

The Shapeys educational range is a unique and comprehensive teaching system. The system foundation is the Shapeys Teaching English Phonics System (STEPS)

For Teaching Staff

- Much of the preparation work has already been done. There are instructions throughout the system guiding the teacher through the system which includes;
- Full and comprehensive certified teacher training courses
- Teaching manuals. Full and clear guidance at every step
- 256 Pre-written activity and lesson plans giving simple and clear instructions
- 2 Exercise Books containing 466 exercises
- Weekly assessment sheets
- 940 Word Flash Cards
- 98 Picture cards and flash cards

For Schools

Designed for use in the remotest of places as well as the more established traditional schools – you do not need internet connection to use this system

Clear, measurable objectives and assessments

Teaching staff will be fully trained

For the Students

Engaging characters

Stories that relate to their surroundings

Fun and interesting, bright colours.

Activities that teach using physical exercise

Clear Outcomes of the system include

Increased English vocabulary

Learn capital letters and punctuation

Objective

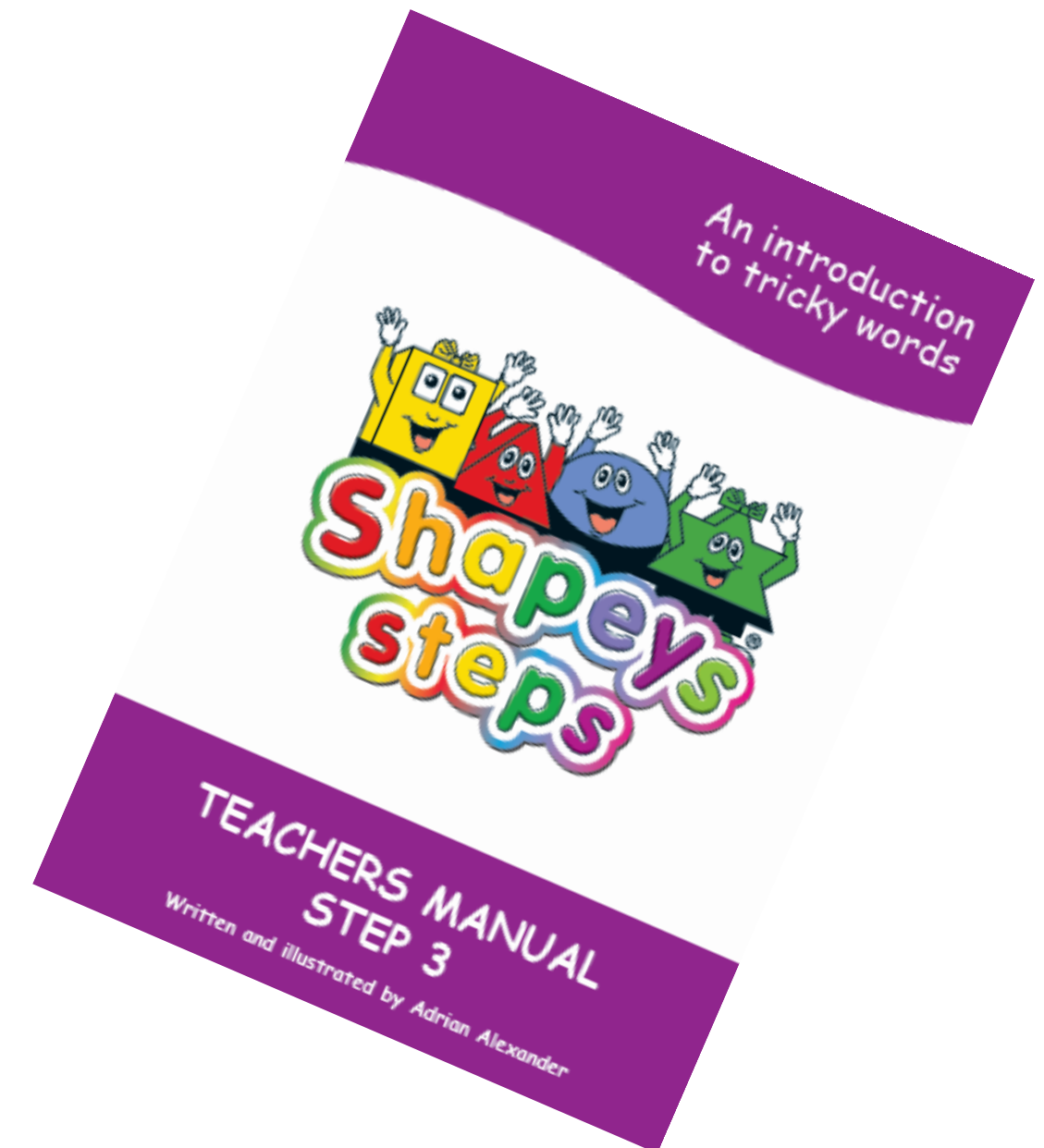
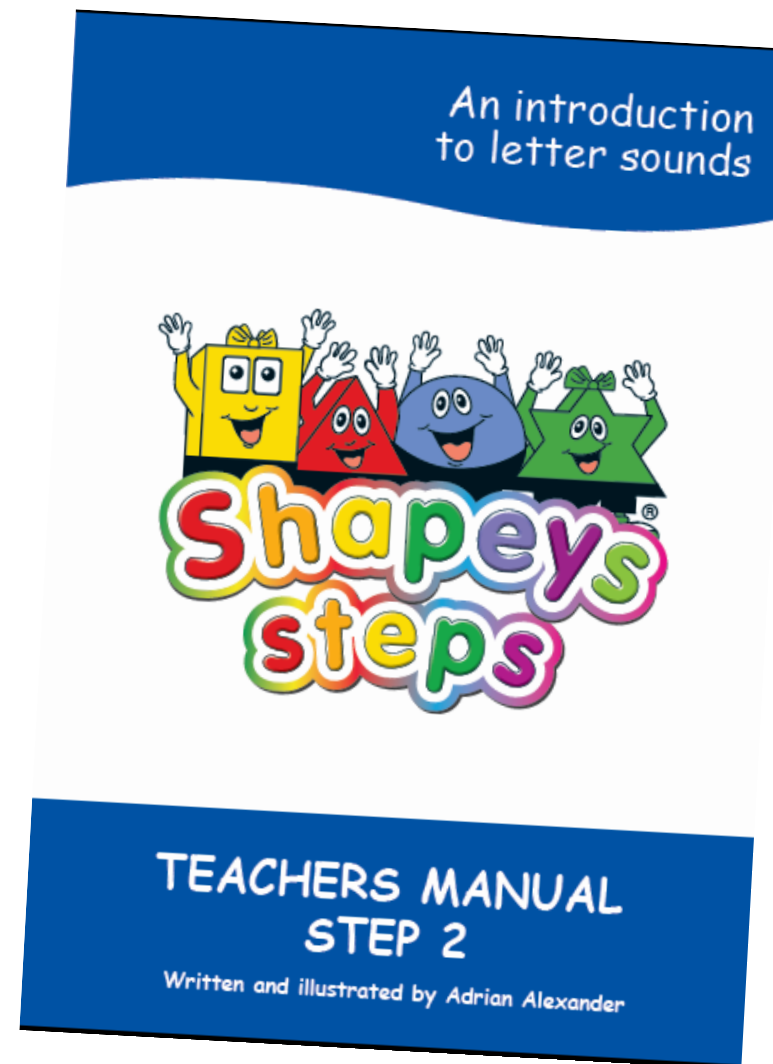
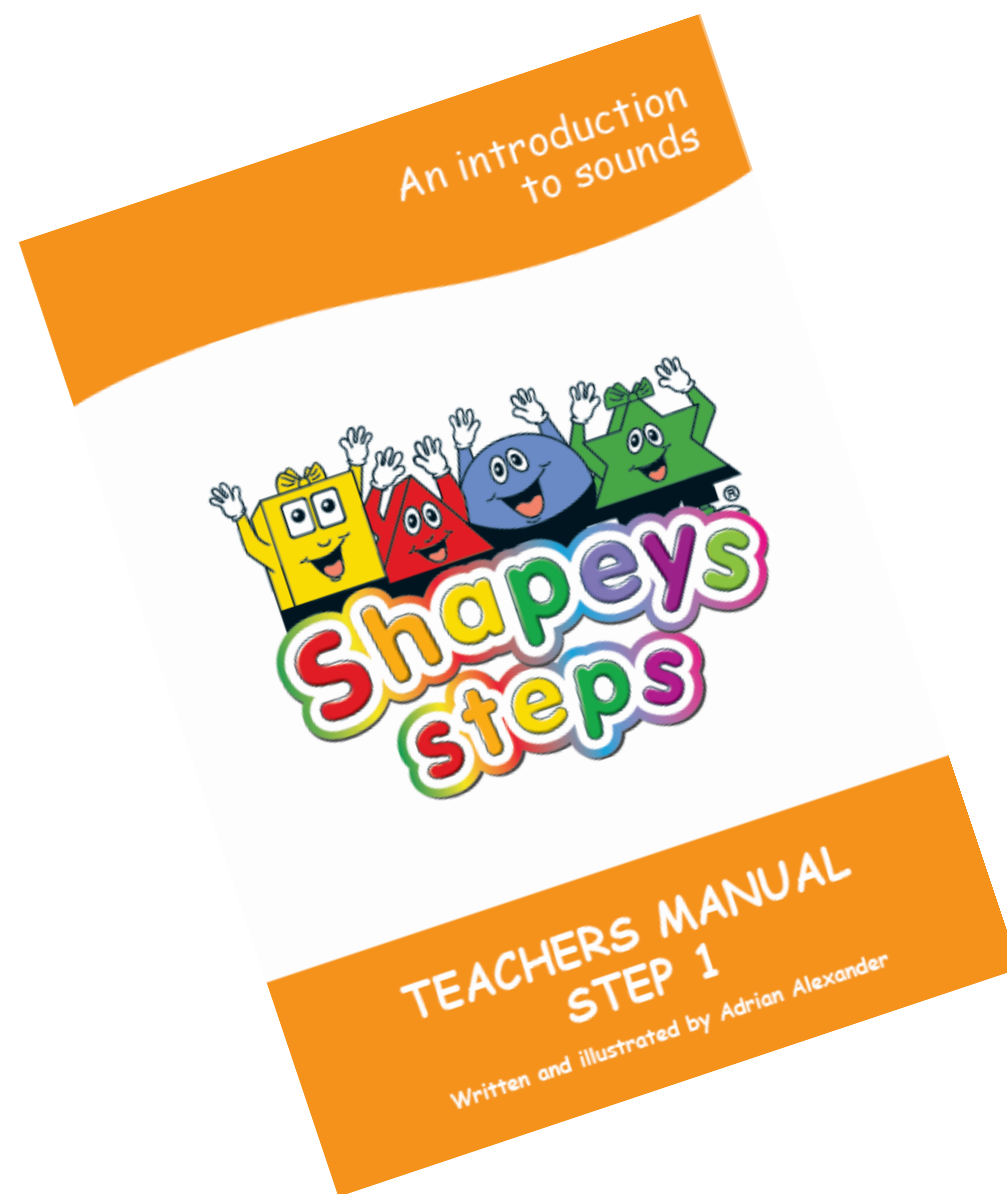
Shapeys Teaching English Phonics System (STEPS) is designed to teach young learners to recognise, read, speak and write the 100 most used words of the English language.

STEPS

There are three steps to the teaching system

Step	Number of Weeks	Lessons and Activities
Step 1	7 Weeks	77 Lessons and Activities
Step 2	7 Weeks	28 Lessons, 49 Activities
Step 3	9 Weeks	51 Lessons, 57 Activities
Total	23 Weeks	256 lessons 184 Activities

Teaching Guides



The three steps of the system have comprehensive teaching guide-books with lesson plans and clear instructions

Lesson Plans

Step: 1

Week: 1

Activity: 2

Learning objectives for this activity

To develop children's listening skills and awareness of sounds in the environment

Teachers preparation for the activity:

This can be an indoor or outdoor activity.
Prepare a parcel or an object to pass about.

Suggested Timing

Activity Title

Pass the parcel

Have two sounds ready, such as a pen with a click top, and keys to jangle.

Ask the children to sit in a group.

Remind the children again about the things that a good listener does (for example, *keep quiet, have ears and eyes ready*). Invite the children to demonstrate to you how good they are at listening and talk about why listening carefully is important.

Demonstrate how they can listen and remember all the sounds they hear when they listen for a moment.

It may be useful to use a sand timer or a wrist watch to demonstrate, for example, the passing of 10-15 seconds.

Ask them what made each sound and encourage them to try to make the sound themselves.

Ask the children to stand in a line. Give the child on the right hand side a parcel (or any object). The child is asked to make a noise and then pass the object to the child on his or her left. That child in turn copies the same noise and passes the object on. When the object reaches the far left hand side, the child carries the object to the far right hand side and generates a noise of his or her desire. So the activity commences until all have made a noise.

Ask the children which sounds they liked the best and to repeat them.

Start the activity again but this time stand the children in a circle. Introduce two sounds, such as a click of a pen and a rattle of keys. Instruct them that a "pen click" sends the parcel (object) to the right and the "key jangle" sends the parcel to the left. The children who get it wrong leave the circle. You can increase the speed as the game progresses.

Look, Listen, Question and Record

Observe how the children listen and focus. Check that they understand how to listen and how they recall the sounds they have heard.

© 2009 Adrian Alexander

STEPS Step 1 Week 1

Step: 2

Week: 1

Lesson: 1

Learning objectives for this activity

To learn to say a letter sound, recognise and write the letter that represents that sound.

Teachers preparation for the activity:

Prepare the story card one "s".
Prepare the STEPS A4 flashcard showing, on one side, a picture of a snake in the shape of the letter s and on the other side the letter s, small whiteboards, pens and wipes (or paper and pencils) and the activity book.

Suggested Timing

Activity Title

Teaching the sound S

Introduction: Use story card number one "S" and tell the story.

Part 1: Do it (Action)

1. Show the picture of a snake.
2. Move your hand like a snake making an s shape, encouraging the children to do the same.

Part 2: Sound it out

1. If any children in the room have names with the s sound in them, say their names, accentuating the ssss (e.g. Sssarah, Ssssssimon, Sssssteven).
2. Do the same with other words (e.g. ssssand, bussss) accepting suggestions from the children if they offer, but not asking for them.

Part 3: See it and say it

1. On the card with the picture of the snake, move your finger down the snake from its mouth, saying sssss and saying ssssnake when you reach its tail.
2. Repeat this a number of times. Encourage the children to join in on their activity sheets.
3. Write s on a surface and say sssssssssss.
4. Ask the children to repeat sssssssssss.
5. Point to the snake and say ssssnake and to the s and say sssssssssss.
6. Repeat with the children joining in.
7. Put the card behind your back and explain that when you show the snake side of the card, the children should say snake and when you show the s side of the card, they should say s.
8. Explain that whenever they see "ss," the sound is extended. Also explain that "ss" is only in the middle or at the end of a word.

Part 4: See it, say it and write it

1. Move your finger slowly down the snake from its mouth, this time saying the letter formation patter: Round the snake's head, slide down his back and round his tail.
2. Repeat a couple of times.
3. Repeat a couple more times with the children joining in the patter as they watch you.
4. Ask the children to put their 'writing finger' or 'pencil' in the air and follow you in making an s shape, also saying the patter. Repeat a couple of times.
5. Ask them to do the same again, either tracing s in front of them on the floor or sitting in a line and tracing s on the back of the child in front.
6. Ask the children to write s on whiteboards or on paper at tables.
7. Complete the activity pages for s and repeat the actions for the letter. Read out the words on the activity page.

© 2009 Adrian Alexander

STEPS Step 2 Week 1

Step: 3

Week: 1

Lesson: 1

Learning objectives for this activity

To recognise and say the sounds of certain double letter combinations.

Teachers preparation for the activity:

For review, the previously learnt letters A4 flash card(s). Prepare the story card "sh".
Prepare the STEPS A4 flashcard with the letters sh, small whiteboards, pens and wipes (or paper and pencils) as well as the activity book. Prepare the flashcards that have "ck, ll, zz, ff, ss" in them such as "clock", "tall," Have the flashcards for some single letter sounds available.

Suggested Timing

1 hour

Activity Title

Teaching the sound for the double letters sh

Review

Show the flashcards for the previous *single* letter sounds learnt. Ask the children, in chorus, to say each letter-sound (with the action if used). If the children do not respond, turn the card over to show the picture.

Introduction: Use story card "sh" and tell the story. Say the double letters sound (e.g. putting your fingers to your lips as though telling everyone to be quiet).

Part 1 (Do It Action) Invite the children to join in. Repeat a number of times.

Part 2 Sound It Out

1. If any children in the room have names with the sh sound in them, say their names, accentuating the shshshshsh (e.g. ShshSharon, Mishshsha).
2. Do the same with other words (e.g. shsheep, shshell) accepting suggestions from the children if they offer them but not asking.

Part 3 See it and say it

1. Display sh and explain that this sound needs two letters that the children already know. To show that two letters stand for one sound we draw a line under them.
2. Recall that the children have already seen two letters being used such as ck and the double letters ll, zz, ff and ss at the ends of some words and show them the flashcards for these.
3. Write some sh words on a surface and others as foils (e.g. ship, wish, shop, lash, shell, rushed, hiss, stop, such, dash, mash).
4. Ask six children to come to the surface where the words are written and one a time to find the word with the sh double letters and underline the double letters.

Part 4 See it, say it and write it

1. Ask the children to put their 'writing finger' or 'pencil' in the air and follow you in making the "s" shape and the "h" shape and underline saying "sh." They must say "sh" as they underline. Repeat a couple of times.
2. Ask them to do the same again, either tracing sh in front of them on the floor or sitting in a line and tracing sh on the back of the child in front. Each time they underline they say "sh."
3. Ask the children to write sh on a surface, whiteboard or on paper.
4. Repeat the actions for the double letters. Complete the activity pages for sh and read out the words on the activity page.

© 2009 Adrian Alexander

STEPS Step 3 Week 1

Within the teaching guide for each step there is a full range of Lesson Plans.

The Lesson Plan guides the teacher with;

- Actions needed before the lesson
- Lesson objectives
- How to teach the lesson
- Suggested timings

STEPS

Step 1

Encouraging children to listen for various sounds forming a good basis for the remaining steps

Introduce environmental sounds, instruments, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmentation.

The activities in Step 1 are controlled by the teacher. The activities are designed to add fun for the children.



Step 2

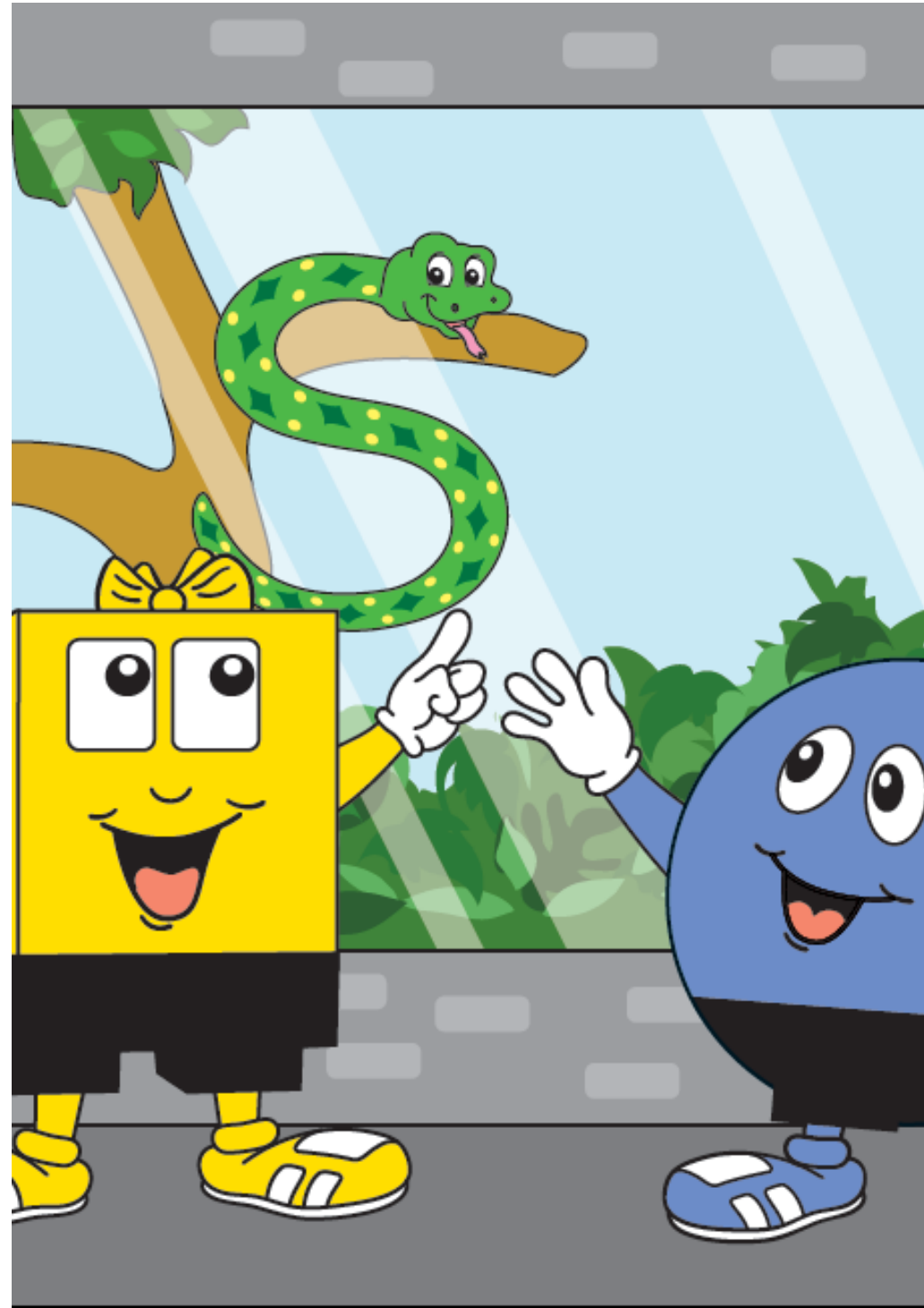
The objective of Step 2 is to introduce the sounds of the English letters

Alphabet				
Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
		Zz		

STEPS

Each letter is introduced by a story. A picture card is shown to the children by the teacher.

The teacher reads the story from the back of the card.



Story Card 1 Week 1
Letter "s"



TEACHERS NOTE: HOLD THIS CARD UP FOR THE STUDENTS TO SEE, WITH THE PICTURE FACING OUT

READ THE STORY OUT LOUD:-

Baw and Mimi are in the zoo.

As they walk through the snake house they see a snake.

The snake lives inside a glass house.

The snake is hissing and sliding around.

Baw and Mimi laugh and make a noise like a snake saying "ssssssss".

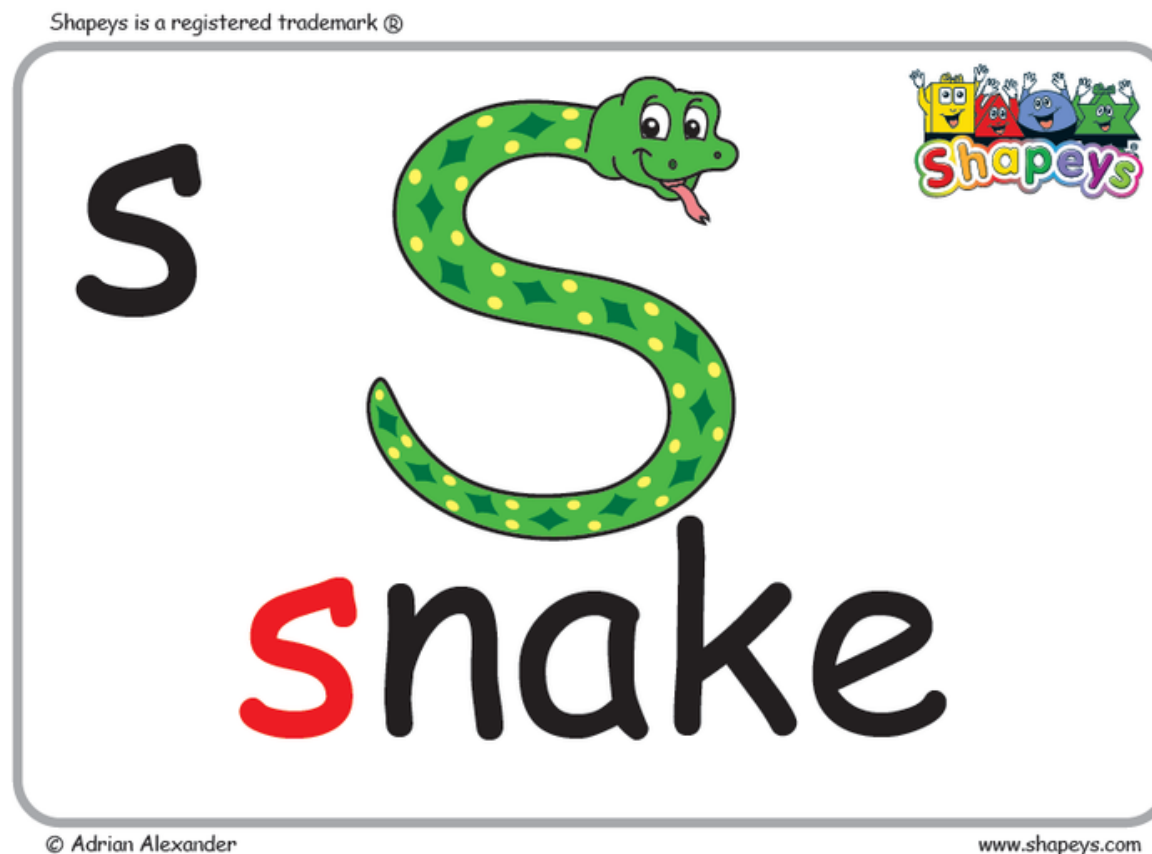
Can you make a noise like a snake?

TEACHERS NOTE: NOW CONTINUE WITH LESSON PLAN

A double sided flash card is used for each letter.

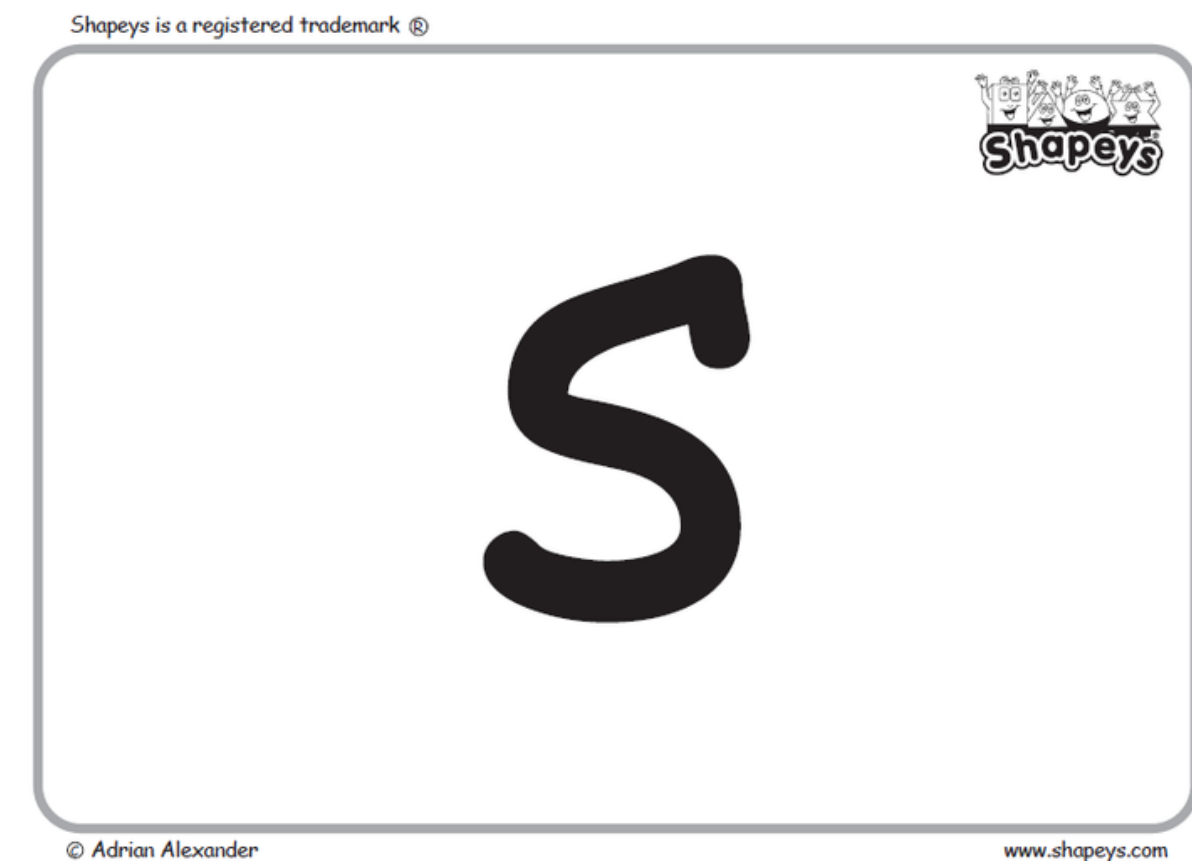
Front

The front of the card shows a connection to the story



The card is turned over many times as the teacher repeats the sound for the letter

Back



The back of the card shows the letter

STEPS

Step 2

Children will be taught to;

Recognise the letter



Say the letter



Write the letter



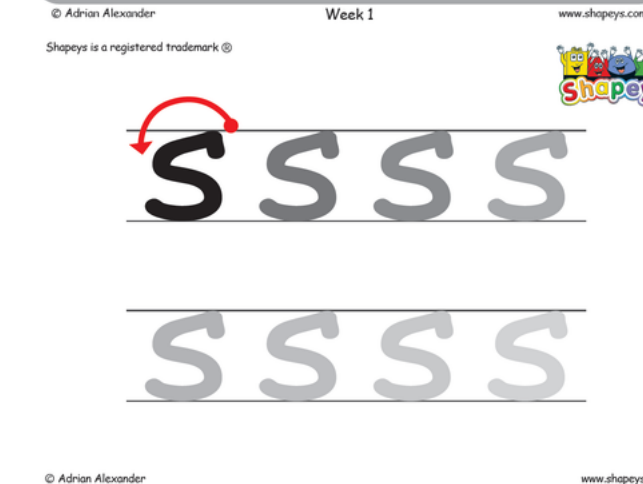
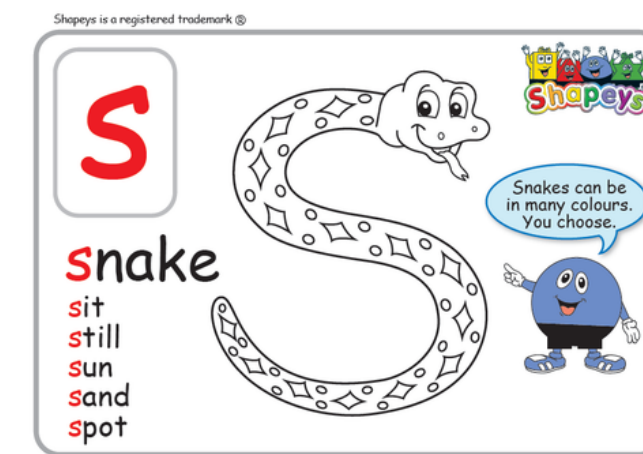
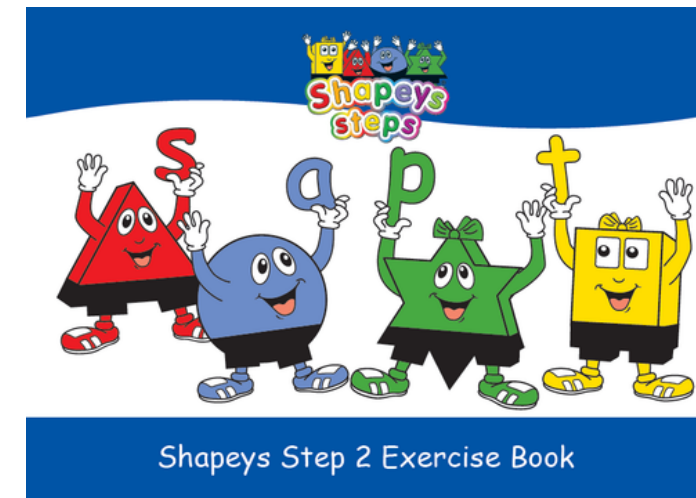
Step 2

Exercise Books

Each child has
an exercise
book
for Step 2

Each letter
has an
exercise
sheet

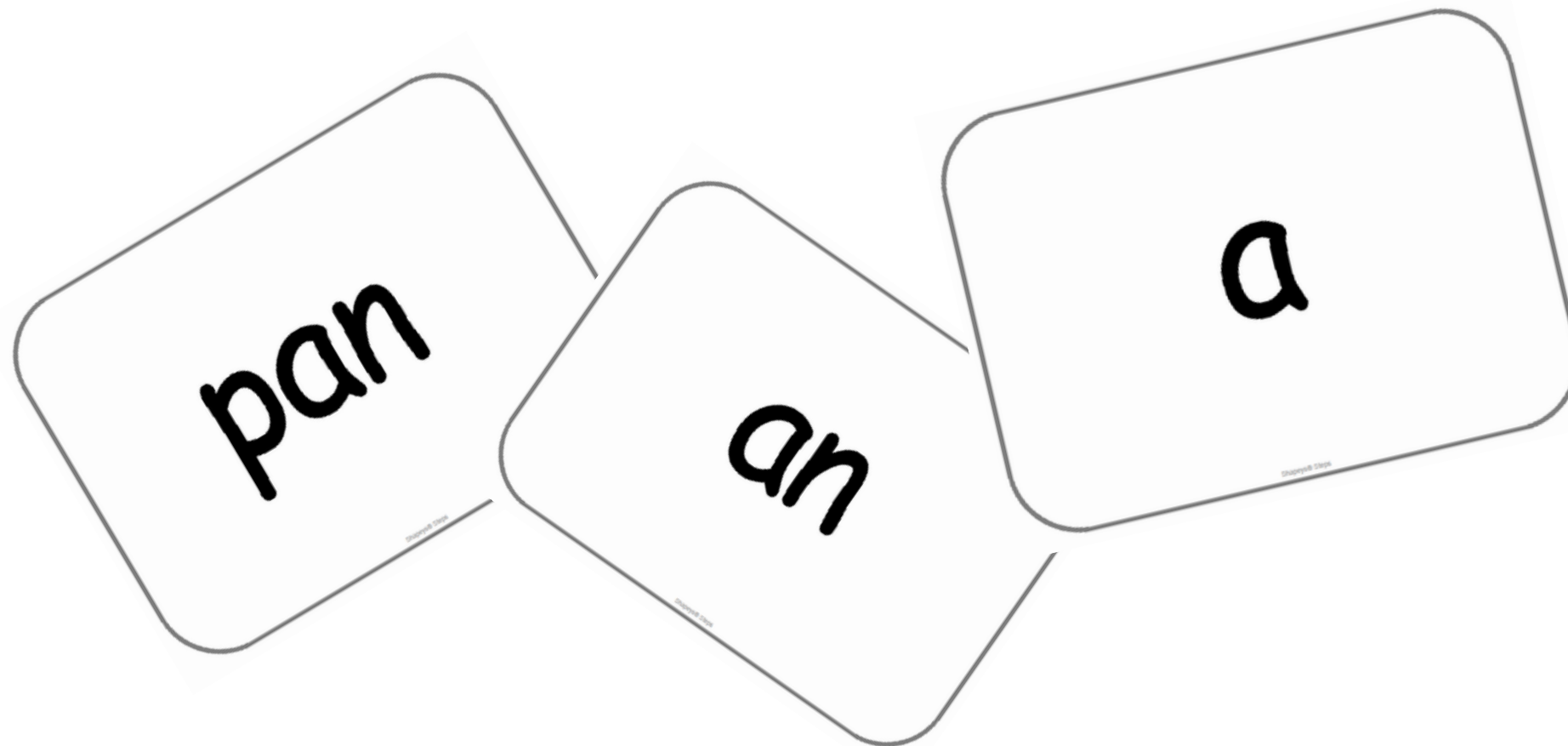
Each letter has a
writing page to
practice writing
each letter



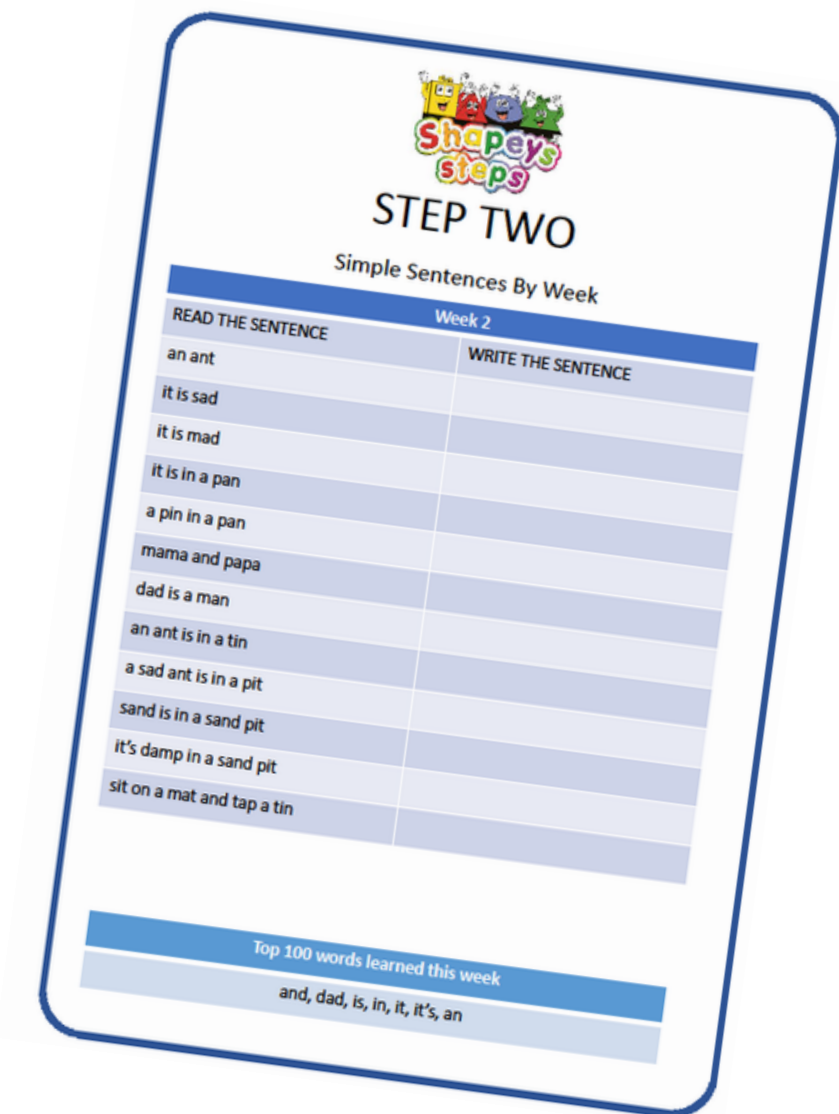
Step 2

Word Cards

Word cards are provided at each level for the children to practice recognising, reading and speaking



Assessment sheets are provided for each week



Step 3

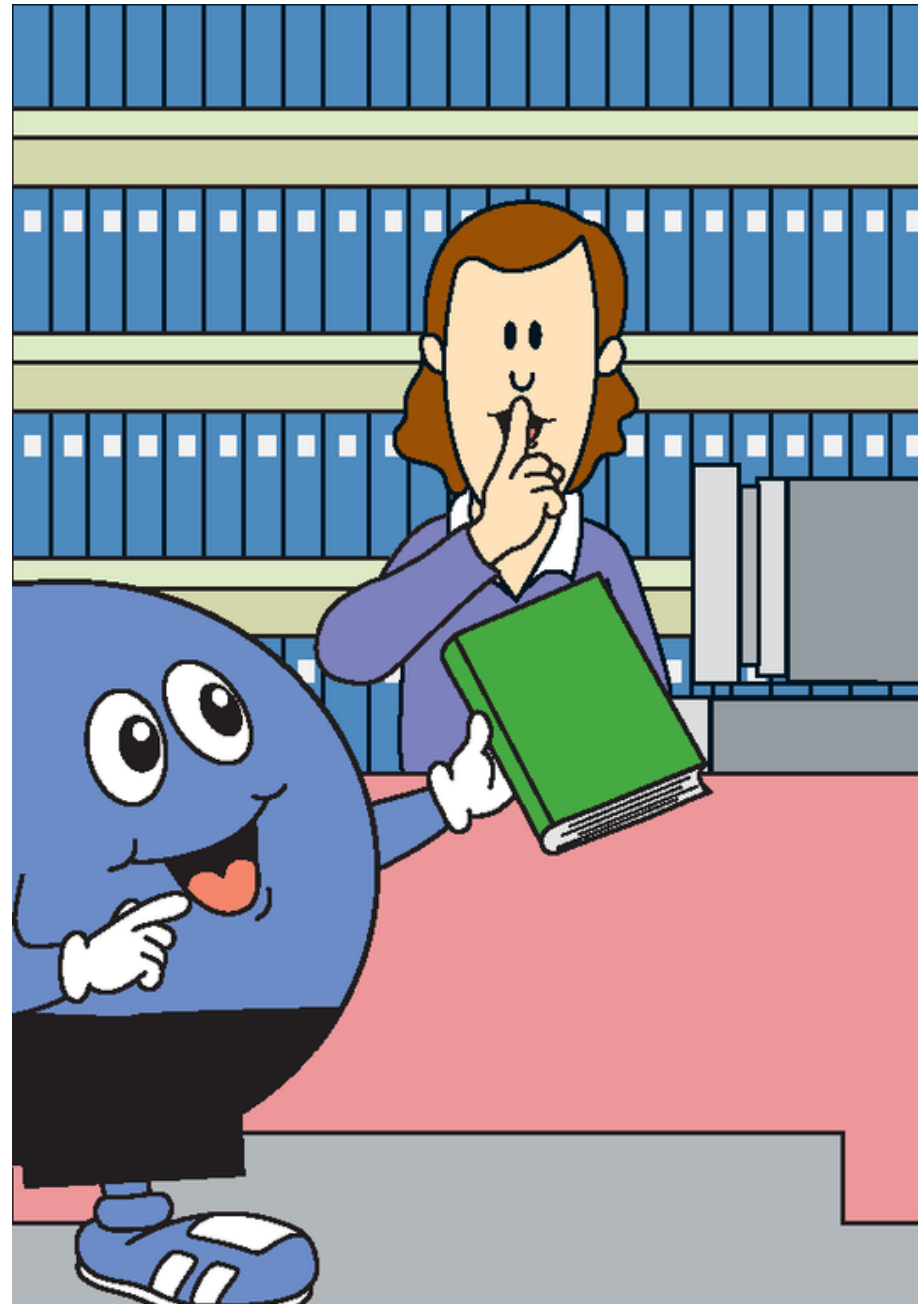
Objective of Step 3

- Introduce a sound for various double letter combinations
- Introduce an alphabet song
- Introduce capital letters
- Introduce the remaining words in the top 100 used words

Step 3

Each double letter sound is introduced by a story.
A picture card is shown to the children by the teacher.

On the back of each picture card is a story for the teacher to read to the children



Number 1
Double letter Sound "sh"



Library Story

TEACHERS NOTE: HOLD THIS CARD UP FOR THE STUDENTS TO SEE, WITH THE PICTURE FACING OUT

READ THE STORY OUT LOUD:-

Baw is taking his books back to the library.

He is vey excited. He says "Hello!" in a big loud voice to the lady behind the counter. The lady puts her finger to her lips and says, "sssshhhh."

She explains that in the library, everyone must be quiet.

When we want someone to be quiet we say, "Sssshhh".

Can you day SSSH HH? Lets try, SSSH HH.

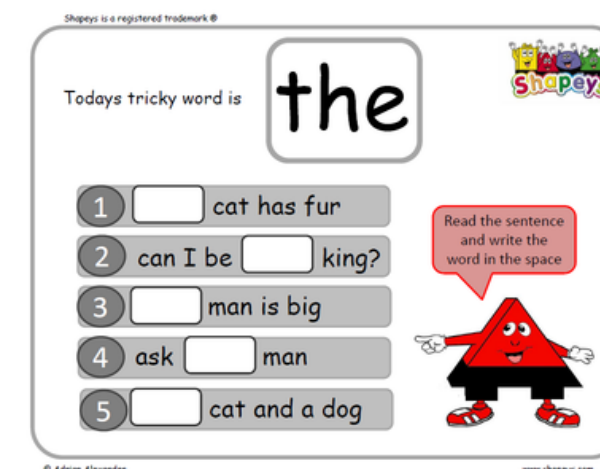
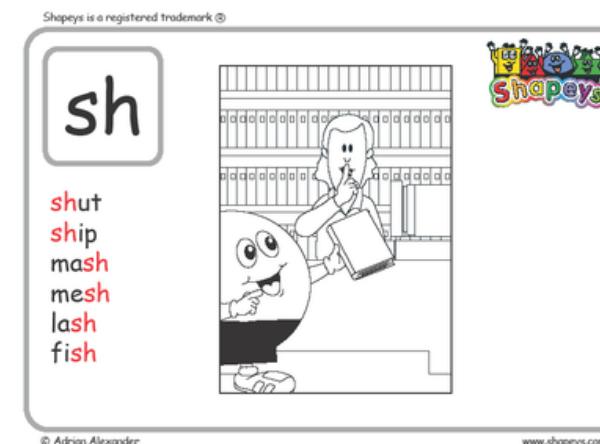
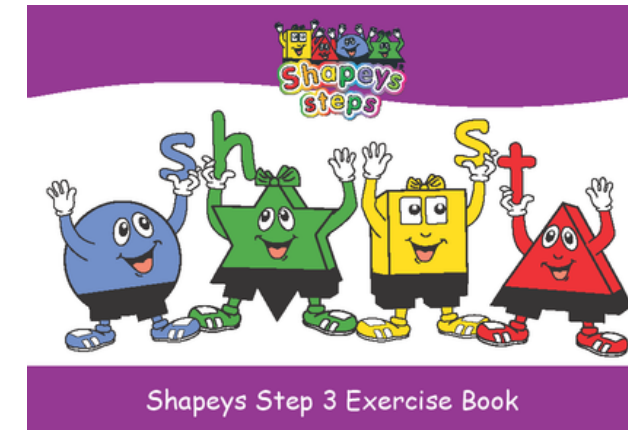
TEACHERS NOTE: NOW CONTINUE WITH LESSON PLAN

Step 3 Exercise Books

Each child has
an exercise
book
for Step 3

Each double
letter
combination
has an exercise
sheet

Each word
introduced has
an
exercise page



Step 3

Word Cards

Word cards are provided at each level for the children to practice recognising, reading and speaking



Assessment sheets are provided for each week

The assessment sheet is titled 'STEP THREE' and 'Simple Sentences By Week'. It features a table for 'Week 8' with two columns: 'READ THE SENTENCE' and 'WRITE THE SENTENCE'. The table contains 12 rows of sentences for reading and writing practice. At the bottom, there is a section for 'Top 100 words learned this week' which lists: was, what, all, called, were, here, her, very, you, your could.

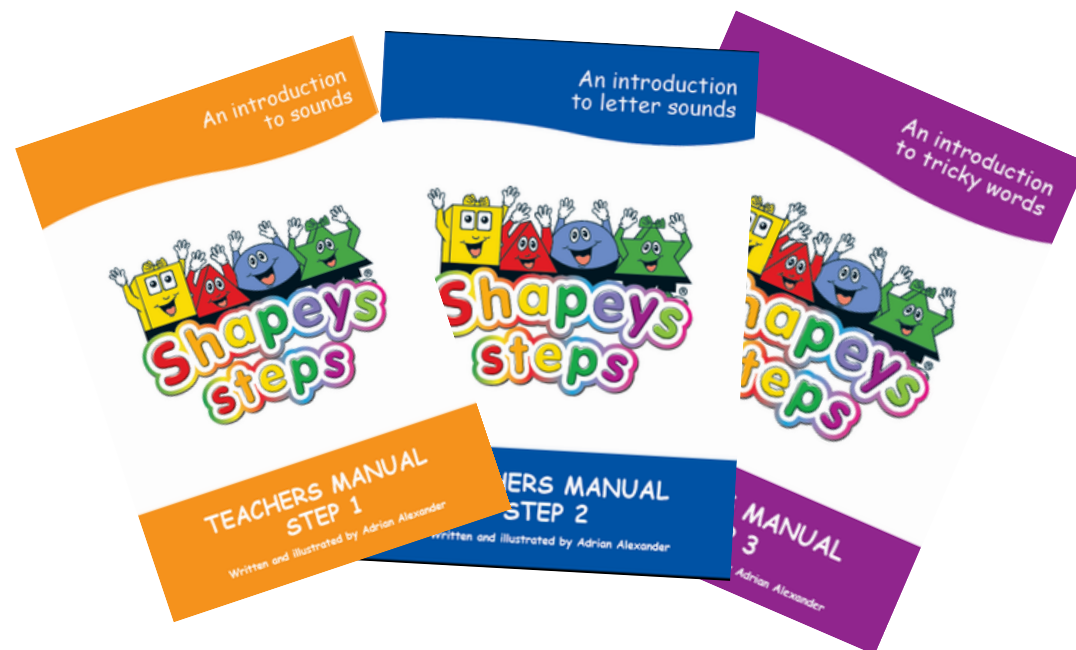
Week 8	
READ THE SENTENCE	WRITE THE SENTENCE
what was it called?	
they are all very old	
were you here in time?	
when you called your dog back here	
could you have called your mum ?	
your dad called your mum to you	
it was very hot when you called	
could you have called her?	
was it you that called here?	
when was it you called?	
that was very bad	
that could have been your bag	

Top 100 words learned this week
was, what, all, called, were, here, her, very, you, your could

STEPS

Contents of System

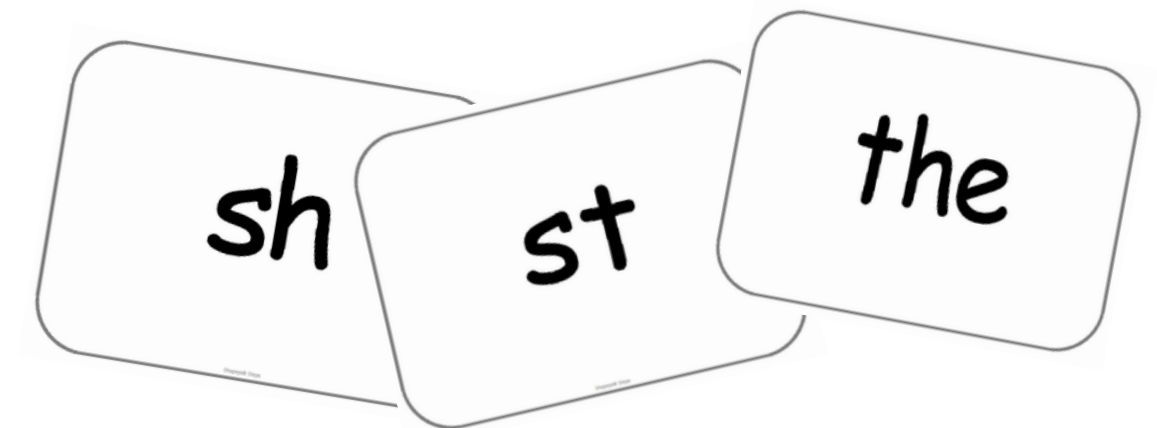
3 Teaching Guides Including 256 Lesson Plans Weekly assessment sheets



98 Story Cards, Flash cards



940 Word flash cards



7 Wall Charts



STEPS



A full , comprehensive and certified Teachers Training Course is available to every teacher.

On completion of the training, a certificate is issued to each participant.

