

1 SEZNAM PŘÍLOH

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Při prezentaci fotografické dokumentace jsme dbali na to, aby byla zachována anonymita subjektů výzkumu. Fotografie tedy byly ořezány tak, aby na nich nebylo možné jednotlivé subjekty rozeznat. V případě, že toto ořezání nebylo možné, byly subjektům na prezentovaných fotografiích zakryty obličeje.

Příloha č. 1

Přehled výkonnostních úrovní stanovených pro výuku anglického jazyka.

(Převzato z: *The National Curriculum: Level descriptions for subjects, 2010 [on-line] [13-2-2014]* . Dostupné na: <http://dera.ioe.ac.uk/10747/1/1849623848.pdf>)

English 1 Speaking and listening

Level 1 Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

Level 2 Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

Level 3 Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4 Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. They adapt their spoken language appropriately and use some of the features of standard English vocabulary and grammar.

Level 5 Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. They begin to vary their expression and vocabulary. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. They use some of the features of standard English vocabulary and grammar.

Level 6 Pupils adapt their talk to the demands of different contexts, purposes and audiences with increasing confidence. Their talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Pupils take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others. They demonstrate their knowledge of language variety and usage effectively and use standard English fluently in formal situations.

Level 7 Pupils are confident in matching their talk to the demands of different contexts, including those that are unfamiliar. They use vocabulary in precise and creative ways and organise their talk to communicate clearly. They make significant contributions to discussions, evaluating others' ideas and varying how and when they participate. They use standard English confidently in situations that require it.

Level 8 Pupils maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions that show they have listened perceptively and are sensitive to the development of discussions. They use standard English confidently in a range of situations, adapting as necessary.

Exceptional Performance Pupils select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying their vocabulary and expression confidently for a range of purposes and audiences. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They show assured and fluent use of standard English in a range of situations and for a variety of purposes.

English

2 Reading

Level 1 Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Level 2 Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3 Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. They use their knowledge of the alphabet and of search techniques to locate sources and find information.

Level 4 In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They understand that texts reflect the time and culture in which they were written. They refer to the text when explaining their views and are able to locate and use ideas and information.

Level 5 Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They understand that texts fit into historical and literary traditions. They retrieve and collate information from a range of sources.

Level 6 In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. They summarise a range of information from different sources.

Level 7 Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They understand why some texts are particularly valued and influential. They select, synthesise and compare information from a variety of sources.

Level 8 Pupils' responses show their appreciation of, and ability to comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts. They explore some of the ways in which texts from different times and cultures have influenced literature and society.

Exceptional Performance Pupils confidently sustain their responses to a demanding range of texts across different times and cultures, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparisons between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

3 Writing

Level 1 Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2 Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3 Pupils' writing is often organised, imaginative and clear. The main features of different forms of texts are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

Level 4 Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways, with organisation generally appropriate for purpose. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Level 5 Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well developed. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Level 6 Pupils' writing is fluent and often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling, including that of irregular words, is generally accurate. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

Level 7 Pupils' writing is confident and shows appropriate and imaginative choices of style in a range of forms. Characters and settings are developed in their narrative writing. Their non-fiction writing is coherent and gives clear points of view, taking account of different perspectives. Grammatical features and vocabulary are used accurately and effectively. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

Level 8 Pupils show creativity in the way they select specific features or expressions to convey effects and to interest the reader. Their narrative writing shows control of characters, events and settings, and shows variety in structure. In non-fiction, they express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. Their use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Their writing shows a clear grasp of the use of punctuation and paragraphing.

Exceptional Performance Pupils' writing is original, has shape and impact, shows control of a range of styles and maintains the interest of the reader throughout. Narratives use structure as well as vocabulary for a range of imaginative effects, and non-fiction is coherent, reasoned and persuasive, conveying complex perspectives. A variety of grammatical constructions and punctuation is used accurately, appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

Příloha č. 2

Písmo, kterým se učí žáci v Anglii psát, doplněné o informace, jak dané písmeno psát.

(Převzato z dokumentu „Developing Early Writing“, tedy Rozvíjení počátečního psaní, strana 164.)

Alphabet showing starting point and direction of each letter



Příloha č. 3

Fráze, které jsou používány v programu „*Read Write Inc.*“, tedy Čtení a psaní začleněno, jako pomůcka při výuce podoby písmen a nácvičku jejich psaní.

(Převzato z <http://www.ruthmiskintraining.com/programme-resources/index.html>.)

Hand writing phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sat at a table, encourage your child to have a go
4. Praise your child for their efforts

m: Maisie, mountain, mountain
a: round the apple, down the leaf
s: slither down the snake
d: round his bottom, up his tall neck and down to his feet
t: down the tower, across the tower
i: down the body, dot for the head
n: down Nobby, over his net
p: down the plait and over the pirate's face
g: round her face, down her hair and give her a curl
o: all around the orange
c: curl around the caterpillar
k: down the kangaroo's body, tail and leg
u: down and under, up to the top and draw the puddle
b: down the laces to the heel, round the toe
f: down the stem and draw the leaves
e: lift off the top and scoop out the egg
l: down the long leg
h: down the head to the hooves and over his back
r: down his back and then curl over his arm
j: down his body, curl and dot
v: down a wing, up a wing
y: down a horn, up a horn and under his head
w: down, up, down, up
z: zig-zag-zig
q: round her head, up past her earrings and down her hair
x: down the arm and leg and repeat the other side



Příloha č. 4

Příklad výuky programem „Jolly Phonics“.

Žáci jsou seznamováni s novým fonémem /p/. Učí se písničku, ve které daný foném procvičují. Pro lepší zapamatování fonému jsou dále zařazeny multi-sensoriální činnosti, v tomto případě sfoukávání svíčky.

(Převzato z *Jolly Songs*, 2005, s. 3.)

p (Tune: *The Wheels on the Bus*
Track 5)

Puff out the candles
on the pink pig cake.

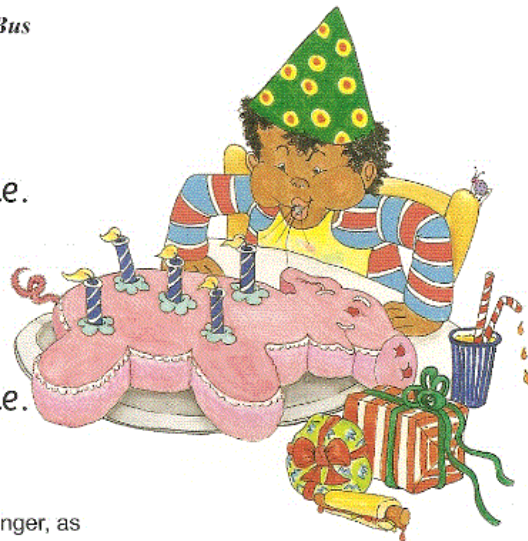
/p/-/p/-/p/,
/p/-/p/-/p/.

Puff out the candles
on the pink pig cake.

Puff! **Puff!** Puff!

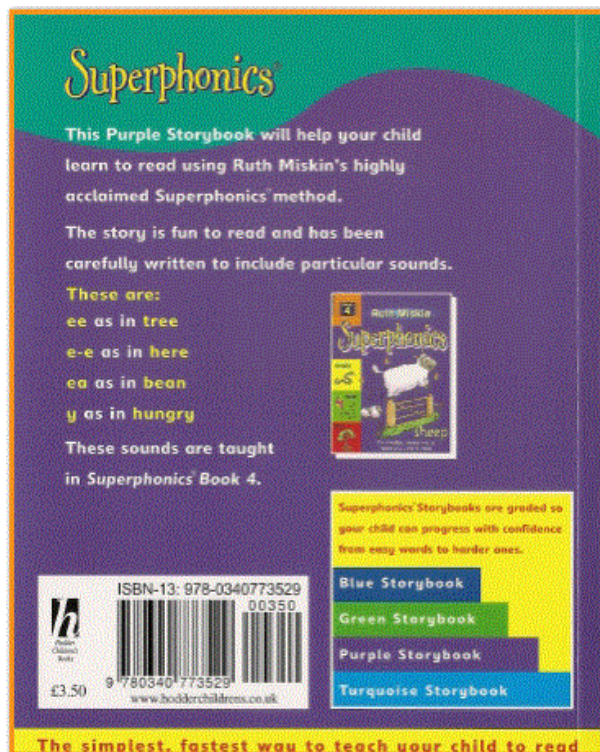
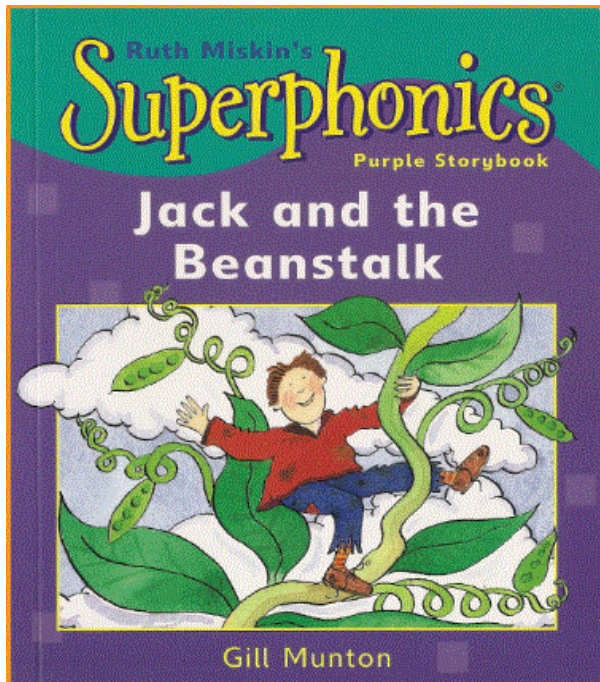


Action: Hold up your finger, as if it is a candle, and pretend to puff it out, saying *p, p, p, p*.



Příloha č. 5

Příklad knihy ze souboru „reading schemes“.



Příloha č. 6

Dopis s informacemi o výzkumu, který byl respondentům předán společně s dotazníky.

Dear teachers and teaching assistants,

As a part of my Master degree I am writing dissertation thesis at the department of Primary Education at Charles University in Prague. I am carrying out a research study entitled -

Comparing teaching initial literacy in the Czech Republic and the UK

To help me with this research I intend to prepare questionnaires to ask you about teaching reading and writing, types of text you use and your pupils' reading and writing.

The information gathered will remain confidential under the Data protection Act 1988. The participants have the right of anonymity and this will be protected at all times.

I will willingly answer any questions, queries or concerns you may have relating to this research. Participation in this research is voluntary. By giving back filled in questionnaire you agree to participate in this research and above mentioned conditions.

Please return this questionnaire by Thursday 29.11.2012 to me. I will be in Mrs Singh's classroom from Monday 26.11. to Thursday 29.11.2012.

Thank you for your time and assistance.

Yours sincerely,

Helena Maresova
Helena Maresova

Příloha č. 7

Formulář potvrzující souhlas s provedením výzkumu podepsaný ředitelkou školy.

11/11/2012

Helena Maresova
2278/21 Nuslova
Prague 5
15800

Tel. +420723099778

To whom it may concern,

RE: Request for consent

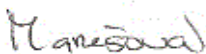
I am writing to you to request the consent to observe EYFS and KS1-1.year children in your setting in a research study I am doing as a part of MA - Master Degree at the Faculty of Education at the Charles University in Prague. The study is entitled:

Comparing teaching initial literacy in the Czech Republic and the UK

I propose to use written observations and supportive photographs only as my method of research and no audio or visual footage will be used. The information gathered will remain confidential under the Data protection Act 1998. The participants have the right of anonymity and this will be protected at all times. No observations or photography will be carried out without express permission from teachers.

I will willingly answer any questions, queries or concerns you may have relating to the study and the children's involvement. If consent is granted please sign the attached form as stated.

Yours sincerely,



Helena Maresova

Consent form

I, (print name) LINDA SULLIVAN..... the Headteacher of Dale Community Primary School do hereby give my permission for pupils of EYFS and KS1 to participate in this study. I understand this information will be used solely for the purpose of a private research study and that their right to anonymity and confidentiality will be protected under the Data Protection Act 1998.

Signed



Date

12/11/12

Příloha č. 8

Dotazník administrovaný učitelům a asistentům učitelů předškolního ročníku a prvního ročníku základní školy.

Příloha č. 8 a - Dotazník vyplněný respondentem předškolního ročníku

Class: 1. year (EYFS) Date: _____ Code: T01

Methods of teaching reading and writing

1. Tick the methods used at school for teaching reading:

- 1) Phonics ✓
- 2) Decoding or word recognition ✓
- 3) Sight words ✓
- 4) Guided reading ✓
- 5) Shared reading ✓
- 6) Independent reading ✓
- 7) Paired (buddy) reading ✗
- 8) Modelled reading ✓
- 9) Reading environment ✓
- 10) Reading aloud to pupils ✓
- 11) Other: _____

2. From the above methods I use the most:
Phonics

Why?
We teach 'letters and sounds' everyday - it is proven to be a solid and successful way to teach reading skills - the children learn to 'blend' and 'segment' sounds in order to read and write.

3. From the above methods I use the least:
Paired reading

Why?
Paired 'sharing' of stories may still occur in the reading area, but the children are still very young and don't have enough reading skills to read to one another.

Class: 1. year/ EYFS

Date: _____

Code: _____

4. Do pupils have problems with some of the above methods?

YES/NO

If yes, with which ones?

Children ~~who~~ can struggle with all
of the above.

How do you help them?

Assess children and teach to meet their needs.
Ability levelled phonics teaching groups.
One to one help.
(Focus groups to help fine motor skills (for writing))

5. Tick methods you use at school for teaching writing:

1) Guided writing ✓

2) Shared writing ✓

3) Independent writing ✓

4) Dictation ✓

5) Real writing

6) Word banks ✓

7) Phonics ✓

8) Others: _____

6. From the above methods I use the most:

Phonics

Class: 1. year/ EYFS

Date: _____

Code: _____

3. From the above methods I use the least:

Dictation — but we do still
write short sentences together in phonics.

Why?

Children are too young

4. Do pupils have problems with some of the above methods?

YES/NO

If yes, with which ones?

Any

How do you help them?

Activities to help fine motor skills/
develop muscles to help pencil grip
and control — e.g., lacing games,
threading beads, peg boards

Příloha č. 8 b - Dotazník vyplněný respondentem prvního ročníku

Class: 1. year/ EYFS

Date: 17.12.12

Code: A 12

Methods of teaching reading and writing

1. Tick the methods used at school for teaching reading:

- 1) Phonics
- 2) Decoding or word recognition
- 3) Sight words
- 4) Guided reading
- 5) Shared reading
- 6) Independent reading
- 7) Paired (buddy) reading
- 8) Modelled reading
- 9) Reading environment
- 10) Reading aloud to pupils

11) Other: _____

2. From the above methods I use the most:

1, 2, 3, 4, 5, 6, 8, 9.

Why?

To improve the childrens reading and writing skills.

3. From the above methods I use the least:

7, 10 4 - Guided reading we only do once a week.

Why?

Teacher lead.

Class: 1. year/ EYFS

Date: _____

Code: _____

4. Do pupils have problems with some of the above methods?

YES/NO

If yes, with which ones?

1 Phonics

3 Sight Words

How do you help them?

• We do Phonics every day in school.

• All children have a list of sight words to learn at home — to read and spell.

5. Tick methods you use at school for teaching writing:

- 1) Guided writing
- 2) Shared writing
- 3) Independent writing
- 4) Dictation
- 5) Real writing
- 6) Word banks
- 7) Phonics
- 8) Others: _____

6. From the above methods I use the most:

1, 2, 4, 6, 7

Why?

Usually I'm given ~~to~~ ^a groups of children when using these methods.

Class: 1. year/ EYFS

Date: _____

Code: _____

3. From the above methods I use the least:

3, 5,

Why?

Teacher lead.

4. Do pupils have problems with some of the above methods?

YES/NO

If yes, with which ones?

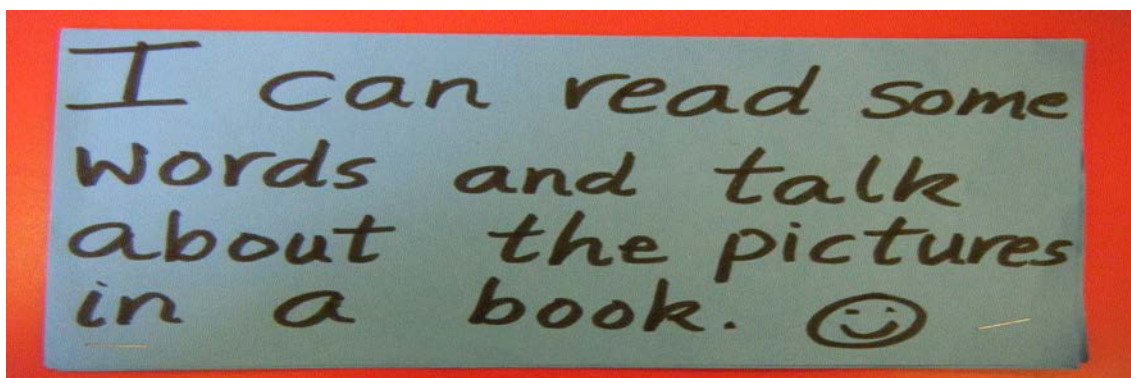
3, 4, 5, 6, 7.

How do you help them?

- Independent Writing task set regularly
- children use word banks to practice sentence writing as a holding up activity.
- Phonics done every day which covers most of the methods.

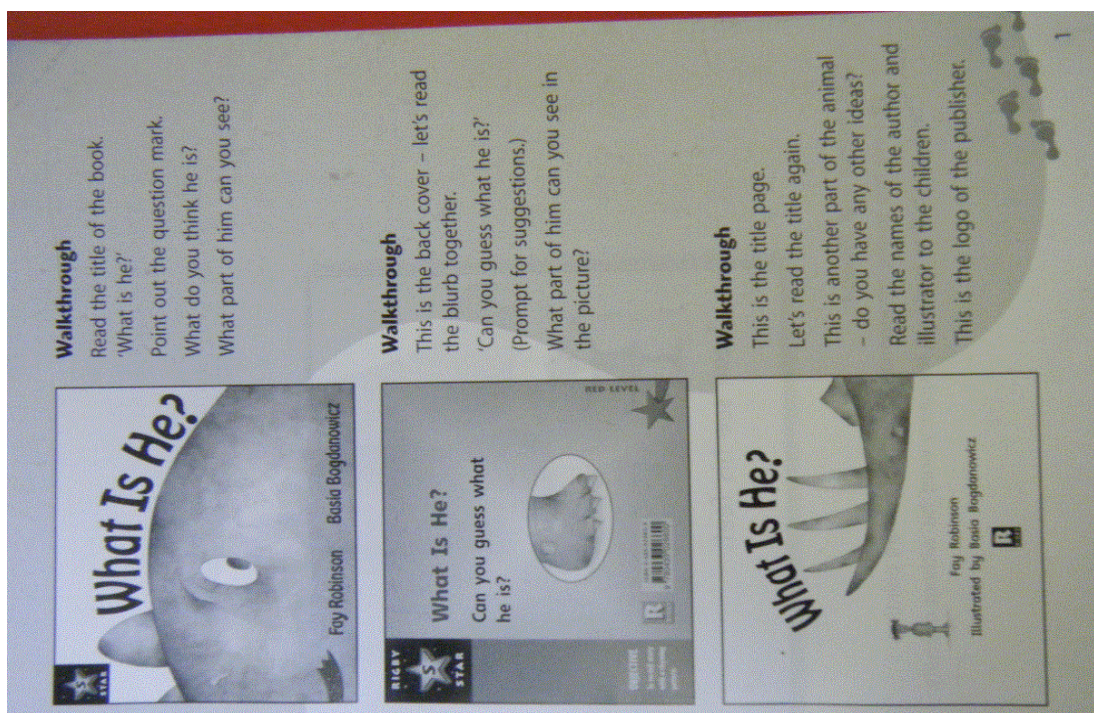
Příloha č. 9 - Lekce odučená metodou řízeného čtení

Příloha č. 9 a - Heslo skupiny

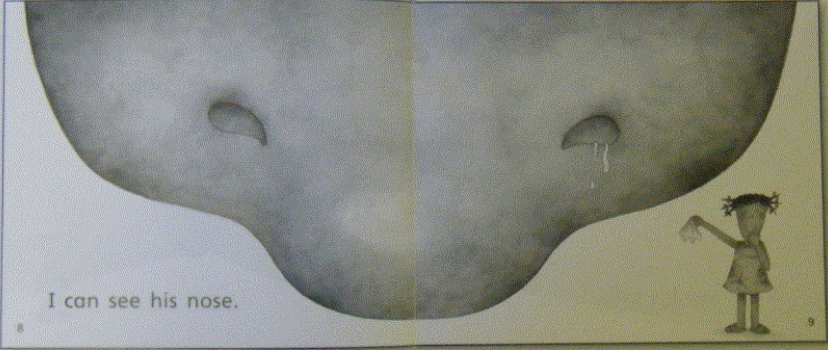


Příloha č. 9 b - Ukázky učitelské verze knihy pro výuku metodou řízeného čtení

Převzato z : Robinson, F., Bodganowicz, B.: *What is He?*, Reed Educational and Professional Publishing, Oxford, 2000, ISBN: 043-304704-6, strany 1, 8, 9



Walkthrough
 What part of the animal can the girl see?
 What is she holding up?
 What might this be for?



I can see his nose.

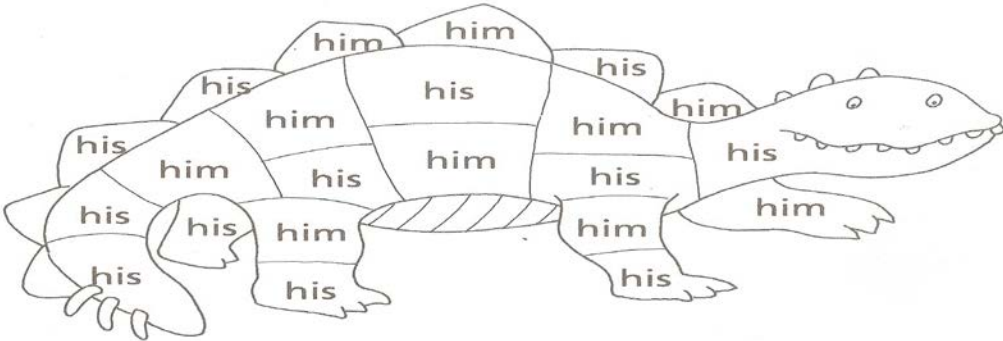
Observe and Prompt
 Check reading of high frequency words.
 Observe one-to-one correspondence.

Příloha č. 9 c - Pracovní listy

Name _____

READING ★ FICTION
2.1
 RED LEVEL A

Colour 'his' in green.
 Colour 'him' in red.



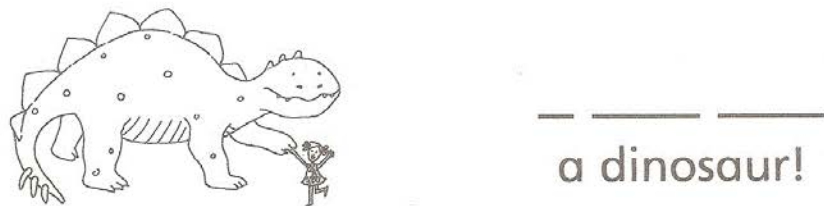
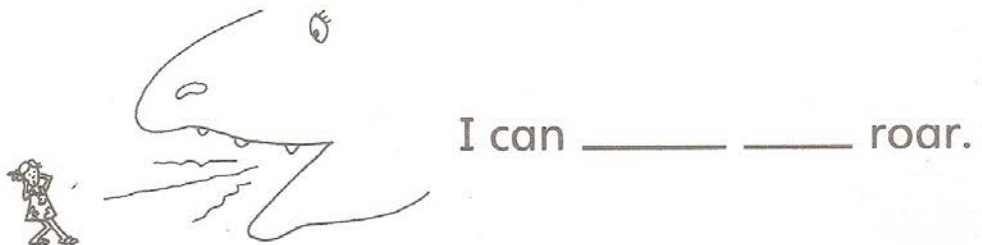
What Is He?
 Skill: discriminating final phonemes

© Harcourt Education Ltd, 2006

Name

Finish the sentences using these words.

can I hear his him see



What Is He?

Skill: completing sentences



© Harcourt Education Ltd, 2006

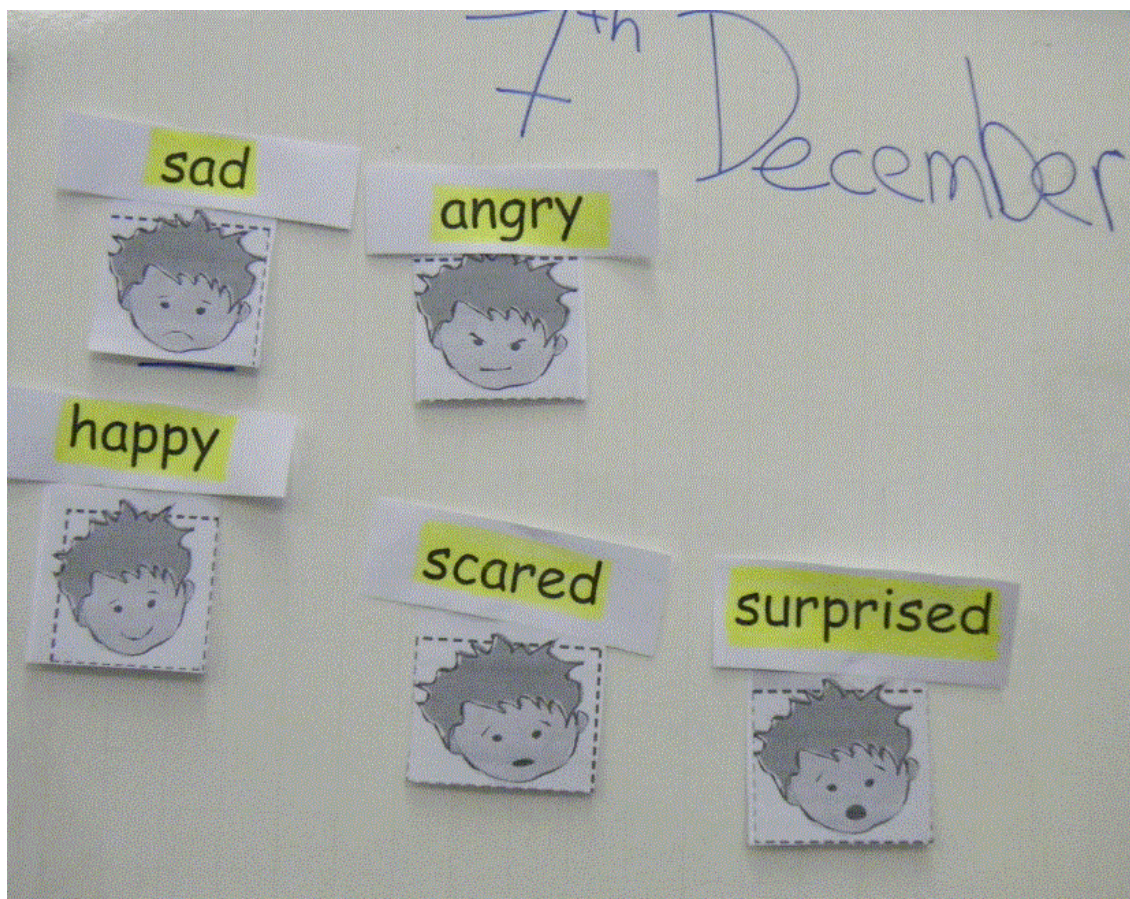
1342

Příloha č. 10 - Modelová lekce

Příloha č. 10 a - Spojené verbální a neverbální vyjádření pocitů

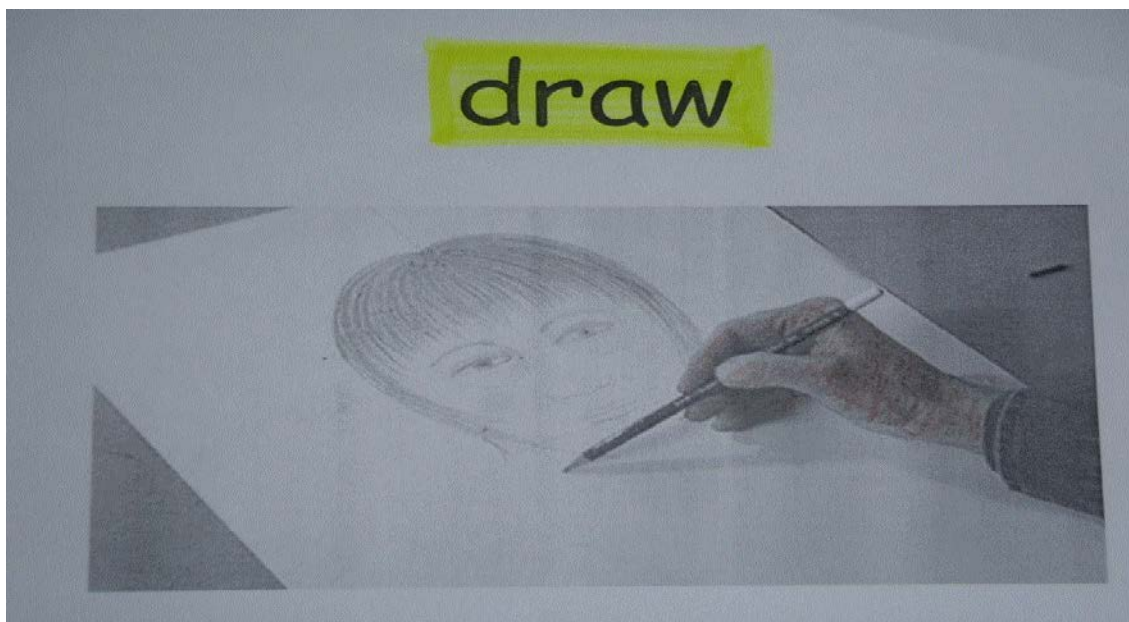
Obrázky byly přejaty z:

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit2.pdf

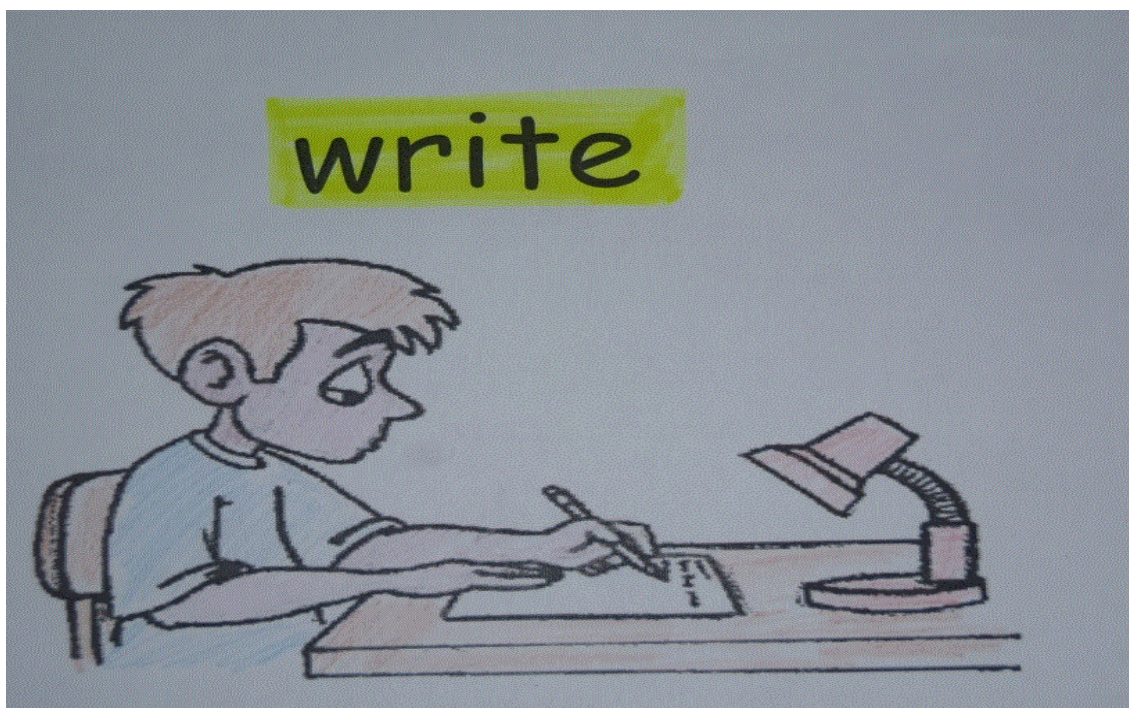


Příloha č. 10 b - Cedulky, které připomínají žákům, na jakém úkolu pracují

Tuto cedulku měli na svých stolech žáci modré a zelené skupiny.



Tuto cedulku měli na svých stolech žáci červené a žluté skupiny.




Příloha č. 10 c - Ukázky prací žáků

Práce žáka modré nebo zelené skupiny.



Práce žáka červené nebo žluté skupiny. Vidíme, že žák nevyhověl několika kritériím hodnocení. Mezery mezi slovy dodržuje jen v některých případech, taktéž pouze v některých případech začíná větu velkým písmenem. Pokud se jedná o použití teček na konci vět, vidíme, že žák kritériu vyhověl. Při popisu své hračky žák opsal některé věty z tabule.

The toy I like the best is yooee. he is a doll. he is tall. he has a pink dress. I like it because it's cute.



The toy I like the best is yooee.
He is a doll. He is tall. He has a pink dress.
I like it because it's cute.

Příloha č. 10 d - Fotodokumentace modelové lekce

Společná kontrola v motivační části hodiny.



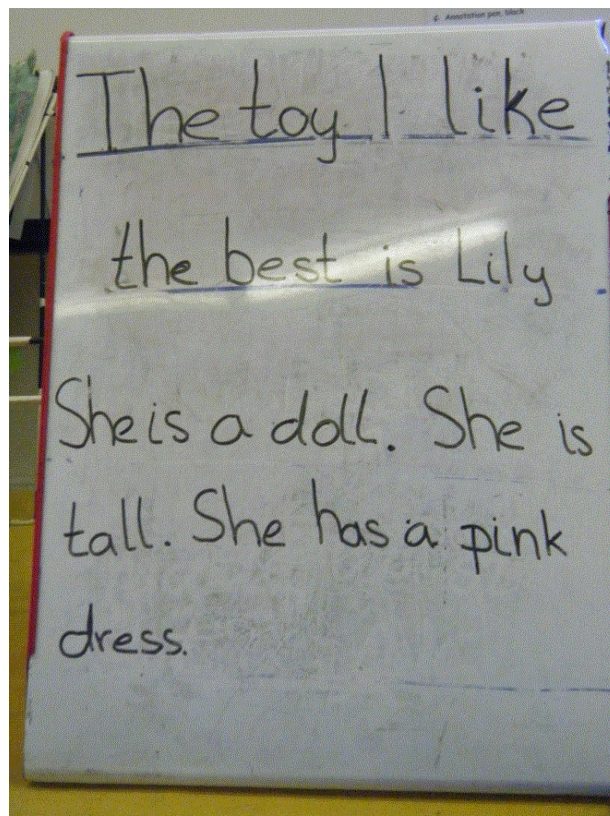
Seznamování se s knihou - názvem, autorem, ilustrátorem.



Diskuse - predikce.



První část textu sestaveného v rámci výuky metodou řízeného psaní .



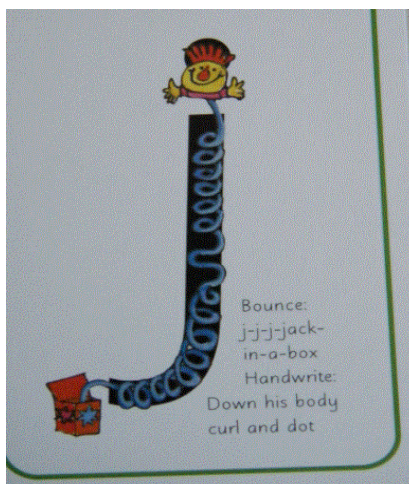
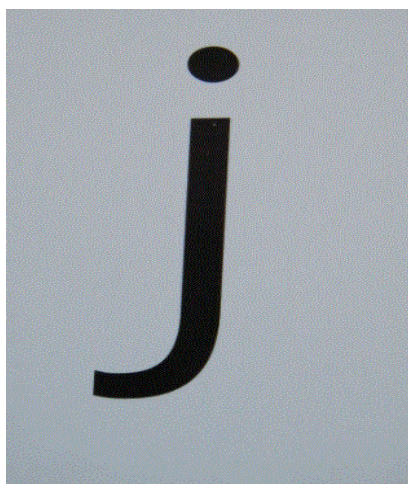
Příloha č. 11- Fotodokumentace pozorování provedeného v ročníku „*Early Years Foundation Stage*“

Příloha č. 11 a - Pomůcky pro výuku počátečního čtení a psaní

Nácvik psaní písmen do písku (fixování tvarů písmen).



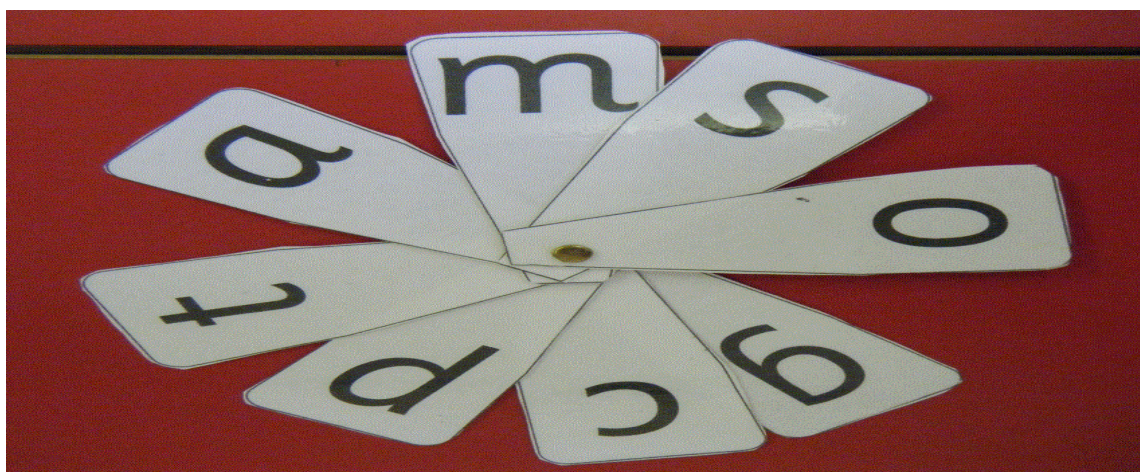
Přední a zadní strana výukových karet pro nácvik korespondence mezi fonémy a grafémy při výuce počáteční gramotnosti metodou „*Phonics*“. Zadní strana obsahuje říkačku pro snazší zapamatování fonému a také popis, který říkáme žákům při nácviku psaní daného písmene.



Použití plastových písmen při nácviu psaní slov. Učitel pracuje se skupinou žáků, diktuje jim slova a oni je pomocí plastových písmen píší na tabulky.



Vějíř, který je používán při nácviu korespondence mezi fonémy a grafémy. Učitel říká fonémy, žáci ukazují na svém vějíři, o jaký grafém se jedná. Později učitel říká celá slova, žáci ukazují pouze grafém, kterým dané slovo začíná.

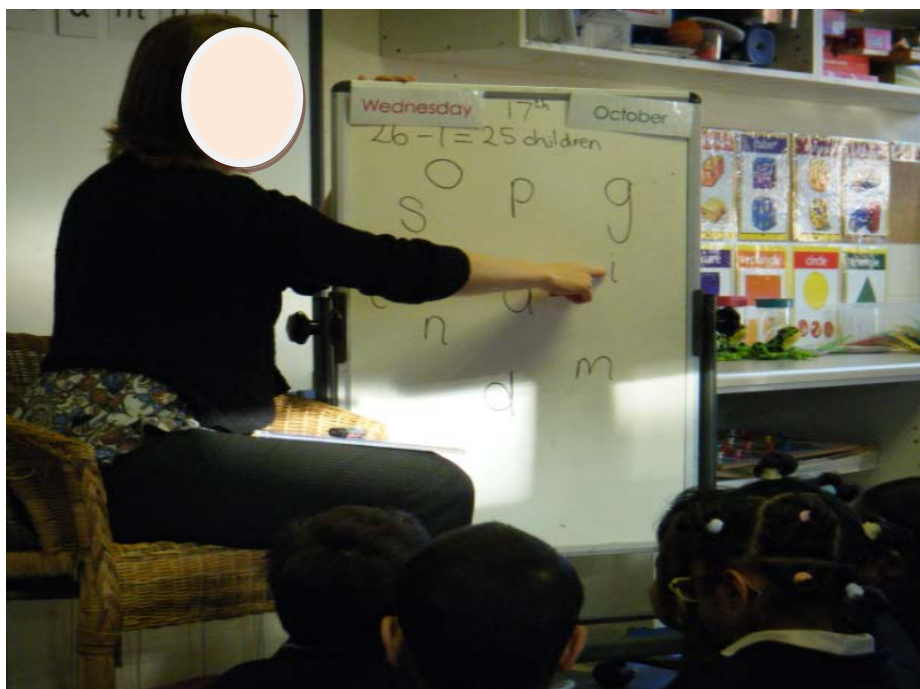


Plastové pomůcky pro nácvik psaní písmen. Žáci nejprve používají prsty či kuličky pro zafixování správného tvoření písmene. Poté zkusí písmeno napsat na papír.

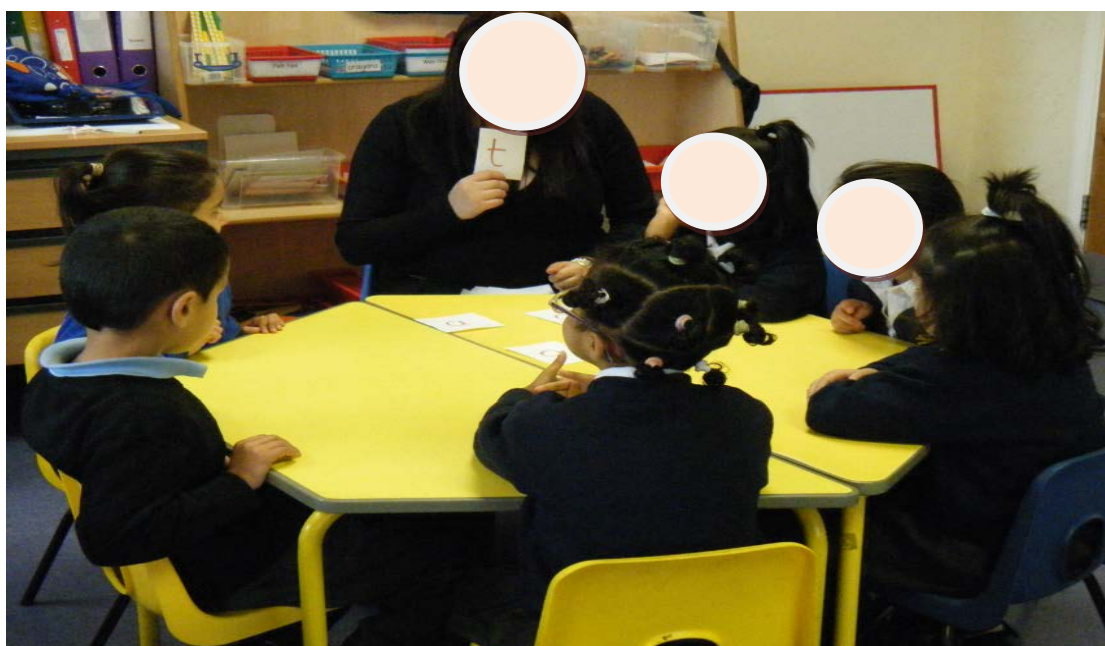


Příloha č. 11 b - Průběh výuky počátečního čtení a psaní

Procvičování již probraných korespondencí mezi grafémy a fonémy. Učitelka napíše na tabuli několik grafémů. Poté vyvolává žáky, aby dané grafémy přečetli.



Procvičování korespondencí probíhá také ve skupinách, do kterých jsou žáci rozděleni podle svých schopností. Zde může být žákům věnováno více pozornosti.



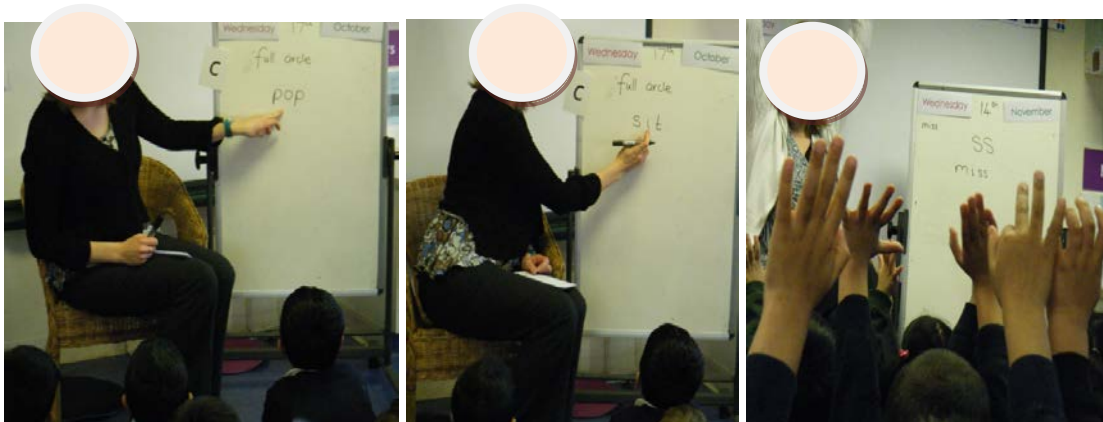
Nácvik nového písmene strategií „circle“, neboli kruh. Žáci třídí předměty na základě jejich počátečních písmen. Pokud slovo začíná na daný grafém, zařadí jej žáci do kruhu. Pokud ne, nechají jej mimo kruh. Na snímcích je zachycen začátek a konec cvičení.



Konec cvičení, předměty jsou roztříděny.

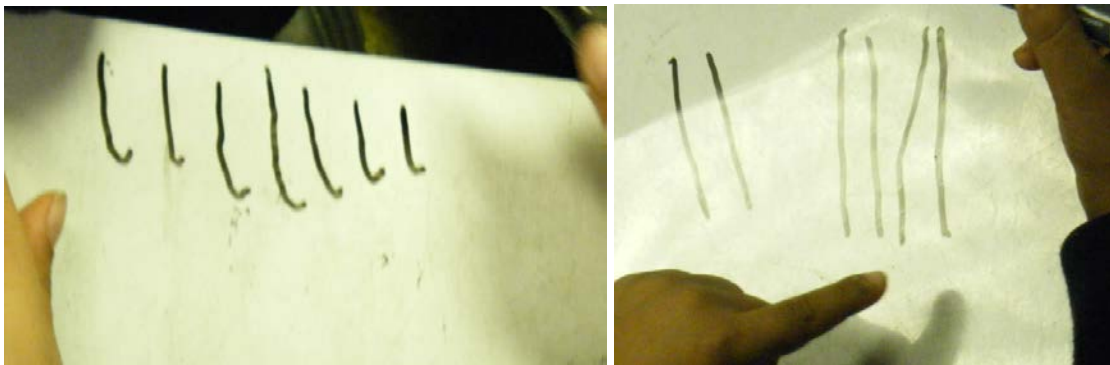


Procvičování již probraných grafémů strategií „full circle“, neboli celý kruh. Učitel postupně píše na tabuli řadu slov (tak, že v původním slově vždy změní jedno písmeno), společně s žáky každé slovo čtou. Cílem je dostat se opět k původnímu slovu.

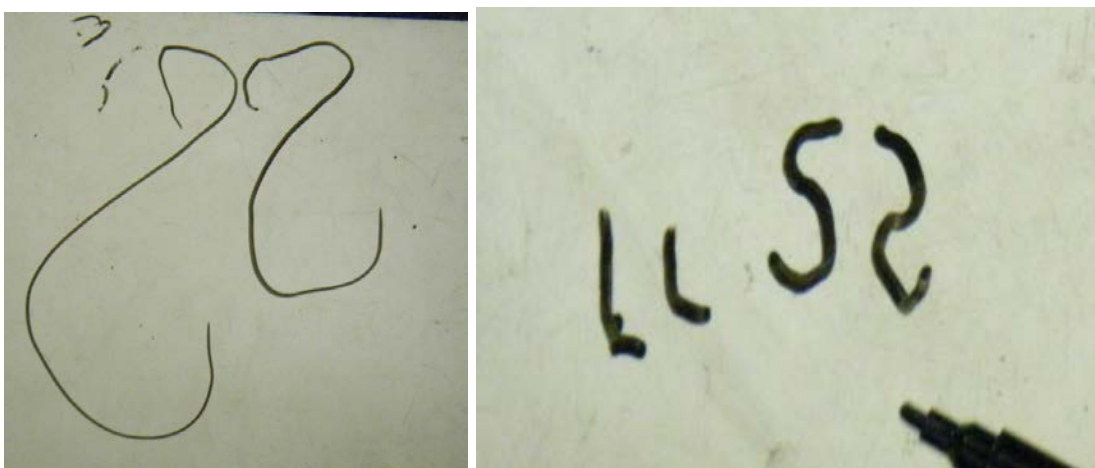


Nácvik psaní jednotlivých písmen i celých slov. Učitel vždy psaní žákům nejprve modeluje na tabuli.

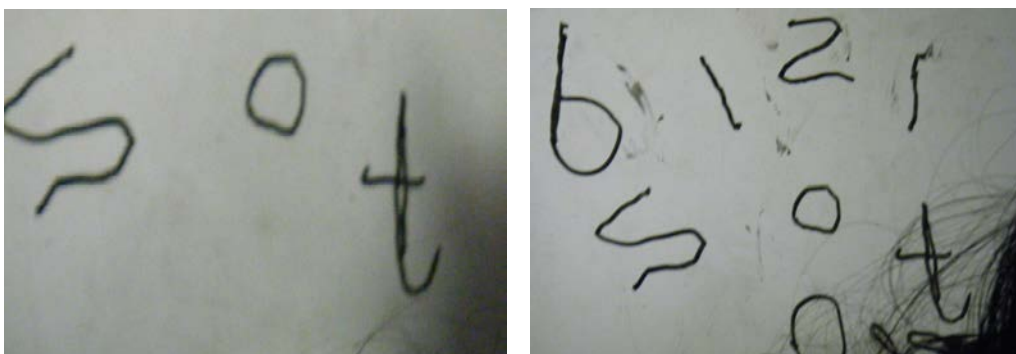
Ukázky psaní jednotlivých písmen.



Další písmeno činí některým žákům obtíže.



Pokud se jedná o psaní celých slov, vidíme, že někteří žáci ještě nemají zafixované konvence pro psaní - tedy nepíší zprava doleva či mají písmena jednotlivých slov rozházená po celé pracovní ploše.

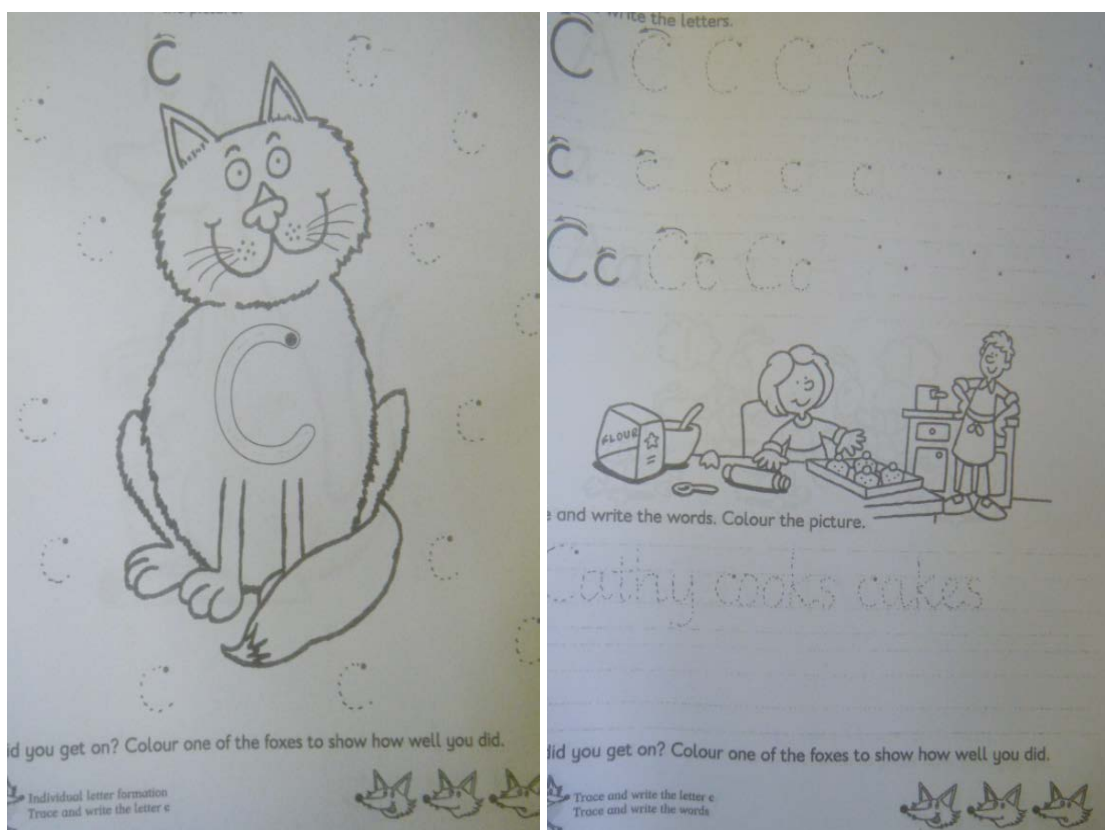


Příloha č. 12 - Fotodokumentace pozorování provedeného v „Key Stage 1 – 1. ročníku“

Příloha č. 12 a - Pomůcky pro výuku počátečního čtení a psaní

Následující čtyři snímky představují čtenáři písanky, se kterými žáci pracují.

Na prvním snímku vidíme nácvik jednotlivého písmene. Na druhém snímku již žáci píší celé věty. Rozlišují také mezi malými a velkými písmeny.



Na dalších snímcích vidíme nácvik spojování jednotlivých písmen při psaní a dále psaní celých vět s tím, že písmena jednotlivých slov jsou navzájem spojena. Jedinou výjimku činí první slova vět, jelikož k velkému písmenu žáci další písmeno nenavazují.

Trace and write the words below.

b + un = bun
m + um = mum




Match the captions below. Draw a line to match each picture to one of the holiday snaps.

Tip mum in
Fun in a bun





Trace and write the words below.

be
poke



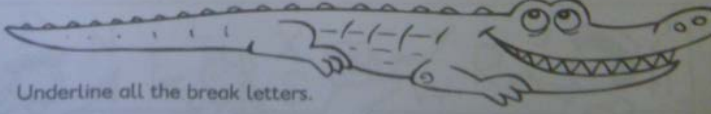
Remember, break letters do not join.



Trace the poem.

If you should meet a crocodile,
Don't take a stick and poke him.
Ignore the welcome in his smile,
Be careful not to stroke him.

'If you should meet a crocodile' Anonymous



Underline all the break letters.

Pracovní listy používané při nácvičování psaní jednotlivých písmen. Žáci nejprve písmena pouze obtahují, poté je zkusí psát na tabulky.

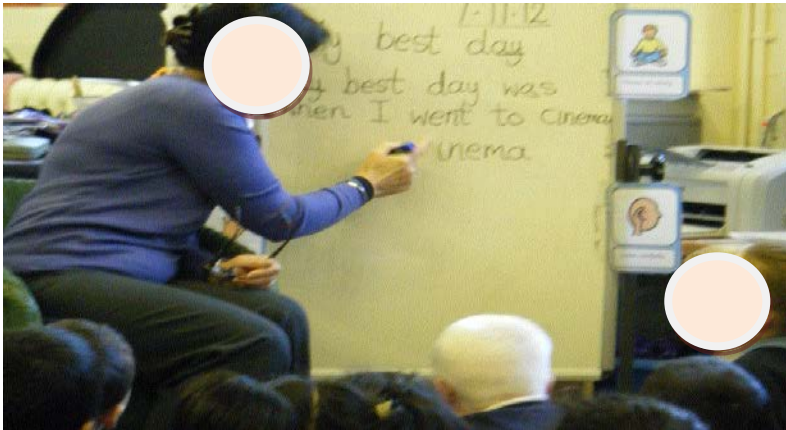


Vějíře žáci používají nejen při procvičování jednotlivých fonémů, ale také při procvičování nepravidelných slov.

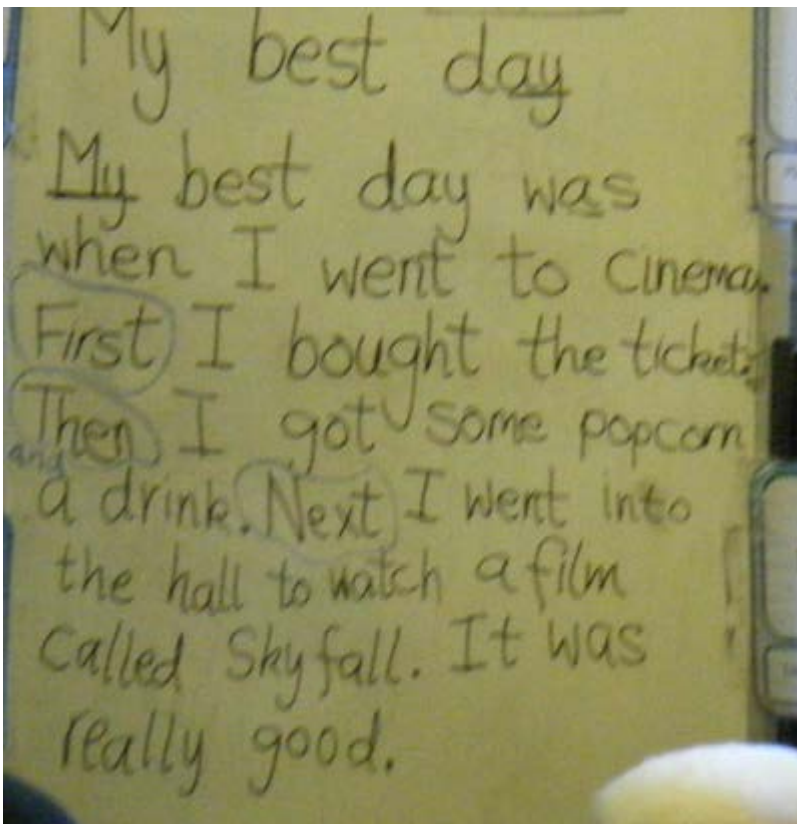


Příloha č. 12 b - Průběh výuky počátečního čtení a psaní

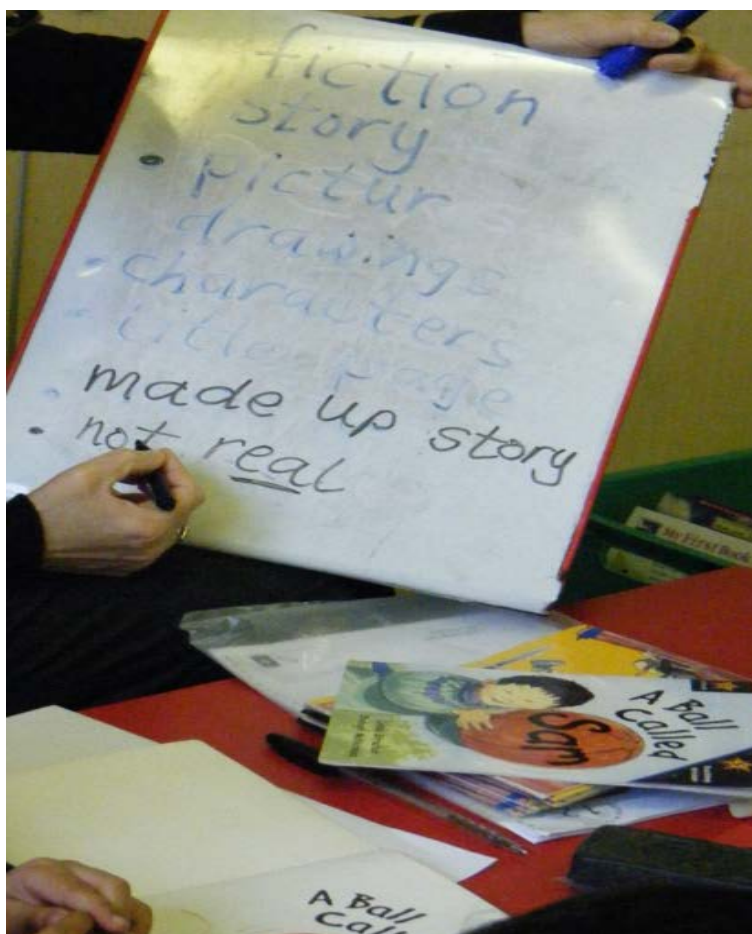
Výuka metodou řízeného psaní. Na prvním snímku učitelka modeluje psaní slova „cinema“, kino.



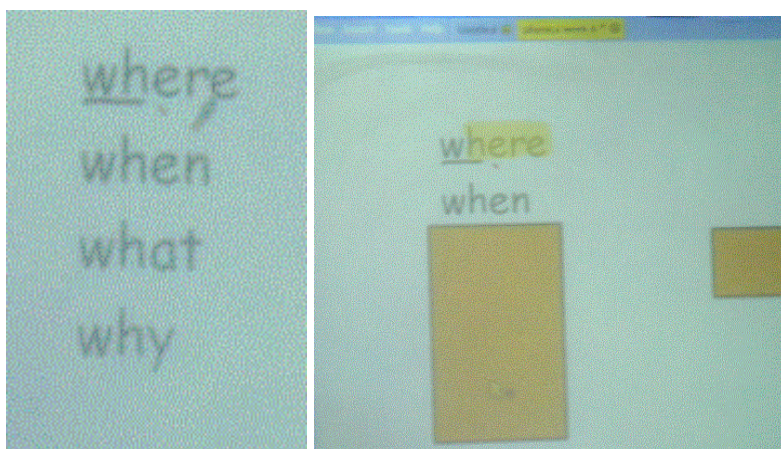
Na druhém snímku vidíme již celý text. Vyznačena jsou slova, která jsou pro daný příběh důležitá, a na která se mají žáci soustředit při psaní vlastního textu.



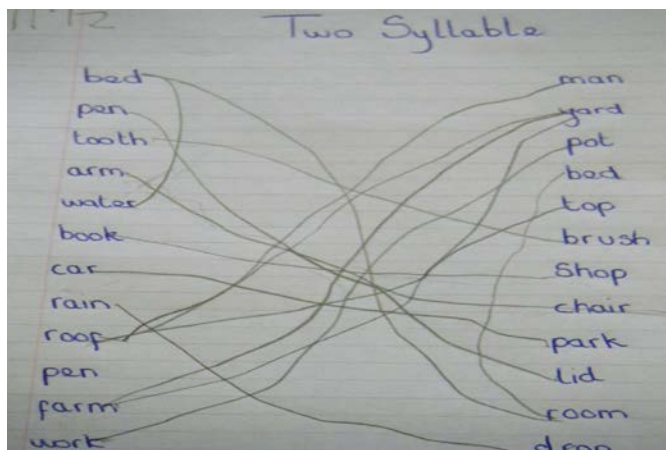
Výuka metodou sdíleného čtení. Žáci a učitel společně objevují charakteristiky beletrie. Učitel zapisuje stěžejní body na tabulku. Jedná se o práci se skupinou pokročilých žáků.



Použití interaktivní tabule pro nácvik nepravidelných slov při výuce metodou „Phonics“. Žáci nejprve nacvičují čtení těchto slov, poté je učitel zakryje a žáci je zkusí psát. Při kontrole učitel slova opět odkrývá.



Výuka dvojslabičných slov. Žáci spojují jednotlivé slabiky ve smysluplná slova.



Procvičování různých fonémů, které se váží k jednomu grafému. Učitel vyvolává žáky, slova poté píše na tabuli.



Při diktátu žáci píší celé věty. Vidíme, že jim psaní vět nečiní velké obtíže. Píší velká počáteční písmena a tečky na koncích vět, dělají mezery mezi slovy a většinu slov píší správně. Jde tedy o žáky pokročilé skupiny.

