



State of Israel  
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**Guidelines for the Teaching of English  
at the Pre-Foundation Level**  
Aligned with Can-Do descriptors (CEFR) & the  
ABLE assessment KIT

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## Guidelines for the Teaching of English at the Pre-Foundation Level

### Foreword

This document provides the guidelines for the teaching of English at the pre-foundation level and should be taught prior to the teaching of the English curriculum. Acquisition of basic literacy skills is the focus of English as a foreign language (EFL) instruction in the early elementary school years. These skills include awareness of the sounds of language, awareness of print, knowledge of the relationship between letters and sounds, vocabulary recognition and acquisition, word decoding, and spelling (National Reading Panel, 2000). These basic literacy skills constitute a critical foundation for the learner to rely on and are used later on to develop reading comprehension. The can-do descriptors, following the CEFR model of performance, hereby presented at the pre-foundation level define what learners need to know and be able to do in the initial stages of acquisition of EFL. This pre-foundation document is aligned with the ABLE kit “Assessment of Basic Literacy in English” turning teaching, learning and assessment of basic literacy skills into one whole, fitting the Israeli elementary school, mostly at the 3<sup>rd</sup> grade and the beginning of 4<sup>th</sup> grade (National Authority for Measurement and Evaluation in Education- [RAMA](#)).

## **Introduction to the Pre-Foundation Can-do descriptors**

The pre-foundation can-do descriptors are comprised of two stages: (a) oral language (listening and speaking skills) (b) beginning literacy (reading and writing), which together form the basis for the transition to the foundation level. The can-do descriptors should serve as a guide to the teachers regarding the road to success in acquiring the beginning stages of the four language skills in EFL, however, teachers must acknowledge individual differences in the rate of progress and adapt their teaching accordingly.

The can-do descriptors are presented in a linear progression mainly to facilitate explicit instruction; however it should be kept in mind that language development does not necessarily follow a rigid sequence and there may also be natural overlap of some of the language skills represented in the can-do descriptors. Furthermore, progression may not always be constantly forward; some learners may take two steps forward and then one step backward.

As success in reading and writing rests on a sound base in listening and speaking skills, it is recommended that an extended amount of classroom time be spent on intensive listening and speaking work, including the 200 words of pre-foundation from Band 1 vocabulary acquisition and phonological awareness skills prior to the beginning of explicit reading and writing instruction. Exposure to rich input and practice with familiar and new language should also continue parallel to reading and writing instruction.

Together with listening and speaking instruction teachers should try to provide a print-rich environment, that includes alphabet charts, bulletin boards, labeled objects, posted signs, posters, word walls, story books, learners' names and birthdates. Additionally, the use of authentic children's literature is recommended. This can provide opportunities to become familiar with language patterns, vocabulary, stress, rhythm, and intonation. **However, ultimately, the teaching of reading and writing skills must be done in an explicit, systematic and direct manner following a structured and cumulative sequence.**

The can-do descriptors for **the pre-foundation level** are divided into two main stages: (1) reading readiness, and (2) beginning reading and writing.

The stage of **readiness** includes the following: (1) listening and speaking (2) phonological representations (3) phonological awareness.

The stage of **beginning reading and writing** includes the following: (a) acquiring grapheme-phoneme correspondence knowledge, (b) decoding, (c) encoding/spelling, (d) writing and (e) automaticity/fluency. These are described below.

## **READING READINESS**

### ***Listening and speaking***

The focus at this stage is on building listening and speaking skills in EFL. This is dependent on the creation of solid phonological representations and phonological awareness abilities. Learners begin to learn lexical items and basic sentence patterns. Teachers should engage learners in activities such as listening to stories and songs. Learners should also be encouraged to repeat words, lexical chunks and sentences, sing songs and recite chants.

### ***Phonological representations:***

Learners attend to the distinct phonemes of the English language. Teachers should draw attention to the similarities and differences between the phonemic inventories of the L1 (and any other language that the learners may know) and English. Teachers should use explicit instruction techniques to teach the learners how to pronounce phonemes that exist in English but not in their L1 or any other language that they know (novel phonemes). Teachers should ask learners to repeat words, lexical chunks and sentences that get progressively longer.

***Phonological awareness:*** Learners learn to recognize and manipulate the different word and sub-word units that are relevant to English (words, syllables, onsets, rimes, phonemes). While learners are expected to transfer their phonological awareness skills from their L1 (and other languages they may know), it is important to note that each language emphasizes specific sub-syllabic units. Therefore, teachers should emphasize the onset-rime units of English words. Teachers should engage learners in activities that draw attention to the different sub-word units mentioned above and provide multi-sensory opportunities for manipulation.

## **BEGINNING READING AND WRITING**

Reading and writing at the pre-foundation level includes: (a) acquiring grapheme-phoneme correspondence knowledge, (b) decoding, (c) encoding/spelling, (d) writing and (e) automaticity/fluency.

### **Acquiring grapheme-phoneme correspondence knowledge**

At this stage, learners learn the names of the letters, and how to form them in both lower and upper case accurately. Learners learn the grapheme-phoneme correspondences for single letter graphemes before progressing to multiple letter graphemes. Teachers should ensure that learners are able to automatically recognize and name the single letter graphemes, and produce the matching phoneme that each grapheme represents. Once single letter grapheme-phoneme correspondences have been mastered, the teacher should include multiple letter grapheme phoneme correspondences (for example digraphs e.g. sh). Teachers should be aware that some graphemes may have more than one phoneme correspondence (e.g. the grapheme *c* can be pronounced as /s/ or /k/), and some phonemes may have more than one grapheme correspondence (e.g. the phoneme /j/ may be represented by the graphemes *g* or *j*). Single letter graphemes should be presented in the context of one-syllable words taken from the 200 words of pre-foundation from Band 1. The words that the learners are expected to read and spell at this stage should be comprised of grapheme-phoneme correspondences that they have acquired. Lexical items that the learners learn to read and spell should be incorporated into the vocabulary component of that lesson.

Decoding refers to the ability to break a word into its constituent graphemes, match each grapheme with the corresponding phoneme, and subsequently blend the phonemes into a word. After going through this process a number of times with a particular word, the learner should be able to recognize the target word automatically. Beginning decoding skills at the pre-foundation level should include explicit instruction of the closed and open orthographic syllable patterns, which together account for approximately 53% of the words that beginning EFL readers in Israel will encounter. In parallel to learning to decode words in isolation, learners should read and comprehend short texts

comprised of mostly decodable words from the 200 words of pre-foundation from Band 1.

Encoding/spelling refers to the ability to break a word down into its constituent phonemes and then represent the phonemes using correct graphemes. Spelling and reading are complementary processes that support each other. Learners should be able to read the words that they can spell and spell the words that they know how to read. In parallel to learning to spell individual words, instruction should include attention to proper use of capitalization for proper names.

Writing at the pre-foundation level involves mastering mechanics and transitioning into initial written expression. Learners should learn the correct formation of English letters. They should learn to add one or more words to complete given sentences as well as copy and produce free writing of simple sentences. They should learn appropriate use of capital letters and punctuation. Individual differences in spelling and writing are expected at beginning stages. **The teaching of writing skills: letter formation, spelling and writing simple sentences must be done in explicit, systematic and direct manner following a structured and cumulative sequence.**

Automaticity/fluency: Automaticity is an essential component of fluency. The ability to decode and encode allows the learner to eventually recognize words without effort, thus leading to automaticity in reading. Automaticity enables readers to free cognitive resources from decoding transitioning to meaning. Automaticity is made possible through the building of sight vocabulary of high-frequency words and lexical chunks. Ample practice with decodable easy, interesting and relevant texts with no unfamiliar vocabulary and writing activities that support or focus on how lexical items are spelled encourages automaticity. Fluency refers to the ability to read with appropriate phrasing, expression, pace and intonation (i.e., prosody). More explicitly, it refers to the ability to process language in lexical chunks/phrases rather than word-by-word, thus increasing intelligibility. Automaticity and fluency support successful reading comprehension.

## ***MUSTS*** **for Teaching at the Pre-Foundation Level**

<b>Must</b>		<b>Rationale</b>
1	Ensure a period of listening and speaking practice at least three to four months, prior to the teaching of reading.	Listening to and speaking English exposes learners to high-frequency topic vocabulary, lexical chunks and language patterns that will later form the basis of initial reading of simple texts and beyond.
2	Afford many opportunities for learners to listen to and recite rhymes, chants, songs, simple dialogues, etc.	Extensive repetition reinforces listening, comprehension and speaking skills. It also creates an essential foundation for language learning.
3	Read aloud to model correct pronunciation and expression. Ensure that learners practice stress, rhythm and intonation.	Reading aloud with correct pronunciation, stress, rhythm, chunking, and intonation facilitates comprehension as well as correct pronunciation and language use.
4	Explicitly teach the grapheme-phoneme correspondences and orthographic syllable types (closed and open syllables at the pre-foundation level) in English including both sounds and names of letters. Ensure that pupils have acquired this knowledge before progressing to word reading. Learners require practice with letters both upper and lower case letters.	Decoding and encoding require mastery of grapheme-phoneme correspondence. Sounding out letters, syllables and words is dependent on knowing the sounds that each letter, and combinations of letters, makes. Naming and forming letters also contributes to both reading and writing.
5	Provide learners with extensive practice in reading previously learned lexical items in the listening and speaking stage that are mainly decodable both in isolation and within familiar texts.	Extensive practice with familiar texts builds automatic word and phrase recognition and contributes to the development of a large sight vocabulary which are necessary to free cognitive processes from decoding to 'meaning making'.
6	Set vocabulary acquisition goals and ensure learners achieve them by monitoring their progress.	Communication in general and reading comprehension in particular hinge on vocabulary knowledge.
7	Expose learners to decodable texts comprised of grapheme-	Repeated encounters with lexical items in varied contexts (within

	phoneme correspondences they have already mastered in varied text types to ensure the recycling and recontextualizing of previously learned lexical items.	and across texts) consolidate and enhance vocabulary knowledge and ensures successful beginning reading experiences.
8	Explicitly teach the spelling of orthographic conventions. Engage learners in extensive spelling practice.	Practicing learned orthographic conventions and spellings/encoding facilitates decoding and draws awareness to spelling patterns and rules necessary both in reading and writing.
9	Create opportunities for learners to write their own words and texts.	Emergent writing including the use of invented spelling allowing for the internalization and application of alphabetic knowledge in reading and writing.
10	Introduce literary "creative" texts compatible with learners' age and language knowledge at all stages of language instruction.	Exposure to literature nurtures literary and cultural appreciation and boosts motivation to learn English.

**Pre-Foundation Can-do descriptors and Suggestions for Teaching and Assessing**

\*Note: The different categories in the can-do descriptors are to be taught and learned in parallel and not in a sequential manner as they appear in the chart below.



READING READINESS			Sample Classroom Activities	Learner Performance: Evidence that learner "can-do"
			The teacher:	Learners can:
Category	Sub-category	Can-do Descriptors		
<b>Listening and speaking:</b>	Receptive language skills	<ul style="list-style-type: none"> <li>• Can follow simple instructions in imperative form (e.g., in the game Simon Says, stand up, sit down, open the book, join in, clap when you hear..., etc.).</li> <li>• Can listen and follow simple directions related to storybooks teacher reads in class (e.g., learner circles pictures of animals as they appear in a story).</li> <li>• Can listen and respond with appropriate gestures to songs and chants teacher sings in class, (e.g., learner can use gestures and body language as in the song “Head, Shoulders, Knees and Toes”).</li> <li>• Can understand the 200 words in the pre-foundation band 1 list that have been explicitly taught in class by the end of the first year of literacy instruction (mainly in the 3<sup>rd</sup> grade).</li> </ul>	<ul style="list-style-type: none"> <li>• encourages learners to follow simple instructions: open the book, join in, clap when you hear..., etc.</li> <li>• communicates in English: short conversational dialogues / conversations, such as: Hello, Good Morning, How are you today?, I'm fine thank you.</li> <li>• exposes learners to repetitive patterns with variation through authentic storybooks (e.g. "The Gingerbread Man"). S/he has learners join in the repetition of chunks of language (Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man!)</li> <li>• reads stories interactively, encouraging learners to predict, join in, and act out parts of the story, e.g. teacher / learner begins the story and others continue.</li> <li>• encourages learners to re-tell a story using chunks of language from the story or from previous knowledge.</li> <li>• encourages learners to create variations and their own versions of a story/song</li> </ul>	<ul style="list-style-type: none"> <li>• draw or arrange a sequence of pictures to represent a learned story while or following listening.</li> <li>• choose a picture and match it to what the teacher says.</li> <li>• complete a lexical chunk/phrase begun by the teacher.</li> <li>• arrange a picture puzzle of a learned story according to the sequence of events in the story.</li> <li>• make a "copy cat" story book based on a story studied in class. This can be done individually, in groups or as a class activity.</li> <li>• participate in short dialogues / conversations and / or role plays.</li> </ul>
	Productive language skills: Oral language production	<ul style="list-style-type: none"> <li>• Can repeat simple instructions.</li> <li>• Can answer simple questions using vocabulary from the 200 words of pre-foundation from Band 1.</li> </ul>	<ul style="list-style-type: none"> <li>• complete a lexical chunk/phrase begun by the teacher.</li> <li>• participate in short dialogues /</li> </ul>	

		<ul style="list-style-type: none"> <li>● Can ask simple questions using vocabulary from the 200 words of pre-foundation from Band 1.</li> <li>● Can use repetitive patterns (chunks of language) with some variation (e.g., colors, numbers, animals) through listening to and participating in authentic storybook, songs and chants experiences.</li> <li>● Can participate in choral recitation after hearing and practicing models of language use.</li> <li>● Can act out parts of a story where for example different learners act out different animals in a story about animals. The teacher reads the story, and as the child hears the animal they are acting out, they stand up and move over to the mat.</li> <li>● Can modify (change adjectives, nouns etc.) a story/song orally. e.g., in the story “Brown Bear, brown bear, what do you see?” by Eric Carle, students can repeat the sentences and substitute other colors and animals for the original ones.</li> <li>● Can express likes/dislikes repeating the sentence pattern e.g., teacher says “I like bananas” learner says “I like bananas” and substitutes “bananas” with another word.</li> <li>● Can participate in classroom routines</li> </ul>	<p>orally or and/or in pictures.</p> <ul style="list-style-type: none"> <li>● Models and encourages learners to express their likes/dislikes of a story/song: I liked this story/song; I didn’t like this story/song/chant because...</li> </ul>	<p>conversations and / or role plays.</p>
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		<p>such as: classroom opening activities, discussing weather, day of the week etc. by repeating a phrase or pattern that exchanges or conveys basic information</p> <ul style="list-style-type: none"> <li>• Can use short conversational chunks of language for basic communication.</li> </ul>		
	<p>Phonological representation: Familiar and novel phonemes Words Rhymes Syllables Onset-Rimes Phonemes</p>	<ul style="list-style-type: none"> <li>• Can discriminate between familiar and novel phonemes when they are spoken</li> <li>• Can pronounce novel phonemes</li> <li>• Can repeat one syllable words.</li> <li>• Can repeat 2-3 syllable words.</li> <li>• Can repeat phrases containing words that together amount to more than 3 syllables in isolation, e.g., “happy birthday.” (See list of oral collocations to be taught in Pre-foundation level).</li> <li>• Can repeat individual sentences.</li> </ul>		
<p><b>Oral Phonemic Awareness, Segmentation and Blending</b></p>	<p>Phonological awareness of familiar and novel units: Words Rhymes Syllables Onset-Rimes Sounds and phonemes</p>	<p>General:</p> <ul style="list-style-type: none"> <li>• Can identify rhyming words and produce rhymes.</li> <li>• Can divide words into syllables and manipulate sounds and syllables within words.</li> <li>• Can identify initial/final/medial sounds in words.</li> </ul> <p>Specific:</p> <ul style="list-style-type: none"> <li>• Can hear a stimulus word and say</li> </ul>	<ul style="list-style-type: none"> <li>• shows a picture to class. While saying its name, s/he claps out the number of syllables. Question: How many syllables do you hear? Same activity can be done with learners' names.</li> <li>• counts phonemes in a word. For example, k-a-t in 'cat'; b-a-ck in 'back', e-l-e-ph-a-n-t in 'elephant'.</li> <li>• shows a picture to class. While saying its name, claps out the number of syllables.</li> </ul>	<ul style="list-style-type: none"> <li>•listen to a word (cat) and are asked to raise the correct number of fingers corresponding to the number of sounds in the given word.</li> <li>•say the three sounds in the word "cat": /c/ /a/ /t/.</li> <li>•learners identify pairs of words they hear according to either onsets or rimes.</li> <li>•listen to a beginning sound /t/ and are asked to add it to the pattern /an/ to create the word "tan". They then add initial sounds (/p/, /r/, /f/, /m/,</li> </ul>

		<p>words that rhyme with it, e.g., cat, sat, mat (producing pseudo words for rhyming is acceptable.).</p> <ul style="list-style-type: none"> <li>● Can blend syllables into words (e.g., teacher says “sum” and “mer” - what word is it? Class answers: “summer”)</li> <li>● Can count the number of syllables in a word.</li> <li>● Can say the individual syllables in words.</li> <li>● Can identify and say the same initial phoneme in different spoken words (alliteration). e.g., What sound is the same in big, ball, and bag?</li> <li>● Can identify and say a spoken word from a set of 3-4 words that has “the odd sound”. E.g., Which word doesn’t belong? box, boy, man.</li> <li>● Can identify and say onsets in single syllable words, e.g., the onset of “sad” is /s/.</li> <li>● Can identify and say the rime in a word e.g., the rime of “sad” is /æd/.</li> <li>● Can blend phonemes into a word, e.g., /s/, /ɪ/, /t/ when blended together is “sit”.</li> <li>● Can count the number of phonemes in a word, e.g., When asked “how many sounds are in the word “on”? Learner can respond, “2”.</li> <li>● Can segment one syllable words into phonemes (separate into phonemes),</li> </ul>	<ul style="list-style-type: none"> <li>● shows a one-syllable word to learners such as “cat”. While saying “cat”, teacher asks “What sound does “cat” begin with? (the onset); learners answer "k". What is the end of “cat” (the rime); learners answer “at”. The teacher continues with other words that have onset and rime patterns such as man, can, fan; time, lime, rime, dime; ban, can, man, etc.</li> <li>● Shows a picture/object to learners and says the word, then asks the learners to count the number of phonemes. For example, k-a-t in 'cat'; b-a-ck in 'back', e-l-e-ph-a-n-t in 'elephant'. Learners are asked to choose a picture / object and do the same.</li> </ul>	<p>etc.) to the pattern /an/.</p>
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		<p>e.g., “him” can be segmented into /h/, /i/, /m/.</p> <ul style="list-style-type: none"> <li>• Can reverse the activity presented.</li> <li>• Can make a new spoken word by adding a phoneme to an existing word, (e.g., Add /m/ before /an/. What is the new word?). (Note: these instructions can be practiced in simple English but translated into L1 as needed.)</li> <li>• Can manipulate phonemes in words, e.g., The word is bus. Change /s/ to /t/. [Provide L1 instructions.] The new word that is created is “but”.</li> </ul>		
	<p>Acquiring grapheme–phoneme correspondences</p>	<ul style="list-style-type: none"> <li>• Can demonstrate knowledge of grapheme- phoneme correspondences (e.g. hear /m/ and write “m”).</li> <li>• Can automatically identify graphemes and say the phoneme associated with each grapheme (e.g. see the letter m and say the phoneme /m/)</li> </ul>		

<b>Beginning reading and writing</b>	Decoding	<ul style="list-style-type: none"> <li>● Can read each phoneme aloud correctly, blending the phonemes into a whole word.</li> <li>● Can read words that are structured in the closed syllable orthographic pattern CVC*</li> <li>● Can read words that are structured in the open syllable orthographic pattern CV.*</li> <li>● Can read the 200 words in the pre-foundation that have been explicitly taught in class by the end of the first year of literacy instruction. *</li> <li>● Can read and understand short texts that contain mostly words comprised of grapheme-phoneme correspondences that have been taught to date.*</li> <li>● Can recognize punctuation including full stops, question marks and exclamation points appropriately.</li> </ul> <p>* These can-do descriptors should be repeated with 4 more syllable types in the foundation level to acquire reading.</p>	<ul style="list-style-type: none"> <li>● presents flashcards with words (beginning with one-syllable words) and with transparent patterns and learners read the word aloud / sound out the word.</li> <li>● writes down a text (word, sentence/s) suggested by learner. Learner then attempts to ‘read back’ his own text written by the teacher.</li> <li>● encourages learners to send simple “buddy messages” to each other. (I am happy))</li> <li>● encourages the making of collaborative and individual books that remain in the classroom. Encourage learners to read aloud from these books.</li> <li>● recycles vocabulary from the listening and speaking stage to be used in reading and writing.</li> </ul> <p>creates word/chunk walls where learners review the words/chunks.</p>	<ul style="list-style-type: none"> <li>● locate familiar words / chunks from previously read storybooks.</li> <li>● find rhyming words or transparent patterns in a story read aloud or on a page presented.</li> <li>● point to correct word when uttered.</li> <li>● complete a chunk in writing.</li> <li>● prepare a ‘lexifolio’ – a portfolio including words / lexical chunks chosen by the learner, e.g. words the learner likes, words the learner found difficult, etc. From the lexifolio the learner may also create a dictionary copying words from the lexifolio into the dictionary.</li> </ul>
	Encoding/ Spelling  * These can-do	<ul style="list-style-type: none"> <li>● Can match or write grapheme and common diagraphs in response to a phoneme.</li> <li>● Can spell each phoneme from a phonetically-spelled spoken word in the correct order.*</li> <li>● Can spell words that are structured in</li> </ul>		

<p>descriptors should be repeated with 4 more syllable types in the foundation level to acquire reading.</p>	<p>the closed syllable orthographic pattern CVC *</p> <ul style="list-style-type: none"> <li>● Can spell words that are structured in the open syllable orthographic pattern CV.*</li> <li>● Can spell the 200 words in the pre-foundation that have been explicitly taught in class by the end of the first year of literacy instruction</li> <li>● Can write their own first and last name.</li> </ul>		
<p>Automaticity/Fluency</p>	<ul style="list-style-type: none"> <li>● Can accurately and fluently read and spell words/language chunks that have been explicitly taught in class.</li> <li>● Can accurately and fluently read short passages aloud comprising previously taught words.</li> <li>● Can accurately and fluently read correctly using punctuation.</li> <li>● Can read aloud with appropriate expression, pace and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>● models reading aloud with correct pronunciation, stress, rhythm and intonation, with emphasis on position of lips, mouth, and tongue.</li> <li>● introduces vocabulary that will enable class discussion (and learner writing) about books. Some examples include: page, cover, title, author, paragraph, sentence, word, letter.</li> <li>● models sentences that differentiate between the period, question mark and exclamation point at the end of a sentence.</li> <li>● has learners identify which punctuation mark is used by the tone of voice.</li> <li>● encourages learners to say (and dictate) sentences using appropriate intonation based on the punctuation marks.</li> <li>● provides ample opportunities to practice reading easy texts in pairs, along with the teacher and individually focusing on correct</li> </ul>	<ul style="list-style-type: none"> <li>● read aloud a short, familiar text with appropriate chunking, pace, intonation and expression.</li> </ul>

			pronunciation and prosody.	
<b>Vocabulary</b>	Vocabulary chunks Morphology Syntax	<ul style="list-style-type: none"> <li>• Can identify, orally and in writing, the remaining words in Band 1 that have been explicitly taught in class (receptive language).</li> <li>• Can produce, orally and in writing, the remaining words in Band 1 that have been explicitly taught in class using developmentally appropriate spellings which approximate correct spelling (productive language).</li> <li>• Can identify and understand the use of frequent prefixes and suffixes that appear in Band 1 (see appendix, below).</li> </ul>		

## Class Progress Chart

Name of School: \_\_\_\_\_ Name of Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

	READING READINESS					READING AND WRITING			
Name of Learner	Listening and Speaking			Phonemic Awareness, Segmentation and Blending and Grapheme-Phoneme Correspondence		Decoding	Encoding/ Spelling	Automaticity /Fluency	Vocabulary
	Receptive language skills	Productive language skills: Oral language production	Phonological representation: Familiar phonemes Words Rhymes Syllables Onset-Rimes Phonemes	Phonological awareness of familiar and novel units: Words Rhymes Syllables Onset-Rimes Sounds and phonemes	Acquiring grapheme-phoneme correspondences				Vocabulary chunks Morphology Syntax
Yossi	10/3 (date of collecting data about students)			11/1					
Sara	10/10			11/5					
Dina	10/7			11/2					

# DRAFT

## Lexical List

1	Base word	Conversational Phrases and Chunks	
2	a, an	What's (what is) your name?	My name is
3	add	How are you?	I am _____ (fine, sick, hungry, tired, thirsty, sad, happy...)
4	am	How old are you?	I am _____ years old.
5	and	Where do you live?	I live in _____
6	as	Thank you; Thanks	You're welcome
7	as	How do you feel?	I feel well.
8	ask	Excuse me please	
9	at	Hello	
10	bad	Good morning/good afternoon/good night/goodbye	
11	bag	What time is it? What's the time?	It is _____ o'clock. It is _____thirty (or half-past _____).
12	bed	How many brothers and sisters do you have?	
13	best	What do you like to do in/after school?	
14	best	What is this? What's this?	This is a/an_____
15	big	I have...	
16	bit	What is it?	It is a/an_____
17	both	Are you ready?	I'm ready
18	both	What's the weather today?	Today is _____(weather: rainy, hot, cold, nice)
19	box	What is your address? What's your	My address is _____

		address?	
<b>20</b>	boy	Have a good day!	
<b>21</b>	bus	What size...?	
<b>22</b>	but	last night	
<b>23</b>	camp	play a game	
<b>24</b>	can	No problem!	
<b>25</b>	cat	I'm sorry	
<b>26</b>	cost	there is	
<b>27</b>	cut	there are	
<b>28</b>	dad	go on a trip	
<b>29</b>	did	turn left	
<b>30</b>	didn't	turn right	
<b>31</b>	desk	turn on, turn off, turn around	
<b>32</b>	do	because of	
<b>33</b>	does	at home	
<b>34</b>	doesn't	a few	
<b>35</b>	dog	the end, in the end	
<b>36</b>	don't	I'm free this afternoon. It costs nothing, it's free.	
<b>37</b>	egg	in fact	
<b>38</b>	end	Fine!	
<b>39</b>	end	What do you mean?	I mean...
<b>40</b>	fact	How much?	
<b>41</b>	fan	Be quiet please!	
<b>42</b>	fast	My right hand; the right answer. Right now, all right, alright.	
<b>43</b>	fast	not at all	
<b>44</b>	fifth	What are you good at?	I am good at _____

<b>45</b>	film	Have to	
<b>46</b>	friend	going to	
<b>47</b>	from	How many?	
<b>48</b>	fun	tell a story; tell a joke, tell the time	
<b>49</b>	fun	arrive at	
<b>50</b>	get	ask for	
<b>51</b>	gift	Be careful!	
<b>52</b>	glad	because of	
<b>53</b>	go	Take care!	
<b>54</b>	has	come back	
<b>55</b>	had	cross the street	
<b>56</b>	half	don't go	
<b>57</b>	hand	for example	
<b>58</b>	hat	It's/That's not fair	
<b>59</b>	he	find out	
<b>60</b>	help	go on	
<b>61</b>	help	in front of	
<b>62</b>	him	It doesn't matter	
<b>63</b>	his	in a minute	
<b>64</b>	his	next to	
<b>65</b>	hit	no one	
<b>66</b>	hit	of course	
<b>67</b>	hot	Once upon a time	
<b>68</b>	I	the same (as)	
<b>69</b>	if	Don't touch it!	
<b>70</b>	in	wait for	
<b>71</b>	is	Well done!	

<b>72</b>	it	What's the matter?	
<b>73</b>	its	Which way...?	
<b>74</b>	job	next to	
<b>75</b>	kept	all the time	
<b>76</b>	kid	bus stop	
<b>77</b>	last	by bus, by boat, by car, by train, by taxi	
<b>78</b>	left	get up	
<b>79</b>	let	go on, go away, go out	
<b>80</b>	let's	going to	
<b>81</b>	list	train station	
<b>82</b>	lost	Good luck!	
<b>83</b>	lot	sit down	
<b>84</b>	mad	spend money	
<b>85</b>	man	stand up	
<b>86</b>	me	swimming pool	
<b>87</b>	men	take a picture	
<b>88</b>	milk	Please tell me...	
<b>89</b>	mix	What color is your...?	
<b>90</b>	mom, mum	He's a boy/She's a girl	
<b>91</b>	net	Do you like...?	
<b>92</b>	next	What do you do in the morning/afternoon/evening?	
<b>93</b>	next	Show me...	
<b>94</b>	no	Who is this? Who's this?	
<b>95</b>	not	Where is the...? Where's the.....	
<b>96</b>	of	Please give me the...	
<b>97</b>	on	What do you see?	

<b>98</b>	past	We like to...	
<b>99</b>	pen	I like... I don't like...	
<b>100</b>	pet	It's hot/cold	
<b>101</b>	plan	Who has...?	
<b>102</b>	plus	This is my...	
<b>103</b>	red	Do you have...?	
<b>104</b>	red	What's in the bag/box?	
<b>105</b>	rent	Happy birthday!	
<b>106</b>	rent		
<b>107</b>	rest		
<b>108</b>	rest		
<b>109</b>	run		
<b>110</b>	sad		
<b>111</b>	self		
<b>112</b>	send		
<b>113</b>	sit		
<b>114</b>	six		
<b>115</b>	slept		
<b>116</b>	so		
<b>117</b>	soft		
<b>118</b>	spend		
<b>119</b>	stand		
<b>120</b>	stop		
<b>121</b>	sun		
<b>122</b>	swim		
<b>123</b>	stop		
<b>124</b>	talk		

<b>125</b>	ten		
<b>126</b>	test		
<b>127</b>	test		
<b>128</b>	than		
<b>129</b>	that		
<b>130</b>	the		
<b>131</b>	their		
<b>132</b>	theirs		
<b>133</b>	them		
<b>134</b>	then		
<b>135</b>	there		
<b>136</b>	they		
<b>137</b>	this		
<b>138</b>	three		
<b>139</b>	to		
<b>140</b>	top		
<b>141</b>	top		
<b>142</b>	trip		
<b>143</b>	up		
<b>144</b>	up		
<b>145</b>	us		
<b>146</b>	yes		
<b>147</b>	you		

## Glossary

**Alphabetic knowledge:** Knowledge of the grapheme-phoneme correspondence (GPC) rules for graphemes (single letters and digraphs).

**Consonant:**

Consonants are speech sounds produced with some degree of constriction or closure of the vocal tract or speech apparatus which results in some kind of obstruction to the outflow of the air. Consonants can be voiced or voiceless, and with the exception of syllabic consonants, they never form the nuclei of syllables.

**Consonant Cluster:**

A sequence of two or more consonants. Initial clusters occur at the beginning of the syllable (onset). Final clusters occur at the end of the syllable (coda).

**Decoding:**

The term relates to the mechanical aspects of reading, especially the use of knowledge of the conventions of letter-sound correspondences and letter patterns..

**Digraph:**

Consonant digraphs are combinations of two successive consonant-letters that represent one speech sound or phoneme (for example th, sh, ch, ph).

**Diphthong:**

Vowel diphthongs are considered single phonemes. They consist of a sequence of two different vowel positions (tongue moves) taken in a single syllable: a dominant nucleus with greater duration and a glide of reduced duration and stress. The diphthongs in English are: — Long a(y) — Long o(w) — Long i(y) — as in house and cow — o(y) as in boy.

**Grapheme:**

The smallest semantically distinguishing unit in written language. In alphabetic orthographies, a grapheme is defined as the unit (one letter or several letters) of the writing system that represents one phoneme.

**Grapheme phoneme correspondence rules:**

This refers to the rules that capture the relationship between letters and sounds or the way the spelling maps onto the spoken language in alphabetic orthographies.

**Literacy:**

The ability to read and write in a language.

**Orthographic knowledge:**

The information that is stored in the memory and tells us how to represent spoken language in written form.

**Orthography:**

Refers to the written representation of oral language. In some orthographies, such as Finnish and Spanish, the relationship between oral language and its written representation is regular and consistent. This is called a shallow or transparent orthography. In other orthographies, like English, this relationship is complex and inconsistent and the same letter or orthographic unit can represent different sounds in different words (consider all vowels and the different sounds they make in different patterns: at, ate, sail, saw, star, taught). This orthography is called a deep or opaque orthography.

**Phoneme or speech sound:**

The smallest sound unit in a language that distinguishes among words (semantically contrastive). Usually, different phonemes in a given language have distinct letters or graphemes that represent them. In English, however, some phonemes, like many vowels, overlap in their graphemic representation. Similarly, the grapheme th represents two distinct phonemes: voiced and voiceless interdental fricatives as the initial sound in ‘then’ and ‘thin’.

**Phonemic awareness:**

The metalinguistic insight that spoken words are made up of discrete-point phonemes and the ability to operate on and manipulate the phonemic structure of spoken words.

Phonemic awareness is the most difficult stage of phonological awareness and usually develops after syllable and onset-rime awareness in English.

**Phonemic awareness tasks:**

Exercises designed to develop or assess phonemic awareness such as full segmentation tasks (isolating individual phonemes within words), blending (make words out of individual phonemes), and manipulation tasks, especially substitution (replacing one phoneme with another) and deletion (repeating a word without a specific speech sound).

**Phonological awareness:**

The conscious understanding that continuous speech is composed of phonological sub-parts, i.e., the knowledge that words can be divided into syllables, which can be divided into onsets and rimes that can be further broken down into phonemes, and the ability to manipulate the sounds of the language.

**Phonological representation:**

The mental representations of the sound structure of spoken words.

**Sight word:**

A word that can only be learned by memorizing the pattern of letters due to the fact that its spelling is irregular and inconsistent.

**Syllable:**

A fundamental phonological unit consisting of a short sequence of speech sounds.

Syllables consist minimally of a nucleus (most often a vowel or diphthong) that is surrounded optionally by a number of consonants.

**Voicing:**

This feature indicates whether vibration of the vocal folds occurs with the articulation of the phoneme. When vibration does occur (as in the case of the sound /z/), the phoneme is voiced, whereas when vibration does not occur (as in the case of the sound /s/) the phoneme is not voiced.

**Vowels:**

Vowels are produced by a free flow of air from the lungs through the vocal tract, and with the vocal cords vibrating. Vowels, therefore, are generally voiced. Vowels form the nuclei of syllables.