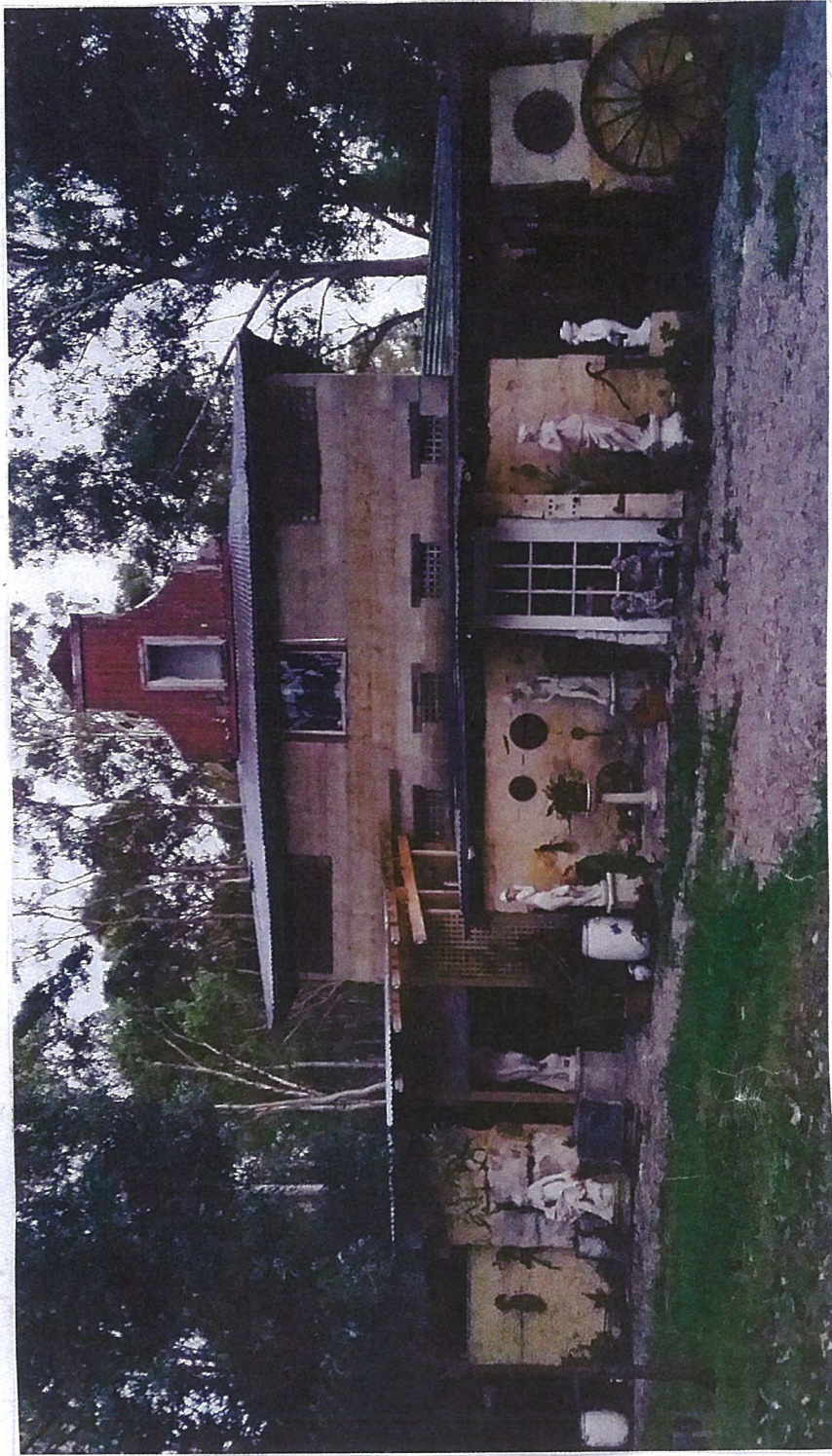


CATTAI SCHOOL OF **AART**

READING IN MINUTES

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You tube notes:

READING IN MINUTES

TO PARTICIPATE IN THIS UNIQUE COURSE
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DOWNLOAD FREE OF CHARGE

1. SPELLAPHONE BOOK 1
2. SPELLAPHONE BOOK COMPANION
3. FOUNDATION LITERACY 1,2,3,4,5
4. SPELLING WORD STORIES

READ: A MODERN TEACHING
APPROACH (SEE: FOOD FOR THOUGHT).

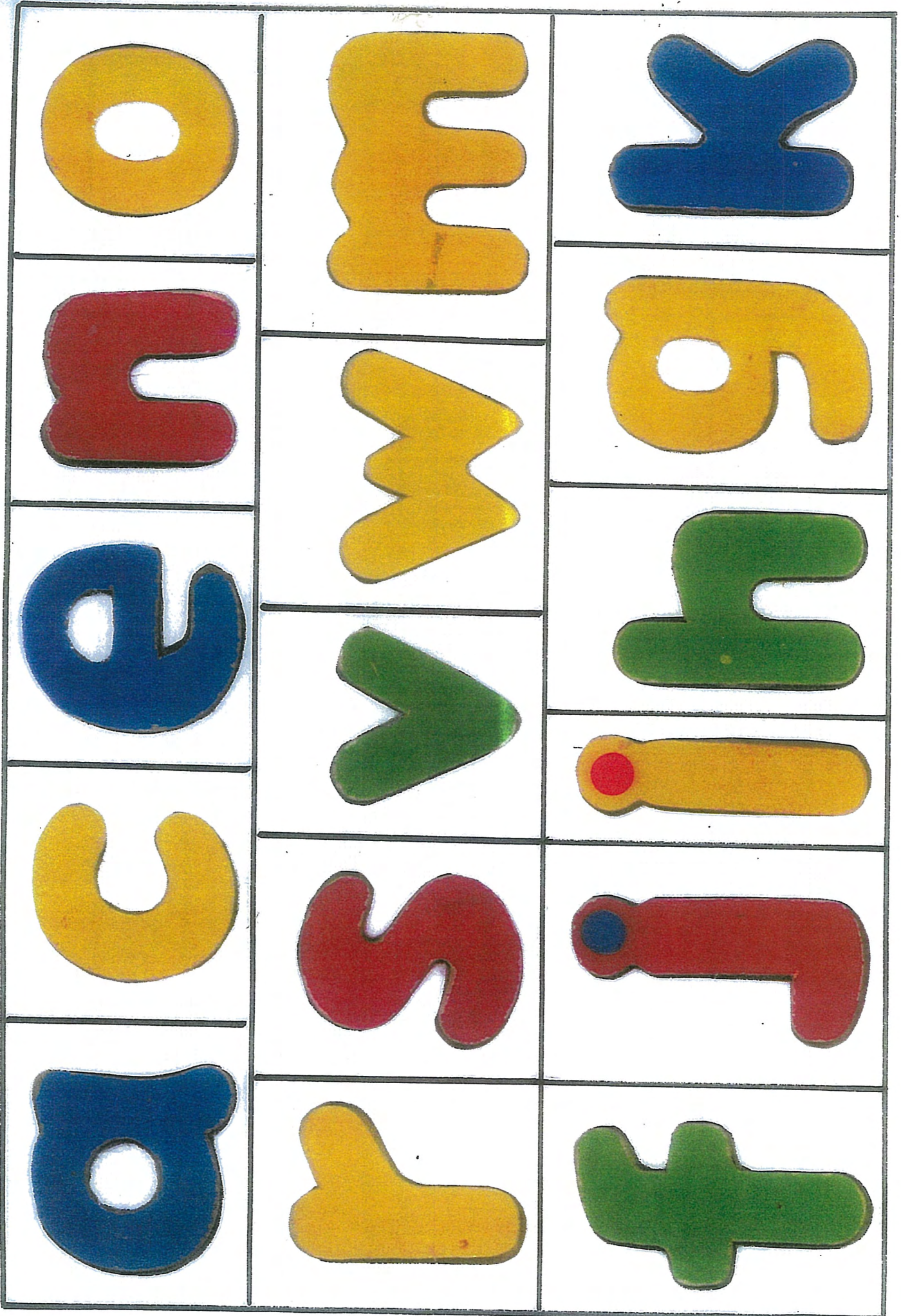
1. THE LETTERS


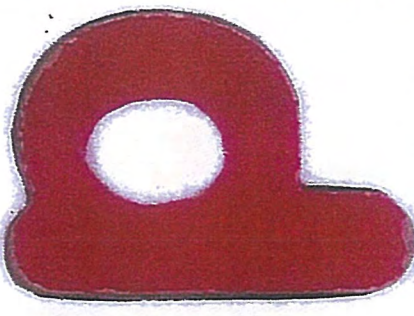



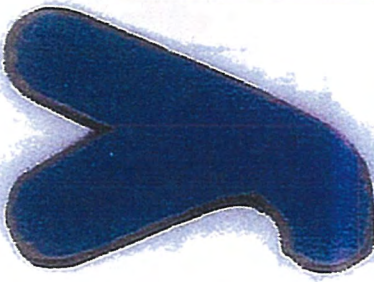
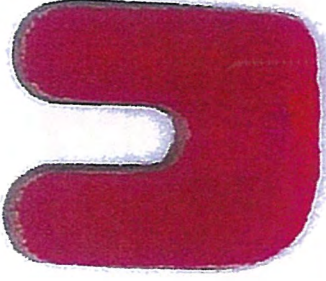



RECOGNITION EXERCISES:

Cut up the second page and match the single letters with the ones on the A4 one.

Do one row of letters per day.

After a couple of weeks, children should be able to do the exercises fluently. less haste, more speed.



CODE NAMES

The **wordfamilies** in **phonic approach** come under **15 code names**

each of which contains one particular **vowel phoneme**. To facilitate memorising the order of the codenames, they have been subdivided into **6 groups**, thus forming the nicknames of the **vowel children**

THEY REPRESENT THE BASIC SONANT OF THE STRESSED SYLLABLE IN ENGLISH WORDS.

2. THE VOWEL CHILDREN

CUT UP THE COPY

A. TEACHER: THIS IS **sun tan tom**

STUDENT: **sun tan tom**

TEACHER: MATCH IT WITH THE ONE ON A4

B. TEACHER: GIVE ME **pale peter**

C. TEACHER: WHO IS THIS?,...

3. THE CODE NAMES WITHOUT PICTURES

REPEAT THE ABOVE EXERCISES

4. MEMORISING THE CODE NAMES

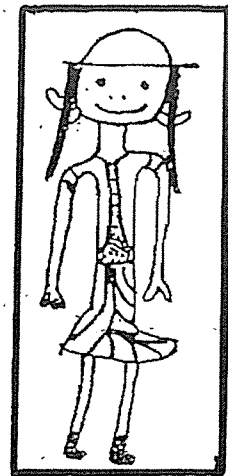
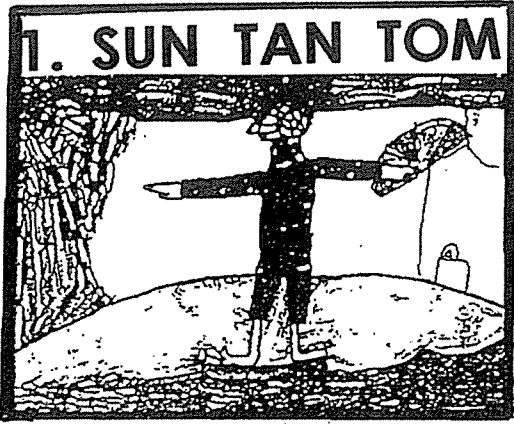
TEACHER: THIS IS **sun tan tom**

STUDENT: **sun tan tom**

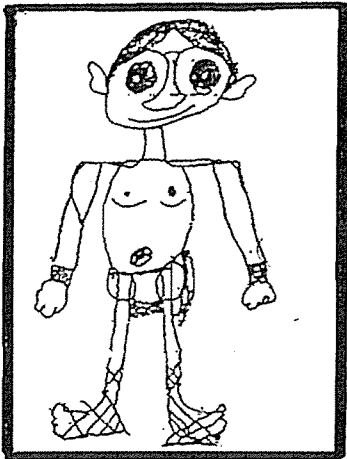
TEACHER: **sun tan tom, skinny penny**

STUDENT: REPEATS,...

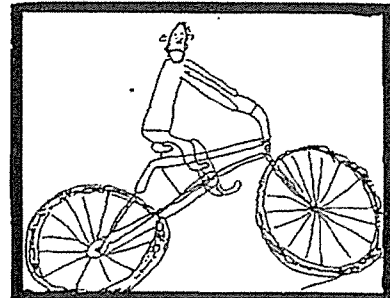
RECOGNISING THE 18 CODE NAMES



2. SKINNY PENNY



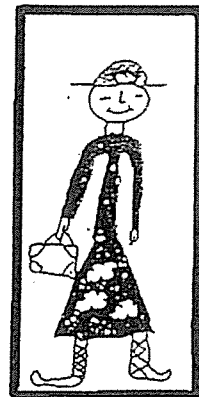
3. PALE PETER



4. TINY TONY

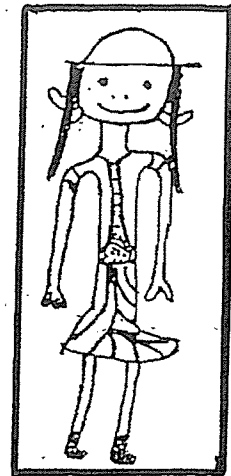
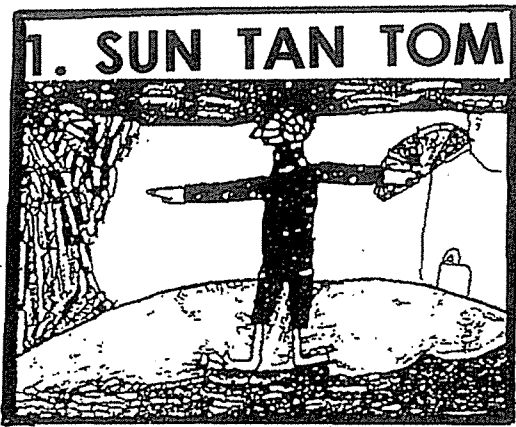


5. BOY SCOUT PAUL

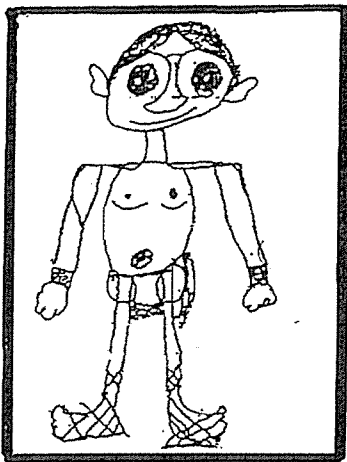


6. SMART GIRL SUE

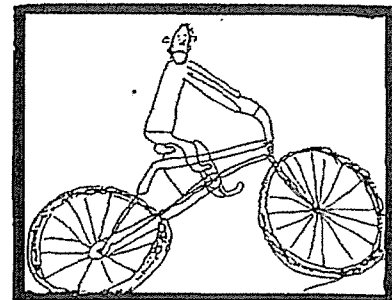
RECOGNISING THE 18 CODE NAMES



2. SKINNY PENNY



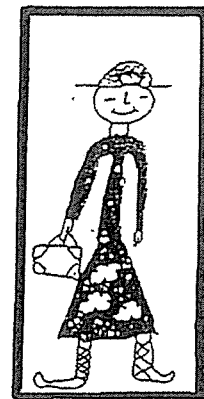
3. PALE PETER



4. TINY TONY



5. BOY SCOUT PAUL



6. SMART GIRL SUE

sun tan tom

skinny penny

pale peter

tiny tony

boy

scout

paul

smart

girl

sue

sun tan tom

skinny penny

pale peter

tiny tony

boy

scout

paul

smart

girl

sue

BARK'S SPELLAPHONE BOOK 1

BACK TO BASICS

An Educational Revolution

THE SUN WORDS

b

cub

dub

hub

nub

pub

blood

flood

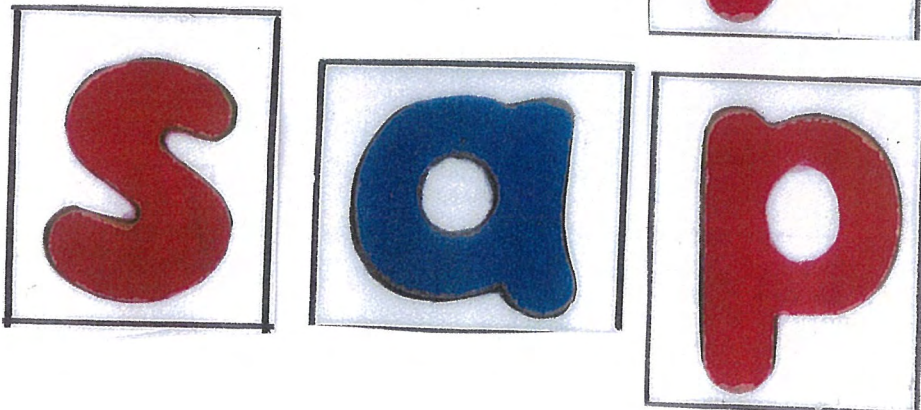
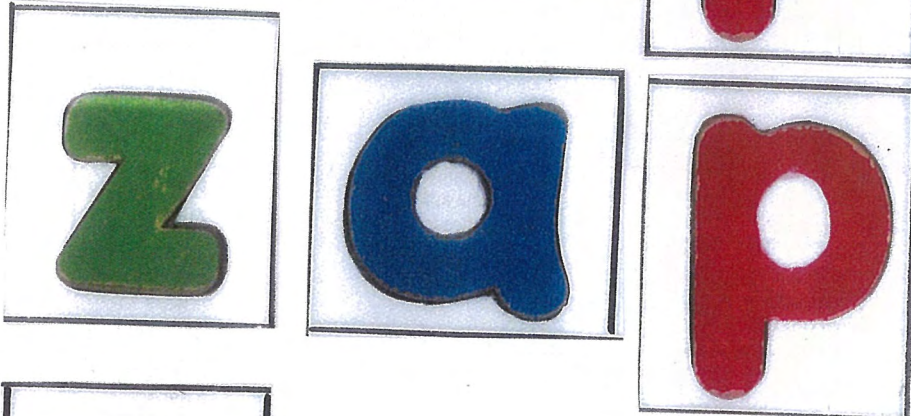
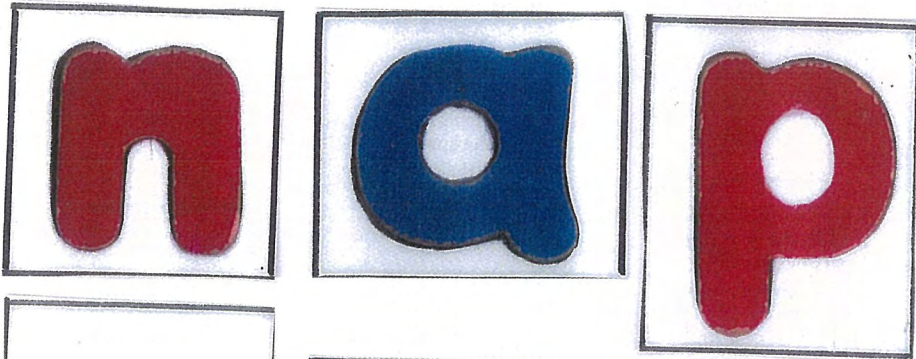
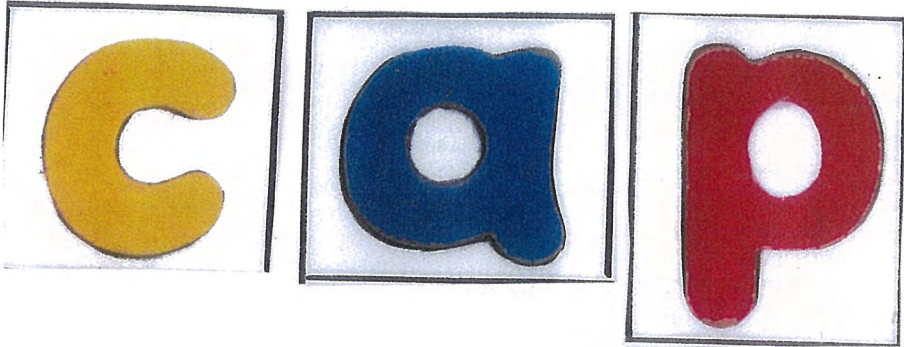
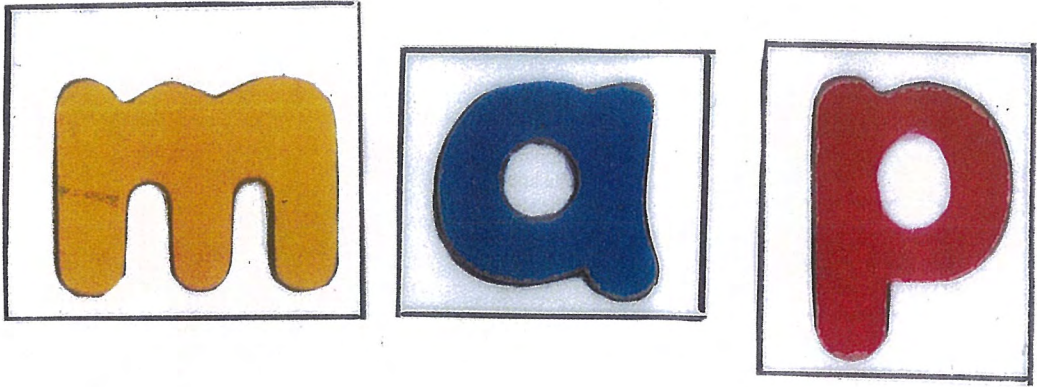
budge

fudge

judge

buff - cuff

duff - guff



• Teaching words in 3 steps

General example for the **-ap** words

1. Teacher reads: **map**

Student repeats: **map**

Remember to blend the

consonant with the **sonant** that follows.

2. Can you give me **gap**?

3. Read this word.

At the slightest hesitation, repeat the whole procedure.

Reading fluency starts here!

5. READING CODE NAME WORDS

FOLLOW THE EXAMPLE GIVEN FOR THE –AP WORDS.

IT'S IMPORTANT TO BECOME FAMILIAR WITH THESE NAMES BECAUSE THEY ARE USED IN FOUNDATION LITERACY 1 AND IN BARK'S SPELLAPHONE BOOK. THEY ARE ALSO IN SORTING EXERCISES TO IDENTIFY THE SONANT.

sun

scrubs

scrubbed

tan

bag

dag

tom

bodge

dodge

skinny

shift

drift

penny

bed

fed

pale

say

cage

peter

deed

feed

tiny

pride

stride

tony

show

tow

boy

oil

boil

scout

brown

crown

paul

jaw

law

smart

bar

car

girl

her

bird

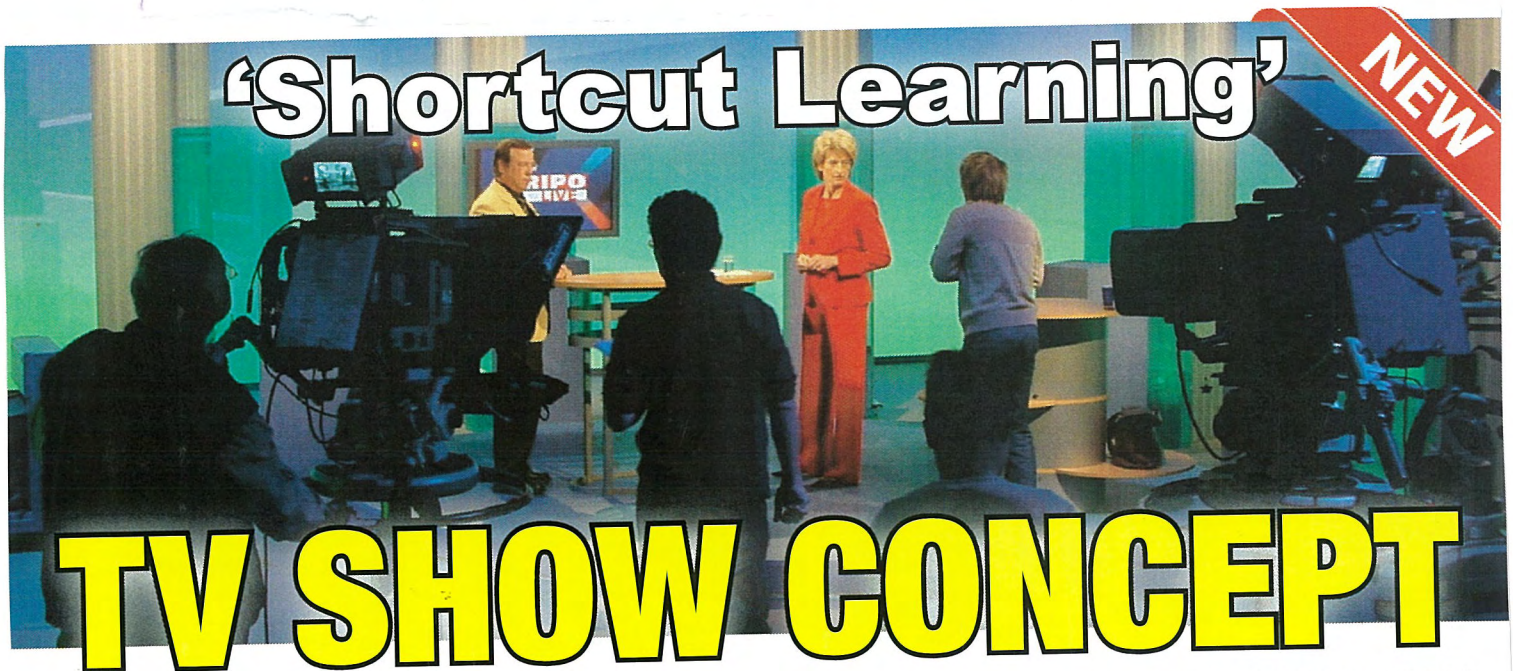
sue

zoo

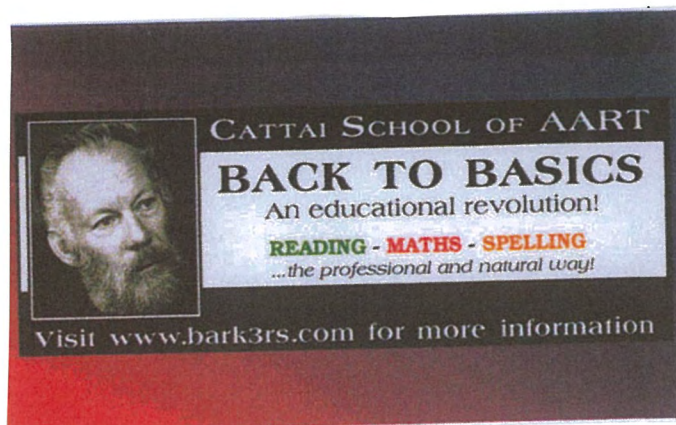
few



2. SINCE THE CODE NAMES DO NOT CONTAIN ALL THE LETTERS OF THE ALPHABET (GREEK: ALPHA=A, BETA=B). I HAVE USED THEM IN A SHORT STORY THAT CAN BE EASILY REMEMBERED BECAUSE IT'S FUNNY. THE SIMPLE WORDS THAT LINK THEM MAKE UP FOR THE MISSING LETTERS.



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6. to the zoo

sun tan tom

and

skinny penny

went with

**pale peter,
tiny tony,
boy scout paul
and his
smart
girl friend sue**

**to see a
gorilla's
quintuplets
and to give
them a jugful
of peanuts.**

7. MEMORISING THE STORY

TEACHER READS LINE 1

STUDENT REPEATS

TEACHER READS LINE 1 & LINE 2

STUDENT REPEATS,...

8. READING THE STORY

THIS WHOLE WORD APPROACH IS

BASED ON THE FOLLOWING

WISDOM:

IT'S BY HEARING THAT YOU LEARN

TO SPEAK. IT'S BY HEARING AND

SPEAKING THAT YOU WILL BEST

LEARN TO READ.

THAT MEANS THAT WE LEARN TO READ

WHOLE WORDS BY FIRST SAYING AND

HEARING THEM. SINCE RECOGNISING THE

CODE NAMES HAS ALREADY BEEN DEALT

WITH, ONLY THE LINKS NEED ATTENTION.

IT TURNS "READING IN MINUTES" INTO A

REALITY. THE FACT THAT STUDENTS WILL



NOW SAY OR THINK “I CAN READ”, WILL PROVIDE THE IMPETUS OR EVEN THE EAGERNESS TO LEARN MORE, THUS MAKING TEACHING THEM A CINCH! THE TEACHER READS THE WHOLE SENTENCE OR PART OF IT SO AS TO ACCOMMODATE THE STUDENT’S **WORD SPAN**.

NOT UNTIL STUDENTS CAN FLUENTLY REPEAT WHAT WAS SAID, SHOULD THEY READ IT THEMSELVES. THE WORDS ALREADY DEALT WITH WILL GIVE THE IMPETUS TO READ THE YET UNKNOWN ONES BECAUSE STUDENTS HAVE UP TO 10 SECONDS TO PROCESS THEM! (IMAGES HAVE TO BE PROCESSED WITHIN 4 SECONDS)

I HAVE USED A CHOPSTICK TO “DRAG” THEM ALONG; IT’S MUCH LIKE LEARNING TO RIDE A BICYCLE. IF THE CHOPSTICK STOPS, STUDENTS KNOW THAT THEY HAVE TO START AGAIN.

NO NAGGING, NO SOUNDING OUT!!

IT'S IS IMPOSSIBLE TO GET ANGRY AT A CHOPSTICK.

IF THIS PROCEDURE DOESN'T WORK, THE SENTENCE HAS TO BE READ AND REPEATED AGAIN.

SHADOW READING SLIGHTLY AHEAD OF THE STUDENT MAY ALSO WORK.

RHYME & RHYTHM PROMOTE FLUENCY. ABSURD SITUATIONS ARE BETTER REMEMBERED.

Warning: do not comment on the student's performance! It creates the notion of right & wrong, the scholastic failure mechanism syndrome. That also mean stopping the habit of issuing strawberry scented stamps!
(From: The Inner Game of Tennis.
By Gallway)

FOUNDATION LITERACY

I

Back to Basics
An Educational Revolution

SUN

h	u	b
n	u	b
r	u	b
s	u	b
l	u	d
m	u	d
s	u	d

n	a	n
r	a	n
v	a	n
h	a	p
l	a	p
m	a	p
n	a	p

h	o	d
m	o	d
n	o	d
r	o	d
s	o	d
f	o	g
h	o	g

l	i	d
m	i	d
r	i	d
	i	f
f	i	g
r	i	g
w	i	g

l	e	t
m	e	t
n	e	t
s	e	t
v	e	t
w	e	t
y	e	t

d	a	y
h	a	y
l	a	y
m	a	y
r	a	y
s	a	y
w	a	y

j a d e

m a d e

sh a d e

a g e

c a g e

p a g e

s a f e

b e e f

r e e f

r e e k

s e e k

e e l

f e e l

k e e l

p i p e

w i p e

i c e

v i c e

q u i t e

b i t e

k i t e

c o d e

m o d e

j o k e

y o k e

ch o k e

d o l e

p o l e

o	i	l		
b	o	i	l	
t	o	i	l	
c	o	i	n	
j	o	i	n	
v	o	i	c	e
ch	o	i	c	e

o u t

g o u t

l o u t

o u ch

c o u ch

m o u th

s o u th

c o r k

f o r k

p o r k

f o r m

n o r m

b o r n

c o r n

c a r d

h a r d

y a r d

b a r k

d a r k

a r m

f a r m

WORDS STARTING WITH TWO
CONSONANTS

skid

scum

skim

scup

skin

scab

skep

scad

stum

swim

stun

swam

stab

swum

stag

swag

stot

swap

stem

swig

what

dwarf

shun

twin

shad

twice

sham

twill

shod

twist

shin

twit

shed

what

dwarf

when

dwell

who

spun

whom

spag

why

span

which

spin

Knock, Knock

Who's there?

John White.

Which one?

The tall one.

**What do you
want?**

**I want to
speak to
someone.**

**To whom in
particular?**

**To your
brother**

He's not here!

Where is he?

I don't know.

**When will he
be back?**

I don't know.

**I'll wait a
while then.**

Words starting with more than 2 consonants and ending with more than 1.

strum **shr**ink

string **shr**ank

strung **shr**unk

strong **shr**off

stretch **shr**imp

sprank **squ**ash

spring **squ**at

sprang **squ**irt

springe **squ**are

spread **scri**mp

thrum **splotch**

threat **split**

phone **phlegm**

54

9. THE SENTENCES UNDER EACH CODE.

THE TEACHER READS A SENTENCE.

THE STUDENT REPEATS IT WITHOUT LOOKING.

NOT UNTIL STUDENTS CAN FLUENTLY REPEAT
WHAT THEY HEAR, ARE THEY ASKED TO READ.

WHOLE WORD READING AGAIN!

THE TIME IT TAKES TO READ

WITHOUT THE ABOVE PROCEDURE DEPENDS
ENTIRELY ON THE STUDENT'S READINESS!

5. Her **mum** likes to
hum, but not when
she helps to do
her **sum**.

6. The **nun** went for
a funrun
in the **sun**.

14. "Here I **am**," said

Sam, but when his

pram rolled into

the **dam**, he **swam**

15.

A **man** and his **nan**

ran behind

a **tan van**.

23.

Can you see a

hedgehog in the fog?

24.

Can you make me

an eggnog?

25.

An ox is bigger than

a fox.

33.

Fiona **Fin** wanted to
win, but she **tripped**
over a **bin**.

34.

While I took
another **sip**, I hurt
my **lip**.

39. **Greg tripped**
over **an egg and**
broke his leg.

38. **Ned turned red**
because he didn't
want
to go to bed.

79.

The **ape** was a bit
out of **shape**.

78.

Jane brushed her
horse's **mane**.

76.

The ship got lost in a
gale near Mona **Vale**.

**87. Kids are keen to
play hide-and-seeK
every week.**

86.

**Peter sells beefpies
on the Great Barrier
Reef. He's Greek.**

89.

Don't be shy; try to
say, "Goodbye!"

93.

It's time to dine
in the sunshine
with lemon and lime.

97.

Early to bed and

early to rise makes a

man healthy,

wealthy

and wise.

100.

He was on the **phone**,

but all I could hear

was a dial **tone**.

101.

I **hope** he can **cope**.

105.

Boys have many toys.

106.

Roy buried oil

without foil

in the soil.

108.

The **lout** went out to

slouch on a **couch**

with his **mouth**

towards the **South.**

Ouch, don't touch!

110.

Our milk turned **sour**

within one **hour.**

114.

He drank milk and

ate **corn** since

he was **born**.

111.

She doesn't **snore**

any **more** as **before**.

117.

The farmer broke

his arm on the farm.

118.

He heard his dog

bark in the dark

but he ran too fast

into the yard.

Smart-Girl-Sue sounds

12.

Little **girls chirp** like **birds**,
they wear **shirts** and **skirts**.

17.

Who can count to three?
I can. One, **two**, three.

31.

Is it **true** that **Sue** turns
blue when she eats **glue**?

Sweep your room with a
broom.

29.

SPELLAPHONE BOOK COMPANION

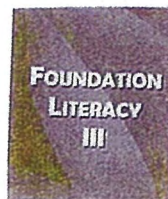
BACK TO BASICS

An Educational Revolution

Aart Bark

71. 000. 000

386. My **naughty daughter** got **caught laughing** while playing **draughts** and giving **draught** beer to **draught-horses**.
387. You need compasses to draw and **arc**
388. Each **aircraft** has a life **raft** fore and **aft** in case it has a broken propeller **shaft**.
389. It's very difficult to **mark** a **stark** naked **shark** in the **dark**.
390. Clive is a **clerk**; he does **clerical** work for the **clergy**.
391. **Charles'** dog **snarls** as soon as you go **past** the old, **gnarled** tree on his **farm**. Fortunately, it doesn't do you any **harm**, as long as you don't trigger off its **alarm** by raising your **arm**.
392. Stay **calm** while we sing **psalms** under the **palms**.
393. Alice likes to spin a **yarn** or two in the **barn** when there are no socks to **darn**.
394. **Grant** got a **grant** to **plant** a tree that won't **slant**.
395. Some people in **France** **dance** themselves into a **trance** when they have the **chance**.
396. You have to **branch** off from the main road to get to his **ranch**. I **can't**, so I **shan't**.



STOP WRITING OUT SPELLING WORDS. NEVER ASK STUDENTS TO WRITE THESE WORDS IN A SENTENCE BECAUSE THEY ONLY HAVE A PLAYGROUND VOCABULARY OF ABOUT 300 WORDS.

IN SPELLAPHONE BOOK COMPANION, YOU WILL FIND ALL THE WORDS LISTED IN BARK'S SPELLAPHONE BOOK USED IN ADULT SENTENCES. ONLY WHEN STUDENTS CAN FLUENTLY REPEAT WHAT THE TEACHER SAYS, SHOULD THEY BE ASKED TO READ.



then	then	then
birthdays	birthdays	birthdays
great	great	great
every	every	every
shows	shows	shows
she	she	she
you	you	you
sister	sister	sister
people	people	people
these	these	these
person	person	person
shows	shows	shows

honey	honey	honey
time	time	time
princess	princess	princess
product	product	product

Approved

Words

✓ THIS IS THE DEPLORABLE RESULT IN YEAR 5!!

at At the bike track I saw a
Bmx 2000 and I saw it went fast.
The winner well win it and I
entered it and it was a big race
fare paid it was 10 days to it and
I stayed there 24 hours & 5 days a week

a

m

e

q

f

v

b

n

g

r

h

x

c

o

i

s

j

u

d

p

k

t

l

v

x

y

z

11.DRAWING THE LETTERS

UNTIL AGE 6 OR 7, ONLY TRACING THEM WITH INDEX FINGER USING **VERBAL REHEARSAL** (SAYING WHAT YOU DO)

- **THE LETTERS ARE THE PICTURES!**

THIS UNIQUE METHOD USES SHORT RECIPES, CIRCLES AND STROKES WITH VERBAL REHEARSAL(SAY & DO). THREE OF THE FIVE SENSES ARE USED. YOUNG CHILDREN LOVE RECITING THESE RECIPES.

- DO NOT START CAPITAL LETTERS BEFORE CHILDREN CAN READ! READING HAS TO DO WITH THE SOUND OF THE LETTERS, NOT THE NAMES.

- ONLY START WRITING WHEN THE BRAINCELLS FOR THAT ACTIVITY ARE IN PLACE.

THAT MEANS NOT **IN KINDERGARDEN!**

- WE START WITH THE CODE NAMES.

10.PRE-WRITING STAGE

MAKE UP THE CODE NAMES WITH THE SMALLER LETTERS GIVEN, FIRST BY COPYING THEN FROM MEMORY. IF THAT WORKS WELL, DO THE SAME EXERCISE BY USING WORDS FROM THE SPELLING LIST.

boy

scout

paul

b

o

y

b

e

g

i

n

BEGIN

s

c

o

u

t

p

a

u

l

peter

smart

WRITING RECIPES

apple: first the apple,

a

then the stem

cricket: first the bat,

b

then the ball.

baseball: the glove to

c

catch the ball.

duck: first the body,

d

then the neck.

e

right & around.

f

**first the fish,
then the hook.**

g

around and we

all slide down.

h

first the chimney,

then the house.

insect: first the body,

i

then the head.

53

j first the hockey stick,

j

then the knob.

kan- ga-roo

k

just one stroke.

l

1 & 2 & 3

m

1 & 2 n

around **O**

parking spot **p**

around, down

q

race: (ready), set, go **r**

snake: left, right, left **S**

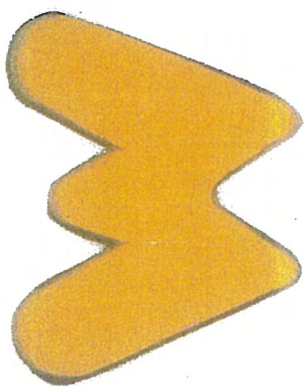
the water goes out,

close the tap. t

down & up for the **U**

Melbourne Cup.

down, up **V**



walk: 1,2,3,4

left, right



**down and up and
we all slide down.**



zig, zag, zig



Teachers must first practise these recipes by themselves.
Only if they feel comfortable, they teach the students.

The tracing with index finger or a blunt pencil should be done in whole words.

Since students will now remember the code names, we will start with **sun** for instance. **Example**

SUN

snake: left, right, left

down and up for the Melbourne Cup

1 & 2

SPELLING WORD STORIES

Back to Basics

An Educational Revolution

Aart Bark

THEY CONTAIN ALL THE PRESCRIBED WORDS FOR PRIMARY SCHOOLS AND WERE WRITTEN BY USING THE **“WORDS ON STAGE”** METHOD DESCRIBED IN **“CREATIVE WRITING”**. PSYCHOLOGY IS A SCIENCE, TEACHING IS AN ART. SCIENCES NEVER GENERATE ARTS DIRECTLY OUT OF THEMSELVES; AN INTERMEDIARY, INVENTIVE MIND MUST MAKE THE APPLICATION BY USE OF ITS ORIGINALITY (WILLIAM JAMES).

WORDS ON STAGE

- PROFESSIONALS CAN REMEMBER A LIST OF UP TO 150 WORDS MERELY BY MENTALLY CREATING RELATIONSHIPS BETWEEN THEM. TO CREATE LINKS, ONE MUST NEVER THINK THAT SOME WORDS **“DON'T GO TOGETHER”**.
- BY COMBINING THE SPELLING WORDS, BOTH TITLE AND STORY EMERGE.

ADVANTAGE: STUDENTS CAN NOW START IMMEDIATELY JUST BY DOING MENTAL EXERCISES.

CLEAN

BRASS

CREEK

AWAKE

CLOCK

BREAD

HANG

RAFTER

BROWN

AFTER

BEGIN

PICNIC

BEACH

BRUSH

ABOUT

LAUGH

BRAVE

CLIFF

ROCK

CREAM

CLASS

HOT

CHAIR

SWIFT

APPLE

CLOUD

AGAIN

ALONG

MODEL EXERCISE 1.

ACTORS	PROPERTIES	
CLASS	ROCK CLIFF BEACH CLOUD CREEK	CHAIR APPLE CLOCK PICNIC BREAD CREAM RAFTER
AWAKE BRAVE	CLEAN/HOT	
INDICATORS		BRASS/BROWN

BRUSH

HANG

BEGIN

LAUGH

ACTION

AFTER

AGAIN

ABOUT

SWIFT

ALONG

Class Picnic at Hanging Rock.

Good Friday. Ralph Rafter and a few other brave boys of about the same age want to go to the top of a cliff called Olimbos. They leave the other children behind, guzzling their slices of fresh brown bread with apple jam and fresh cream as they go. The air is filled with laughter. It is getting hot. At a fork in the path, they take the left track, winding their way up all the time, going along one after another. Deep down, the creek snakes to the beach.

The bottle brush

bushes begin to brush against the children again and again as if to clean them before falling asleep; it seems hard to stay awake. They reach the top and sit down in chairs cut into the rock, next to a brass clock without hands. Then the clouds move in, swiftly. When they have gone, the clock and the children have gone too.