

Teaching Guide – Introduction

Background

It is generally acknowledged that there are many more students these days who need help with their literacy skills. Whether the increase is the result of environmental or social factors or the fact that the diagnosis of special needs has become far more effective and ‘acceptable’, the consequence – in the classroom – of this growth is yet more pressure for literacy teachers.

There is a fine tradition of research and remediation for certain special needs difficulties. The need for a *multi-sensory* approach was recognised initially through the Orton Gillingham developments in the USA. In the UK, a more *structured* and *systematic* approach to language teaching was encouraged by Kathleen Hickey, Bevé Hornsby, Helen Arkell and Tim Miles. These principles were adopted by the Dyslexia Institute, the BDA, the Bangor Dyslexia Unit and the Hornsby and Arkell Centres, all of which provide excellent training in diagnosis or in the specialist teaching methods required by those responsible for special needs.

The specialist programmes available to schools, however, usually require both a specialist teacher, and either one-to-one attention or work with small groups out of the classroom. Whilst this highly effective and dedicated work is essential for some situations, the approach can be both costly, and disruptive for general class work for the pupil. It also largely precludes potential input from other support staff and parents. Moreover, the programmes generally do little to assist the classroom teacher in the need for *differentiated* work, given the range of capabilities that is the reality in most classrooms, especially during The Literacy Hour.

The need was evident, therefore, for a resource which would be suitable for general use in the classroom in addition to these specialist situations. Such a scheme would need to be *comprehensive*, *structured*, *cumulative* and *multi-sensory*, suitable for *differentiated* work in the classroom, acceptable to the wide age range of potential students, and *user-friendly* – that is, capable of being managed not just by the specialist, but also by the class teacher, the classroom assistant and parents.

The programme ‘Launch the Lifeboat to Read and Spell’ was developed to meet this specification by Ellis Dyslexia Consultants, following research and consultation with a large number of teaching staff in schools throughout Berkshire, England. Trials in schools showed the approach to be highly successful in both content and presentation. Students using the scheme have made significant gains in literacy skills and have consequently grown in confidence. The Lifeboat scheme has therefore been received enthusiastically by teachers, parents and students alike.

The Lifeboat Scheme – Structured, Comprehensive and Cumulative

The scheme was designed to help develop the reading and spelling skills of *all* students. Great care was taken in its development to ensure the requirements of the general classroom were met, especially for independent and differentiated work, and the need for a precise, step-by-step, accumulative approach for students identified as requiring specialist tuition in order to grasp the essentials of the English language.

The Lifeboat scheme meets these requirements by being entirely self-contained and by having a highly structured, comprehensive programme, presented in a standard format of multi-sensory exercises. The Lesson Format is introduced in detail on pages 10 to 13, and the programme itself is laid out in the Lifeboat Programme Structure on pages 14 to 15. The Programme Structure is an important reference source for users, and has been designed so that it can be used as a wall chart for easy access.

Lifeboat lessons progress in a sequential, step-by-step manner which brings a deeper understanding of phonics used in the English language. Each lesson covers just one topic, and incorporates only those phonics, letters and blends which have been covered in previous lessons. This gives the student the opportunity to build cumulatively on earlier groundwork and establishes the potential for continual ‘success’ for the student. Topics on vowels, digraphs, blends, diphthongs, prefixes, suffixes and syllables are thus presented in a structure that carefully builds from the very early stages to more demanding concepts.

Multi-sensory Approach

The format of the Lifeboat worksheets and the approach used in individual exercises draws on the principles of *multi-sensory* teaching methods recommended, for example, by the British Dyslexia Association. It is felt that the most successful way to help students with literacy difficulties at any level is with exercises requiring *visual*, *kinaesthetic* and *auditory* sensory channels. 'Speaking' aloud, becoming 'involved' with a particular sound, as well as simply 'looking' at letters and words on the page all help the student to gain command and knowledge.

The result of this approach is that students are much more likely to learn effective strategies with which to overcome their areas of difficulty and which assist them to recall information from memory more efficiently. As a consequence, the individual student may come to access the richness of the English language with far greater depth and with a more satisfying sense of achievement.

'User-friendly' Format

The structure of the programme and the format of the individual lessons have been designed with the need for independent working in mind. The format of the worksheets remains consistent, after a few introductory lessons in Book 1, and this contributes to the ease with which students can work on their own. Although it is always valuable to have recourse to trained specialist staff, the scheme is straightforward to operate and the student's progress can be quite easily monitored with the materials supplied. It can therefore be managed very successfully not only by the specialist, but also by the classroom teacher, the classroom assistant and by parents themselves.

The user is referred to as 'student' throughout, since those who will benefit from the scheme are in a wide age range: from primary school children to secondary, further and higher education students, adult learners, those with English as a second language, etc. The exercises have been designed to appeal across this range.

Differentiated Work and The Literacy Hour

Since the Lifeboat programme can be used by all school children, and since the actual layout enables each student to work independently, the scheme can be used *differentially* by the whole class in a group setting. It is therefore invaluable for work during The Literacy Hour, especially since Lifeboat includes exercises which improve skills at word, sentence and text levels. Once pupils have become familiar with the worksheet format they may also work on the lessons unsupervised, whether at school or at home. The lessons can therefore be used for independent study, holiday work and reading homework.

Essential Elements of the Lifeboat Scheme

Overview

The Lifeboat scheme consists of 10 spiral-bound, photocopiable books, each of which contains 10 lessons. Each lesson consists of eight worksheets, with each worksheet occupying a full A4 page. From Lesson 8 in Book 1, the layout of each lesson is identical, providing continuity and confidence – and the consequent option of independent, unsupervised work.

Design and Layout

The front covers have been designed to help remind users of the sequential nature of the set. A small lifeboat makes its way across the covers from Book 1 to Book 10. A rainbow colour sequence also runs across Books 1 to 8. Books 9 and 10 are tinted to reflect their influence on Books 4 to 7. The number of each book is displayed down the leading edge of the cover to assist in quick location of a desired title from a shelf full of indistinguishable wire spirals!

The Lifeboat worksheets are illustrated in a way which will appeal to a wide audience. The text and the illustrations often represent some quite sophisticated ideas and display humour and a sense of fun. The text is printed in a larger point size in Books 1 to 5, and the printed Assessment sheets adopt a similar format. Each page is numbered at the bottom with the book page number and with the relevant number for the Book, the Lesson, and the Lesson Page. This feature is of great assistance in keeping photocopies in place.

Teaching Guide

This is contained in Book 1. Since most users have access to the full scheme, it was felt unnecessary to print these pages in each book. Much of the Guide is available on the Internet, on: www.robinswoodpress.com and can be printed out. The Guide contains the Lesson Format, the Lifeboat Programme Structure, two Assessment sheets, the Lifeboat Record Chart, a Student Progress Chart and a Certificate of Achievement. All items in the Lifeboat scheme are photocopyable for use within one institution by administrators of the Lifeboat scheme, and by students for both class and home work.

Book 1

Book One is for the beginner. It introduces the alphabet and distinguishes the vowels and the consonants, in a series of individually designed lessons. This stage obviously requires teaching support. Later lessons focus upon the letters i, n, p, s, t, a, b, d and h, which give rise to blends 'sn', 'sp', 'st', '-nd' and '-nt'. Lessons 6, 8, 9 and 10 introduce the learner to the lesson design consistent to the remaining books.

Books 2 to 8

Each lesson in Books 2 to 8 covers a different topic. Worksheets highlight spelling rules and specific letter blends and sounds. These seven books, containing 70 lessons, provide the essential coverage of the elements of the English language. A detailed description of each of the eight worksheets is given in the Lesson Format on pages 10 to 13.

Books 9 and 10

These books present some key spelling rules and other intricate spelling patterns which are particularly essential for whole class work and which complement the topics in Books 4 to 7. These lesson topics, such as 'Doubling Letters', 'Prefixes', 'Soft 'g' (j) Sound' and 'Silent Letters' have been selected for special treatment because of their complexity and due to their general importance to the English language. To maintain the integrity of the cumulative, structured approach, the lessons in these two books should be presented sequentially to dovetail with lessons throughout Books 4 to 7, as shown in the Lifeboat Programme Structure on pages 14 to 15. The Review at the end of Book 10 encompasses the Whole Scheme.

Review and Post-test Lessons

In line with the Whole Scheme Review of Book 10, the last lesson – Lesson 10 – in Books 1 to 8 is a Review and Post-test, which consolidates all previous work in the scheme. These can also be used for assessment.

'Challenge' Words

'Challenge' words are included in the lessons. These are words which do not follow the usual rules (*odd words*) or the usual sounds (*sight words*) – often called 'helping' words. 'Challenge' words also refer to words which include elements only covered in a *later* topic (*early words*). Generally, *odd words* are indicated with an asterisk (*) on the first page of the lesson in which they appear (above the tracking exercise). Common *sight words*, such as: 'was', 'their', 'are', 'who', 'your', 'said', 'very', 'where', 'were', 'many' and 'here', and *early words*, which appear out of structure, are listed in the Lesson Notes, with the challenging part of the word underlined. Some place and country names in the text fall into these categories.

Lesson Notes

A more detailed introduction to each lesson topic, including spelling rules, sounds and challenge words – *sight words* and *early words* – is found in each book just before Lesson 1.

Answers

To assist the marking of work (whether by the teacher, assistant, parent or student), answers for each page are included at the end of every book. These have been completed in cursive handwriting.

Using the Lifeboat Scheme

The Lesson Format Lifeboat Programme Structure Lesson Notes

The Lesson Format on pages 10 to 13 provides teachers with details of the *Skill Aims* of each worksheet, a *Summary* of the exercise(s) concerned, and some *Golden Teaching Tips*, which may assist in enriching lesson presentation. The Lifeboat Programme Structure, on pages 14 and 15, is an overview of the entire Lifeboat scheme showing contents of each book and how the Lessons in Books 9 and 10 are inserted. The Lesson Notes, contained in each book individually, provide more details of the content of each lesson.

Assessment

Many users of the Lifeboat scheme will follow the full programme from Book 1 onwards without recourse to initial assessment. Where students have already started a literacy programme but are to change to the Lifeboat scheme, it is important to establish their existing skill base in *spelling* and *reading*. A change may occur on a whole class basis, perhaps because of the differentiated work possibilities with these worksheets. An individual student may change when identified as having some difficulty with literacy. In either case, the Assessment sheets on pages 16 and 17, which link directly with the programme structure, will be helpful.

The assessment of *spelling* is generally far more important and revealing. It can be administered in either whole class, group or individual settings and, to achieve a good overview of the student's capabilities, it is recommended that the administrator adopts the following guidelines:

- i) Keep the Assessment sheets out of the student's sight!
- ii) Say the spelling word.
- iii) Incorporate the word into a meaningful sentence.
- iv) Repeat the spelling word clearly.
- vi) Allow the student enough time to write down the word.

Both Assessment sheets are laid out similarly but provide the opportunity for varied assessment to prevent familiarity and over-learning. The Assessments sheets comprise groups of 10 words sequentially chosen from each lesson of each Lifeboat book, totalling 100 words. The book reference is printed down the left side of the sheet. This tool will highlight the areas of difficulty experienced by the student and the positive skill level. Thus the most appropriate starting point in the Lifeboat scheme for each individual or group can be identified. This knowledge also enables the class teacher to group students with similar skills, and to draw up Education Plans as necessary.

When used as a *reading* assessment, the Assessment sheet needs to be presented on an individual basis. The student should read out loud along the lines from the left to right starting at the top. (Note that the point size for the Assessment sheets printed from the web site does not reduce for Books 6 to 10.)

The sheets can be re-used later, either as a spelling or reading assessment, to review the progress and knowledge consolidation of the student.

Marking

It is preferable to use positive marking rather than 'crosses' denoting incorrect responses. Students usually do put a lot of effort into their work and deserve to be praised and encouraged for their achievements.

Recording and Rewarding Progress

The Lifeboat Record Chart provides the teacher, parent or student with a recording sheet covering the entire Lifeboat Programme Structure. It should be used to highlight specific areas of weakness discovered in the assessment and can be used as a running record of progress through the scheme.

The Progress Chart is provided for the student to keep their own record of books or lessons completed. Colours or stickers can be used to enhance the appeal of this. Each dark spot on the Chart represents one lesson. Once a lesson has been completed, the next dark spot can be coloured or a sticker placed on it.

Finally, a Certificate is provided as an award for the completion of each group of lessons or book.

Teaching Guide – The Lesson Format

From Lesson 8, Book 1, the format of every lesson remains consistent. This gives the student continuity and it fosters independent learning, which can take place during The Literacy Hour. Every lesson consists of eight worksheets, each occupying a full page, which are carefully laid out to achieve particular objectives around the specific lesson topic. The goal is to challenge the student – in a multi-sensory, fun and exciting way – with concepts and ideas, grammar and punctuation, phonic awareness and comprehension. The start of each lesson is indicated by a lifeboat alongside the topic title. To help with organisation, the book, lesson and page number are printed at the bottom of every page.

The techniques and principles used in the Lifeboat scheme help students to gain knowledge of language skills which will be effectively stored in their memory for speedy and accurate retrieval. Learning through this scheme develops a clearer understanding of our complex but delightfully versatile language. The illustrations on pages 10 to 13 are taken from Books 2, 3, 4, 7 and 10.

Page 1 Introduction and Tracking

Skill Aims *Reading for Meaning* *Visual Perceptual Skills*
 Hand-eye Coordination *Fine Motor Control*

Summary


The first worksheet introduces the topic relevant to the whole lesson. Where appropriate, the heading area also carries useful hints on the topic. A space has been left for the student to add their name.

The box in the centre of page 1 contains several specifically chosen words, in structure, connected to the lesson topic. The student joins the words to the pictures to demonstrate that they have *read for meaning*.

The page also carries a tracking task. This *visual perceptual* exercise helps the student to improve *hand-eye coordination* and *fine motor control* whilst learning to track around the specific words or letters.

The page may include *odd words* or ‘rule-breakers’. These may make an odd or unusual sound, or they may break the more usual grammatical rules. These additions are marked with an asterisk (*).

Golden Teaching Tips

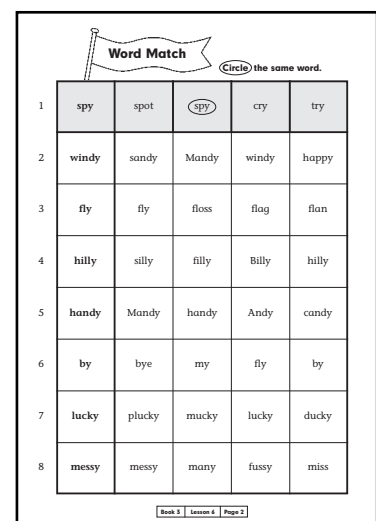
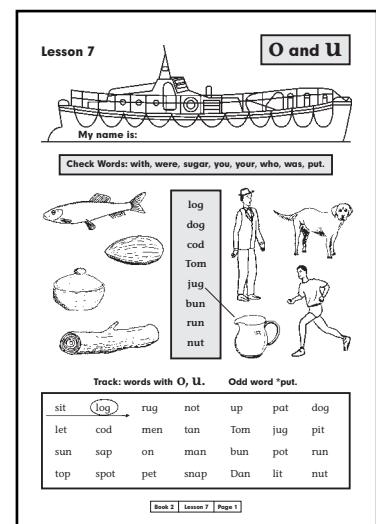
-  Tracking task – check that the student circles the appropriate words or letters with an anti-clockwise sweep to maintain fluency and control.
- Discuss the *sound* involved and the rule where appropriate.
- Use different colours for tracking, for example, where two sounds or groups of letters are involved.
- Encourage accuracy from the student when tracking a word or if colouring in the illustrations – for *fine motor control* practice.

Page 2 Word Match

Skill Aim *Visual Recognition*

Summary

On this page, the student’s task is to match eight trigger words to their partners which are hidden amongst other carefully chosen, but potentially confusing, words. All the words included on the page are in structure and many have been selected with the dyslexic person in mind, for example, words such as: ‘step’, ‘set’, ‘tip’ and ‘stand’.



The trigger word is in the left hand column. The student should use *visual recognition* to compare the words in each row with the trigger word and circle the identical one.

Golden Teaching Tips

- The pupil or student could be encouraged to read aloud all the words before beginning the task.

Page 3 Spell and Write

Skill Aims Phonological Awareness Cursive Handwriting
Visual and Auditory Skills

Summary

This exercise trains *phonological awareness* through phoneme, morpheme and syllable separation. Particular words have been chosen in structure and according to the student's stage of syllable knowledge. These have been broken into their two or three phoneme, morpheme or syllable constituents which have then been hidden amongst other similar word components.

By combining both *visual and auditory skills*, the student is able to select from the correct set of word parts and so compile the whole word suggested by the illustration. Word parts are set in two or three rows to encourage both horizontal and vertical visual activity.

The student circles an appropriate word part from each row then writes the complete word in neat *cursive handwriting* in the space provided.

Spell and Write			
Circle the letters. Write the word.			
1	fr e k		flag
2	fr o k		_____
3	fr u st		_____
4	bl a b		_____
5	gr a ss		_____
6	gr i de		_____
7	gl e m		_____
8	fl a p		_____

Book 4 Lesson 3 Page 3

Golden Teaching Tips

- Encourage the student to sound out each component part of the discovered word whilst writing it in cursive form.
- Ensure that the student writes on the line provided, leading in and leading out of the word.
- Guide the student to sharpen their observation skills for capital letters, which serve as clues, where appropriate.

Page 4 Read and Choose

Skill Aim Reading and Comprehension Skills

Summary

This task is in the form of a multiple choice exercise in which the student studies two sentences and chooses the one that best fits the illustration positioned between them. The worksheet is designed to strengthen the *reading and comprehension skills* of the student.

Both sentences are in structure and of similar construction, with closely matched word content. The student must, therefore, read both lines carefully before making a decision on the appropriate sentence. The choice is indicated by marking the circle alongside the correct sentence.

Golden Teaching Tips

- Guide the student to read both sentences first.
- Punctuation could be highlighted.
- Encourage the student to identify parts of speech such as nouns and verbs.

Read and Choose		
1	<input checked="" type="radio"/> Ralph had a laugh about the graph.	<input type="radio"/> The graph was very spiky.
2	<input type="radio"/> There are twenty six letters in the alphabet.	abcdefghijklmnopqrstu vwxyz <input type="radio"/> The alphabet has no vowels.
3	<input type="radio"/> Philip won the rugby trophy.	<input type="radio"/> The trophy was made of gold.
4	<input type="radio"/> To talk to people far away we use a telephone.	<input type="radio"/> The telephone was invented by Mr. Bell.
5	<input type="radio"/> All the cattle feed out of the rough old trough.	<input type="radio"/> The trough has a hole in it.
6	<input type="radio"/> Physics is an important subject.	<input type="radio"/> Physics is about making a cake.
7	<input type="radio"/> A child without living parents is called an orphan.	<input type="radio"/> You have to be tough to become a boxer.

Book 7 Lesson 3 Page 4

Page 5 Dictation or Look – Say – Cover – Write – Check

Skill Aims Dictation Cursive Handwriting
Memory Training Proof-reading
Kinaesthetic Memory

**Dictation or
Look – Say – Cover – Write – Check**

- 1 Ralph celebrated by spending a night at the opera.

- 2 Down broke over the helicopter academy.

- 3 We must identify the best mathematics candidates.

- 4 Whilst at London University Bhavna performed wonderfully.

- 5 They must all learn to communicate carefully.

Handwriting – copy neatly.

Canada _____

Jamaica _____

comedy _____

courty _____

Book 7 Lesson 7 Page 5

Summary

This page carries a number of sentences, written in structure, which develop a sense of grammar and punctuation. The activity can be given in different ways and it is suitable for independent, group or class work.

The student needs to remember each sentence either after hearing it through *dictation* by the teacher or parent, or by reading it and saying it aloud. The student covers the sentence and then writes it down. This helps with both *memory training* and practice in *cursive handwriting*. The student can then *proof-read* their written work by uncovering the original sentence and checking their version against it.

The second part of this worksheet requires accurate copying, on the lines provided, of carefully selected letters or words. These may reflect other areas of the school curriculum, such as scientific, geographic and exam-orientated type words. Whilst writing, the student should take care to begin each letter group on the line, as advocated in specialist training.

The handwriting should conform to the following framework:

- i) The writing should be in a consistent style, for example: Lower case *abc*
Upper case *ABC*

The style illustrated, which is recommended for learning support use, has been adopted throughout the Lifeboat scheme, and is encountered initially in Book 1, Lesson 2.

(Sufficient space has been left on the worksheets for the tutor or teacher to write their own style of cursive handwriting if found more appropriate.)

- ii) Capital letters should not be joined to following letters. For example: *Star*.

Golden Teaching Tips

- A further exercise can be conducted in the Handwriting section if required. Place the writing implement on a line of the worksheet. The student then closes their eyes and writes the letter/s or words using their tactile, or *kinaesthetic* skills. Remember to dot i's and cross any t's before opening the eyes.
- Encourage the student to practise cursive letters by writing on a variety of textured surfaces, such as a table top, their own hand, or even in the air ('sky-writing').
- Ask the student to draw pictures derived from the sentences to confirm their understanding.

Page 6 Listening Skills

Skill Aims Listening Skills Auditory Discrimination

Summary

Three words are presented one at a time, either visually or read out by the tutor or teacher. The student needs to identify an odd word out based on *sound* or *auditory discrimination* and state how they perceive the other two as being alike. All words are in structure and include a high percentage of lesson topic words. In addition, other words have been included for review.

Listening Skills

Circle the odd one out. Underline the same.

1	ca <u>l</u> f	el <u>v</u> es	sel <u>v</u> es
2	halves	loaf	calves
3	lives	wives	life
4	stiff	leaves	sheaves
5	sleeve	wolves	leaves
6	knives	wives	elf
7	shelves	wife	selves
8	elves	shelf	calves
9	stoves	loaves	clothes
10	hives	lives	gives

Book 10 Lesson 5 Page 6

The words require some careful thought, as visual recognition does not always ensure that the phonic presentation matches. This particular exercise is challenging and stimulating for the student with specific learning difficulties.

Golden Teaching Tips

- Ensure that the student follows the directions given at the top of the page.
- To create a further challenge for students who need to develop their auditory perceptive skills, this activity should be presented orally.
- Encourage the student to underline the specific letters which display the 'same' sound.

Page 7 Cloze Procedure (Sentence Completion)

Skill Aim Comprehension and Writing



Summary

Here the student needs to complete a number of sentences by selecting the correct word from the base of the page.

The student reads for meaning and grammar and neatly writes the correct word in the space. This ensures *comprehension* of the appropriate options and provides further *writing* experience.

The page contains a few illustrations which provide an indication of the appropriate location for the words, if needed. Although some words will fit in more than one sentence, there will be only one solution for the page as a whole. It is therefore essential that the student studies the sentences carefully before jumping to any conclusions!

Cloze Procedure

- The sunflower plant _____ ten feet tall.
- She reached for the _____ to open the bottle. 
- It was a text with _____ writing.
- Sam _____ where it was hiding.
- The _____ swam up the murky river.
- The large lifeboat had a smart _____.
- A huge crowd _____ bubbles. 
- How did the _____ go today?

Use these words to complete the sentences.

corkscrew	grew	newt	Hebrew
crew	blew	knew	interview

Book 10 | Lesson 7 | Page 7

Golden Teaching Tips

- Watch out for capital letters – these are a clue to word positions.
- Commission further illustrations from the student to confirm understanding.
- Encourage use of strategy: select easier choices first, and tick them off at the bottom of the page.

Page 8 Wordsearch

Skill Aims Visual Scanning Letter Sequence

Summary

This box grid measures ten squares across by eleven down and has been filled with letters. At the bottom of the page are found between ten and eighteen words in structure and based on the lesson topic. These need to be 'found' in the grid above by *visual scanning*. Words have been hidden horizontally forwards, vertically and diagonally downwards. No words are written backwards. Correct *letter sequence* is important.

Golden Teaching Tips

- Highlight words in the grid.
- Highlight the target words at the bottom of the page when they have been found in the grid.
- Strategy – look in the grid for clues like capital letters or the first letters of target words. Anchor the target word by tracing around the first letter in the grid, thereby looking for the next letter in that word.
- There may be additional words hidden in the grid which are not presented in the box of words under the Wordsearch. Finding such extra words can raise the confidence and self-esteem of the student.

Wordsearch

a	t	m	i	l	d	e	w	s	d
k	j	f	J	e	w	d	s	h	p
d	s	e	w	a	g	e	e	r	e
v	f	w	w	k	b	w	i	e	w
k	n	e	w	e	l	b	r	w	t
g	u	s	i	k	l	h	r	d	e
a	b	t	f	e	w	l	y	e	r
f	t	h	s	k	e	w	e	r	w
s	t	r	e	w	n	a	w	r	o
s	t	e	w	s	c	r	e	w	v
d	r	e	w	b	t	h	r	e	w

Find these words.

shrewd	mildew	jeweller	sewage	pewter	strewn
knew	yew	skewer	fewest	brew	stew
screw	drew	threw	Jew	dew	few

Book 10 | Lesson 7 | Page 8

Lifeboat

Programme Structure

Book 1	Lesson 1	Alphabet Sequencing
	Lesson 2	Consonants
	Lesson 3	Vowels
	Lesson 4	i
	Lesson 5	i n p s t
	Lesson 6	a
	Lesson 7	b d
	Lesson 8	sn sp st
	Lesson 9	-nd -nt
	Lesson 10	Review and Post-test

Book 2	Lesson 1	e
	Lesson 2	Open and Closed Syllables
	Lesson 3	k
	Lesson 4	Compound Words
	Lesson 5	řc/cv Syllable Breakdown
	Lesson 6	One Syllable Two Syllables
	Lesson 7	o and u
	Lesson 8	-ck
	Lesson 9	br cr dr fr gr pr tr
	Lesson 10	Review and Post-test

Book 3	Lesson 1	-ick -ic
	Lesson 2	scr spr str
	Lesson 3	i-e
	Lesson 4	bl cl fl gl pl sl spl
	Lesson 5	al -all
	Lesson 6	Vowel -y
	Lesson 7	-ff -ll -ss
	Lesson 8	Suffixes -est -less -ly -ness
	Lesson 9	Syllable Division řc/cv ř/cv
	Lesson 10	Review and Post-test

Book 4	Lesson 1	a-e
	Lesson 2	e-e
	Lesson 3	fl fr gl gr
	Lesson 4	o-e
	Lesson 5	-ng -nk -ing
	Lesson 6	-are -ire -ore
	Lesson 7	u-e
	Lesson 8	sc sk sm sw
	Lesson 9	-lb -lf -lk -lt -mp -ct -ft -xt
	Lesson 10	Review and Post-test

 **Doubling Letters** Lesson 1

 **Magic 'e' Vowel Review** Lesson 2

 **-zz -ze -se -s (z) Sound** Lesson 3
'H' Brothers ch sh th Lesson 4

 **Days and Months** Lesson 5 **Book 9**
Numbers Lesson 6
Contractions Lesson 7

 **Plural -es** Lesson 8
Suffix Drop 'e' Lesson 9
Prefixes Lesson 10

This chart shows the detailed structure of the Lifeboat programme.

The student undertaking the complete programme progresses sequentially through Lessons 1 to 10 in each of the Books 1 to 8. This provides a cumulative, comprehensive knowledge of the essential constituents of the English language.

The lessons in Books 9 and 10 act as a supplement to the main programme. They are particularly suitable for work with the class or group as a whole.

When used with the main programme of Books 1 to 8, the lessons in Books 9 and 10 should ideally be integrated with those of Books 4 to 7 at the points which are indicated in the chart.

Book 10, Lesson 10 is the final Review for the complete Lifeboat scheme.

Lesson 1 **Suffix Drop 'y'**   

qu squ -que Lesson 1 **Book 5**
ee oo Lesson 2
ar er or Lesson 3
-ed Lesson 4
-ay Lesson 5
-ce -se -nce Lesson 6
Soft 'c' (s) Sound Lesson 7
-ge -dge -age Lesson 8

Lesson 2 **Soft 'g' (j) Sound**   

ch -tch Lesson 9
Review and Post-test Lesson 10

-ble -dle -gle -ple -tle -zle Lesson 1 **Book 6**
ea ee Lesson 2
ai -ain Lesson 3
ir Lesson 4
oa Lesson 5

Lesson 3 **ou (ow) Sound**   

-ow Lesson 6

Lesson 4 **Silent Letters**
Lesson 5 **Change f/fe to -ves**   

igh Lesson 7

Lesson 6 **ur**   

au -aw Lesson 8

Lesson 7 **-ew**   

-tion Lesson 9
Review and Post-test Lesson 10

Lesson 8 **ie**   

Odd Plurals Plural Review Lesson 1 **Book 7**
Wild Old Words Lesson 2

Lesson 9 **ei**   

ph -gh (f) Sound Lesson 3
oi -oy Lesson 4
ear Lesson 5
wh 'H' Brothers Review Lesson 6
Schwa Lesson 7
ch (3 Sounds) Lesson 8
-an -en -ant -ent -ancy -ency Lesson 9
Review and Post-test Lesson 10

ou (7 Sounds) Lesson 1 **Book 8**
-ey Lesson 2
-ure -ture Lesson 3
-al -el Lesson 4
-us -ous -ious Lesson 5
-sion Lesson 6
-ar -or (er) Sound Lesson 7
-cian Lesson 8
ci si ti xi Lesson 9
Review and Post-test Lesson 10

Lesson 10 **Review of Whole Scheme**          

Lifeboat Assessment 1

Name:

Date:

Book 1	it spin	pin snap	sat band	bit mint	had stand
Book 2	step log	he bun	kid neck	wigwam track	catkin print
Book 3	kick hall	fabric lucky	scrub hill	time costly	clock pony
Book 4	plane backfire	swede cube	flake scare	slope bulb	spring lamp
Book 9	hopping million	stampede you're	capsize buzzes	chunk driving	February express
Book 5	quake mice	football commence	spark delicacy	drilled bridge	runway sketched
Book 6	angle elbow	already fright	certain exhausting	birthplace yawn	coaching expectation
Book 7	children earthquake	grinding whisper	emphatic alphabet	asteroid chemistry	enjoy vacancy
Book 10	ladies windsurf	generated mildew	bounced shield	combing reindeer	shelves virtuously
Book 8	young suspension	pricey accelerator	literature obstetrician	angel ambitious	enormous brochure

NOTES

Lifeboat Assessment 2

Name:

Date:

Book 1	in snip	sit span	tap sand	hid hint	bat hand
Book 2	spend cod	be run	kit back	napkin crab	Batman trend
Book 3	tick wall	public sticky	sprint cliff	lifeline sickness	plug unity
Book 4	snake snore	eve flute	frost skyline	globe lift	blink belt
Book 9	foggy thousand	strike we're	bronze publishes	splash hoping	Wednesday demagnetize
Book 5	square face	monsoon chance	morning centigrade	hissed bandage	spray stretch
Book 6	indigestible window	cleanliness light	captain authentic	firmly prawn	lifeboat fraction
Book 7	geese earlier	kindness whether	decipher topography	toiletries echo	enjoyment indignant
Book 10	ponies Thursday	germinate knew	foreground brief	wrist receive	knives corduroy
Book 8	group propulsion	survey lunar	temperature politician	squirrel anxiously	felicitous conscientiously

NOTES

Lifeboat Record Chart

Name:

Assessment 1 Date: Reading/Spelling. Assessment 2 Date: Reading/Spelling.

Book 1	¹ Alphabet Sequencing	² Consonants	³ Vowels	⁴ i	⁵ i n p s t
	⁶ a	⁷ b d	⁸ sn sp st	⁹ -nd -nt	¹⁰ Review and Post-test
Book 2	¹ e	² Open and Closed Syllables	³ k	⁴ Compound Words	⁵ ħc / cv Syllable Breakdown
	⁶ One Syllable Two Syllables	⁷ o and u	⁸ -ck	⁹ br cr dr fr gr pr tr	¹⁰ Review and Post-test
Book 3	¹ -ick -ic	² scr spr str	³ i-e	⁴ bl cl fl gl pl sl spl	⁵ al -all
	⁶ Vowel -y	⁷ -ff -ll -ss	⁸ Suffixes -est -less -ly -ness	⁹ Syllable Division ħc / cv ħ / cv	¹⁰ Review and Post-test
Book 4 Book 9	¹ a-e	² e-e	³ fl fr gl gr	⁴ o-e	⁵ -ng -nk -ing
	¹ <i>Doubling Letters</i>	⁶ -are -ire -ore	⁷ u-e	² <i>Magic 'e' Vowel Review</i>	⁸ sc sk sm sw
	³ <i>-zz -ze -se -s (z) Sound</i>	⁴ <i>'H' Brothers ch sh th</i>	⁹ -lb -lf -lk -lt -mp -ct -ft xt	⁵ <i>Days and Months</i>	⁶ <i>Numbers</i>
	⁷ <i>Contractions</i>	¹⁰ Review and Post-test	⁸ <i>Plural -es</i>	⁹ <i>Suffix Drop 'e'</i>	¹⁰ <i>Prefixes</i>
Book 10 Book 5	¹ Suffix Drop 'y'	¹ qu squ -que	² ee oo	³ ar er or	⁴ -ed
	⁵ -ay	⁶ -ce -se -nce	⁷ Soft 'c' (s) Sound	⁸ -ge -dge -age	² Soft 'g' (j) Sound
	⁹ ch -tch	¹⁰ Review and Post-test			
Book 6	¹ -ble -dle -gle -ple -tle -zle	² ea ee	³ ai -ain	⁴ ir	⁵ oa
	³ ou (ow) Sound	⁶ -ow	⁴ Silent Letters	⁵ Change f / fe to -ves	⁷ igh
	⁶ ur	⁸ au -aw	⁷ -ew	⁹ -tion	¹⁰ Review and Post-test
Book 7	⁸ ie	¹ Odd Plurals Plural Review	² Wild Old Words	⁹ ei	³ ph -gh (f) Sound
	⁴ oi -oy	⁵ ear	⁶ ^{wh} 'H' Brothers Review	⁷ Schwa	⁸ ch (3 Sounds)
	⁹ -an -en -ant -ent -ancy ency	¹⁰ Review and Post-test			
Book 8	¹ ou (7 Sounds)	² -ey	³ -ure -ture	⁴ -al -el	⁵ -us -ous -ious
	⁶ -sion	⁷ -ar -or (er) Sound	⁸ -cian	⁹ ci si ti xi	¹⁰ Review and Post-test

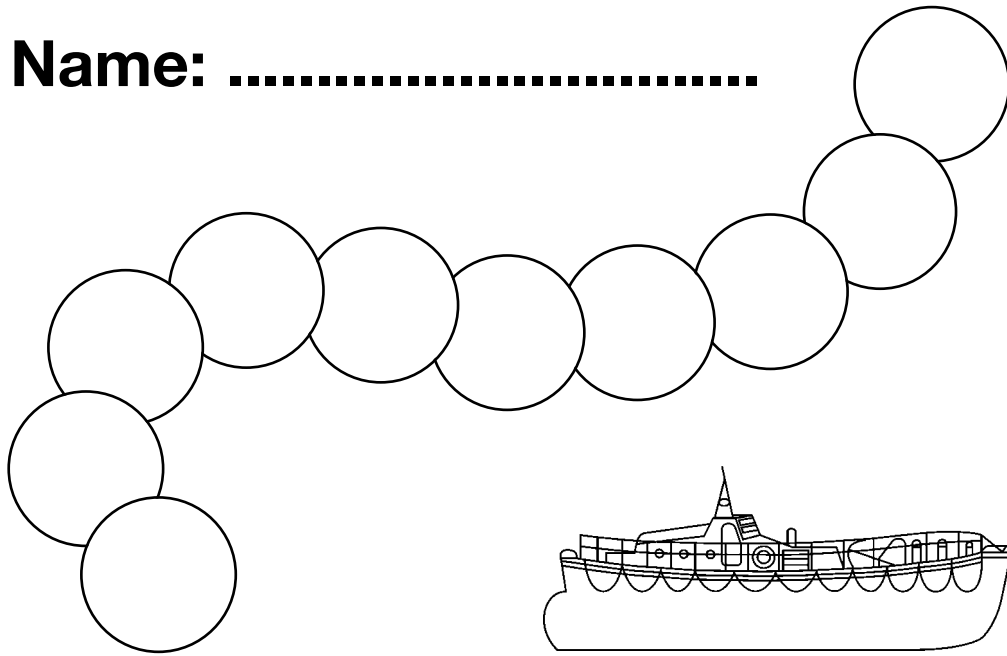
¹⁰ **Review of Whole Scheme**

Book 9 Lessons are shown in
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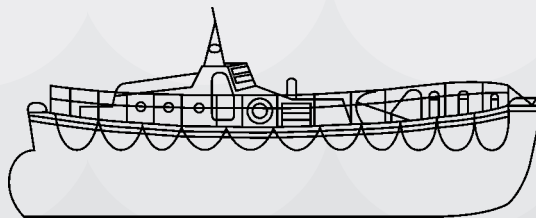
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bold text

Student Progress Chart

Name:



Certificate of Achievement



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has completed
Lifeboat Book

Launch the Lifeboat to Read and Spell