e/ /n/</p>	<p>Possible practice exercise:</p> <ul style="list-style-type: none"> <li>• The students indicate the position of the new letter in a basic word, colour the letter in or place a block on an outline. “I take the pen.” “Pen.” “I say: p-e-n.” “Where is the letter ‘p’?” “Colour in the right box.”</li> <li>• Students isolate the first, middle and last sounds using an outline.</li> <li>• Go outside and ask the students to say what they see. Then try to visually ‘chop’ the words up into letters.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Add a TPR exercise, in which the students have to put words from the class vocabulary up in the classroom. They then have to 'chop' the words up.</li> <li>• Materials to work with include: letter boxes, magnetic letters, letter biscuits, a letter line.</li> </ul>
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<b>Students can visually synthesise words that are pronounced phonetically.</b>		<b>DO 5.8</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p>Visual synthesis: combine sounds to create a word.</p> <p>Spatial ordering: place sounds in the correct order to form a word.</p> <p>'Stick' the word together:</p>	<p>Possible games and exercises:</p> <ul style="list-style-type: none"> <li>• Hangman, form words with the letter box, word searches, bingo</li> <li>• Students complete words by choosing a letter (using a <a href="#">Miniloco</a>).</li> <li>• Use different materials: <ul style="list-style-type: none"> <li>• Magazines: look for images to go with words. It often helps to link a visual image to a read word (e.g the picture of a hen).</li> </ul> </li> </ul>	

'vowel-consonant' – 'consonant-vowel' – 'consonant-vowel-consonant' words

/t/, /ui/ /n/ → /tuin/

- Study the pictures in a 'things to spot' book (like the '[season books](#)' by Rotraut Suzanne Berner) or the illustration and things to spot books by [Tom Schamp](#). Match word cards to the images.
- Match words to photographs using Miniloco.
- Play memory, trying to match prints and words together.

Spatial ordering: The students each receive a letter and then stand in the correct order in accordance with the correct writing direction.

Practising spatial ordering/letter position:

- The students match the right letter to the right space in an outline.
- From a series of letters presented in order, the students make a selection of letters and note these down in the outline for the corresponding picture.
- Students classify the words provided according to the right vowel: /oo/- /aa/ - /ee/ - /uu/.
- Use of coloured spaces makes the structure clearer.
- Variation of the outline: students 'chop up' a word that they hear. For each phoneme, they thread the coloured beads, according to the outline, from left to right on the table. If the word is analysed correctly, they thread the beads onto the string.

Possible materials to work with.

- Letter boxes, magnetic letters, letter biscuits, a letter line; the students use the outline or letter cards to determine the combination of the sounds/letters.
- Flip books: the student reads the word with a different letter position each time. In this way, many variations of a word can be created.
- Flip cards in which a photograph and a word are depicted: student 1 reads and voices the word in phonemes. Student 2 makes the word with letter cards. The answer is on the back.



## Advanced literacy

### Continued decoding

#### General characteristics during continued decoding

- Decoding is introduced at the same time as basic writing.
- Students carry out familiar decoding tasks independently.
- Students can read all consonant-vowel-consonant words fluently.
- Students can read non-phonetically pronounced single-syllable words and multi-syllable words. These words can contain consonant clusters and morphological additions.
- During this phase, speeding up word recognition and automation is practised. Reading is carried out in clusters. ('str-aat', 'ge-voel' etc.), which should be read in one glance. This may sometimes still result in problems. Repetition is therefore recommended to embed the difficult letter combinations.
- The step-by-step plan is based on the structuring method and students learn through the phonological route.
- Words evolve from sentences to texts. These are short, simple, specially selected and are about a familiar subject. The text is usually supported by a picture.
- The font can vary. Capital letters and handwritten letters are recognised.
- Functional punctuation acquires meaning and gradually determines reading behaviour, so that students read with intonation. Fluent reading begins and is a prerequisite for reading comprehension.
- Reading comprehension practice increases.

<b>Students can voice single-syllable words with consonant clusters at the beginning or end, pure compounds and two-syllable words with closed syllables.</b>		<b>DO 6.1</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p><b>Single-syllable words</b> with consonant clusters at the beginning or end            ccvc : steen, cvcc: kist            ccvcc: plant, cvcccc: barst            cccvc: spreek</p> <p><b>pure compounds:</b> zakmes, balpen, huisdier</p> <p>two-syllable words with closed syllables</p> <ul style="list-style-type: none"> <li>Balkon</li> </ul>	<p>Practising cluster words:</p> <ul style="list-style-type: none"> <li>Step-by-step word recognition and automation using various series of words in increasing levels of difficulty:                List of similar words: 'plas', 'plak', 'plat'                Connection list = a list of similar words with alternating letters to prevent guessing instead of reading:                'plant', 'plank', 'stank', 'start', 'kwart', 'zwart'</li> <li>Colour markings provide the necessary structure and promote fluent reading. These can be left out at a later stage.</li> <li>Link the clusters used to words and images the students know.</li> </ul> <p>Activities with cluster words:</p> <ul style="list-style-type: none"> <li>'<a href="#">Dice reading</a>': each side of the dice corresponds to a specific cluster. Depending on the number thrown on the dice, the student reads a specific list of words with clusters.</li> <li>Students classify words visually in various clusters.</li> <li>Students complete words with the right cluster or, the other way round, with the rest of the word.</li> <li>Students make a 'word chain' with consonant clusters in existing words.</li> <li>Students practise the third-person form of the verbs, e.g. 'loopt', 'maakt' and 'rent'.                This happens spontaneously, in the form of a game. Use homemade flip cards here, <a href="#">flashcards, story cubes, colour cards</a> (available in the <a href="#">docAtlas material bank, for example</a> ).</li> </ul> <p>Activities with compounds:</p> <ul style="list-style-type: none"> <li>Matching parts of words using objects: bal + pen = balpen.</li> <li>Acting out or drawing parts of words (Pictionary), with the other students guessing what it is.</li> <li>Completing words: 'deur' + '...' = deurbel'.</li> <li>Combining words or photographs by looking for the other partner, for example.</li> </ul>	

<b>Students voice words with a non-phonetic sound-letter relationship.</b>		<b>DO 6.2</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p>Non-phonetically pronounced sound-letter relationship:</p> <p>Fixed spelling patterns:</p> <ul style="list-style-type: none"> <li>• aai, ooi, oei,</li> <li>• eeuw, ieuw, uw,</li> <li>• -ng and -nk,</li> <li>• sch-, -ch and -cht,</li> <li>• words ending in -a, -o and -u,</li> <li>• words ending in -b, -p, -d and -t,</li> <li>• words ending in -ig and -lijk</li> <li>• words with a muted 'e' in an unstressed syllable at the end of the word and in the prefixes: ge-, ver- and be-.</li> </ul> <p>Syllables:</p> <ul style="list-style-type: none"> <li>• words with an open syllable 'Manen – roken – beken' etc.</li> <li>• words with closed syllables 'Mannen – rokken – bekken'</li> <li>• plurals with -en or -s</li> <li>• simple three-syllable words 'appelmoes - vuilnisbak - blokkendoos'.</li> <li>• Words with 2 and 3 syllables beginning with a cluster. 'Vragen – spelen – schotel'</li> </ul> <p>Meaning elements:</p> <ul style="list-style-type: none"> <li>• Diminutives: boompje, kroontje etc.</li> </ul>	<p>Possible practice exercises:</p> <ul style="list-style-type: none"> <li>• syllables and meaning elements: <ul style="list-style-type: none"> <li>• Create <a href="#">word puzzles</a> in which word elements are matched. On each piece of the word puzzle, a part of the word as well as the photograph is shown.</li> <li>• <a href="#">Play the syllable game</a>.</li> <li>• Read flash words.</li> <li>• Word cards with differences in syllables and meaning, put them up in the classroom. Ra-men + photograph, Ram-men + photograph.</li> </ul> </li> </ul> <p>Fixed spelling pattern:</p> <ul style="list-style-type: none"> <li>• Add the right sound to words with a supporting image.</li> <li>• Read flash words.</li> <li>• Put up word cards with specific spelling in the classroom.</li> <li>• Make rhyming words: 'gooi' – mooi', or look for a partner who has a word that rhymes with your word.</li> <li>• Students complete sentences with rhyming words or think up sentences that rhyme together.</li> </ul>	

<b>Students can voice words with a capital letter, loan words and common abbreviations.</b>		<b>DO 6.3</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Loan words: computer, bureau</li> <li>• Abbreviations: 'EUR', 'a.u.b.'</li> </ul>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• The students become familiar with use of capital letters and have a sense of a number of basic rules. The students know that we write names, countries, cities and street names with a capital letter. The students also know that a sentence begins and ends with a capital letter.</li> </ul> <p>Possible practice exercises:</p> <ul style="list-style-type: none"> <li>• Classifying words with a capital letter by property: name, country, city etc.</li> <li>• Colour, circle or cut out capital letters, high-frequency loan words and abbreviations in authentic materials (books, magazines, leaflets, newspapers etc.)</li> <li>• Recognising loan words and guessing the country of origin, sticking loan words on the right country on a map, reading loan words, ranking photographs and word cards relating to loan words by theme. Possible themes are: food, clothing, computers and social media, smartphones etc.</li> <li>• Asking students to make their own memory game using loan words and words with capital letters. The objects can be photographed or drawn.</li> </ul>	

<b>Students can recognise words and word groups in a sentence and read these fluently as one unit.</b>		<b>DO 6.4</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Voicing words and word groups in a sentence fluently.	<ul style="list-style-type: none"> <li>• Didactic practice material: 'Veilig en vlot' (Safe and Fluent) from the series Veilig Leren Lezen (Learn to Read Safely).</li> <li>• Techniques to practise fluently and automatically voicing words and sentences: <ul style="list-style-type: none"> <li>• read aloud, read in chorus, read alone: The teacher reads aloud expressively and clearly (modelling) The teacher reads with the students, with the correct intonation and the right rhythm, aloud in chorus. The students read themselves.</li> <li>• Reading in pairs: The teacher walks around and listens. There are multiple reading opportunities for the student. <a href="#">RALFI reading</a> (a variation on the 'aloud - in chorus - alone' method)</li> </ul> </li> <li>• Online reading: <a href="#">AVI reading</a>: read along while the words of the text disappear. <a href="#">Listen and read along books</a> by Janique Vanderstocken.</li> <li>• Reading along with spoken words, sentences, or texts on a tablet or a smartphone.</li> </ul>	

<b>Students reflect on punctuation at sentence level and adjust their reading behaviour to this.</b>		<b>DO 6.5</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Punctuation at sentence level: <ul style="list-style-type: none"> <li>● full stop,</li> <li>● question mark,</li> <li>● exclamation mark,</li> <li>● comma,</li> <li>● quotation marks (in dialogues),</li> <li>● colon,</li> <li>● space.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading dialogue with expression, such as the ‘Suske en Wiske’ comics for new readers.</li> <li>● The teacher offers an example and demonstrates a text using the ‘aloud - in chorus - alone’ method.</li> <li>● The rhythm can be indicated (tapping on the table, the board): the teacher provides a beat like a metronome, the teacher creates a physical pause when there is a punctuation mark.</li> <li>● Marking or accentuating punctuation in sentences in advance and then reading.</li> <li>● Reading business texts with different emotions.</li> </ul>	

<b>Students reflect on diacritic marks (accent, diaeresis etc.) and adjust their reading behaviour to this.</b>		<b>DO 6.6</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Punctuation at word level: <ul style="list-style-type: none"> <li>● diaeresis,</li> <li>● apostrophe,</li> <li>● hyphen,</li> <li>● accent.</li> </ul>	Focus points: <ul style="list-style-type: none"> <li>● The students recognise these marks on the basis of their concrete situations or the environment they encounter.</li> <li>● These marks are mostly recognised in high-frequency words , which they are exposed to over the course of the year. These are words like: ‘België’ – ‘s morgens’ – café – ...</li> <li>● This is offered indirectly. No full, explicit lesson is devoted to this, but the teacher spends time on it when these words come up in context.</li> </ul>	

<b>Students read texts with the right melodic accent.</b>		<b>DO 6.7</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Correct placement of stresses in a sentence, melodic accent of sentences (informing sentences, question sentences etc.).	Possible practice exercises for intonation and rhythm: <ul style="list-style-type: none"> <li>• Chant sentences of a text, from a book, rhythmically to a beat.</li> <li>• Repeat sentences in which the emphasis of the words changes. 'My sister is <u>beautiful</u> – 'My <u>sister</u> is beautiful' ' <u>My</u> sister is beautiful.'</li> <li>• Theatrical reading: the students read dialogues aloud and take on the role of a character. This form of reading encourages enjoyment of reading and promotes fluency and comprehension of texts. Read-together books and comics for new readers work well here.</li> <li>• The rhythm can be provided (by tapping on the table or on the board).</li> <li>• Students could try making a rap with particular accents.</li> <li>• Students read a question as a question and a sentence sounds like a sentence.</li> <li>• RALFI reading can also be used here, to practise the right melodic accent.</li> </ul>	

<b>Students can reflect on the differences between written and printed letters in concrete reading situations.</b>		<b>DO 6.8</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
The difference between written letters and block letters. The difference between capital letters and lower-case letters.	<ul style="list-style-type: none"> <li>• The students become familiar with different types of texts: a quick note on a post-it, a handwritten letter, a card, a text message, an email, a letter from the school, an article in the newsletter (<a href="#">Wablieft Start</a>).</li> <li>• The students get used to various different fonts: <span style="float: right;">↔</span> <ul style="list-style-type: none"> <li>• Read-together books with different fonts depending on the level.</li> <li>• Stick newspaper headlines next to corresponding photographs, make sentences with words in a different font etc.</li> <li>• Creative exercise: fill each letter of a chosen word in a book with identical written and block letters.</li> </ul> </li> <li>• Visualise capital letters and lower-case letters in the classroom, provide letter cards with a lower-case letter on the front and a capital letter on the back.</li> <li>• The students make a bookmark with the capital letters and lower-case letters, which they can continuously consult.</li> </ul>	

<b>Students can correctly phonetically voice all letters of the alphabet, including c (as k or s), q, x, and y (as i or j).</b>		<b>DO 6.9</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Examples: Circus, citroen, concert ... Yoghurt, baby ...	<ul style="list-style-type: none"> <li>• Practise automation of all sound-letter relationships and acquired vocabulary: <ul style="list-style-type: none"> <li>• Letter games: 'I spy with my little eye, something beginning with...,' 'Tell Me', bingo etc.</li> <li>• The teacher describes a word like 'citraen' or 'carnaval' and the students guess the word.</li> <li>• This is introduced indirectly. No full, explicit lesson is devoted to this, but the teacher spends time on it when these words come up in context.</li> </ul> </li> </ul>	

## Basic writing

Basic writing is offered at the same time as beginner's reading and is preceded by preparatory motor exercises.

Both cursive (joined-up) letters and printed (non-joined-up) letters are used at different schools. The objective is that students can communicate clearly in writing. If a pupil can write in printed letters and the message is clear, this type of writing will definitely suffice. If it is feasible for the individual student, it is important also to teach this student the cursive letters. Practising cursive letters is also a way to practice fine motor skills, which can be relevant in other subjects. The type of writing is the school's own (uniform) choice, taking into account the well-being and capacities of the student.

Basic writing enables functional writing. Considering that students have a lot of (pre-)school learning to catch up on in one year, it makes sense that the writing process is not 'complete' after one year of OKAN. Further development of the written skills is necessary.

As soon as this is feasible, it is important to explore ICT skills and make functional use of these where possible. This fits with the OKAN development objectives.

### General characteristic of beginner's writing

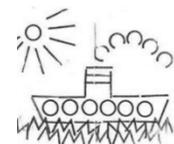
- Students can make gross motor movements, which prepare them for writing.
- Students can make fine motor movements, which prepare them for writing.
- Students can use terms that are important in the teaching of writing.
- Students see the differences in how letters are written and usually apply this independently and fluently in their writing. Letters with a lot of similarities in terms of appearance can cause problems.
- Students can trace over writing without making mistakes.
- Students can write the basic words they have learnt fluently.
- Students can join letters up fluently.
- Students can place the piece of paper correctly.
- Students learn to write single-syllable words that are pronounced phonetically (consonant-vowel-consonant) at world level. Students usually spell out the consonant-vowel-consonant words as they write (letter by letter). Mistakes are still made.
- Students usually carry out the writing tasks with help or use examples here. Independent writing happens gradually.
- The sounds/letters in words evolve from sentences to texts. These are short and are about a familiar subject.

## Basic writing: preparation for writing and beginner's writing

<i>Students can observe distinctions.</i>		DO 7.1
Learning content	Specific pedagogical and didactic notes	
Observe visual distinctions. Visual memory (the ability to remember letter forms or writing patterns and then write these down or copy them).	Possible activities: <ul style="list-style-type: none"><li>• Recognise similarities and differences: connect identical shapes, look for the same figures, find the differences in a print and then complete them.</li><li>• Distinguish between forms, find figures: find the letters in the drawing and colour them in.</li><li>• From distinction in three dimensions, we then work on paper, using a number of methods: copying letters, then circling the right letter in a series of letters.</li><li>• Memory, puzzles, looking for details in a story picture.</li></ul>	



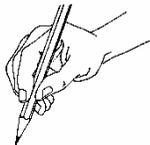
Learning content	Specific pedagogical and didactic notes
Hand-eye coordination Spatial orientation	<p>In the context of practising fine motor skills (hand-eye coordination, spatial orientation), the other subjects should also be involved. In other words, it is a team task, in which the fine motor skills need to be practised throughout the school year. Within the technology element, for example, there is a hard and soft sector component, in which activities like cooking or metalwork (welding, soldering etc.) also contribute to practising fine motor movements.</p> <p>Focus points:            Students should preferably work in three dimensions, then on a flat surface and finally on paper.</p> <p>For spatial orientation, students work on the reading and writing direction and the concept of (dynamic = direction and static= form) spatial terms.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• building with Kapla, Jenga, marble runs, Mikado, Operation, ironing beads, threading beads, macramé and mosaic sets.</li> <li>• Letters: working with letters without writing (painting letters, cutting letters out of newspapers, filling letters with pieces of paper, stamping etc.).</li> <li>• Working on spatial orientation:               <ul style="list-style-type: none"> <li>• Practise the reading and writing direction using familiarisation with the keyboard</li> <li>• Important spatial concepts are practised more (and given a name).                   <ul style="list-style-type: none"> <li>• Dynamic: left, right, above, below, up, down, in front of, behind etc.</li> <li>• Static: straight, curved, diagonal, e.g. a listen-and-draw exercise.</li> </ul> </li> </ul> </li> </ul> <p>For example, colouring in boxes with circular movements, labyrinths, highlighting exercises.</p> <ul style="list-style-type: none"> <li>• Spatial orientation on paper and hand-eye coordination: tracing over and/or completing drawings, finding the way in a maze, joining up the dots, copying a pattern made of blocks three-dimensionally and then drawing this onto squared paper and colouring it in.</li> </ul>



<b>The students have a good writing posture and hold the pen correctly.</b>		<b>DO 7.4</b>
Learning content	Specific pedagogical and didactic notes	
Ergonomic writing posture	The students are taught an ergonomic (writing) posture.  Focus points for an ergonomic (writing) posture:	



Holding a pen



- the feet should be flat on the ground next to each other or with one foot a little behind the other.
- the knees should be at an angle of 90 degrees, so that the thighs rest on the seat and the buttocks are at the back of the chair.
- the torso should be straight in front of the table top.
- there should be room for a fist between the stomach and the table.
- the elbows should be just beyond the edge of the table top.
- the writing hand should rest on the side of the little finger and wrist.
- for right-handed people, the wrist should be under the writing line and for left-handed people it should be above.
- The non-writing hand holds the paper steady with a relaxed, flat hand and moves it upwards line by line. This hand determines the writing point. You write from the space between the thumb and index finger: right-handed. Left-handed students write towards the space between the thumb and index finger.
- the shoulder line is relaxed, not raised, but horizontal and parallel to the table top.
- the head is slightly bent; the distance between the eyes and the paper should be the length of the lower arm, this is measured from the elbow to the wrist.

Possible activities:

- Balance exercises: sitting posture, learning to sit still and focus better:
  - exercises with a gym ball: working on the position of the upper body and the position of the feet (classroom/sport), such as sitting on the ball with a straight back (with a book on your head).
  - Other balance exercises: poses from yoga, Tai Chi.
- Holding a pen:
  - Dynamic tripod grip (most common and most recommended pen grip): the pen rests on the middle finger. The index finger and thumb support the sides of the pen. The thumb, index finger and middle finger form the three writing fingers.
  - Dynamic quadrupod grip: The middle finger is also on the pen and the ring finger takes over the supporting function.
  - Lateral grip: seen with both the tripod and quadrupod grips. You bring the thumb not opposite the index finger but against the side of the index finger. This is a grip like when you are holding a key and opening a lock.

Focus points for holding a pen are:

Motor skills for writing

- Further practice of fine motor skills remains necessary (see fine motor skills).
- Problems with pen pressure, pen grip:
  - Thick, triangular pencils, felt tips or crayons can be used to encourage the optimal tripod grip. This applies to students who experience problems in the area of stability, control and feel.
  - Correcting pen pressure.

Possible activities for holding a pen include:

- Attach a plasticine sausage to the pen where it should be gripped: students then write and check the imprint in the plasticine.
- Students experiment with pressure: Insert a few sheets of carbon paper behind a plain piece of paper. Write and see which sheets you can see writing on. Gradually decrease the pressure.
- Students write with a mechanical pencil, for example: the point breaks if they use too much pressure.
- Students colour in figures with a colour gradient, students write a name or word in large letters and colour this in with an optical effect.

Focus points for writing motor skills:

- Warm up fingers, hands, wrists and arms in a fun way: loosening up joints, bending and stretching fingers, making circles with wrists, moving the hands from left to right (windscreen-wiper movements).

Possible activities for writing motor skills:

‘Writing without a pen’, finger twister, Mikado, Operation, soldering exercises (technology department), rolling a marble from little finger to thumb, balancing a ball on a plank from left to right, making music with maracas, touching the tops of all the other fingers in turn with the thumb, getting faster and faster, placing the hand flat on the table and lifting one finger at a time without lifting the wrist or other fingers.

- Make lines and movement patterns and practise movements on a flat surface, not forms. Specifically, students practice turning directions (left/right) and changes of direction (direction changes in zigzag patterns and waves).
  - Practise with graphomotor drawings: create a class portrait with fantasy figures, funny figure-of-eight men (see image below), insects and so on, with a photograph of a student being stuck in each figure.



- Practise writing patterns from left to right: trace fluent lines and patterns on top of a dotted line, complete these, fill figures with lines, straight or curved lines, spirals etc. Include these patterns in fun tasks: decorate the edge of the paper with writing patterns (poster, photo frame, letter, make a student card with a nice border).

Exercises from the book: "Pak je pen".

Patroon	Ontspanningsoefening	Inspanningsoefening
De open guirlande	llllll	ll
De gesloten guirlande	uuuu	uu
De open arcade	oooo	oo
De gesloten arcade	wwww	ww
De zigzag	zzzz	zz
De golflijn	zzzz	zz
De krakeling	ssss	ss
De lermiscaat	∞	∞

## Beginner's writing

<b>Students can copy out the most frequent letters and orient themselves on the writing surface.</b>		<b>DO 8.1</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	

Copy out letters, taking words in a context as a starting point.

Form and process

Focus points:

- Teachers can make their own choice between cursive letters and printed letters.

Possible factors that determine this choice:

the next step (continued education or adult education), background (too much to catch up on, less visually strong, motor difficulties), individual competencies (unaccompanied minors (a large group of illiterate students) soon come into contact with documents and letters in practice) etc.

- Cursive letters

Advantages: fluent, quicker

Disadvantages: not always legible, more difficult in terms of motor skills

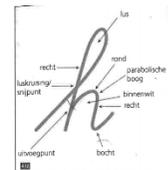
- Printed letters:

Advantages: social benefit (e.g. forms), more legible, easier in terms of motor skills.

Disadvantages: mirror writing, tiring, spacing between the different letters.

- Preparation:

- Start to get a feel for the form: working with clay, colouring in/painting stencils; in this way, students can recognise similarities in form between the letters, such as “n” and “h”.

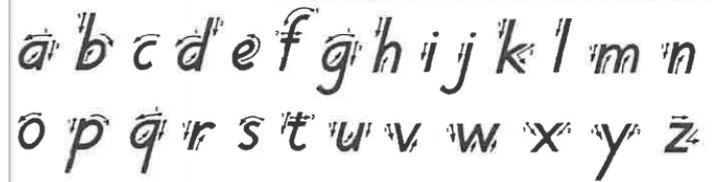
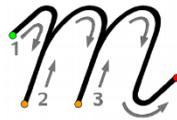


- Sort the letters by letter type: small letters, tall letters, descending letters

- Discuss the route, the process of drawing the letter (existing knowledge of dynamic, spatial concepts is required: to the left, up etc).

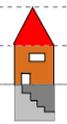
- Explore the process by following with the finger on paper.
- Most writing methods have digital process presentations (smartboard). The objective remains teaching students to write. The means (chalk board, smartboard) remains the choice of the school.
  - Digital lined paper (123lesidee.nl, with guidelines, can also be used on a smartboard; practice remains the same, only the medium is different) on which the teacher can demonstrate and explain the process himself or herself.
- Indication of the process using arrows, the traffic light method: green (starting point) - orange (turning point) - red (stop) or a combination, with the finger following the route.
- Come up with a rhythmic sentence to support the process or count

Orientation on writing surface

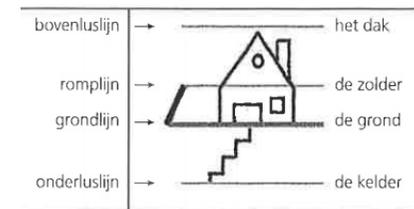
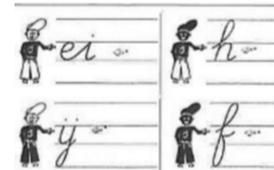


- Practising/imprinting the writing movement:
  - **from big to small in three dimensions:** in the air – on the board (pens, chalk) on someone's back
  - from big to small on paper:** blank paper and then with guidelines write the letter in all kinds of different ways (crayon, pencil, different size, from slow to fast, from thick to thin, 'rainbow letter' = repeat the process multiple times in different colours) so that the form and process are imprinted.

Using guidelines creates structure:



ascending line  
middle line  
bottom line  
descending line



Illustrations from the book 'Pak je pen'.

- We work experimentally on blank paper and then write on one line, between two lines, between three lines and finally between four lines. This is the gradual build-up towards smaller writing.
- Possible didactic tips:
- Practise orientation: place a rubber on the first line, pen on the fourth line.
- A left and right-hand line provide extra white space and a clear layout.
- Colour the middle section = the zone for small letters /o/-/e/ etc.

	<p>A gradual build-up for cursive letters:</p> <ul style="list-style-type: none"> <li>• Start with letters that have a progressive movement /i/ - /m/ - /r/ - /v/.</li> <li>• Then: letters with a regressive movement /e/ - /a/ - /k/.</li> </ul>
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<b>Students can copy out a word with separate letters.</b>		<b>DO 8.2</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Copying out words that come up in a relevant context.	<ul style="list-style-type: none"> <li>• Attention should be paid to the spacing between the letters. The word should not be 'stretched out'. The distinction and the space between different words must be recognisable.</li> <li>• If the school chooses cursive letters, the connections between the letters should be taken into account and, if the school chooses printed letters, the spaces between letters and words should be taken into account.</li> <li>• For the build-up it is important to take the method that the school uses into account.</li> <li>• Focus on different areas one at a time: form, process, readability etc.</li> </ul>	

<b>Students can copy out numbers.</b>		<b>DO 8.3</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Write numbers correctly	<ul style="list-style-type: none"> <li>• From tracing over patterns to writing independently.</li> <li>• '23': in Dutch, we say the second number first when reading a number out but we write it the other way round. This is about positional notation (often takes place in consultation with the arithmetic teacher or the maths teacher).</li> <li>• Place numbers in context: age, house number etc.</li> </ul>	

## Basic writing: elementary spelling

<i>Students can independently write all common letters.</i>		DO 9.1
Learning content	Specific pedagogical and didactic notes	
<p>letter-sound relationship between <i>t</i> and /t/.</p> <p>Writing the letters, two-letter vowels and two-letter sounds.</p>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• aural discrimination is a prerequisite for being able to write the letter well: E.g. "I hear 'i', so I write 'i' and not 'e'."</li> <li>• What you hear is not always what you write. For example 'diphthongs' and 'two-letter sounds' form one sound but are made up of two letters. Making letter cards or taking letter counters out of the letter box in which the diphthong is written in full can help.</li> </ul> <p>Visual discrimination is a prerequisite for being able to write the letters well:</p> <ul style="list-style-type: none"> <li>• Distinguish between differences in words in terms of form: m/n, v/w, b/d: working with colours and mnemonics to better distinguish between the letters visually and remember them.</li> <li>• Hang up a letter line with cursive and printed letters in the classroom, a letter board with structure words etc.</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Write letters: <ul style="list-style-type: none"> <li>• Add a letter to words...</li> <li>• Aural letter dictation: always starting with a word (fill-in dictation; fill in letters in a word)</li> <li>• Letter-box dictation: the teacher dictates and the students take the letter/sound.</li> <li>• Dictation forms: Written dictation: /doos/ → The students write the letter. /d/, /oo/ of /s/</li> </ul> </li> </ul> <p>Pair dictation: Student 1 reads a word /doos/ and then the first, last or middle letter. Use the coloured markings to read the right letter. Make word cards on which certain letters are in colour. Student 2 notes down: /d/, /oo/ or /s/</p> <p>Student 1 points to a picture and gives the corresponding first, last or middle letter. Student 2 writes the letter.</p>	



<b>Students can write single-syllable words that are pronounced phonetically correctly.</b>		<b>DO 9.2</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<p><b>Single-syllable words that are pronounced phonetically:</b> Write what you hear 'vowel-consonant' – 'consonant-vowel' – 'consonant-vowel-consonant' word /t/, /ui/ /n/ → /tuin/</p>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• Writing words together can take place in phases. First sound, last sound, middle sound or according to the difficulty of the letters: e.g.: /koe___/, /__oek/, /k__k/, /____/</li> <li>• The students work in an exercise book to learn how to write all letters fluently, to write down dictated words.</li> </ul> <p>Activities for writing words:</p> <p>Complete words by selecting a letter. Working with the letter box: synthesis with letter cards is practised before writing. Tracing over lists of words, list of similar words that vary by one letter each time. Depending on the writing level, students can practise writing pace. Word puzzle: the separate pieces together form one word. 'Word of the day': look for a word that you like in a magazine and copy it. Word dictation: 'I pick up a pen' /pen/ → Dictation Pair dictation, flash dictation or self-dictation using flip cards or the <a href="#">flip book</a>. dice dictation, running dictation. Jenga dictation in pairs: for each word written correctly, the students receive a block for the tower. The aim is to make the highest tower. 'Sweet necklace' dictation. The aim is to get the most sweets on the thread.</p>	

## Continued basic writing / advanced literacy

In this phase, the students can write a short sentence with consonant-vowel, vowel-consonant and consonant-vowel-consonant words. Writing is always linked to a concrete situation in which subject matter that has been learnt is central.

In this phase, writing becomes more difficult and some spelling difficulties arise when copying out. Word types that come up are single-syllable words and simple two-syllable words. The nature of the written exercises is no different from usual and is repeated so that, over time, students know what they have to do.

The writing process no longer runs in parallel with the reading process. A lot of patience, practice and gentle correction are recommended. Most students will be able to read a text with specific spelling difficulties. More complex structures will be mastered more at a receptive level than a productive level, however. The literacy process is not complete and continued basic writing will still need to develop further. In this phase, attention is also paid to automation of the act of writing and the writing pace is increased slightly.

The writing tasks, supporting reading comprehension, are usually at copying level and sometimes at descriptive level, if the student is offered assistance.

<i>The students can write a sentence with single-syllable words that are pronounced phonetically.</i>		DO 10.1
Learning content	Specific pedagogical and didactic notes	
single-syllable words	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• Copying out a sentence.</li> <li>• Gradually reduce the guidelines to writing on just one bottom line.</li> <li>• Students copy the title of a story and add a drawing.</li> <li>• Students fill in words in a sentence.</li> <li>• Students select a sentence and write this next to a photograph.</li> </ul> <p>Practice elementary spelling daily as well as recognition of parts of words. Repetition helps to embed structures. Mark out a recurring structure. This promotes fluency.</p> <p>Put up a poster showing difficult spellings or ask the students to make a bookmark with difficult words they have chosen themselves as a memory aid.</p> <p>Writing sentences takes place step by step:</p> <ul style="list-style-type: none"> <li>• Select the right missing word in a sentence relating to a picture and write this in.</li> <li>• Complete a sentence relating to a picture by selecting the right part of a sentence and writing this in.</li> <li>• Answering a question, by actively filling in the answer or by selecting the right answer and copying it. This is always supported by a picture.</li> <li>• Answer questions about a text at description level.</li> <li>• Make up your own story for a comic strip, by writing a sentence corresponding to each picture on the basis of sentences provided.</li> <li>• Write your own sentence next to a photograph.</li> </ul> <p>The students write their own short story corresponding to an illustration (with words provided, for example).</p>	

<b><i>The students can write multi-syllable words that are pronounced phonetically.</i></b>		<b>DO 10.2</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
Multiple syllables: compound words: /balpen/; two-syllable words with closed syllables: /balkon/.	<p>In this development objective, you also work on integrated language observation and spelling.</p> <p>Activities with compounds:</p> <ul style="list-style-type: none"> <li>• Students draw a line between parts of a word.</li> <li>• Students write the whole word out: bal + pen = balpen.</li> <li>• Students complete the word: 'deur + ...' = 'deurbel'.</li> <li>• Students look for the two parts that fit together in a word puzzle and note the word down.</li> <li>• Students combine words and photographs by looking for the other partner in the class. They then note down the words.</li> <li>• Students make their own memory game with parts of words.</li> <li>• Students act out a word or draw parts of words (Pictionary), the other students write the word.</li> </ul>	

<b><i>Students can write words with consonant clusters correctly.</i></b>		<b>DO 10.3</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>	
<b>Single-syllable words</b> with consonant clusters at the beginning or end ccvc: steen, mkmm: kist cvcc: plant, cvccc: barst cccvc: spreek	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• These words come up in a functional context.</li> <li>• Visualising written clusters: a poster in the classroom, card in the diary etc.</li> <li>• Mark the cluster in the word in a colour. Colour markings provide structure at first.</li> </ul> <p>Activities with cluster words:</p> <ul style="list-style-type: none"> <li>• Visual: classify words in writing according to various clusters.</li> <li>• Link the clusters covered to words and illustrations that students know and copy these.</li> <li>• 'Dice dictation': Each side of the dice corresponds to a specific cluster. Based on the number thrown, the student writes a specific word with the corresponding cluster.</li> <li>• Complete words with the right cluster.</li> <li>• Written practice of verbs with the third-person form in preparation, such as: 'loopt', 'maakt' and 'rent'. For the first person singular given, the students fill in the third person.</li> <li>• The students select a cluster word from the words provided and use this to complete a sentence.</li> </ul>	

<b><i>Students can copy out words with a non-phonetic sounds-letter relationship.</i></b>		<b>DO 10.4</b>
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Learning content	Specific pedagogical and didactic notes
<p>Difficult sound-letter relationship: Fixed spelling pattern:</p> <ul style="list-style-type: none"> <li>• aai, ooi, oei,</li> <li>• eeuw, ieuw, uw,</li> <li>• -ng and -nk,</li> <li>• sch-, -ch and -cht,</li> <li>• words ending in -a, -o and -u,</li> <li>• words ending in -b, -p, -d and -t,</li> <li>• words ending in -ig and -lijk</li> <li>• words with a muted 'e' in an unstressed syllable at the end of the word and in the prefixes: ge-, ver- and be-.</li> </ul> <p>Syllables:</p> <ul style="list-style-type: none"> <li>• words with an open syllable 'Manen – roken – beken'</li> <li>• words with closed syllables 'Mannen – rokken – bekken'</li> <li>• simple three-syllable words 'appelmoes - vuilnisbak - blokkendoos'.</li> <li>• Words with 2 and 3 syllables beginning with a cluster "vragen – spelen – schotel".</li> </ul> <p>Meaning elements:</p> <ul style="list-style-type: none"> <li>• Diminutives: boompje, kroontje.</li> </ul>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• These words sound different to how they are written.</li> <li>• For these words, the spelling pattern needs to be recognised so that students recognise the word quicker.</li> <li>• The students can (actively) independently write the words with the spelling patterns printed in bold.</li> <li>• The other sound-letter relationships are mastered at a (passive) copying and descriptive level.</li> <li>• Writing of these difficult words should take place step by step: e.g. add the prefix or syllable to a word, add a word to a sentence, write a chosen word in a text.</li> </ul> <p>Possible practice exercises:</p> <ul style="list-style-type: none"> <li>• syllables and meaning elements: <ul style="list-style-type: none"> <li>• Make word puzzles and note down the word.</li> <li>• Flash-word dictation and 'dice dictation'.</li> <li>• Put up word cards with differences in syllables and meaning in the classroom. Ra-men + photograph                      Ram-men + photograph</li> <li>• Pair dictation: read a word and dictate it in syllables.</li> <li>• Syllable quartet, make a quartet with the diminutives.</li> <li>• Think of words for each spelling difficulty and put these up on a word tree (in groups).</li> </ul> </li> </ul> <p>Fixed spelling patterns:</p> <ul style="list-style-type: none"> <li>• Add the right letter to words with supporting illustrations.</li> <li>• Write flash words and 'dice dictation'.</li> <li>• Put up word cards with specific spelling in the classroom.</li> <li>• Make rhyming words, such as 'gooi' and 'mooi'. Each student receives one word and has to look for a partner with a word that rhymes with this. Together, students can then write a sentence that rhymes.</li> <li>• Making a mind map per spelling item.</li> <li>• Dominoes games: with /aai/, /ooi/, /oei/.</li> <li>• Board game with different spelling difficulties.</li> <li>• Interactive spelling quiz (interactive whiteboard - smartphone).</li> </ul>

<b><i>The students can apply the rules for use of capital letters</i></b>	<b>DO 10.5</b>
<b>Learning content</b>	<b>Specific pedagogical and didactic notes</b>

<p>Apply the rules for use of capital letters:</p> <ul style="list-style-type: none"> <li>• at the beginning of a sentence,</li> <li>• for proper names,</li> <li>• for geographical names,</li> <li>• for the first word of a quote,</li> <li>• at the beginning of a sentence and after an abbreviated word (e.g. 's Avonds).</li> </ul>	<p>Focus points:</p> <ul style="list-style-type: none"> <li>• Attention is paid to the forms of capital letters in their functional context. Functionality prevails: on the basis of text comprehension, students write certain words with a capital letter.</li> <li>• The students become familiar with use of capital letters and have a sense of a number of basic rules. The students know that names, countries, cities and street names are written with a capital letter. The students know that a sentence begins and ends with a capital letter.</li> </ul> <p>Possible practice exercises:</p> <ul style="list-style-type: none"> <li>• Start from the students' concrete situation to explain the use of capital letters, for example, after an oral or written description of a person (a student, a teacher, a celebrity).</li> <li>• The teacher provides word cards with all kinds of information and personal details. The students classify this information under: name - address - country - town or city. The students then note the information down in a passport.</li> <li>• Students think of words that are written with a capital letter.</li> <li>• Students draw a nice capital letter for each first letter of the name of a classmate.</li> </ul>
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