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**CDI**

CHILDHOOD DEVELOPMENT INITIATIVE

**Responding To Needs, Driving Change**

# Doodle Families Manual



## **How to cite this report**

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## List of Acronyms

<b>CDI:</b>	Childhood Development Initiative
<b>ETB:</b>	Education and Training Board
<b>HSCL:</b>	Home School Community Liaison
<b>NALA:</b>	National Adult Literacy Association
<b>SCP:</b>	School Completion Programme

## Acknowledgements

CDI wishes to thank all of those who contributed to the development of this programme. Firstly, to those living and working in Tallaght who identified a need for a Literacy programme and who have worked with, and supported us for over a decade, particularly in relation to delivering the Doodle Den Programme. A sincere thanks to all of those who offered advice, shared their expertise and acted as expert reviewers in the writing of the manual and particularly to Anne Marie Reid, who in her role as CDI Quality Specialist led the development of the programme, and who designed the materials and content. CDI would like to also particularly acknowledge the support of NALA, the Clare Family Learning Project and the libraries who have participated in the programmes' development. A special word of thanks goes to the facilitators, schools and families who were involved in the piloting of Doodle Families and whose feedback has helped to shape the programme, and to the evaluation teams from both Mary Immaculate college, Limerick, and Dublin City University, all of whom shared their insights, reflections and expertise with great generosity. Finally, we are grateful to our funders, the Department of Children and Youth Affairs, and the Atlantic Philanthropies, for their commitment to prevention and early intervention, and their vision to establish evidenced interventions for children and families.

### Biography of the Author

#### Anne-Marie Reid

Anne-Marie has worked with children and families in a range of settings through the course of her career. She holds a Diploma in Montessori Teaching, a BA in Early Childhood Education and a Masters in Child, Family and Community Studies. She worked as a Quality Specialist with CDI from 2011 to 2017 where she oversaw the delivery of Doodle Den in communities around Ireland. She qualified as a Primary School Teacher in 2016 when she graduated with a Professional Master of Education in Primary Education. She is currently teaching in a Primary School in South Dublin.

## **Section 1: Introduction**

This Manual has been designed to support the delivery of the Doodle Families Programme. As well as providing all the programme content, it details the "how and why" of the sessions, links the practice with theory, outlines the steps necessary to complete each session and offers background information, tips and support to Facilitators in the delivery of the programme.

Doodle Families is a Family Literacy Programme, designed to be delivered in two components – one for parents/guardians and the other is for children. Parents' sessions can be delivered during the school day and the children's sessions are delivered after school.

Doodle Families is a manualised programme which means that those delivering it must follow the manual, and deliver the content as described. Each session has been carefully designed, following best national and international research in Family Literacy practices as well as consultation with a lot of Irish experts, and a pilot in three Limerick schools. The Manual outlines the objectives of each session, the topics to be covered and the materials required. It has been designed to allow for choices in the activities delivered to best meet the needs of the group, to ensure the maximum benefit is gained for the participants and to allow for individual needs or differences in the various communities delivering the programme, whilst ensuring that the core learning objectives are met.

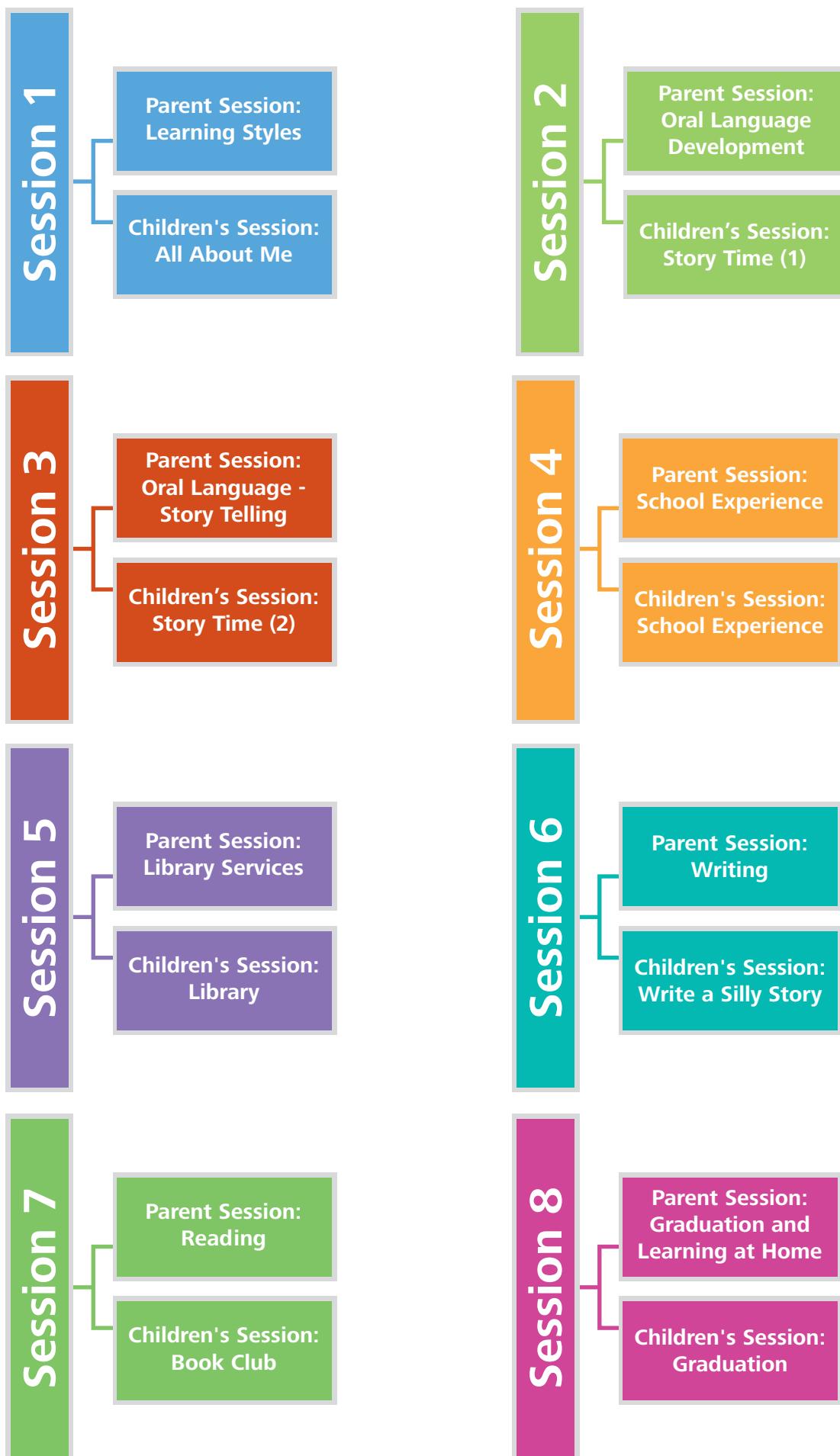
## **Background**

Doodle Families was developed as a response to requests from schools who wanted a follow up programme to Doodle Den, CDI's after-school programme for Senior Infant Children, which has been consistently found to improve children's literacy. An extensive consultation and desk research process was carried out through which CDI identified the importance of family literacy and the home learning environment in the child's overall learning. The desk research also noted that there was a need for community led interventions to strengthen the links between the home and the school and to increase parental involvement (CDI, 2015). In addition, a programme with shared activities between the parent and the child was identified as a key approach in shifting and embedding change in family literacy activity (CDI, 2015).

## **Programme Overview**

Doodle Families is an eight week programme, with a one hour session for the parents/guardians and a separate one hour session for the children, each week. It is recommended that settings provide a snack and up to 15 minute break before commencing the Doodle Families children's component, where there is a local need. This 15 minutes extra time can be used in a flexible manner - if children do not present as tired and don't require the full time for break and snack, some of the time could be used for at the end of sessions giving extra time for parents to join. Figure 1 below gives an overview of the learning objective for each session:

Figure 1: Doodle Families Programme Overview

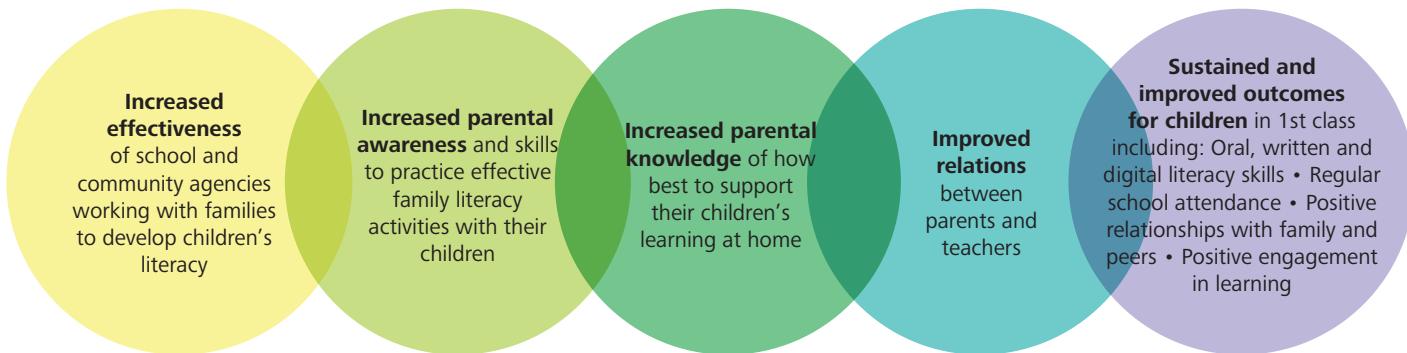


## The Aims and Objectives of Doodle Families

Doodle Families focuses on family literacy, recognising the importance of home literacy, the families' shared experience and the need to support parents to increase literacy awareness and activities, better understand their children's literacy development, and maximise their learning and achievement.

The Logic Model which underpins Doodle Families sets out a number of short and medium term outcomes. The Short-Term outcomes, which Facilitators should consistently strive to achieve, are as follows:

**Figure 2: The Aims and Objectives of Doodle Families**



## Programme Delivery

There is flexibility about who delivers the Doodle Families Programme, but it is important that there is good communication between those working with the parents, and those working with the children. We recommend that the Home-School-Community-Liason teacher (HSCL) is involved in the parent component, and the School Completion Programme Coordinator (SCP) with the children's element, but others could also have a role, such as Adult literacy tutors or the local youth service. One person is sufficient in the delivery of the parent component, but the children's programme will require two Facilitators.

## Section 2: Family Literacy

Any discussion on family literacy in Ireland must begin by reviewing the National Numeracy and Literacy Strategy (DES, 2011), as it places the family and parental involvement in children's learning at the centre of successful attainment in both literacy and numeracy activities. The strategy states that:

- Supporting parents who are engaged with their children's learning has a significant impact on educational achievement, particularly in terms of literacy and numeracy;
- Children and young people benefit when parents take an interest in their education;
- In some circumstances, parental involvement in education can mitigate the impact of low socio-economic status;
- Supports should be designed to support and empower parents within the community.

The strategy goes on to describe the link between the school and the family. Again, the importance of parental involvement in literacy activities and wider learning cannot be emphasised enough. The strategy notes that the school plays an important role in empowering parents. Helping them to understand the impact that they can have on their children's learning is crucial.

### Defining Family Literacy

The term Family Literacy was first used in the US in the early 1980s and was used to describe the way in which children imitate literacy activities within the home (Clare Family Learning Project, 2009). Educationalists later adopted the term to describe a variety of parent-child literacy interventions particularly in disadvantaged communities (op. cit.). Today 'family literacy' refers to a broad range of activities aimed at delivering integrated parent-child education programmes encompassing the use of literacy and numeracy activities within families and communities, especially those which involve two or more generations, and education programmes that help to develop literacy and numeracy learning in a family context ([www.nala.ie](http://www.nala.ie)).

### Why Family Literacy?

NALA ([www.nala.ie](http://www.nala.ie)) states that family literacy programmes are important as they:

- Improve and support the literacy practices of all family members;
- Have a significant impact on the performance of children in school;
- Can help to break the cycle of poor literacy outcomes of children in socio-economically disadvantaged communities;
- Can have an impact on preventing early school leaving.

## **Section 3: Setting up a Doodle Families Group**

### **Target Group**

Doodle Families targets children in First Class. Intervening at this age is supported by the concept of 'emergent literacy' which holds that literacy begins to occur naturally in a language rich environment at approximately six years of age. Doodle Families is delivered in primary schools to groups of up to 15 children with parental consent.

### **Timing of Sessions**

The parent's session should always be delivered before the child's, as it introduces the topic, gives the parents a space to reflect on how this particular objective and activity fits their own family context and also allows them to directly apply what they have learned to the activities which the children will participate in. Each session includes a task to complete at home and both the parents and children will have this "homework" fully explained to them.

The parents' sessions should be delivered during the school day. The children's will be delivered after school. The parents should be invited to join the last ten minutes of the children's session to view their work, and give the children time to share what they've been doing.

### **Mixed Literacy Levels**

As this is a family literacy programme, consideration should be given to the varying levels of literacy ability that both the parents and children may present with, even though there is no emphasis on the parent reading or writing anything during the sessions. There is an accompanying Doodle Diary which every family receives as part of the programme. This is a shared workbook that is used by the parent and child over the course of the eight weeks with space to record notes if they wish, but this is not essential. The content and facilitation methods used have been carefully selected to ensure they are inclusive of needs and will not result in any of the participants feeling uncomfortable.

Class teachers may not know parents well, or have any knowledge of parents' capacity. Engagement with the HSCL or SCP may therefore be very helpful.

It is likely that some parents will have their own struggles. Being clear that participating in Doodle Families will not require them to be able to read or write is important, but Facilitators should also have information available on local supports, in case this is appropriate to handover (e.g. NALA, the library and the ETB can provide adult literacy information).

Families for whom English is a second language may find Doodle Families very helpful, particularly as a means to develop social networks. However, they may also need special help with bi-lingualism. The ETB can help with this.

### **Referral Process**

The referral process is an important starting point for the programme. Firstly, the referrer must get the parent/guardian's consent and inform them of the programme overview. The referrer will then complete a short questionnaire to evaluate the child's current literacy levels. There will need to be a local agreement on who

takes referrals and who makes the final decision on participants. The referral and parent consent forms are available on the Doodle Families portal and in the Appendix of this Manual.

Children are referred to the programme by class teachers or parents using the following criteria:

- Letter identification (i.e. the child's ability to identify letters);
- Writing vocabulary (i.e. the child's ability to build a writing vocabulary);
- Phonemic awareness (i.e. the child's ability to discriminate the individual sounds within words); and
- Text comprehension (i.e. the child's ability to construct meaning from text).

These criteria are measured using a Likert-type scale (i.e. from 0 = extremely poor to 10 = extremely good) to promote the consistent identification of children to the service. A cross-section of need is recommended to maximise a positive learning environment, as follows:

- 60% of children will have scored between 0-20 (high literacy need);
- 25% of children will have scored between 21-30 (medium literacy need); and
- 15% of children will have scored between 31-40 (low literacy need).

The assessment instruments and referral form are available on the Doodle Families portal. Further detailed information on the referral process is also available in Appendix of this Manual.

## **Family Units**

We fully recognise that family units come in lots of variations. Whilst we refer in this Manual to "parents", this is intended to incorporate whatever care and guardianship arrangements are in place.

## Section 4: Facilitating Doodle Families

### Group Facilitation

The following are particularly important when working with parents, although the principles should underpin all elements of the Doodle Families delivery. Group facilitation methods are used to achieve identified tasks while:

- Providing an environment where participants feel safe to contribute;
- Encouraging and supporting the participation of each member;
- Providing participants with opportunities to reflect, challenge, debate and share;
- Supporting participants to learn for themselves, from other participants, and from information provided.

### Group Rules

Setting group rules or ‘how we want to work together’ is a very important part of working with a group. It not only names our expectations of each other, and what we want from the group, but it gives participants a sense that they have ownership of the group – it is “their” group. Give this process time, and resist offering up the rules to the group – let them come up with the agreement themselves, even if that takes a bit more time. The agreement or rules will probably include:

- Confidentiality (ask people what this means – define it);
- Respect for differences of opinion;
- Listening to each other, giving everyone space;
- Attending on time.

### Non-Judgemental approach

A non – judgemental is important in ensuring group cohesion and positive group dynamics. Creating a non-judgemental environment involves listening to and respecting each group members’ views and contribution. Additionally it involves supporting and encouraging participants to accept each others views and contribution. The real job of a Facilitator is to enable discussion and learning. It is not to impart information, to be “the expert”, or to approve or not of participants' views. A good indicator of a non-judgemental environment is where a large proportion of the group contribute to discussions and that participants feel comfortable to take part, even if they feel unsure of themselves, or the subject is new to them.

A key aspect of trust within the group comes from the Facilitator's engagement and how s/he relates to group members. Facilitators should always join in ice-breaking activities, share memories etc. when this is a part of the session, as it generally demonstrates that they are accessible and approachable. Providing tea/coffee and refreshments as parents arrive can also really help people to feel welcome.

### Listening Skills

Listening to group members is vital. The Facilitator should not assume s/he knows/understands the views of participants. This can be done by asking open questions, repeating back what you hear, and paraphrasing participants' views as a means of exploring them. An example of an open question is ‘How did you find reading with your child?’ Paraphrasing involves summarising without altering the meaning of what has been said. Awareness of non-verbal cues such as body language is important also: Remember if you are doing all the talking you are not listening!

## Engagement

It is important to recognise that each participant is different and there will be a variation in the amount of support participants will need to take part. However each participant should be given opportunities to speak and participate. Simple techniques can really help this, like starting and ending each session with a non-threatening "round" where everyone gets to speak; also small group work where people can discuss or progress activities in smaller groups. There may be members of the group you like, know or relate to more than others, but it is important that this is not noticeable to the group.

When introducing a task, explain it clearly and check that the participants understand. A key part of aiding understanding of instruction is to keep them short, use visual cues and repeat them. Asking the group to repeat back what has been discussed can also be helpful.

Doodle Families has been developed to improve children's literacy by enhancing the capacity of their parents/guardians. The participation of parents is therefore absolutely essential. This should be borne in mind during the referral process, and made very clear to parents. In the event of non-attendance at one or more session, the Facilitators will need to follow up with parents to maximise attendance.

## Feedback

Provide group members with opportunities to give feedback on how they are finding the group. On some occasions it will be appropriate to check in with participants individually or make a follow up phone call. Having creative ways for people to evaluate both their progress in the group and the contents of the programme can be very helpful. Visual checklists or feedback mechanisms can be useful at the end of each session for example, and some examples of these are provided in the Manual but feel free to make up your own.

Maintaining a focus on the identified objectives while giving group members time to make contributions is a key skill for a Facilitator. Balancing the "task" with the process is critical to effective group work.

## Reflection

Lastly, a key part of facilitating groups is to reflect on how you carried out your role as a Facilitator (as per key tasks and objectives outlined). Identify colleagues and places with whom you can constructively critique your practice. Use any supervision space to reflect on delivery, and crucially, complete the checklists at the end of each session. When co-facilitating, it is important that both Facilitators check in with each other, discuss how they feel the session went, and how they are working together.

## Section 5: Doodle Families Overview

### The Doodle Families Manual

The Doodle Families Manual is an evidence-informed curriculum that draws on best national and international practices in family literacy. It details the activities for the programme and lists the objectives of each activity to provide a clear rationale for the various pieces of work that both the parent and child will complete. The Manual presents the programme content which must be delivered over eight weeks. The activities have been designed to target a variety of literacy domains and to build skills week by week. The parents will be able to quickly link the theory learned in their session to the practice the children complete in their sessions and through the tasks that must be completed at home. Some sessions offer alternative activities and the Facilitators will need to select the option that is most appropriate to the needs of the group they are working with.

### Using the Doodle Diary

The Doodle Diary is a shared workbook that is used by the parent and child over the course of the eight week programme. It contains tip sheets for the parents, space for them to record notes (if they wish), worksheets for the children's sessions, and a selection of activities such as word searches that can be completed by the parent and child together at home.

The Doodle Diary should be used as a resource for the parents to review the work completed by the children. The start of the parent session allows space for the parent to review the work and the Facilitator can support the parent to identify positive aspects of the children's learning and help them to learn ways to give feedback to the child. It will also act as a link between the two programme components and allow the family to create a collection of work that is unique to them.

### Session Format

Each parent session lasts for one hour. Each children's session lasts for one hour, excluding break / snacktime at the start. The following outlines the general content of a session.

#### Parent Component

Session Content:	Approximate Time Allocation
<b>Ice-breaker/review of the previous session:</b> Each session begins with a review of the previous week and an affirmation of the work parents have done. This provides an opportunity to check in, monitor progress and answer any questions that may arise. It also allows for a brief revision of the previous topic before moving on to the next one.	15 minutes
<b>Introducing the topic for the week:</b> This is generally done through a discussion with the support of a video clip. The Facilitator introduces the theory behind the particular aspect of literacy and explains why it is important in the child's overall learning. Where possible those will be linked back to the parents own experiences.	20 minutes
<b>Activity based on the particular topic:</b> Once the theory has been explained, the participants will quickly move on to testing the skills out and putting them into practice with their peers to practice them before using them at home with their child. The parents will also be given a task to complete at home which relates to the activity.	15 minutes

Session Section:	Approximate Time Allocation
<p><b>Summary:</b> The Facilitator summarises the session and answers any questions. The Facilitator will also tell the parents about the content of the child session.</p>	10 minutes

## Child Component

Session Content:	Approximate Time Allocation
<p><b>Introduction:</b> The Facilitators welcome the children, sign them in, provide snacks, and tell them what will be happening in the session.</p>	15 minutes
<p><b>Cooperative Game:</b> The children will play a cooperative game that is based on a literacy skill. This can include an oral language, phonic or sight word game. There is a list of games included in the Manual or the Facilitators can select their own game.</p>	10 minutes
<p><b>Book Buddies:</b> Book Buddies is a guided reading session. Each Facilitator will work with half of the group separately. The children will read a book together using a range of approaches that can be selected by the Facilitator. The aim of this activity is to support the children's reading development, increase confidence in reading, improve fluency and read for fun.</p>	10 minutes
<p><b>Activity based on the key topic:</b> The children will complete an activity based on the core learning objective of the parent's session. It will be related to the skills the parent has learned in their session. The activities include a range of fun tasks that are linked to the school curriculum for First Class.</p>	20 minutes
<p><b>Doodle Time:</b> Doodle Time is the section of the session that focuses on writing. Children will write in their Doodle Diaries about a topic based on a prompt provided by the Facilitators. The aim of this activity is to encourage children to engage in process writing, help them to develop their vocabulary, introduce creative writing and to write for fun.</p>	10 minutes
<p><b>Session Summary:</b> The parents will be invited in for this part of the session. The children will share their work with them and select something they are proud of to show to their parents. The parents will also have the opportunity to practice some of the skills learned in their session.</p>	10 minutes

## Section 6: Monitoring and Evaluation

### Why Evaluate?

Ongoing monitoring and evaluation is integral to the work of CDI and indeed any high quality intervention. It is important in maintaining the ongoing quality and fidelity of programmes. The information gathered through evaluation processes will help us to ensure Doodle Families is meeting the needs of the intended service users. Ongoing evaluation and monitoring also provides an evidence base for programme development and change.

### What are the current evaluation and monitoring processes?

#### *Doodle Families Evaluation (internal, ongoing)*

It is good practice to ensure that there is ongoing monitoring of the outcomes and the processes of our programmes in order to maximise the impact of the interventions and our internal evaluations serve to support this. CDI request a number of documents in order to monitor and evaluate programme fidelity, individual participation, as well as parent and practitioner insights. These documents are in the form of questionnaires and are available on the Doodle Families portal, and the checklist below indicates when they are due to CDI. Parental consent and referral forms are not required by CDI but must be held by the school in line with appropriate ethical and data protection requirements.

The following documents and the information provided are used by CDI to conduct internal monitoring and evaluation of Doodle Families. Please note that it is imperative that CDI receive the data in a timely manner as illustrated in the checklist table below:

- Questionnaires: Facilitators, Parents, and Children's pre and post Doodle Families;
- Financial returns;
- End of programme report: parent component and child component (completed by the relevant facilitators).

All of these documents, including the following checklist of requirements / tasks can be found on the Doodle Families portal.

#### **Doodle Families checklist:**

DOCUMENTS	Training Day	Week 1	Week 2	Week 3	Week 4	CoP	Week 5	Week 6	Week 7	Week 8
Signed contract	Returned to CDI									
Parents; info provided, consent obtained, referrals completed	Completed									
Pre-Questionnaires; Facilitators	Returned to CDI									
Pre-Questionnaires; Parents and Children		Returned to CDI								
Post-Questionnaires; Parents, Children and Facilitators									Returned to CDI	
Programme Delivery Report										Returned to CDI

*Doodle Families Evaluation (external)*

From time-to-time, CDI will commission an external evaluation of Doodle Families. In this event, all our stakeholders will need to support this process in order to ensure we maximise the learning from it. Information on any evaluation process and the requirements relating to it will be available on the Doodle Families portal.

## Section 7: The Doodle Families Programme

### Week One: Learning Styles

#### Parent Component -Session 1: Learning Styles

##### Materials required:

- Flipchart paper and markers;
- Overview of the Doodle Families Programme and schedule;
- Learning Styles Questionnaire;
- Whatever materials are required for the chosen ice-breaker;
- Evaluation baseline assessment forms;
- Parent Consent forms;
- Doodle Diaries;
- Projector.

Core Activity, Timing and Objectives	Activity
<b>Introductions to Group and Doodle Families Programme:</b>  <b>5 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To introduce the Facilitators to the group;</li><li>• To clarify expectations and provide information.</li></ul>	Welcome the parents, give them an outline of the programme and what type of activities they will be engaging with over the course of the eight weeks. Explain that the programme is about finding fun ways to help their child's literacy development at home and that they will be getting lots of ideas for activities that the whole family can enjoy. Ensure that the parents are happy with the information provided.
<b>Icebreaker activity:</b>  <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To learn the names of the rest of the group;</li><li>• To start team building process;</li><li>• To help participants to settle in to the group.</li></ul>	Ask the parents to introduce themselves to the group. This can be done in a round with each person saying their name and giving a small piece of information about themselves. It could be what they did at the weekend, a favourite song, book or TV programme, et cetera. This first round should be a chance for the parent to say their name and get used to speaking in the group so the piece of information should be something simple and not too personal.  The group should then move on to play an ice breaker game to get the group warmed up and help them to learn the names of the rest of their group. There are lots of different ways that this can be done. Some examples of good activities are below.

#### Option 1: Group Juggling

##### Materials required: 6-8 balls or bean bags

- Invite the group to stand in a circle. As with all activities the Facilitator should also participate.
- **First Round:** Explain that you are going to say 'Hi X, I am X...here you go!', then throw the ball. The recipient will say 'thank you X and on we go' and continue around the circle. In this first round of the game explain that it is ok to ask people their names if they need more time to remember the.
- Make sure the ball is thrown to each person in the circle.

Core Activity, Timing and Objectives	Activity
	<p><b>Option 1: Group Juggling (continued):</b></p> <ul style="list-style-type: none"> <li>• <b>Second Round:</b> In the second round the participants should be saying the name of the person they are throwing to and thanking the person that threw the ball to them. In this round you can encourage the participants to go faster.</li> <li>• The subsequent rounds can encourage participants to go faster and the Facilitators can increase the number of balls being thrown adding one at a time to increase the challenge.</li> </ul> <p><b>Option 2: Name Circle</b></p> <p><b>Materials: none</b></p> <ul style="list-style-type: none"> <li>• Invite the participants to stand in a circle (including the Facilitator).</li> <li>• <b>First Round:</b> Each person will say their name and then switch places with someone else in the circle.</li> <li>• <b>Second Round:</b> A participant will point to someone else in the circle, say their name and change places with them.</li> </ul>
<p><b>Introducing the Doodle Families Programme:</b></p> <p><b>15 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To outline the requirements of the programme;</li> <li>• To confirm the details;</li> <li>• To give an overview of the parent and child sessions;</li> <li>• To answer any questions.</li> </ul>	<p>The purpose of this section is to give the parents an overview of Doodle Families:</p> <ul style="list-style-type: none"> <li>• Explain to the group that sessions will take place once a week for the next eight weeks. Give an overview of the activities, confirm the time and location of the sessions.</li> <li>• Check if anyone has any concerns or questions about the sessions.</li> <li>• Give everyone the programme timetable and go through the schedule with the group.</li> <li>• Ask if there is anything of concern or any fears. Discuss how to manage these and agree any “ground rules” with the group.</li> <li>• Explain the children’s sessions and how they will work.</li> <li>• If appropriate this section can be done in small groups or pairs. Each group should be asked to discuss their hopes for the programme and any worries they may have. The Facilitator should circulate around the room at this point to check in with individuals. The small groups can then feedback to the main group and any questions can be addressed.</li> <li>• Introduce the Doodle Diary to the group. Explain that it will be used by both the parent and child in their sessions and that the activities contained in it link together. Show the parents the sections and layout. Tell the group that they will be using it throughout the programme.</li> <li>• The baseline assessment should be administered at this point.</li> </ul>

Core Activity, Timing and Objectives	Activity
<b>Introducing the Doodle Families Programme:</b> <b>cont'd</b>	<p>Explain that the information collected will be used to help us understand whether the programme can be used elsewhere. Go through the consent form and assessment on the projector, explaining each question and giving people time to clarify anything and to complete the forms.</p>
<b>Learning Styles Questionnaires:</b>  <b>20 minutes</b>	<p>Provide the Learning Styles Questionnaire to the parents and ask them to fill it in. This can be done as a whole group activity, with the Facilitator reading the questions and answers out and the parent marking the appropriate response.</p>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the concept of learning styles;</li> <li>• To provide opportunity for the participants to explore their own learning styles;</li> <li>• To give some tips for support learning styles in children.</li> </ul> <p>The Learning Styles Questionnaire is available on the Members Portal.</p>	<p>When they are finished the questionnaires, the parents can look at which learning style they have indicated a preference for. The Facilitator can then take a poll of how many different types of learners there are in the group. It is important to note that this exercise is to highlight the range of learning styles and to make the participants aware of the many ways people learn. Understanding learning styles can be beneficial in supporting children's learning and may help the parents to find tips that are unique to their child/family setting. Be clear that there is no "best" style... they are just different.</p>
	<p>The Facilitator should then describe the three learning styles – visual, auditory and kinaesthetic. Discuss with the parents the different ways of learning and what types of activities may suit each style. Ask the group if they were surprised by their own results or if the descriptions fit their own style.</p> <p>Give some examples of learning styles in children and how children with a particular preference might behave/learn. Use concrete examples based on activities the parent would be familiar with. Ask them to think about their child and how they might answer the questionnaire. Have they learned anything new about their child? Would they do anything differently as a result of now understanding how their child learns most easily? Can they think of one thing they might try out with their child over the course of the week to learn more about their child's learning styles?</p>
<b>Session Summary:</b>  <b>10 minutes</b>	<p>Summarise the discussion from the session. Affirm the parents for their participation. Remind the parents of their task for the week – to begin to identify their child's learning style. Tell the parents what the children will be doing in their session – "all about me selfie" exercise. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week.</p>

## Child Component – Session 1: Learning Styles

### Materials required:

- Doodle Diaries. The children will use these in every session;
- Glue and scissors;
- Selection of books;
- Pencils, sharpeners and erasers (if used);
- Drawing materials.

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations for the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.
<b>Cooperative Game:</b> <b>10 minutes</b> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To have fun;</li> <li>• To introduce the Facilitators to the children;</li> <li>• To start the process of team building;</li> <li>• To find out about children's individual interests;</li> <li>• To encourage cooperation.</li> </ul> <p>A comprehensive list of games is provided in the Appendices.</p>	<p><b>Option 1:</b> Choose one name game and one cooperative game from the List in Appendix VI. Some of the cooperative games listed are from the Doodle Den Manual and could provide a familiar link for the children to this new programme.</p> <p><b>Option 2:</b> Carry out a detective game to find people who like/have done different things, e.g. find someone who likes soccer, who has a pet, blue eyes etc.</p>
<b>Book Buddies:</b> <b>10 minutes</b> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To hear children read in small groups;</li> <li>• To increase fluency;</li> <li>• To support the children to develop strategies to decode words and meaning in text.</li> </ul>	<p>In each session, the Facilitators will divide the children into two groups. The children will then form a circle with their Facilitator. The groups should be divided into ability groups. The Facilitators will choose a book for the children to read and each child should have their own copy. The circle will begin with the children examining the book cover. Questions at this point could include:</p> <ul style="list-style-type: none"> <li>• What does the cover tell us about the story?</li> <li>• Who are the main characters?</li> <li>• Where do you think the story is set?</li> </ul> <p>The questions should be appropriate to the level of the group and stimulate their interest in the book. The Facilitator can then proceed to read the book with the children. This can be done in a number of ways – round robin, choral reading or reading in pairs. The Facilitators must select the method that is appropriate for the group. The Facilitators could pick a particular aspect of the book to discuss, for example they could perform a word hunt, tell the group about their favourite page, look for rhyming words or any other activity that is appropriate to the group.</p> <p>When the reading is complete, the children should add the name of the book to their reading tree in the Doodle Diaries. The children should also give their response to the book, sharing what they did or didn't like.</p>

Core Activity, Timing and Objectives	Activity
<b>All About Me:</b> <b>20 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To learn more about the children;</li> <li>• To link with the parent's session and help children gain an insight into their learning style;</li> <li>• To have fun writing.</li> </ul> Doodle Diary page 8 and 9	This is a visual arts activity from Week One of the children's section of the Doodle Diary. The children will use a template in the shape of a phone as a frame and they will draw their own selfie in the template. They should be encouraged to use a variety of materials. The second part of the task is a writing one. Each child will write something about the things they like or something about themselves in the form of text messages on a phone screen. The Facilitators could also encourage the children to write about what makes them special, things they are good at or any talents they have.
<b>Doodle Time:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> Doodle Diary page 10.	The Facilitators can use any of the writing prompts and resources available on the member's portal for the Doodle Time task. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the author's chair.
<b>End of Session:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions;</li> <li>• To help the parents understand the stage and ability of the child.</li> </ul>	The Facilitators should ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for at least the last five minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session. This should include: <ul style="list-style-type: none"> <li>• Time;</li> <li>• Venue;</li> <li>• Reminder of the task for the parents – begin to identify the child's learning style.</li> </ul> The parent should also be encouraged to look at the work that the children did in relation to their selfie's and writing information about themselves.

## Week Two: Oral Language

Parent Component – Session 2: Oral Language Development and Literacy	
<b>Materials required:</b>	
Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b> <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To answer questions arising from the previous session;</li> <li>• To provide a forum for discussing work done since the previous session;</li> <li>• To give an outline of what is coming up in the current session.</li> </ul> <p>Tip Sheet 2: Oral Language - Doodle Diary page 16.</p>	<p>Welcome the parents back to the session, informally discuss how they found the last session: what did they take from it? Has it helped them at home? Did they notice anything about their child's learning style? Did they do anything differently? Have they learned anything new about their child?</p> <p>Review the Doodle Diary, drawing the parent's attention to the work the children did in their session. Encourage them to view the work positively and affirm any work that was done at home in the diaries. Acknowledge the work that was done at home and discuss how this will help the parents to support their child's literacy development.</p>
<b>Introducing Oral Language Development:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To increase awareness of language development and how to support it;</li> <li>• To promote understanding of developmental milestones;</li> <li>• To link theory with parent's own experiences.</li> </ul>	<p>Introduce and explain the activities which the group will be doing today. Tell the parents they will be focusing on oral language. Define oral language as: <b><u>Oral language is the way we use spoken words to express knowledge, ideas and feelings.</u></b> Discuss the importance of oral language for learning and why oral language is important for learning and everyday communication.</p> <p>Ask the parents to work in small groups or pairs to discuss how their child learned to speak. Some prompt questions might include: What age was your child when s/he started to talk? What were their first words? Did you do anything to help your child learn new words? How did you help them to understand what they were saying?</p> <p>Some videos that might be useful are:</p> <ul style="list-style-type: none"> <li>• Language Development in the First Year - Developmental Milestones: Baby Talk from First Sounds to First Words <a href="https://www.youtube.com/watch?v=a7WAfwKi88Q">https://www.youtube.com/watch?v=a7WAfwKi88Q</a></li> <li>• Age 6 and Age 7 Language Milestones: <a href="https://www.youtube.com/watch?v=fkSmkMpjEGY">https://www.youtube.com/watch?v=fkSmkMpjEGY</a></li> <li>• Ages and Stages of Middle Childhood 6 to 12 Year Olds (overall development, language at 7.50) <a href="https://www.youtube.com/watch?v=OtpiBtL_7zc">https://www.youtube.com/watch?v=OtpiBtL_7zc</a></li> </ul>

Core Activity, Timing and Objectives	Activity
<p><b>Oral Language for Literacy Development:</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop parents' skills to support oral language development;</li> <li>• To enhance their understanding of their importance of oral language in the child's overall learning.</li> </ul>	<p>Explain to the parents the links between oral language development, vocabulary development and literacy skills. Give the parents some practical, every day strategies for developing oral language skills:</p> <ul style="list-style-type: none"> <li>• Use active listening: give attention, wait, respond;</li> <li>• Model rich language;</li> <li>• Model and recast: e.g. Child: I saw three mouses, Adult: Oh you saw three mice;</li> <li>• Offer choices: Do you want the large green pencil or the medium red pencil?</li> <li>• Expand use of vocabulary;</li> <li>• Informational Talk: describing as the children completes an activity, e.g. Oh I like the way you're colouring that orange;</li> <li>• Expanding talk: expand on what the child says in a very natural way (not correcting, just expanding), e.g. Child: I saw a dog, Adult: Yes you saw a big brown dog;</li> <li>• Scaffolding using questions/prompts: tell me about, what if, I wonder why?</li> <li>• Telling news: let the child think about the information they want to share, describe what happened, describe what will happen, sequence the information. The adult can prompt, e.g. what happened first? Then what happened? Re-cap e.g. Oh, so first you did some writing then you played in the yard. Ask questions to help the children, e.g. why do you think they did that?</li> <li>• Show the parents an example of word maps and explain how these can be used to explore a new word and build understanding. Examples of word maps are available on the Doodle Den member's portal.</li> </ul> <p>Ask the parents to name any strategies they use to help their children to develop their oral language skills, or if they can think of a time when they might have used the strategies described. Can they think of anything they might do differently to support their child?</p>
<p><b>Role Play</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To practice skills learned in previous section;</li> <li>• To identify tips/approaches to use at home.</li> </ul>	<p>Break the group into pairs and ask the parents to do a short role play to practice the strategies. The parents will choose one or two tips/approaches they would like to implement and use the role play as an opportunity to practice. Assure the parents that they will not be asked to perform the role play in front of the group but will have the opportunity to say what they thought of the exercise. The group members could also be encouraged to think of situations where one of the named approaches could be used. Circulate around the room to see how pairs are working through the activity and to answer any questions that may be arising.</p>

Core Activity, Timing and Objectives	Activity
<b>Session Summary</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To agree homework;</li> <li>• To set goals for the next session;</li> <li>• To make the parents aware of the content of the children's session.</li> </ul>	Summarise the discussion from the session. Affirm the parents for their participation. Remind the parents of their task for the week – to try one or two of the approaches rehearsed in the role plan. Tell the parents what the children will be doing in their session: Story Time: Guess Who? Draw their attention to the activities the children will be completing in the Doodle Diary. The children will get a mystery bag and develop a story about the person who owns that bag. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week.

## Child Component – Session 2: Story Time

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations for the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.
<b>Cooperative Game:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To promote team building;</li> <li>• To target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul>	Choose a game from the list in the Appendices. The Facilitators can choose a cooperative game, phonics or sight word game or something of their own choice.
<b>Book Buddies:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To hear children read in small groups;</li> <li>• To increase fluency;</li> <li>• To support the children to develop strategies to help them decode words and meaning in text.</li> </ul>	The children should work in the same group as last week, sitting in a circle with the Facilitator for their small group. A new book should be selected for this week and the selections should reflect the children's ability level but should also include a range of genres. Steps in this section can include: <ul style="list-style-type: none"> <li>• An examination of the cover;</li> <li>• Picture walk through the book;</li> <li>• Predictions on the story;</li> <li>• Choral reading;</li> </ul>

Core Activity, Timing and Objectives	Activity
	<ul style="list-style-type: none"> <li>• Round robin reading;</li> <li>• Making connections between texts;</li> <li>• Word hunts;</li> <li>• Sound/letter hunts;</li> <li>• Quizzes based on particular pages.</li> </ul> <p>When the reading is complete, the children should add the name of the book to their reading tree in the Doodle Diaries. The children should also give their response to the book, sharing what they did or didn't like.</p>
<b>Story Time – Guess Who:</b> <b>20 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To learn more about the children's learning styles;</li> <li>• To develop oral language skills;</li> <li>• To start to build a story based on the provided materials.</li> </ul> Doodle Diary page 17 and 18.	<p>The children should be divided into groups of 3 or 4. The Facilitators should introduce the activity by saying they just found these items and they need help from the children to work out who owns them, where they have been and where they might be going. Each group should be given a bag of items. The bag should contain items that the children can use to build a profile of the character or person that would have lost them. The theme of the mystery person can change depending on the materials available as the aim of the activity is to build a story about the person the items belong to.</p> <p>In their groups the children should examine the materials and start to build a profile of their mystery characters. They should be encouraged to come up with a story about the person including details of how old they are, where they come from, what their name is, et cetera. Each group can then present their story to the rest of the children.</p>
<b>Doodle Time:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> Doodle Diary page 19.	<p>The Facilitators can use any of the writing prompts available on the Members Portal for the Doodle Time Task. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the author's chair.</p>
<b>End of Session:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions.</li> </ul>	<p>Ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for the last five minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session.</p>

## Week Three: Oral Language and Story Telling

### Parent Component – Session 3: Oral Language Development and Story Telling

**Materials required:**

- Flipchart paper and markers;
- Access to the internet and projector to show the video clip;
- Doodle Diary.

Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b>  <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To answer questions from previous session;</li> <li>• To provide a forum for discussing work done since previous session and affirm progress;</li> <li>• To give an outline of what is coming up in the current session.</li> </ul> <p>Tip Sheet 3:Oral Language and Story - Doodle Diary page 24</p>	<p><b>Introduction to Session and check in on previous week:</b> Welcome the parents back to the session and informally discuss how they found the last session. What did they take from it? Has it helped them at home? etc. What techniques did they use? Did they make any changes in how they support their child's oral language development? Did they notice the children talked more using the tips? Did they find they helped? Would they do anything differently?</p> <p>Review the Doodle Diary, drawing the parent's attention to the work the children did in their session. Encourage them to view the work positively and affirm any work that was done at home in the diaries. Acknowledge the work that was done at home and discuss how this will help the parents to support their child's literacy development at home.</p>
<b>Oral Language and Story Telling:</b>  <b>20 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To develop an understanding of the importance of story telling;</li> <li>• To recognise children's capabilities and learn tools to enhance these.</li> </ul>	<p>The aim of this section is to explore the importance of story telling in children's literacy development. The parents will explore a way of supporting oral language that can be based on their own family experience.</p> <p>Begin by reviewing the oral language developmental stages and why oral language is important for children's literacy. The following link shows strategies used in services to support story telling using children's play: <a href="https://www.youtube.com/watch?v=GZmIUNYXLe8">https://www.youtube.com/watch?v=GZmIUNYXLe8</a>.</p> <p>After watching the video, ask the parents:</p> <ul style="list-style-type: none"> <li>• What do you think about the video?</li> <li>• Have you seen your child use story in the same way?</li> <li>• Does your child make up stories? Have you any examples?</li> <li>• Have you seen anything you would like to try at home?</li> </ul>
<b>Activity – Story Time:</b>  <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To use a story based on their family experience to support and extend oral language development;</li> <li>• To make the parents more aware of how the children use story in their play.</li> </ul>	<p>Tell the parents about the parts of a story and explain how the children will use this knowledge in their session to develop their stories based on the mystery bag. Explain that the parents will create their own stories to tell their child. These should have someone from the family as the main character and can be based on fact or fiction. The group should be divided into small groups or pairs so that parents can work together to develop their stories. Circulate around the room offering support where appropriate. The whole group can then discuss the process and consider how they will use the stories at home.</p>

Core Activity, Timing and Objectives	Activity
<b>Session Summary</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To set goals for the next session;</li> <li>• To make the parents aware of the content of the children's session.</li> </ul>	Summarise the discussion from the session. Affirm the parents for their participation. Remind the parents of their task for the week – to share their story with their child and feedback to the group on the process. Draw their attention to the children's activity in the Doodle Diary. If possible, the parents should also watch for and listen to how their child creates stories as part of play. Tell the parents what the children will be doing in their session: developing the character from last week, adding more detail and creating a story about them. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week.

### Child Component – Session 3: Story Some More

#### Materials required:

- Doodle Diary;
- Glue;
- Selection of books;
- Pencils, sharpeners and erasers (if used);
- Paper for writing task;
- Drawing materials and the mystery bag resources prepared for last week's task.

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations for the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.
<b>Cooperative Game:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To promote team building;</li> <li>• To target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul>	Choose a game from the list in the Appendices. The Facilitators can chose a cooperative game, a phonics or sight word game or something of their own choice.

Core Activity, Timing and Objectives	Activity
<b>Book Buddies:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To hear and encourage children to read in small groups;</li> <li>• To increase fluency;</li> <li>• To support the children to develop strategies to help them decode words and meaning in text.</li> </ul>	<p>The children should work in the same group as last week, sitting in a circle with their Facilitator. A new book should be selected for this week which reflects the children's ability level but should also include a range of genres. Steps in this section can include:</p> <ul style="list-style-type: none"> <li>• An examination of the cover;</li> <li>• Picture walk through the book;</li> <li>• Predictions on the story;</li> <li>• Choral reading;</li> <li>• Round robin reading;</li> <li>• Making connections between texts;</li> <li>• Word hunts;</li> <li>• Sound/letter hunts;</li> <li>• Quizzes based on particular pages.</li> </ul> <p>When the reading is complete, the children should add the name of the book to their reading tree in the Doodle Diaries. The children should also give their response to the book, sharing what they did or didn't like.</p>
<b>Story Time – Guess Who (2):</b> <b>20 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To develop a story using a character, setting, conflict and resolution;</li> <li>• To use drama to create a unique story;</li> <li>• To work as a team to develop a story and present it to the group;</li> <li>• Develop oral language skills.</li> </ul> Doodle Diary page 25 and 26.	<p>The children should be divided into the same groups as the previous session and given the same props. They will talk about the character they created and make sure they are all happy with this story. The next stage of the process will involve developing the character to create a story. The children should work as a team to create a drawing of their character. They can use the character outline in the Doodle Diary to create their own individual drawings or they could work as a group on one large page. They should be encouraged to think about the character, the setting and the story. The Facilitators should circulate as the children work to support them. Each group should present their finished picture to the group and explain their drawing.</p>
<b>Doodle Time:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> Doodle Diary page 27 and 28.	<p>The Facilitators can use any of the writing prompts available on the Member Portal for the Doodle Time task. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the author's chair.</p>
<b>End of Session:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions.</li> </ul>	<p>Ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for the last ten minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session.</p>

## Week Four: School Experience

### Parent Component – Session 4: School Experience

#### Materials required:

- Flipchart paper and markers;
- Photo pack for school experience task (if required);
- Access to the internet and projector to show the video clip;
- Doodle Diaries.

Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b>  <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To answer questions from previous session;</li><li>• To provide a forum for discussing work done since previous session and to affirm participants skills;</li><li>• To give an outline of what is coming up in the current session.</li></ul>	Welcome the parents back to the session and informally discuss how they found the last one. What did they take from it? Has it helped them at home? Did they enjoy sharing stories with their children? Did they notice anything about their own child's story telling?  Review the Doodle Diary, drawing the parent's attention to the work the children did in their session. Encourage them to view the work positively and affirm any work that was done at home. Acknowledge the work that was done at home and discuss how this will help the parents to support their child's literacy development.
<b>Comparing and Contrasting the School Experience:</b>  <b>20 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To gain an understanding of the children's current experience of school;</li><li>• To explore the changes that have happened in school;</li><li>• To help parents recognise how their personal experience of school has impacted on their learning;</li><li>• To raise awareness of possible concerns/fears children have regarding school and what they see as positive;</li><li>• To develop an awareness of how children view school.</li></ul> A Photo Pack is available on the Member's Portal.	<b>Comparing and Contrasting the School Experience:</b> For this section of the session, choose one of the following options:  <b>Option 1:</b> Spread the photo pack on the floor or table. Ask each parent to choose a photo/picture that reminds them of their school or classroom and tell the group why it describes their school experience. This can be carried out either as a large or small group. Small group work will allow discussion with individual parents and may be more appropriate depending on the groups' need.  In the large group, review the images and pictures chosen by the participants. What would be different now? Any surprises? Does anyone else's picture prompt a memory for you? How do you think your child feels about school? Is their experience different to yours? Why?  <b>Option 2:</b> Break the participants into groups of three. Ask them to consider the following: <ul style="list-style-type: none"><li>• What did you like about school? What does your child like about school?</li><li>• Is there anything that has changed in schools since you were a child?</li><li>• What's important to your child about school?</li><li>• What do you view as important for your child's education?</li></ul>

Core Activity, Timing and Objectives	Activity
	<p>Ask each group to record their thoughts on a large sheet of paper. Encourage the groups to give their feedback through drawings, words or whatever method they feel comfortable with.</p> <p>Bring the participants back to the large circle and ask each group to show and explain their feedback from the activity. Encourage others to ask questions, identify common experiences and share the reflections prompted by this.</p>
<p><b>Understanding the Child's School Experience:</b></p> <p><b>15 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To gain an understanding of the curriculum for first and second class;</li> <li>• To identify strategies to help children with their school work;</li> <li>• To focus on what the children like about school.</li> </ul> <p>Tip Sheet 4: School Experience page 32</p>	<p><b>Understanding the Child's School Experience:</b></p> <p>Show the participants the 1st and 2nd Class section of the NCCA DVD found here <a href="http://www.ncca.biz/dvd/english.html">http://www.ncca.biz/dvd/english.html</a> (5 mins)</p> <p>Engage the participants in a large group discussion on what they have seen. Questions to prompt discussion can include:</p> <ul style="list-style-type: none"> <li>• Was there anything they didn't expect?</li> <li>• What stood out to them?</li> <li>• Have they learned anything that would help them to support their own child?</li> <li>• What are the respective group's thoughts on the links between the home and the school?</li> <li>• Is there anything else they would like to know about school?</li> </ul> <p>The task for this session will be for the parents' to ask their child about their school experience and if possible, they should tell the children some stories from when they were in school. Give the parents' some tips or help with formulating the questions.</p>
<p><b>Session Summary</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To set goals for the next session;</li> <li>• To make the parents aware of the content of the children's session.</li> </ul>	<p>Summarise the discussion from the session. Affirm the parents for their participation. Remind them of their task for the week – to talk to their child about their school experience. Tell the parents what the children will be doing in their session: working on a school map that will act as a "tourist map" or show their favourite parts of school. Draw their attention to the children activity in the Doodle Diary. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week. The parents should be advised if there will be an opportunity to join the library in the next session and made aware of any documents they may need to bring with them to complete the process.</p>

## Child Component – Session 4: School Experience

### Materials required:

- Doodle Diary for each child;
- Glue;
- Selection of books;
- Pencils, sharpeners and erasers (if used);
- Art materials depending on the option selected for the session

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations for the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.
<b>Cooperative Game:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage team building;</li> <li>• To select games to target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul>	Choose a game from the list in Appendix VII. The Facilitators can choose a cooperative game, a phonics or sight word game.
<b>Book Buddies:</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To hear children read in small groups;</li> <li>• To increase fluency;</li> <li>• To support the children to develop strategies to help them decode words and meaning in text.</li> </ul>	<p>The children should work in the same group as last week, sitting in a circle with their Facilitator. A new book should be selected for this week reflecting the children's ability level but also including a range of genres. Steps can include:</p> <ul style="list-style-type: none"> <li>• An examination of the cover;</li> <li>• Picture walk through the book;</li> <li>• Predictions on the story;</li> <li>• Choral reading;</li> <li>• Round robin reading;</li> <li>• Making connections between texts;</li> <li>• Word hunts;</li> <li>• Sound/letter hunts;</li> <li>• Quizzes based on particular pages.</li> </ul> <p>When the reading is complete, the children should add the name of the book to their reading tree in the Doodle Diaries. The children should also give their response to the book, sharing what they did or didn't like.</p>

Core Activity, Timing and Objectives	Activity
<p><b>School Experience:</b></p> <p><b>20 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To learn more about the children's feelings about school;</li> <li>• To explore what they enjoy and any areas they aren't as comfortable with;</li> <li>• To allow parents to gain an insight into the child's feelings about their school;</li> <li>• To increase children's awareness of the school community and their role as a member in it;</li> <li>• To encourage teamwork and creativity.</li> </ul> <p>Doodle Diary page 34.</p>	<p>The Facilitators can chose one of the options below for this section:</p> <p><b>Option One:</b> Ask the children to imagine they are having a very special visit from outer space. Tell them that you are going to make a map or be a tour guide for this visitor. Provide paper, markers etc for the children to do this. The children can go on a tour of the school first to plan their map/brochure.</p> <p><b>Option Two:</b> Explain that you want the children to write, draw or photograph their favourite parts of the school and that they will then bring their parents or an adult on a tour. Allow the children to explore the classroom and school building if possible noting places of interest. This activity works best if children can explore areas that they might not have access to otherwise, for children will document areas that interest them and start to identify things that they would like to add.</p> <p><b>Option Three:</b> Organise a treasure hunt around the school for the children. Place the clues on the doors of different rooms, e.g. music room, school hall etc. The children can work in small groups or pairs to locate the clues. Numbers can be placed after each clue; the children must write down all of the numbers and add them up at the end of the activity to get the correct answer.</p>
<p><b>Doodle Time:</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> <p>Doodle Diary page 35.</p>	<p>The Facilitators can use any of the resources available on the Member's Portal for the Doodle Time task. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the author's chair.</p>
<p><b>End of Session:</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions.</li> </ul>	<p>The Facilitators should ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for the last ten minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session.</p>

## Week Five: Library Services

### Parent Component – Session 5: Library

This session should ideally be delivered in the library or by a librarian onsite. It is also a good opportunity to link the parent and child sessions so that both groups attend the library for this session. The parents should be made aware of the range of reading materials, the layout of the library and the facilities that are available. The librarian could be invited to lead the session. It is also a good opportunity to explain the membership process and if possible, get parents who aren't already members to sign up. The content of this session should be agreed with the library in advance. The session below gives a general outline but can be changed depending on the location of the session, the level of involvement with the library, and the facilities available locally.

#### Materials required:

- Leaflets from the library;
- Application forms for membership – if applicable.

Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b>  <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To answer questions from previous session;</li><li>• To provide a forum for discussing work done since previous session;</li><li>• To give an outline of what is coming up in the current session.</li></ul>	Welcome the parents back to the session, informally discuss how they found the last session: What did they take from it? Has it helped them at home? Have they learned anything about their child's feelings about school? Would they have said the same things at that age? Did any of the children's preferences surprise them?  Review the Doodle Diary, drawing the parent's attention to the work the children did in their session. Encourage them to view the work positively and affirm any work that was done at home in the diaries. Acknowledge the work that was done at home and discuss how this will help the parents to support their child's literacy development at home.
<b>Library Session:</b>  <b>35 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To encourage and enable family use of the library.</li></ul> Tip Sheet 5: Making the most of the Library page 40.	<b>Library Session:</b> The library session could include the following topics, although the exact content can be agreed with the librarian: <ul style="list-style-type: none"><li>• How to join the library, and an opportunity to sign up during the session;</li><li>• How the library is laid out and how to navigate the collection in the local library;</li><li>• How to take a book out and how to return one;</li><li>• An introduction to key staff in the library;</li><li>• Any rules or regulations in the library that the families need to be aware of;</li><li>• Range of reading materials available;</li><li>• DVDs or other resources;</li><li>• Overview of services available for the whole family;</li><li>• Camps or clubs that the library run;</li><li>• Computer and ICT facilities – how to book these, what access can families have, etc.;</li><li>• Any classes or groups for adults.</li></ul>

Core Activity, Timing and Objectives	Activity
	<p>The aim of this session is to highlight the library as a free, local service that has lots to offer to the parents and their families. The focus should be on the session being light and engaging and an awareness of the range of literacy abilities should be considered in the planning of the session. It is also important to ensure that the parents have time to look around the library and explore the facilities themselves. You can check in on them and offer any support when needed. Encourage them to take something out or try the computers so that they can feel more confident accessing the facilities. Ask the parents to name one facility they would like to use with their family in their local library.</p>
<b>Session Summary</b> <b>10 minutes</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To set goals for the next session;</li> <li>• To make the parent's aware of the content of the children's session.</li> </ul>	<p>Summarise the discussion from the session. Affirm the parents for their participation. Remind the parents of their task for the week – to identify one library service they would like to use with their family in the coming week/month. Tell the parents what the children will be doing in their session: attending the library or participating in a book trail/designing a library. Highlight the appropriate section in the Doodle Diary. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week.</p>

### Child Component – Session 5: Library

This session should ideally be delivered in the library or by a librarian onsite. It is also a good opportunity to link the parent and child sessions so that both groups were in the library for this piece. The children should be encouraged to explore the range of books, the layout of the library and the facilities that are available. The librarian could be invited to do a session with the children. The content of this session can be agreed with the library in advance. If a trip to the library isn't possible, the session should involve some work in the school library. The layout below is for a session that would take place in the school.

#### Materials required:

- Doodle Den;
- Scrap book for each child. For the duration of Doodle Families the scrap books can be referred to as Doodle Diaries. The children will use these in every session. The parents will also use these in their sessions;
- Glue;
- Selection of books;
- Pencils, sharpeners and erasers (if used);
- Art materials or worksheets depending on the selected option for the session.

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b>	<p>Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.</p>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations or the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	

Core Activity, Timing and Objectives	Activity
<b>Cooperative Game:</b> <b>10 minutes</b> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To start to build team building;</li> <li>• To select games to target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul>	Choose a game from the list in the Appendix. The Facilitators can choose a cooperative game, a phonics or sight word game or something of their own choice.
<b>Book Buddies:</b> <b>10 minutes</b> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To hear children read in small groups;</li> <li>• To increase fluency;</li> <li>• To support the children to develop strategies to help them decode words and meaning in text.</li> </ul>	The children should work in the same group as last week, sitting in a circle with the Facilitator for their small group. A new book should be selected for this week and the selections should reflect the children's ability level but should also include a range of genres. Steps to include in this section can include: <ul style="list-style-type: none"> <li>• An examination of the cover;</li> <li>• Picture walk through the book;</li> <li>• Predictions on the story;</li> <li>• Choral reading;</li> <li>• Round robin reading;</li> <li>• Making connections between texts;</li> <li>• Word hunts;</li> <li>• Sound/letter hunts;</li> <li>• Quizzes based on particular pages.</li> </ul> When the reading is complete, the children should add the name of the book to their reading tree in the Doodle Diaries. The children should also give their response to the book, sharing what they did or didn't like.
<b>Library:</b> <b>20 minutes</b> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce the library to children as a resource;</li> <li>• To increase awareness of how a library can be used;</li> <li>• To explore the use of library systems to sort and order books;</li> <li>• To give an opportunity to the children to learn skills in choosing books they would like to read;</li> <li>• To create an interest in the library and reading new books.</li> </ul>	<p><b>Option 1: Book Trail:</b></p> Bring the children to the school library on a book trail. The questions included in the trail can be tailored to match the library but tasks could include prompts such as: <ul style="list-style-type: none"> <li>• What do you notice about how the books are arranged?</li> <li>• Can you find a fact book?</li> <li>• How can you tell the difference between the fact and fiction books in the school library?</li> <li>• Can you find a book with a cat in it?</li> <li>• Where are the books that start with the same letter as your name kept?</li> <li>• What is the name of a book you would like to read?</li> <li>• Read the blurb on one of the books you think looks interesting.</li> </ul> The children can record their answers in their Doodle Diaries.

Core Activity, Timing and Objectives	Activity
<p>Doodle Diary page 41 and 42.</p>	<p><b>Option 1:</b> Ask the children about their experience of libraries. Have they ever been to one? What do they do there? Explain to the children that they will be designing their own library. Get the children to complete a short brainstorm activity about what they think should be in a library. The group could be brought to the school library to explore the layout and the types of resources available.</p> <p><b>Option 2:</b> Ask the children to draw or make their libraries, for example use junk art to build a library or collage of pictures from magazines.</p> <p>The Doodle Diary contains worksheets to support this session.</p>
<p><b>Doodle Time:</b> <b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> <p>Doodle Diary page 43.</p>	<p>The Facilitators can use any of the writing prompt materials available on the Member's Portal. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the author's chair.</p>
<p><b>End of Session:</b> <b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions.</li> </ul>	<p>Ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for the last five minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session.</p>

## Week Six: Writing

### Parent Component – Session 6: Writing

#### Materials required:

- Flipchart paper and markers;
- Children's Doodle Diaries to look at examples of writing by their own child;
- Access to the internet and projector to show the video clip.

Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b>  <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To answer questions from previous session;</li><li>• To provide a forum for discussing work done since previous session;</li><li>• To give an outline of what is coming up in the current session.</li></ul>	Welcome the parents back to the session and informally discuss how they found the last session. What did they take from it? Has it helped them at home? etc. Did they learn anything new about what the library offers? Did anyone visit the library? What service do they think they would like to use in the coming week/month?  Review the Doodle Diary, drawing the parent's attention to the work the children did in their session. Encourage to view the work positively, affirm any work that was done at home in the diaries, and discuss how this will help the parents to support their child's literacy development at home.
<b>Writing development:</b>  <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To learn about handwriting development;</li><li>• To give tips and advice on how to support children's writing;</li><li>• To link school and home learning.</li></ul>	The following video clips give a brief overview of writing development or have helpful tips. Select the one that is most suitable to the group needs: <ul style="list-style-type: none"><li>• Handwriting stages of development explained for parents: <a href="https://www.youtube.com/watch?v=bvE5L85AABU">https://www.youtube.com/watch?v=bvE5L85AABU</a> (2.53)</li><li>• Correct pencil grip: <a href="https://www.youtube.com/watch?v=Eq6ggYR-aeY">https://www.youtube.com/watch?v=Eq6ggYR-aeY</a> (2.09) (Make sure this is inline with the practices used in the class)</li><li>• Right-handed handwriting tips and advice: <a href="https://www.youtube.com/watch?v=V_zTsQnIrb0">https://www.youtube.com/watch?v=V_zTsQnIrb0</a> (3.57)</li><li>• Left-handed handwriting tips and advice: <a href="https://www.youtube.com/watch?v=94j_clHMTNM">https://www.youtube.com/watch?v=94j_clHMTNM</a> (2.34)</li></ul> This section can be linked to school practices with the parents learning about the specific writing approach taken in the school and how best to use these practices at home.  Having viewed the video the following questions could be asked in small or large discussions: <ul style="list-style-type: none"><li>• Did you learn anything new about writing?</li><li>• What stage is your child at?</li><li>• Have you any questions about your child's writing?</li><li>• Have you noticed anything about the child's writing?</li></ul> These questions will change depending on the video and the school practices discussed.

Core Activity, Timing and Objectives	Activity
<p><b>Writing at home:</b> <b>20 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To learn practical tips to encourage writing at home;</li> <li>• To identify strategies that would be beneficial in each unique family setting.</li> </ul> <p>Tip Sheet 6: Writing at Home page 48.</p>	<p>Explain the importance of supporting children's writing skills. Give the parents some practical, everyday skills for developing writing skills, by asking the child to complete simple writing tasks at home, such as:</p> <ul style="list-style-type: none"> <li>• Shopping lists;</li> <li>• Leaving a message for somebody;</li> <li>• Writing birthday cards;</li> <li>• Using oral language to develop their writing skills, e.g. talking about a story structure before writing it;</li> <li>• Using mind-maps to plan a written story;</li> <li>• Writing a diary;</li> <li>• Displaying the work will really support this.</li> </ul> <p>Use examples of work done by the children during their sessions to highlight some of these activities. The parents should break in to small groups to discuss what tasks could be used at home, if they have any ideas to add and what they would like to try with their child before the next session. The parents should agree which activity they would like to try out at home with their child before the next session.</p>
<p><b>Session Summary</b> <b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To set goals for the next session;</li> <li>• To make the parent's aware of the content of the children's session.</li> </ul>	<p>Summarise the discussion from the session. Affirm the parents for their participation. Remind the parents of their task for the week – to encourage their child to write something from the suggested list of tips. Tell the parents what the children will be doing in their session: writing a silly story using a website that creates random story starters. Show them the activities for the children in the Doodle Diary. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week. Ask the parents to bring in or think of something that they like to read. This could be a book, magazine, catalogue, facebook, twitter, etc.</p>

### Child Component – Session 6: Write a Silly Story

#### Materials required:

- Doodle Diaries;
- Scrap book for each child. For the duration of Doodle Families the scrap books can be referred to as Doodle Diaries. The children will use these in every session. The parents will also use these in their sessions;
- Glue;
- Selection of books;
- Pencils, sharpeners and erasers (if used);
- Drawing materials.

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To let the expectations or the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.
<b>Cooperative Game:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To start to build team building;</li> <li>• To select games to target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul>	Choose a game from the List in the Appendices. The Facilitators can chose a cooperative game, a phonics or sight word game or something of their own choice.
<b>Book Buddies:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To hear children read in small groups;</li> <li>• To increase fluency;</li> <li>• To support he children to develop strategies to help them decode words and meaning in text.</li> </ul>	<p>The children should work in the same group as last week, sitting in a circle with the Facilitator for their small group. A new book should be selected for this week and the selections should reflect the children's ability level but should also include a range of genres. Steps to include in this section can include:</p> <ul style="list-style-type: none"> <li>• An examination of the cover;</li> <li>• Picture walk through the book;</li> <li>• Predictions on the story;</li> <li>• Choral reading;</li> <li>• Round robin reading;</li> <li>• Making connections between texts;</li> <li>• Word hunts;</li> <li>• Sound/letter hunts;</li> <li>• Quizzes based on particular pages.</li> </ul> <p>When the reading is complete, the children should add the name of the book to their reading tree in the Doodle Diaries. The children should also give their response to the book, sharing what they did or didn't like.</p>
<b>Write a Silly Story:</b> <b>30 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To provide an opportunity to explore creative writing;</li> <li>• To encourage children to speak and present their work in a group;</li> <li>• To explore the parts of a story and what makes a good story.</li> </ul>	<p>The children will write their own stories in this section. The following website can be used to create a story prompt:</p> <p><a href="http://www.scholastic.com/teachers/story-starters/fantasy-writing-prompts/">http://www.scholastic.com/teachers/story-starters/fantasy-writing-prompts/</a></p> <p>This site will generate a random topic that the children can then write about. To begin, show the children the generator on the board. The children can then decide what type of story they want to write. Once the story starter has been selected the children can work with a partner to come up with some ideas. Remind them that all stories have a beginning, middle and end.</p>

<b>Core Activity, Timing and Objectives</b>	<b>Activity</b>
Doodle Diary page 49 and 50.	<p>The Facilitators can write key vocabulary on the board to help with the writing process.</p> <p>The children can then move on to write. The Facilitators should circulate the room as the children are working. Once the story is complete, the children can read their work out to the rest of the group using the author's chair. The Doodle Diary contains a story planner and a space to write the story.</p>
<b>Doodle Time:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> Doodle Diary page 51.	The Facilitators can use any of the writing prompt materials available on the Member's Portal for the Doodle Time task. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the Author's Chair.
<b>End of Session:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions.</li> </ul>	Ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for the last five minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session.

## Week Seven: Reading

### Parent Component – Session 7: Reading

#### Materials required:

- Flipchart paper and markers;
- Variety of reading materials;
- Selection of books that the children have read in their sessions;
- Access to the internet and projector to show the video clip;
- Doodle Diaries.

Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b> <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To answer questions from previous session;</li><li>• To provide a forum for discussing work done since previous session;</li><li>• To give an outline of what is coming up in the current session</li></ul>	Welcome the parents back to the session and informally discuss how they found the last session. What did they take from it? Has it helped them at home? etc.  Review the Doodle Diary, drawing the parent's attention to the work the children did in their session. Encourage them to view the work positively and affirm any work that was done at home in the diaries. Acknowledge the work that was done at home and discuss how this will help the parents to support their child's literacy development at home.
<b>Reading with your Child:</b> <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To gain an understanding of the importance of reading and listening to a child read;</li><li>• To provide practical advice that can be easily used at home.</li></ul>	The following video clips give a brief overview of reading development or have helpful tips. Select the one that is most suitable to the group needs: <ul style="list-style-type: none"><li>• How to Read with Your Child: <a href="https://www.youtube.com/watch?v=-OG2Q6pPQYw">https://www.youtube.com/watch?v=-OG2Q6pPQYw</a> (2.27)</li><li>• Reading with your Children: <a href="https://www.youtube.com/watch?v=6QVfbYvPaAM">https://www.youtube.com/watch?v=6QVfbYvPaAM</a> (3.12)</li><li>• Top Tips for Reading to Children – Author Neil Griffiths: <a href="https://www.youtube.com/watch?v=9TC8c2se0xs">https://www.youtube.com/watch?v=9TC8c2se0xs</a> (4.53)</li></ul> This section can be linked to school practices with the parents learning about the specific reading approach taken in the school and how best to use these practices at home. Having viewed the video the following questions could be asked, these could be done in small or large group discussions: <ul style="list-style-type: none"><li>• Did you learn anything new about reading with your child?</li><li>• What stage is your child at?</li><li>• Have you any questions about your child's reading?</li><li>• Have you noticed anything about the child's reading?</li><li>• Does your child read aloud at home?</li></ul> These questions will change depending on the video and the school practices discussed.

Core Activity, Timing and Objectives	Activity
<b>Reading at home:</b> <b>20 minutes</b>	<p>Model the “Book Buddies” approach from the children’s session for the parents. Some of the videos above might be helpful in outlining this process, particularly How to Read with Your Child.</p>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To learn some key strategies to support the children’s reading at home;</li> <li>To gain an understanding of the book buddy process.</li> </ul> <p>Tip Sheet 7: Reading Together page 57.</p>	<p>Parents should be given some key tips to support their child’s reading at home:</p> <ul style="list-style-type: none"> <li>Use the cover of the book and any illustrations in it to begin to understand the content;</li> <li>Make predictions about what the story is going to be about;</li> <li>Make connections with stories the children already know;</li> <li>Ask the children to do a sound or word hunt;</li> <li>Use the library to access a range of reading materials.</li> </ul> <p>Explain each of these with the group, modelling each one and asking parents if this is something they already do. Affirm that they are probably already doing a lot of this without even realising it. Remind parents about tips they’ve learnt in other sessions, like how to expand vocabulary and encourage them to use these while reading a book.</p> <p>The parents should talk about any strategies they already use with their child and any they would like to try out before the next session.</p>
<b>Session Summary</b> <b>10 minutes</b>	<p>Summarise the discussion from the session. Affirm the parents for their participation. Remind the parents of their task for the week – to try some of the reading strategies with the children at home and feedback to the group. Tell the parents what the children will be doing in their session: children will bring in their favourite book and share it with 3 or 4 other children in a small group, talking about their favourite part of the story or favourite page. Highlight the children’s activity in the Doodle Diary. Check if there are any questions or clarifications needed. Remind the parents of the session time, day and location for next week.</p>

### Child Component – Session 7: Book Club

#### Materials required:

- Doodle Diaries;
- Glue;
- Selection of books;
- Pencils, sharpeners and erasers (if used);
- Paper for writing task;
- Drawing materials;
- Writing prompt;
- Word bank.

Core Activity, Timing and Objectives	Activity
<b>Introduction:</b> <b>5 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations or the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.
<b>Cooperative Game:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To start to build team building;</li> <li>• To select games to target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul> Doodle Diary page 59.	Choose a game from the List in the Appendices. The Facilitators can chose a cooperative game, a phonics or sight word game or something of their own choice.
<b>Book Club:</b> <b>15 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To encourage reading for enjoyment;</li> <li>• To develop oral language skills- turn taking, listening, questioning.</li> </ul>	<p><b>Section 1: 10 mins</b></p> <p>Begin with one of the Facilitators modelling how to complete the task, talking about their selected book, what they like about it, why they chose it etc. Ensure that all of the children understand the activity.</p> <p>The children should be divided into small groups of 3- 4. The number in each group should be kept small to encourage participation and engagement in the task. The Facilitators will explain that each child will get two minutes to talk about their book. They will have one minute to talk about it and the other children in the group can then ask questions. Use a timer to move the children on: when the bell rings the next child will get their opportunity. The focus should be on the children talking about their book, what they enjoyed and why they think other children might enjoy reading it. Move around the groups to help the children by ensuring they are on task and helping them to expand their descriptions.</p> <p>When each child has had a chance to share their book the group will talk about any books they would like to read, what they learned, etc.</p> <p>The Facilitators should have a collection of books that have been read during Book Buddies in case a child forgets to bring a book in from home. The children should get a treat of a small reward for their work in the session, e.g. sticker.</p>

Core Activity, Timing and Objectives	Activity
<p><b>Design a Book:</b></p> <p><b>15 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage creativity;</li> <li>• To extend their understanding of story telling;</li> <li>• To promote a love of reading.</li> </ul>	<p>The children will then design an alternative cover for their book or recreate a scene from it using a variety of art materials. They can choose their favourite page, character or scene or draw a picture of what they think might happen after the story. If appropriate the children can then present their pictures to the group, talk about what they have drawn, how it links to their story or how they came up with their ideas.</p> <p>The Doodle Diary contains templates for both of these activities</p>
<p><b>Doodle Time:</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage writing for enjoyment;</li> <li>• To explore different genres of writing;</li> <li>• To read the work of others.</li> </ul> <p>Doodle Diary page 60.</p>	<p>The Facilitator's can use any of the writing prompts available on the Member's Portal for the Doodle Time task. The Facilitator should display the selected writing prompt slide on the white board or display as a print out. Each slide contains a picture and a word bank which can be edited to suit the children's needs. The children should be encouraged to write in a variety of genres and Facilitators can use illustrations and texts appropriate to their levels. They should use the Doodle Diaries to complete this activity. If appropriate the children can be invited to share their work in the Author's Chair.</p>
<p><b>End of Session:</b></p> <p><b>5 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To encourage the parents to talk to the children about their work;</li> <li>• To allow the children to share their work with their parents;</li> <li>• To provide a link between the parent and children's sessions.</li> </ul>	<p>Ask the children to pick one piece of work or one thing they did in the session that they are proud of. The parents will be invited in for the last five minutes of the session and the children will talk to them/show them about their work. The Facilitators will affirm the parents and children for their work and confirm the details of the next session</p>

## Week Eight: Graduation and Learning at Home

### Parent Component – Session 8: Learning at Home and Graduation

#### Materials required:

- Doodle Diaries;
- Certificates;
- Assessments.

Core Activity, Timing and Objectives	Activity
<b>Introduction to Session and check in on previous week:</b>  <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To answer questions from previous session;</li><li>• To provide a forum for discussing work done since previous session;</li><li>• To give an outline of what is coming up in the current session.</li></ul>	Welcome the parents back to the sessions, informally discuss how they found the last session, what did they take from it, has it helped them at home etc. Did they learn anything new about helping their children with reading? Did they use any of the techniques outlined? Was there anything they did differently?  Acknowledge the work that was done at home and discuss how this will help the parents to support their child's literacy development at home.
<b>Literacy at home:</b>  <b>20 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"><li>• To bring an awareness of the resources available to parents and families;</li><li>• To highlight community services that may be of benefit;</li><li>• To share resources and learning with other group members.</li></ul> <p>Tip Sheet 8: Homework page 66.</p>	The aim of this session is to make the parents aware of the various supports and resources that are available to them. During this session you should remind the parents of the range of services available in the local library and highlight any upcoming activities, events and classes.  Demonstrate the Doodle Den website <a href="http://www.doodleden.ie">www.doodleden.ie</a> and explain the range of literacy activities available to the parents.  Demonstrate the "Help my Kid Learn" website ( <a href="http://www.helpmykidlearn.ie">www.helpmykidlearn.ie</a> ). Explain that it was developed by NALA and has a wide range of numeracy and literacy activities. Demonstrate how the site works and the options parents have for activities for their children.  You should also make the parents aware of any other supports available in the local community that may be of interest to them and ask them to share any that they know of with the group. This could include: <ul style="list-style-type: none"><li>• Local Adult Literacy services;</li><li>• Afterschool clubs;</li><li>• Useful websites, eg YouTube – highlight the various tutorial videos that might be of use to the parents.</li></ul>

Core Activity, Timing and Objectives	Activity
<p><b>Review of the Programme:</b></p> <p><b>20 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To provide a reflective space to acknowledge the learning that has been done throughout the programme;</li> <li>• To set goals to continue aspects of the programme in the future.</li> </ul> <p>Certificates are available on the Member's Portal.</p>	<p>Divide the group into small groups. Ask them to discuss their experience of the Doodle Families programme.</p> <p>Encourage them to think about:</p> <ul style="list-style-type: none"> <li>• What they liked and if there was anything they didn't like;</li> <li>• What they enjoyed;</li> <li>• Did they learn anything new about themselves or their children;</li> <li>• Have they implemented any of the tips or ideas from the programme;</li> <li>• What do they think they will continue with;</li> <li>• Did they enjoy using the Doodle Diary? Was it a useful tool?</li> </ul> <p>The groups should then feedback their discussion. The Facilitators should then ask them to think about one thing they would like to do after the programme has ended to continue the great work they have done. This feedback can be given in a circle with each person sharing their target.</p>
<p><b>Session Summary</b></p> <p><b>10 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To affirm the parent's for their work;</li> <li>• To answer any remaining queries.</li> </ul>	<p>Summarise the discussion from the session. Affirm the parents for their participation in the programme over the last eight weeks. Acknowledge the range of skills the parents have developed and highlight the progress that they have seen in their own children. Explain the plan for the children's graduation and that the parents are invited in for the last 20 minutes of the children's session for a small celebration.</p>

## Child Component – Session 8: Graduation

Core Activity, Timing and Objectives	Activity
<p><b>Introduction:</b></p> <p><b>5 minutes</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce the group to each other;</li> <li>• To set the expectations for the session;</li> <li>• To sign children in and collect attendance.</li> </ul>	<p>Welcome the children to the group. Ask them to sign in and explain what will be happening in the session.</p>

Core Activity, Timing and Objectives	Activity
<b>Cooperative Game:</b> <b>10 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To start to build team building;</li> <li>• To select games to target children's individual needs;</li> <li>• To encourage cooperation.</li> </ul>	Choose a game from the List in the Appendices. The Facilitators can chose a cooperative game, a phonics or sight word game or something of their own choice.
<b>Portfolio:</b> <b>20 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To affirm the children's work;</li> <li>• To encourage oral language skills.</li> </ul> Doodle Diary page 68.	Ask the children to find their favourite piece of work from the programme and encourage them to find something they are proud of. The children will work with a partner to find a piece and talk about why they picked it. Each child should then get the opportunity to present their piece to the group.
<b>Graduation and Party:</b> <b>30 minutes</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To acknowledge the work done in the programme by the children and parents;</li> <li>• To allow the children the opportunity to show case their work and display the work they are proud of.</li> </ul>	The parents should be invited in to join the end of the session. They should be encouraged to view the children's work. The Facilitators can then present the certificates to the children to mark the completion of the programme.

## References

Childhood Development Initiative, (2015). Existing Literacy Supports Evidencing Positive Outcomes for Six to Eight Year Olds in DEIS Schools in Ireland. Unpublished.

## Appendix I: Doodle Families Logic Model

**Vision/Overall Aim of the Tallaght West Childhood Development Initiative Consortium of the Doodle Den Literacy Booster:**  
A community where families are empowered by schools to further develop their children's literacy and learning in family settings

**Monitoring and evaluation:** School data on children's literacy, school attendance, engagement in learning; Pre and post testing of literacy skills;  
Qualitative interviews with parents, children and teachers.

<u>Objectives</u>	<u>Inputs</u>	<u>Key Activities &amp; Outputs</u>	<u>Short Term Outcomes (by 2016)</u>	<u>Longer Term Outcomes</u>
<p><b>To develop an evidence informed Family Literacy programme for families of children aged 6 to 8 years old</b></p> <p><b>To train school and community organisations to deliver the Family Literacy programme in Tallaght West</b></p> <p><b>To support the trained facilitators in the effective delivery of the Family Literacy programme to families</b></p> <p><b>To evaluate programme impact on child &amp; adult literacy</b></p>	<p><b>Financial resources:</b> Programme Budget</p> <p><b>Planning Processes:</b> Stakeholder Consultation; Literature Review of the Evidence on Literacy Programmes in Ireland; Programme Planning; Curriculum Development</p> <p><b>Materials:</b> IT, Communications &amp; Print</p>	<p><b>Activity 1: Programme Planning</b> <b>Output:</b> Stakeholder agreement of plan, participants, roles and responsibilities</p> <p><b>Activity 2: Curriculum Design</b> <b>Output:</b> Production of Family Literacy programme materials</p> <p><b>Activity 3: Coordination</b> <b>Output:</b> Agreed schedule of partnerships, training and work</p> <p><b>Activity 4: Training</b> <b>Output:</b> Delivery of Family Literacy programme training to professionals</p> <p><b>Activity 5: Programme Delivery</b> <b>Output:</b> Engagement of target families &amp; delivery of training in Family Literacy activities</p> <p><b>Activity 6: Programme Support</b> <b>Output:</b> Delivery of Community of Practice support groups</p> <p><b>Activity 7: Programme Evaluation</b> <b>Output:</b> Production of research report on pre &amp; post child literacy and family literacy outcomes</p>	<p><b>1. Increased effectiveness</b> of school &amp; community agencies working with families to develop children's literacy</p> <p><b>2. Increased parental awareness and skills</b> to practice effective family literacy activities with their children</p> <p><b>3. Increased parental knowledge</b> of how best to support their children's school learning at home</p> <p><b>4. Improved Home-School relations</b> between parents and teachers</p> <p><b>5. Sustained and improved outcomes for children</b> in 1st and 2nd class including:<ul style="list-style-type: none"><li>• Oral, written and digital literacy skills;</li><li>• Regular school attendance</li><li>• Positive relationships with family and peers</li><li>• Positive engagement in learning</li></ul></p>	<p><b>1. Strong community awareness</b> of the value of family literacy</p> <p><b>2. Proactive school support</b> of and engagement in family literacy activities</p> <p><b>3. Skilled parents engaged</b> in their children's literacy &amp; learning</p> <p><b>4. Children motivated and supported</b> to develop excellent oral, written and digital literacy competencies</p> <p><b>5. High levels of child and adult literacy levels</b> and educational attainment in Tallaght West</p>

**Evidence:** Doodle Den RCT, Local stakeholder Consultation, Literature Review of Irish Literacy programme research, Evaluation of DEIS (ERC, 2012)

## Appendix II: Doodle Families: Frequently Asked Questions

### What is Doodle Families?

Doodle Families is a Family Literacy Programme. It has been designed to be delivered in two components – one for parents/guardians and the other is for children. Parent's sessions can be delivered during the school day and the children's sessions are delivered after school.

### How did Doodle Families come about?

It was developed as a response to requests from schools who wanted a follow up programme to Doodle Den, CDI's after-school programme for Senior Infant Children, which has been consistently found to improve children's literacy. Doodle Families focuses on family literacy, recognising the importance of home literacy, the families shared experience and the need to support parents to increase literacy, better understand their children's literacy development, and maximise their learning and achievement.

### Who delivers Doodle Families?

There is flexibility about who delivers the programme, but it is important that there is good communication between those working with the parents, and those working with the children. We recommend that the HSCL is involved in the parent component, and SCP with the children's element, but others could also have a role, such as Adult literacy tutors or the local youth service. One person is probably sufficient in the delivery of the parent component, but the children's component will require two facilitators.

### How long does the programme run for?

Doodle Families is an 8 week programme, with a one hour session for the parents, and a separate one hour session for the children, each week. It is recommended that settings provide a snack and up to 15 minute break before commencing the Doodle Families children's component, where there is a local need. This 15 minutes extra time can be used in a flexible manner - if children do not present as tired and don't require the full time for break and snack, some of the time could be used for at the end of sessions giving extra time for parents to join.

### What format does the programme take?

Doodle Families is a manualised programme. Each session has been carefully design following best national and international research in Family Literacy practices as well as consultation with a lot of Irish experts, and a pilot in a number of schools in Limerick and Dublin. The manual outlines the objectives of each session, the topics to be covered and the materials required. It has been designed to allow for choices in activities to best meet the needs of the group, to ensure the maximum benefit is gained for the participants and to allow for individual needs or differences in the various communities delivering the programme.

### Why are there two components in the programme?

Engaging parents in their children's learning is critical to improving outcomes, and so we were very clear that this needs to be a targeted element of Doodle Families.

The two components have been designed to compliment each other and to maximise the opportunities to support the home learning environment. The eight week programme allows for a focused, intensive intervention that works with both the parent and child at their individual learning pace. The separate elements are a unique opportunity for an afterschool programme and parent programme to run simultaneously.

## **What do the parent sessions involve?**

The parent sessions aim to develop the parent's awareness of literacy development, give practical tips in increasing home literacy activity and help the parents to feel more involved in their child's education. They have been designed to be informal and non-threatening and allow for parents with a wide variety of literacy levels to participate fully. The language used in the programme has been carefully chosen to allow for these differences and reflects best practice in Adult Literacy learning. Each session features a series of practical tasks that will allow individuals to focus on their own family experience making the programme personal to them.

## **How long does each parent session last?**

Parent sessions are one hour long.

## **What do the children's sessions involve?**

The children's sessions are delivered afterschool and last for one hour. Each session complements the activities done in the parent session by focusing on the individual and their experiences. The sessions offer a broad range of literacy learning opportunities delivered through fun and engaging activities.

## **Who is Doodle Families for?**

Doodle Families has been developed for children in First Class, who would benefit from support with their literacy development and/or their social skills. An assessment process is included in the manual, and it is recommended that children with a mixed range of abilities are invited to participate.

Families for whom English is a second language can certainly participate in the programme, but it has not been developed specifically to address bi-lingualism and so other supports may be necessary. Ideally, children will have completed the Doodle Den Programme, but this is not essential.

## **How do children get chosen?**

The Senior Infant class teacher is best placed to identify children who will benefit from Doodle Den in the coming academic year. The parent consent forms and referral information are all provided in the manual, and on the Doodle Families portal, but there will need to be local agreement on who takes referrals and makes the final decision on participants.

## **How many children should we work with?**

It is recommended that a maximum of 15 children participate in Doodle Families.

## **What responsibility will I have?**

If a school or organisation wants to deliver Doodle Families, you will need to:-

- Identify a venue/room;
- Identify who will deliver the programme to both parents and children;
- Support the evaluation of Doodle Families.

## **What support will we receive?**

CDI will offer a comprehensive training package that includes training before the programme begins and Communities of Practice Meetings while the programme is in progress. CDI will also offer ongoing support

while the programme is being delivered including onsite visits and phone/email support. You will receive the Manual, which sets out all the programme content, and have access to a dedicated online portal, where more resources are available.

## **Appendix III: Parent Information Leaflet**

### **Doodle Families**

(School Name) is delighted to introduce a new programme for children in First Class. This programme is aimed at helping children and parents to have fun and find ways to make sure that reading and writing skills develop really well.

#### **What would my child do?**

Children who take part in Doodle Families will have a one hour 15 min programme afterschool on (day) at (time) for eight weeks, starting (date). This will be for a group of up to 15 children, and the time will be spent doing fun learning activities.

#### **What do I have to do?**

Because parents are so important to how children learn, we will have a one hour session every week for eight weeks, just for you! This will happen every (day) at (time) in (room), and it will start on (date). The hour will be with (name of HSCL Facilitator) and it will also be fun, with the aim of helping you to help your child.

#### **What do I need to do now?**

If you and your child would like to take part in Doodle Families, talk to your class teacher, the HSCL (Name) or (name – SCP), and we will give you the Consent Form to fill in.

## Appendix IV: Parent Consent Form

I have read the information flyer on Doodle Families. I have talked about the programme with my son/daughter and we understand what is involved in taking part. I give my permission for my son/daughter to attend the afterschool programme, and I will attend the eight sessions for parents/ guardians.

I understand that the programme is subject to regular internal and occasional external evaluation I know that the evaluation will not share any information about me or my child which would allow us to be identified. I am happy for information to be shared in whatever format, provided we are not identifiable. I understand this is called anonymised data.

<b>Child's Name:</b>	
<b>Mother/ Carer's Name:</b>	<b>Father/ Carer's Name:</b>
<b>Address:</b>	<b>Address:</b>
<b>Phone:</b>	<b>Phone:</b>

Emergency Contact Phone Numbers (please include names and relationship to the child)

1. \_\_\_\_\_

2. \_\_\_\_\_

Who will collect your child?

---

*Please note only individuals identified on this form can collect your child.*

Does your child have any allergies?

YES

NO

If YES, please give details: \_\_\_\_\_

Does your child take any medication?

YES

NO

If YES, please give details: \_\_\_\_\_

I give permission for pictures and video of my child to be taken in Doodle Families for the purpose of reflective learning and displays in the classroom, at parent meetings, and CDI Publications?  YES

NO

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

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

## Appendix V: Professional Referral Form



### Doodle Families Afterschool Club

This form is to be completed by a teacher or Doodle Families facilitator. All referrals must be made in consultation with, and the consent of, the child's parents/primary carer. The information given is confidential to all but the family. Please complete this form as fully as possible. Although the Doodle Families programme will be offering services to the child and family, it is understood that the support provided by the referring agency will continue. Please note that Doodle Families works with a spectrum of literacy needs and so reference needs to be made to the referral criteria further described in Section 3 of the Manual.

**Referral forms should be returned to the Doodle Families facilitator and filed at the setting.**

Has the child previously participated in Doodle Den? (please circle)    **Yes**    **No**

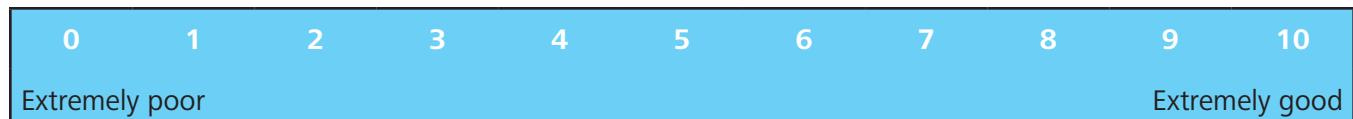
REFERRAL DETAILS	
Name of child to be referred:	
Address:	
D.O.B.:	
Mother's Name/Carer:	Father's Name/Carer:
Address:	Address:
Telephone No:	Telephone No:
Have you or your colleague consulted with the child's parents/carer about the referral?	
<b>Yes</b> <b>No</b> <b>Comment:</b>	

## Reason for Referral to Doodle Families

Literacy is the integration of reading and writing, listening, speaking and mathematics for everyday life, for communication and learning to learn. The programme will also support the development of the child's language (i.e. phonetic, sight vocabulary and text comprehension) skills.

In your professional opinion please rate the child on a scale of 1-10 in terms of the following literacy skills. There are assessment instruments available on the Doodle Families portal to support if required.

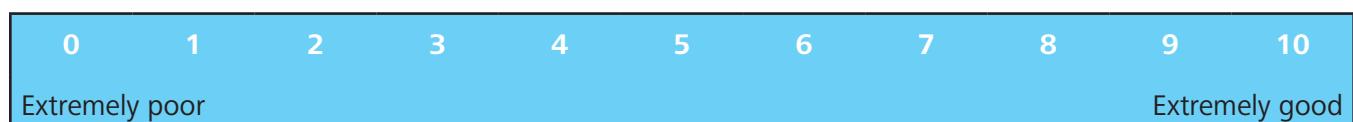
- Letter identification** - the child's ability to identify letters



- Writing Vocabulary** - the child's ability to build a writing vocabulary



- Phonemic awareness** - the child's ability to discriminate the individual phonemes within words



- Text Comprehension** - the child's ability to construct meaning from text



**Name and role of person making the referral:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Referral Procedure for Doodle Families Literacy Programme

Each Doodle Families group has up to 15 places. Teachers or Doodle Families facilitators, in conjunction with parents/guardians, can refer children to the Doodle Families group using the criteria set out below.

### Criteria for inclusion

Child should:

- commence First Class in September preceding the start date;
- have an identified need in one of the following areas:
  - Letter identification;
  - Writing vocabulary;
  - Phonemic awareness;
  - Text Comprehension;
- Is comfortable (or has the capacity to) participate in group activities (see below comments for further clarification).

Please note:

- In order to support the functioning of the Doodle Families group children across the spectrum of literacy need should be referred;
- Doodle Families can support a small number of children (3 to 4 per group) who require additional support in terms of their literacy and/or behaviour;
- Doodle Families may not be appropriate for children with a developmental delay or children who are currently receiving additional support for literacy or speech and language.

### Selection of Places

If more than 15 children are referred to any group, a raffle or other agreed procedure will take place to assign places.

## Appendix VI: Icebreaker Games

### Doodle Families Cooperative and Name Games (Adapted from the Doodle Den Manual)

#### Roll the Ball

**Equipment:** Large ball.

**Directions:** The group sit in a circle. The ball is rolled to each member of the circle, ensuring everyone has the opportunity to participate. On the first round of the game, when the ball reaches a person they must state 'my name is \_\_\_\_'. The rest of the circle echo back saying 'Hello \_\_\_\_'. This continues until all of the members of the group have had the opportunity to share their name. The game can continue for as many rounds as desired and should include a different statement for each round that begins with the person's name, for example 'my name is \_\_\_\_\_ and I like to eat/play/read/go to \_\_\_\_\_. The theme of the game and the statements used can be adjusted to suit the needs of the group. This game can also be played with the group sitting in the circle and passing a speaking point such as a teddy or other item to each other.

#### Go/Freeze/Melt

**Equipment:** None required.

**Directions:** This game focuses on listen. The game begins slowly with the Facilitator demonstrating the actions. Go: (can be any actions: walk, skip, jump, run) on the spot or around the room. Freeze: stay still on the spot (this can also include an action to increase difficulty). Melt: slowly melt to the ground. The Facilitator calls out the actions and the group responds, Increase the speed as the game goes on.

This game can be adapted to include any actions that the group are comfortable with. Strategies used in drama might be appropriate, for example the Facilitator might ask the group to shake hands or high five people they walk past as they move around the room. They might be asked to take on a character like imagine you are a waiter in a restaurant – take the order, walk to the kitchen, get a tray, put the plate and food on the tray, uh oh! the water spilled, get a cloth, bring the food back to the table etc. The group act these out at the same time as they move around the room.

#### I've Done Something You Haven't Done

**Equipment:** None required.

**Directions:** Each group member introduces themselves and states something they think no one else in the group will have done. Adaptations can included such as – my favourite food, my favourite animal, my favourite book, etc.

#### Fire and Ice

**Equipment:** Blue cards, reds cards (A4 sized), space to move around.

**Directions:** This is a game of tag. Two people carry red cards (fire) and two carry blue cards (ice). The people with the cards start from a designated point. Those with blue cards can freeze the other children when

caught. The people who have the red cards can free them. The game can be repeated to allow a number of people the opportunity to hold the cards.

## How do you do?

**Equipment:** None required.

**Directions:** The group stand in a circle. One person is chosen to start. They walk around the outside of the circle and stop behind one person and say 'Hello, I am \_\_\_\_'. The other child shakes their hand and says, 'Hello, I am\_\_\_\_'. They then say 'How do you? How do you do? How do you do?'. The two people who have greeted each other then move around the outside of the circle in opposite directions, shaking hands with every person and saying 'how do you do?'. The first person back to the spot where they began is the one to introduce themselves to the next person. The game continues. This can be done in two small groups or as one.

## Hot Potato

**Equipment:** Small ball, music.

**Directions:** The group sit in a circle and roll the ball around the circle (or pass it with their hands) from person to person as fast as possible as the music plays. This could also be done in time with the tempo of the music. When the music stops, the person with the ball must do one of the following (the Facilitator must specify before the game begins):

- Say their own name
- Say the name of the person beside them
- Say something they like to do/play/read/eat etc.
- Say something they remember about their favourite story or the most recent activity completed in Doodle Families.

Each person should get a turn to speak and this can again be done in small groups.

## Musical Clap

**Equipment:** Music.

**Directions:** The game is similar to musical chairs, but nobody is excluded. The Facilitator plays the music and the group dance/move to the music. When the music stops, the group find one friend to clap hands with. The Facilitator should specify that every time the music stops, the group members should find a different person to clap hands with.

## Appendix VII: Phonics Activities

### Flashcard Activities

Have flashcards available for your target sounds.

- 1. Louder and Louder:** Have students begin saying the sounds on the flashcards in a whisper. As they go along, have them gradually increase the volume until they are shouting by the last sound.
  - 2. Swat!:** Divide children into two teams, each standing on one side of the word wall. Give the first child in each team a flyswatter. Read a sound. The first team to swat the sound gets a point. The swatter then passes the flyswatter to the next team member.
  - 3. Making Words:** Hand out one flashcard to each student. (You'll probably need to make several copies of the flashcards to have enough for the entire class.) Encourage them to have fun as they play with standing next to each other in various combinations and arrangements in order to make words. These can be real words or nonsense words. This can also be a good word family activity, with children having onset and rime cards to make words.
  - 4. Match the Card to the Picture:** Have a selection of clip art or other suitable pictures for the children to sort through. Children can match pictures to the correct sound/flashcard. As the children gain confidence, the word can be spelled on their small whiteboards.
  - 5. Jump on It!:** Copy sounds onto index cards. Make a second set of the sounds. Scatter one set face up on the floor and place the other set in a stack, facedown. Turn over the first card in the stack and have a child say the sound and then jump on the corresponding card on the floor. This game can also be played as a race with two teams. It can also be used for blending words - the teacher calls out the word (cat) and the child has to read the words and find the right word.
- ### Phonics Revision Activities
- 6. Read My Back:** Write a sound on each other's back with a finger. Guess the sound.
  - 7. I'm Thinking Of...:** One player starts by giving a clue about one of the sounds - for example, "It is in the word tap. It is in the word apple."
  - 8. Oh No!:** This game can be played using sounds and then progress to use c.v.c. words or phonetically regular words. Make three or four times as many cards as there are children (using either sounds or words). Place the cards in a large empty container and add several "oh, no!" cards. Gather the children in a circle. Begin by selecting a card at random and say the sound/word. If the sound/word is correct, you can keep the card. Pass the container to the child on your right. That child selects a card and keeps it if they can read/sound it out. The game continues until a child gets an "oh, no!" card. They must then put back all their cards and begin again. Play continues until all the cards are gone from the container.
  - 9. Simon Says Sounds!:** Write sounds on stickers/labels and give one to each child (it's okay if some children have the same sound). Gather the children in a circle. Review the game Simon Says then explain that in this version sounds will be called out and then an action will be named. Anyone who is wearing that sound

performs the action. For example, "Simon says, *a, h, j* jump up and down." Play continues until every child has had plenty of chances to participate.

**10. Leaping Lilypads:** Copy sounds/words onto index cards. Tape cards to cut out lilypad shapes. Scatter the Lilypads face up on the floor and tape in place. The children start at different Lilypads and say the sounds as they jump from lilypad to lilypad, making their way around the whole pond.

**11. Rainstick Relay:** Equipment: rainstick, big book. Gather the students together and examine the big book or chart. Have students lookout for sounds. Call out the sounds that you want the children to find, turn the rainstick over and pass it to the child. The child must then find and point to the sound before the rainstorm ends. Call out another sound, turn over the rainstick and pass it to the next child. This continues until everyone has had a chance.

**12. Postman:** The children can sit in a circle, with one child as the postman. The other children are divided into different sounds. The postman is given several envelopes with sound cards inside. The postman must "deliver" the appropriate envelopes to the right children, i.e. match the sound to the other child's card. This activity can be made more difficult by providing the postman with pictures so that the children have to isolate the first sound and match it to the correct child.

**13. I Spy:** I spy with my little eye something beginning with ... /target sound/. This can also be used for final sounds.

**14. Sound-Finder Window:** Children can create word finder windows using patterns. The children cut out the window and use their word finders when reading and finding target sounds.

**15. Magician's Hat:** Make a magician's hat or use a "magic" container. Print cards containing the target sounds and place them in the hat. Wave the wand over the hat and make up a chant (*Abracadabra, What is the sound I will pull from this hat?*) Pull a sound from the hat and the child reads the sound. Pass the hat around and let children make up their own chants, pull out a card and read the sound. As the children's confidence grows, they can say a word that starts with the sound. This can also be played with c.v.c words.

**16. Bean Bag Toss 1:** The letters/sounds the children have covered should be printed and laminated for reuse. The children are divided into two teams. Team one throws the bean bag onto a card. If the child can correctly name the sound, they score a point. If the child is incorrect, the other team has a chance to steal the point. The team with the highest score at the end, wins.

**17. Bean Bag Toss 2:** The children throw the beanbag onto a card. They must then name a word that begins with the sound of the letter it landed on.

**18. Bean Bag Toss 3:** The children pick up a picture card. They must then try to throw the beanbag onto the card that contains the sound that matches the beginning sound of the picture on the card.

**19. Vowel Hopscotch:** Use chalk to make a hopscotch board outdoors. Write the vowel sounds in the squares. Students toss a bean bag onto the game board. They have to hop to the bean bag, say the vowel and the sound, short and/or long. If they say it correctly, they may pick up the bean bag and continue. If the answer is not correct, they leave it there for the next child.

**20. Magazine Hunt:** Have a selection of magazines and newspapers available for the children to sort through. The children can search for target sounds, pictures to match sounds or words that they can read. The children should cut out the sounds/words/pictures and paste them on sheets. These sheets can be displayed for future reference or revision.

**21. Picture Sort:** Have a selection of clip art and pictures available for the children to sort. The children can sort the pictures according to initial, medial or final sound.

## 22. Bingo

### Blending Activities

**23. Guess It:** In this activity you orally segment words and have the class guess what they are. For example, you might tell children that you are thinking of the names of farm animals. Teacher: "I'm thinking of an animal. It's a /p/ ... ig. What am I thinking of?" Children: "A pig!" Continue with other categories such as zoo animals, classroom objects, numbers, colours, or household items.

**24. Blend Baseball** Divide the class into two teams. As the "pitcher," you say aloud a word in parts, such as /s/ /a/ /t/. If the child who is "at bat" can successfully blend the word, he or she goes to first base. Proceed just as in baseball, with each team earning a point when a child makes it to home plate. This can also be played with a small group/pairs on an A4 sheet of paper.

**25. Draw It!**: The children should have a piece of paper divided into four parts. The teacher should orally segment the name of an object that can be easily drawn. The children will then orally blend the sounds together and then draw the picture in the last section of the paper. The words can progress from two or three phoneme words to four phoneme words.

**26. Mystery Sentences:** Read aloud a series of sentences. In each sentence choose one word to read in sound segments instead of the whole word. The children should orally blend the word. E.g. I have a /h/ /a/ /t/.

### Segmentation Activities

**27. Where Is It?** Have children draw three boxes, connected horizontally, on a sheet of paper. Distribute some sort of counter or marker to each child (bottle caps or draughts will do). Explain that you are going to say a list of words. Each word contains the sound /s/, some at the beginning, some in the middle, and some at the end. If students hear /s/ at the beginning of the word, they are to place the counter in the first box; if they hear it in the middle, the counter goes in the second box; at the end of the word, in the last box. Begin with the following word list: send, missing, sock, bus, less, passing, messy, safe. Continue the game with other sounds.

**28. Can You Say?:** Teach the children the chant "Can you say the last sound? Can you say the last sound? It's the last sound in hat. Can you say the last sound?" Each time the chant is said, the word should be changed.

**29. Secret Sound:** Explain to the children that they must listen to the series of words carefully and tell you the sound that is the same in each word. Say three words, e.g. pit, pan, pot. The children should answer that /p/ is the secret sound. The target sound should be in the same position (initial, medial, final) in the words.

## 30. I Spy

**31. Listening Segmentation:** Have a page numbered one to ten for each child/pair of children. Call out five words. As the Facilitator calls out the word, the children should move one counter for each sound that they can hear in the word. At the end of the word, have the children count the number of counters in the word. The children can then record the number in the correct place on the page.

**32. One Indian:** Use the rhyme "one indian" as you pass around a beanbag. The child holding the beanbag at the end of the rhyme must name a word that begins with /i/, the first sound in indian. Repeat the rhyme, replacing the word indian with the suggested word. Continue the game until each child has had a turn to suggest a word. Then choose a new target sound to concentrate on, for example change the word to banana.

**33. Sound Boxes:** Draw a sound box on the flipchart. Say a word out loud. The children should segment the word, count the number of sounds and then fill in the letters in the sound box.

**34. Graph It!:** Have several picture cards/clip art pictures. Have the children sort the words/cards according to the number of sounds in each picture. The sounds can then be graphed, according to the number of sounds.

## Phonemic Manipulation

**35. Sound Switch:** Explain to the children that you will say a word and then switch one of the sounds. For example, say the word can and then fan. Which sound was switched?

**36. Picture Search:** Use a big book or poster that the children are familiar with. Examine the picture and talk with the children about objects in the picture. Tell the children that you are going to say an object name without the first sound (cat would be at).

**37. Row Row Row:** Use a short song the children will be familiar with (Row Row your boat, Happy Birthday). Sing the song several times until the children are familiar with the words. Then tell the children that you will sing it again but are going to change the line "Row row your boat" to "Bow bow your boat". What sound did you change? To illustrate this, you could write the word "row" on the board, erase the initial sound and replace it with /b/. The words "merrily" could also be changed. Real words or nonsense words can be created in this activity.

## Songs that help teach words

1. (Tune- " If You're Happy and You Know It")  
If you think you know this word raise your hand (2x)  
If you think you know this word that you just heard,  
If you think you know this word raise your hand.  
(Supply a word stretching it out ex: c-a-t)

#

2. ("Twinkle, Twinkle Little Star")  
Listen. Listen to my word  
Tell me all the sounds you heard: /Cat/ (say this slowly and wait a moment)  
/c/ is one sound, /a/ is two,  
/t/ is last in /cat/ its true!  
(at the end sing):

Thanks for listening to my words  
and telling me the sounds you heard!

3. (tune: "Jimmy Cracked Corn and I Don't Care")

Who has a /d/ word to share with us?  
Who has a /d/ word to share with us?  
Who has a /d/ word to share with us?  
It must start with the /d/ sound!  
(call on children to supply word and class sings this together)  
Dog is a word that starts with /d/  
Dog is a word that starts with /d/  
Dog is a word that starts with /d/  
Dog starts with the /d/ sound.

4. (tune: "Old MacDonald Had a Farm")

What's the sound that starts these words?  
Turtle, time, and teeth?  
(Wait for a response from the children)  
/t/ is the sound that starts these words:  
Turtle, time, and teeth.  
With a /t/, /t/ here, and a /t/, /t/ there,  
Here a /t/, there a /t/, everywhere a /t/, /t/.  
/t/ is the sound that starts these words:  
Turtle, time, and teeth!  
You all did great now clap your hands!  
(Clap, clap, clap, clap)  
-you can use beginning sounds, medial sounds, or final sounds

5. ("If You're Happy and You Know It")

If your name begins with /m/, stand up,  
If your name begins with /m/, stand up,  
If your name begins with /m/, stand up and take a bow,  
If your name begins with /m/, stand up.  
-you can also use this with pictures "If your picture begins with /s/, stand up", etc.

6. (Chant)

It begins with /t/,  
And it ends with /im/.  
Put them together,  
And they say. (Tim)

9. ("The Wheels on the Bus")

The sounds in the word go /c/ /a/ /t/, /c/ /a/ /t/, /c/ /a/ /t/,  
The sounds in the word go /c/ /a/ /t/  
Can you say the word?

## Online Games

Long vowel sounds

[http://www.sadlier-oxford.com/phonics/grade\\_k\\_1/long\\_vowel\\_grk1\\_nav.htm](http://www.sadlier-oxford.com/phonics/grade_k_1/long_vowel_grk1_nav.htm)

Match pictures to the sounds

[http://www.sadlieroxford.com/phonics/grade2\\_3/pg\\_66/long\\_vowel\\_2\\_3a.htm](http://www.sadlieroxford.com/phonics/grade2_3/pg_66/long_vowel_2_3a.htm)

Match sound to picture

[http://www.sadlieroxford.com/phonics/grade2\\_3/pq\\_76/long\\_vowel\\_2\\_3b.htm](http://www.sadlieroxford.com/phonics/grade2_3/pq_76/long_vowel_2_3b.htm)

Match sound to picture (u e)

[http://www.sadlieroxford.com/phonics/grade2\\_3/name\\_picUname\\_pic2.htm](http://www.sadlieroxford.com/phonics/grade2_3/name_picUname_pic2.htm)

Match the word to picture

Blending

[http://www.sadlieroxford.com/phonics/grade2\\_3/name\\_picUname\\_pic1.htm](http://www.sadlieroxford.com/phonics/grade2_3/name_picUname_pic1.htm)

Match the word to picture

<http://www.ictgames.com/machine.html> Match word to picture

<http://www.ictgames.com/cvcPop.html> CVC pop

Phonemes

[http://www.ictgames.com/phonemeFlop\\_v4.html](http://www.ictgames.com/phonemeFlop_v4.html) phoneme pop

<http://www.ictgames.com/letterlifter.html> letter lift game

[http://www.ictgames.com/phonic\\_fighter4.html](http://www.ictgames.com/phonic_fighter4.html) Phonic Fighter

<http://www.starfall.com/n/level-klindex/load.htm?f> Starfall Sound activities

Read the word (long vowel sounds) [http://www.sadlieroxford.com/phonics/grade2\\_3/vowel\\_sound/long\\_vowel\\_2\\_3a.htm](http://www.sadlieroxford.com/phonics/grade2_3/vowel_sound/long_vowel_2_3a.htm) Word to picture [http://www.sadlieroxford.com/phonics/grade2\\_3/name\\_picUname\\_pic2.htm](http://www.sadlieroxford.com/phonics/grade2_3/name_picUname_pic2.htm)

Match word to picture

Decodable Books <http://www.starfall.com/n/Ninfo/onlinebooks.htm>

## Appendix VIII: Sight Word Activities

**1. Predictive Charts:** predictive charts can be used to reinforce sight vocabulary in context. For example, "I like...." "I can ..." charts. These charts can be written up quickly on a flipchart and used for revision.

**2. Clap, Chant, Write:** New Word Wall words are introduced by having the students:

- see the word
- say the word
- chant the word
- write the word
- check the word

**3. Word Chants:** Hold up the word and cheer it three different ways. Write the word on the board and the children write the word on their small whiteboards. Talk about the letter formation. Examples of different voices include:

Mouse - squeaky voice with hands curled up by face

Robot - in robotic voice with arms moving back and forth

Sing opera style

Fly it like a bird - arms flapping up and down

Chicken - arms folded up to make wings and head moving forward

Nose - hold your nose and spell it

Beat it on our desks

Cheer It (Give me an "h" , etc.) Like a cheerleader.

Pat - We pat our heads for tall letters, tummies for short letters and knees for letters that go below the line.

**4. Rainbow Words:** The target word is copied from the word wall. The children must write over the words as many times as possible with different coloured crayons/markers to create a rainbow effect.

**5. Chants and Cheers:** As students are introduced to new sight words, they should see them, say them, and spell them.

"Imaginary Chalkboard" Children pretend that they are writing on a large chalkboard. As they say each letter, they "write" it as large as they can. After each word is spelled, students say the word as they "erase" it.

"Blast-Off' Children start spelling the word while squatting. With each successive letter they stand higher and higher. When the word is said in its entirety, the children jump into the air.

"Pumping Iron" Children pretend to be lifting weights, one repetition for each letter. When they have chanted all of a word's letters, they can pretend to mount the barbell on its stand and sound exhausted as they say the word.

"Lumber Jack" Children pretend to swing an axe as they chant each letter. Then they pretend that the tree is falling down as they shout out the word, rather than "TIM-BER!"

**6. Make and Break:** Use plastic letters to make and break high-frequency words. Distribute the appropriate letters to all students in the group. Write the high frequency word on the board and have children use it as a model to make the word with their plastic letters. Have children read the word. Then, erase the word from the board. Have children scramble their plastic letters and try to build the word again. Speak the word as they do so, separating it into phonemes if necessary. Have children read the word they have made to check that it is correct.

## Revision/Centre Activities

**7. Flashcard Activities:** Have flashcards available for your target word/s. These flashcards can be used in the following activities:

**1. Louder and Louder:** Have children begin reading the words on the word wall in a whisper. As they go along, have them gradually increase the volume until they are shouting by the last word.

**2. "Jeopardy":** Lay several high-frequency word cards face up on the floor. Have children sit in a circle around the cards. One child mentally chooses a word and gives a clue about it: "This word begins with a b." The child can continue to give clues ("It rhymes with tall.") until another child is the first to touch the correct card. He or she gets to give the next set of clues.

**3. Memory/Concentration:** Create two of each high-frequency word card. Lay the cards face down on the floor. Children take turns trying to match identical words. The children with the most pairs wins.  
Online version: [http://www.quia.com/jg/823\\_99.html](http://www.quia.com/jg/823_99.html)

**4. Funny Voices:** Flash the cards to children, and have each student read a word in a robot voice, an old voice, a squeaky voice, and a monster voice.

**5. Swat!:** Divide children into two teams, each standing on one side of the word wall. Give the first child in each team a flyswatter. Read a word from the word wall. The first team to swat the word gets a point. The swatter then passes the flyswatter to the next team member.

**6. Making Sentences:** Hand out one flashcard to each child. (You'll probably need to make several copies of the flashcards to have enough for the entire class.) Some children will get word flashcards and some will get picture flashcards. Encourage them to have fun as they play with standing next to each other in various combinations and arrangements in order to make sentences. Or come up with your own games using "human sentences."

**8. Sight Words Buddy (free downloadable Programme):** This free program comes with preprimer up to third grade word lists for children to practice. At the end of the session a printable version of the children's scores, words they found difficult and words they can read is provided. [http://www.quiz-tree.com/Sight-Words\\_main.html](http://www.quiz-tree.com/Sight-Words_main.html)

**9. Mind Reader:** The children need to number their paper/whiteboard from one to five. The Facilitator will give clues about the target word from the word wall. The children should write their guess next to the number. The first clue is usually the same: "The word is from the word wall." After the fifth clue, everyone should have 'guessed' the word.

**10. Look, Say, Cover, Write, Check:** The children take a paper with four columns (they can fold a page in half and then in half again). The children practice five words from the word wall. The children will SAY each word and notice the parts of the word as they hear it. Next they will LOOK at the word to notice what it looks like on the paper. After that they will COVER the word and think about how the word looks. After that they will WRITE the word from memory. Next they will uncover the word and CHECK it with the word written in the first column. Finally they will COVER the word and WRITE it again.

**11. Word Jar:** In this activity new Word Wall words are added to previously introduced words in a jar or basket. Children pick a word out of the jar. They need to read the word and chant the spelling. The activity can be used before the children stand in line, with each child choosing a word.

**12. Flashlight Word:** All the lights should be turned off. A flashlight is shone on the target word from the word wall. The Facilitator should call a child to read the word. If the child reads the word correctly it is their turn to shine the flashlight on a word and call another child to read.

**13. Word Wall Chain:** Each child is given five strips of coloured construction paper. One child chooses a word from the word wall. The children write this word on one of the strips. Additional children take turns choosing other words which begin with the last letter of the previous word. This is continued until all the strips have words on them. These are then glued together to make a chain. This activity focuses on changing beginning and ending sounds.

**14. Making Words:** This activity is especially helpful for learning word families. The children are given strips of grid paper. They cut off three squares. In the middle and last squares they write the ending sound of a word family (such as \_ a t). The children will write one beginning sound in each successive square. These are cut up and the children can exchange the beginning sounds to make different words bat, cat, fat, hat... and so on. These are used in class and then placed in an envelope and sent home with the children.

**15. Word Search:** Word searches can be generated online using Discovery School's Puzzlemaker.  
<http://puzzlemaker.school.discovery.com/>

**16. Find the Word:** The Facilitator chooses a word from the word wall and says the word. Using a pointer/ruler, the Facilitator should tap and say several letters in the word: e.g. and a-n-. The children must finish spelling the word out loud: 'd'. If the child correctly finishes the spelling, they can call out a word, tap the letters and spell the word or call on another child to finish the spelling.

**17. Using Words in Context:** The Facilitator writes several words from the word wall on the board. The children will have to decide which word makes sense in the sentence that the Facilitator says. The Facilitator should say the sentence but leave out one of the words. The children then decide which word makes sense. The Facilitator can then write the sentence on the board and the children can write in the correct word.

**18. Word Books:** Each child can have a word book on their desk/in their folder. Each time a new word is added to the word wall, the children can write the word into their word book. This can be used as a resource for spelling, writing or can be sent home with the children so parents are familiar with the words that their children encounter.

**19. Word Detective/ Write the Room:** Invite students to be high-frequency word detectives. They can locate assigned words in the classroom or school environment and in print materials they encounter in their daily lives. These words can be written on small whiteboards or on notepads.

**20. Read the Room:** This activity is similar to Write the Room. The children use pointers (toy golf clubs, rulers etc.) to read words that they see in the environment' on their word walls, on desks etc. This can be done individually or in partners.

**21. Timed Reading:** The children can do this activity in partners or in small groups. One child reads the words on the word wall while another child, or adult, times them. This will aid the children 's recognition of the words. This activity can also be done using high frequency word books to improve fluency.

**22. Bingo:** While playing bingo, as you call out each word, monitor students to ensure that they recognise the high-frequency words and place chips on them when appropriate. <http://www.teach-nology.com/web-tools/materials/bingo/>

**23. Guess The Covered Word Procedure:** The Facilitator writes four or five sentences on the board and covers one word in each sentence with two post it notes - one covering the onset (all the consonants prior to the first vowel) and the other post it covering the rest of the word. The children and Facilitator read the sentence together and then make several guesses for the covered word. The guesses are written on the board. The Facilitator then takes off the first post it to reveal the onset. The guesses that don't begin with these letters are erased and new guesses which fit both the meaning and start with the right beginning letters are made. The word is then revealed.

**24. Bang!** All the sight words that the children know are put into a box. The children sit in a circle and take a word form the box. If they can read the word, they can keep it. If they cannot read the word, it is returned to the box. If the children pull a card with the word "Bang!" from the box, all the cards they have collected must be returned to the box. The children with the greatest number of cards at the end wins the game.

**25. Bean Bag Toss:** The target word/words are printed on large cards and laminated for re-use. The group can be divided into two or more teams. Each team will take turns at throwing the beanbags onto squares. If the children can read the word, their teams gets a point. If the children miss the word, the other team can have a chance to say it. The team with the most points at the end wins. Alternatively, children can compete against their previous best scores.

**26. Around the World:** All the children sit in a circle (or in their desks) One child stands behind another student who is sitting. The Facilitator flashes them a sight word. Whichever child says the word first will move on to the next student. The student who makes it back to his or her own desk or starting point is the winner.

**27. Tic-Tac-Toe:** Divide the group into two teams of X's and O's. Write sight words in the tic-tac-toe spaces. Team members take turns coming up and selecting a space to read. If the child reads the word correctly, he or she may put up an X or O for his or her team. If the answer is incorrect, the other team gets to send a player to the board to try to read the same word. An easy alternative to save time and keep the game moving is to have several tic-tac-toe boards made up with words ahead of time on overhead transparencies.

**28. Tic-Tac-Toe 2:** Alternatively, the children can play the game in pairs on blank templates. Instead of

writing X or 0 on their sheet, the children can each choose a target word to write instead. This allows the children to gain extra practice of spelling a target word.

**29. Wordo:** Materials: Blank "Wordo" cards with 9, 16, or 25 blocks. The children fill in their cards with the words from the word wall. The children should be encouraged to mix up the words they are using so that the cards are different. This game is similar to BINGO. The Facilitator calls out the words and the children spell the word out loud and then mark it on their spaces. Spelling the words out loud will give the children who are unsure of the word some extra help. The first child to cover an entire row calls out WORDO!

**30. Baseball:** Materials: Sight words at four different levels on coloured cards that denote number of bases the child can pass (from simple to more difficult). Designate different places in the room as 1st base, 2nd base, 3rd base, and home plate. Mix up the cards. The children take turns going to the home plate. The child chooses a level and picks a card. If the child reads the card correctly, they can move according to the type of hit (e.g. the easiest card would enable the child to move 1 base). If the student is unable to read the word, it is an out. After three outs, the next team has a turn to read the words.

**31. Erasing Relay:** The Facilitator should write two columns of words on the board that are equal difficulty. Children are divided into two teams and stand at right angles to the board. At the signal, the first child in each line points at the first word in their column and reads that word. If they are correct, they erase the word and the next child steps forward. The game is won by the side that erases all the words first.

**32. Team Sight Word Race:** The children are divided into 2 teams. Each team takes a turn attempting to correctly read a word turned up from a pile of sight words. If one team misses, the opposite team then receives a chance to read that word in addition to their regular turn. Score is kept on the number of words each team reads correctly. Have each team member go to the back of the line after each try whether successful or not. This enables all members to gain equal practice and does not eliminate those people who need practice most.

**33. The Head Chair:** Materials: Group size cards Mark one chair in the circle as the "Head Chair". Play begins when you flash a card to the person in the "Head Chair". A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

**34. Roll and Spell:** Blank game boards from Carl's Corner (online) are ideal for this activity. The children roll the dice to see who will go first. Children with the highest number rolls the dice. The Facilitator says a word that the child should try to spell. If the child spells the word correctly, he or she may move the number of spaces indicated on the dice. If the child spells the word incorrectly, the Facilitator shows it to the child for a few seconds, then hides it. The child attempts to spell the word again. Usually the child gets the word the second time around. While the next child is rolling the dice, the child who has just finished his/her turn will be writing down the word he/she just spelled.

Extensions:

- Have the children write each word on their list three times
- Have the children "rainbow write" the words on their list.

**35. Pick a Partner:** Make two identical sets of sight word cards, so there is one card for each child. Place

the words in an empty container. Each child chooses a card from the can and finds their partner, who has the same word. The children then practice reading their word together. When everyone has a partner and can read their word, they can read their word aloud to the group.

**36. Sight Word Mats:** Give children an A4 or A3 sheet of plain paper and a set of sight words. Have children cut apart the sight word cards and glue them onto the sheet of paper. The children can arrange the words on the page. The children should also colour a border, include pictures and patterns. The children should not colour over the words. The placemats can be laminated and sent home with a list of suggestions for practising sight words on the back.

**37. Catch a Word! Equipment:** beach ball with words taped to the surface.

Activity: tape strips of masking tape to the stripes of a beach ball. Write sight words on the strips. Gather the children in a circle. Toss the ball to a child and have that child read one of the sight words that their hand is on. You can then spell the word that they have read with the rest of the circle. The child then tosses the ball to another child. That child reads a word and the circle spells the word back to the child. The game continues until everyone has had at least one chance to read a word. To make this activity harder, the child who passes the ball could spell the next word on their own, rather than the circle spelling it.

## Online Games

Star Words

<http://www.bbc.co.uk/schools/wordsandpictures/hfwords/index.shtml>

Games

<http://www.thekidzpage.com/learninggames/learningonline.htm>

Put the sentences into words

[http://www.sadlier-oxford.com/phonics/grade\\_k\\_1/hifreq.htm](http://www.sadlier-oxford.com/phonics/grade_k_1/hifreq.htm)

Harder words [http://www.sadlieroxford.com/phonics/grade\\_k\\_1/high\\_fre/hifreq1.htm](http://www.sadlieroxford.com/phonics/grade_k_1/high_fre/hifreq1.htm)

Word Reader

<http://www.ictgames.com/wordreader.html>

Look Cover Write Check

<http://www.ictgames.com/lcwc.html>

Carl's Corner

<http://www.carlscorner.us/>

Sight Vocabulary Section

[http://www.carlscorner.us/new\\_page\\_4.htm](http://www.carlscorner.us/new_page_4.htm)

## Appendix IX: Attendance Sheet

**School:** \_\_\_\_\_

**Week: (Number and date)** \_\_\_\_\_

**Parents:**

Name:	Attended?	Any contact?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

**Children's session:**

Name:	Attended?	Any contact?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		







