

Graded Readers

Grades 1 to 4

Guide
for Teachers
and Parents

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Introduction to teaching English to young learners

The key point about these readers is that they are engaging and fun! The loveable characters do and say funny, clever and silly things. The fun is lost if a child is put under pressure to answer comprehension questions, or forced to produce full sentences, rather than just reacting to prompts from the teacher or parent. The task is *always* reading.

The stories are accompanied online by full audio recordings. Audio-assisted reading helps a child make a connection between sounds and spellings and reinforces recognition of individual words. The audio recordings are dramatized and bring the stories to life. With sound effects and personification of characters, they contribute to the element of fun. Any spoken production e.g., repetition by the child is only to enable the teacher or parent to check that reading has happened accurately.

At any point, be prepared to translate, because, at no point, should the child feel lost and ashamed at not being able to understand.

In this guide for teachers and parents, for the term 'the child' read 'the children' if you are working on a one-to-many basis, online or face-to-face in the classroom.

Error correction of form does not work with young learners. By all means, model the correct form if a child does not use it in a comprehension check, but checking of comprehension should always be based on truth value – in other words, checking that the child has understood the 'truth' of a sentence, not the exact form. For example:

You: *What happens next? The dog gets bigger or The frog gets bigger.*

Child: *Frog or Forg or Fog*

You: *That's right. The frog gets bigger.*

Innova Graded Readers actually *teach* reading!

The readers in Grades 1 to 4 are the result of the author's 40 years of teaching English. Terry Phillips has taught English to all ages and levels and has worked as a language consultant in more than 25 countries on all continents. Terry's expertise, and that of the editorial skills of Innova's in-house staff, Richard Peacock and Sufang Brassington, and the superb work of the illustrator, Jorgen McLeman, have led to this series.

The syllabus of reading skills is related to the Council of Europe Framework of Reference (CEFR) for Young Learners at A1 and the beginning of A2 – see Appendix 4: CEFR *Can Do* statements for Young Learners in Reading

Innova Graded Readers are unusual, perhaps unique, in that they aim to actually *teach* the skills of reading to young learner beginners, and not simply to give them practice in reading, like the vast majority of readers on the global market. In this sense, they are not just story books with practice of random language items.

Innova Graded Readers achieve their aim of teaching basic reading skills in a number of ways:

- **Classic tales** engage the young learners in stories about talking animals and fairy-tale people, living in a magical land. A child will recognize many of the stories from their own language and culture.
- **Detailed, full-colour illustrations** on each spread give the child visual support for reading.
- **Captions** are provided on the illustrations for a small number of new **nouns** in each illustration, e.g., *a stone, water*.

- **A hook** at the end of each page invites the child to think about the next event in the story. When the child has predicted the next sentence or the next words or actions, he/she looks at the text on the next page to check. At this point, intensive reading is required, to match one of the hook sentences to the first sentence or action on the next page. For example:

What happens next? Read and choose.

1. The animals see a house.

2. The animals see a horse.

Look at the next page. Check.

The first sentence of the next page reads: **The animals see a horse.**

- **A Picture Dictionary** at the end of each story shows the meaning of new **verbs** and **adjectives** introduced in the story.
- **Speech and thought bubbles** on each illustration tell an extremely simple version of the text on the spread. This means that, in a classroom with mixed-level children, even the children with a lower ability in English can follow the story and do not feel left out.
- **Pop-out characters** at the back of each book can be used by the child to retell each page of the story and then the whole story. The pop-out characters build into a population of people and animals from the magical land as the child reads more of the stories. The child should be encouraged to revisit stories several times at intervals of, perhaps, a day, a week and a month, to assist with transfer to long-term memory of the basic patterns. This turns a reading course into a significant contribution to oracy.
- **Simple sentences** are used throughout the four grades, with the most common patterns of simple English. See Appendix 3: *Basic sentence (syntactic) patterns in Grades 1 to 4*.
- **Narrative present** (the Present Simple tense) is used throughout Grades 1 to 4. This is not the most common tense for telling a personal story in general conversation, for example, something which happened to you yesterday or when you were young. But it is often used in English to tell the story of a film or a novel, so it *is* an acceptable tense to use with beginners.

In addition, the base form of the Present Simple is also the infinitive form, which is required when making questions in English, including Past Simple questions, for example, *Where did the dog run?* So, the first form for learners should always be the Present Simple.

- **Repetition of key vocabulary** within each story, and within the four grades, ensures that a child does not simply meet a word and then forget it. In Grades 1 to 4, we introduce the child to **75%** of Appendix 1: *First 200 most common words in English*, and **over 85%** of Appendix 2: *First 100 sight words in English*. Note that in these tables, we indicate the first appearance of a word, but the majority of these words then recur many times in the remaining stories.
- **Reappearance of characters** across the grades gives the child opportunities to recall not just the name of the character but also the previous stories that character has been in. The main characters are shown at **Error! Reference source not found.**
- **Repetition of simple sentence patterns** within each story and within each grade ensures that a child gradually internalizes the patterns, without any direct teaching – Appendix 3: *Basic sentence (syntactic) patterns in Grades 1 to 4*. Note, as above, in the table we indicate the first appearance of a pattern, but the majority of these patterns then recur many times in the remaining stories.
- **Repetition of patterns** assists with internalization of the patterns. For example, in the first story of Grade 1, **The Frog**, *The frog is bigger* occurs three times, with the subject replaced in a further two sentences with the same pattern, i.e., *The mouse is bigger*, and *The cat is bigger*.

- **Repetition of information** with a slight change helps a child to internalize key relationships in English grammar. For example, in *The Boy and the Wolf*, we have, in consecutive sentences:

He has an idea.

He thinks, “I have an idea.”

No attempt should be made to teach directly the *He has vs I have* subject/verb agreement rule, but the pattern may be recognised subliminally by the child. At the very least, the child will recognize that *has* and *have* carry the same base meaning.

Reading is prediction... and checking

All reading is an interaction between the reader and the text, even with young learners. Efficient readers are always *ahead* of the text, predicting what is going to come next. These predictions are either proved right or wrong by further reading. It does not matter which. The act of prediction is the key to active reading, because, if the prediction is right, the reader feels pleased, and if it is wrong, the reader is ready for the correct information and thinks: *Ah! Now, I understand.*

The ability to predict the next word, phrase, sentence or discourse marker (e.g., *then, he, etc.*) is based on an understanding of:

- the overall development of the information in the text;
- the pattern of each sentence.

With stories, the overall development is easy to see and check, because there is a narrative structure to the text. This is why it is better to use stories with beginners in reading.

The patterns of each sentence are easy for a child to identify if the number of patterns is strictly controlled, and if there is a large number of examples of each pattern. Direct teaching of the patterns in this case is not necessary. The human brain, especially the brain of a young child, is programmed to find and recognize patterns. It just needs enough examples to work on.

In Grades 1 to 4, the vast majority of sentences fit into one of only 6 patterns.

The six most common patterns of English sentences

English is an S V O language, in terms of sentence patterns. In other words, the Subject (S) normally comes at the beginning of sentences, followed by the Verb (V) then the Complement (C) after the verb *be* or the Object (O), if any. In many English sentences, there is also an Adverbial (A) at the end of the sentence.

In Grades 1 to 4, the child is introduced to numerous examples of the six most common patterns in English. See Table 1.

Table 1: The five most common patterns in English

Pattern	Subject	Verb	Complement / Object	Adverbial
1	The dog	runs.		
2	They	walk		past.
3	She	is	happy.	
4	The chicken	makes	bread.	
5	He	drops	the meat	into the river.

A sixth pattern involves all of the five patterns above, beginning with an introductory clause, usually with the reporting verb *say*, for example:

The boy says, “He isn’t here now.”

Using this limited range throughout Grades 1 to 4 ensures that a young learner begins to get a natural ‘feel’ for good sentence patterns in English, without direct teaching of this idea. We do not recommend teaching the words Subject, Verb, etc. We just want the child’s brain to begin to recognize the patterns.

There is another key point here. One common sentence pattern is missing from Grades 1 to 4. We have deliberately avoided this pattern:

- *There is a palace in the town.* This is called the existential *there*. It is a derivation from a simple S V C pattern: *A palace is in the town*, which is not a common pattern in English. However, it is hard for the brain of a beginner in English to understand what *there* means in the sentence. So, this structure is introduced in Grades 5 to 8, when the simpler-to-understand base pattern has been internalized.

Another common pattern, existential *it*, is only introduced at the end of Grade 4. At first sight, the pattern looks like a simple S V C, with a pronoun for S. We certainly have sentences like this with other pronouns, e.g., *The dog sees the meat. He is hungry.* Clearly in this case, *he is the dog*. But what does the pronoun, *it*, refer to in *It is 11.55*? Presumably, *it is the time*, but this noun has not appeared earlier in the text. So, it is a relatively complex pattern and breaks the idea that a pronoun usually refers to a previously mentioned noun.

Stories in Grades 1 to 4

The stories in these grades take the young learner from a Lexile level* of 100L to a level of 400L. There are seven stories in each grade, plus the free story, ***The Chicken and the Sky***, in Grade 1. The stories within each grade are numbered, because there is a careful syllabus progression, in terms of vocabulary and sentence structure, from the first to the last story in each grade. This means, for example, that the last story in Grade 1 is just below, in difficulty terms, the first story in Grade 2.

It is strongly recommended that the stories within each grade are read in the order given below, to ensure that the child is introduced to the growing complexity in a controlled way.

*Lexile is a widely used measure of readability, particularly in young learners’ material. See <https://lexile.com/educators/understanding-lexile-measures/>

Grade 1 (Lexile 100L–200L, 50–150 words)

1. The Frog
2. The Lion and the Mouse
3. The Boy and the Wolf
4. The Chicken and the Bread
5. The Bird and the Glass
6. The Fox and the Grapes
7. The Fox and the Bird
8. The Chicken and the Sky

Grade 2 (Lexile 200L–300L, 100–250 words)

1. The Rabbit and the Tortoise
2. The Dog and the Meat
3. The Dog and the Fox
4. The Town Mouse and the Country Mouse
5. The Three Pigs
6. The Clever Horse
7. The Man, the Boy and the Donkey

Grade 3 (Lexile 200L–300L, 250–350 words)

1. The Princess and the Frog
2. The Piper of Hamelin
3. The Three Goats
4. The Princess and the Pea
5. Hansel and Gretel
6. Goldilocks and the Three Bears
7. The Gingerbread Man

Grade 4 (Lexile 300L–400L, 300–450 words)

1. Sleeping Beauty
2. The Ugly Duckling
3. Cinderella
4. The King’s New Clothes
5. Jack and the Beanstalk
6. Little Red Riding Hood
7. Beauty and the Beast

The grade level is clearly indicated by the colour on the cover, for example **blue = Grade 2**. The number of the book within the grade is shown by the circle on the front cover.



Figure 1: Cover of Book 4 Grade 2

The basic teaching approach

Each spread contains a left-hand page with black and coloured text, and a right-hand page with illustration(s) as in Figure 2.

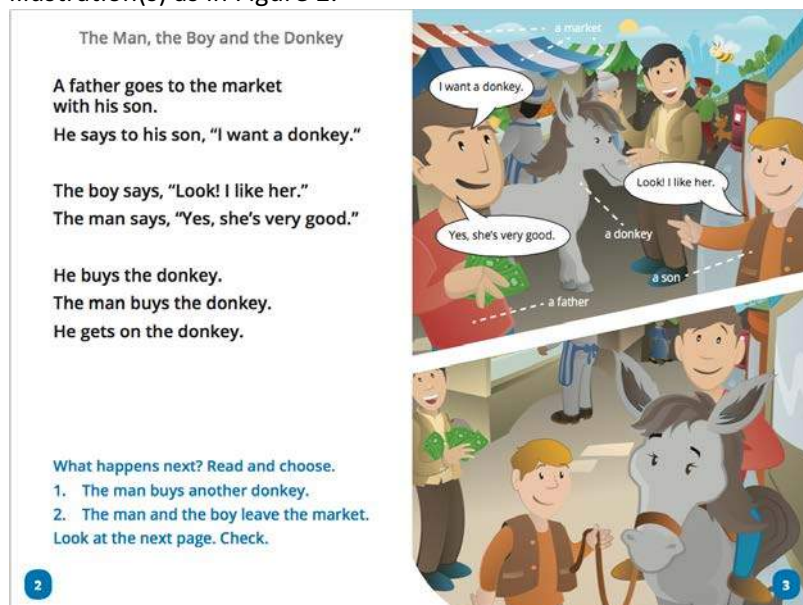


Figure 2: Example spread from Book 7 Grade 2

We recommend that teachers and parents follow the route through each page as shown in Figure 3.

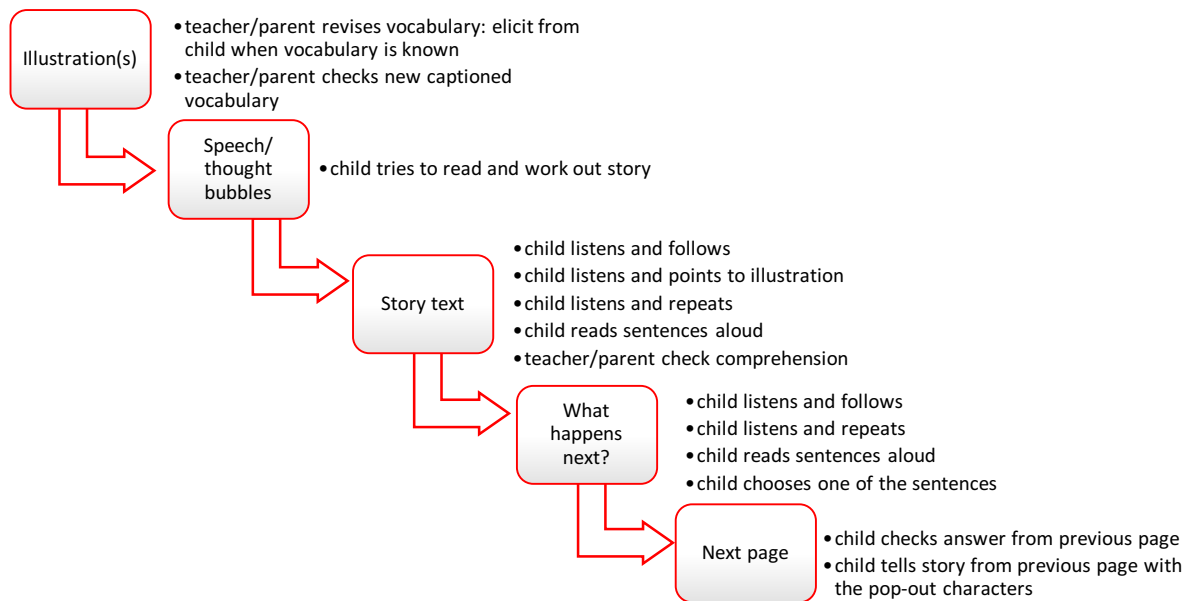


Figure 3: The basic teaching approach

The illustration(s)

Revision of nouns

Each illustration is a rich source of vocabulary. Before you look at the black text for an illustration or set of illustrations, use the picture(s) to revise vocabulary from previous pages of the story, or even previous stories. When revising vocabulary, see if you can elicit words the child has met before. This allows the child to contribute his/her own knowledge and is satisfying and motivating. A lot of elements recur throughout each grade, which means there are many opportunities for vocabulary revision.

Do not make the child say the article, e.g., *a* stone. It is there as an unconscious device to show that this is a countable noun. Also, do not expect perfect pronunciation. This is a course in reading, not speaking, and recognition of the word in English is the key target.

Presentation of new nouns

There are captioned nouns in many of the illustrations. Ask the child to find any captioned items and to try to pronounce the written word. If you are confident in saying the word, say it and get the child to repeat. As before, pronunciation does not need to be perfect. If you are not confident, tell the child: "Listen. You will hear this word in the story."

Speech/thought bubbles

If you are confident, point to the first speech or thought bubble. Ask the child to try to say it. Correct pronunciation, but do not insist that it is perfect. Continue with the other speech/thought bubbles. Ask the child to try to work out the story and tell you in his/her own language. If you are not confident, give the child time to try to work out the story of the page from the speech/thought bubbles alone. Get him/her to tell you the story in his/her own language.

Story text

Refer the child to the black text on the left-hand page or screen.

Listen and follow

Play the sentences. The child listens to each sentence and tries to follow in the black text, by running a finger under the text as it proceeds. You can play a sentence more than once if the child wants to hear it again. Audio-assisted reading is particularly important in learning English, because the child must make the link between the sound and the sight of each word. In many cases, this relationship is not obvious, and does not respond to a simple 'sounding out' of individual phonemes – a classic phonics approach – especially with the most common words of English which are often 'irregular' in this sense.

Listen and point

Play the sentences again. The child listens again and points to parts of the illustration.

For example, in the ***Chicken and the Sky*** (Grade 1 Story 8) the first sentence is: **A chicken is in a field.** Encourage the child to point to the chicken, then to the field. Note that both 'chicken' and 'field' are known words at this point in the grade.

Listen and repeat

Play the sentences again. The child listens to each sentence, following the black text with a finger. After each line, the child tries to repeat the sentence.

Be prepared to play each line several times until the child can produce a reasonable version of the sentence. Do not expect perfect pronunciation or perfect structure i.e., don't worry if the child leaves out *a* or *the*. For example, for the first sentences in ***The Chicken and the Sky***, it is fine if the child 'reads': *chicken in field*. The preposition is much more important than the articles. It shows that the child understands the key relationship between the two nouns.

Read aloud

The child tries to read each sentence without the audio, in sense groups. You can, of course, help, if the child stumbles over a word or phrase. As always, a reasonable version is acceptable. Reading aloud with familiar text acts as a prompt for language that has already been practised and helps to reinforce sound/spelling relationships. However, reading aloud should be handled carefully, because, at no point, should the child feel lost and ashamed at not being able to do this.

Check comprehension

Ask the child to explain, in his/her own language, the story from the page. Confirm or correct. Use the illustration as appropriate to correct any misunderstandings.

Check comprehension of the detail in each sentence in one of the ways below. Vary the way in order to keep the child's interest.

Listen and answer – not the best method?

Comprehension questions are, perhaps, the most common way to check comprehension. For example, in the story ***The Dog and the Fox***, you could ask the child, after reading different pages of the story:

- *Is the fox thin?*
- *Does he go for a walk every day?*
- *What does the dog have on his neck?*
- *Why does he have a collar on his neck?*

But this is **not the best method** to check comprehension of a written sentence.

Firstly, you are posing a second comprehension task – understanding the question in speech. It is not too difficult with the verb *be*, although the subject/verb inversion gets in the way, to some extent, with the brain trying to recognize sentence patterns. It is much more difficult with other verbs in the Present Simple, where a completely new word *does* appears. In fact, questions with *do* are not introduced until Grade 2 Story 4 ***The Town Mouse and the Country Mouse***, and questions with *does* are not introduced until Grade 2 Story 6 ***The Clever Horse***. So, at earlier stages, these will be words they have not read.

Secondly, if the child is forced to give a full answer, he/she often has to construct an answer with a pattern he/she has not seen. Therefore, if you do decide to use comprehension questions, be prepared to accept short, one- or two-word answers, e.g., for the questions above:

- *Is the fox thin?* Yes
- *Does he go for a walk every day?* Yes
- *What does the dog have on his neck?* collar (or a near approximation)
- *Why does he have a collar on his neck?* for lead (or a near approximation)

The remaining comprehension checks below are better because they do not introduce new words or sentence patterns.

Listen and correct (or Silly Teacher/Mummy/Daddy!)

Say each sentence in the black text but make mistakes. Ideally, these should be ‘silly’ mistakes, which make the child laugh before correcting you. The laughter is the best proof that the child has understood. For example, in ***The Frog***, one of the sentences is: **The frog is bigger**. Here, you can say: *The dog is bigger*. The child says, *No, frog!* Or you can say: *The frog is smaller*. The child says, *Bigger!*

The silly mistakes must be about the truth value of your statement NOT about a grammatical element. Never challenge the child to notice:

- the difference between, e.g., *A frog is bigger*. and *The frog is bigger*.;
- the agreement mistake, e.g., *The frog are bigger*.;
- the contextual element, e.g., *The frog is big*. vs *The frog is bigger*.

Once the child has a range of English vocabulary which he/she recognizes in spoken form, change the item in a funny way. The following examples would work well in ***The Bird and the Glass***, a story towards the end of Grade 1.

- *A wolf is in a tree*. (instead of *A bird is in a tree*.)
- *A fox is at a table*. (instead of *A man is at a table*.)
- *He has a glass of bread*. (instead of *a glass of water*)
- *He thinks, “I want my sheep.”* (instead of *my book*)
- *The man goes into the tree*. (instead of *the house*)
- *The bird thinks, “I’m hungry.”* (instead of *thirsty*)

Don’t make the child say a full sentence in response. This is an exercise in recognition of a wrong item and how to correct it, not an exercise in spoken production of full sentences. If the child can do such a correction, they have already achieved a great deal in comprehension of content and structural form.

Listen and complete

We can check that a child is aware of both the narrative development and specific sentence patterns through *Listen and complete* activities.

For example, in ***The Boy and the Wolf*** (Grade 1, Book 3), the illustration shows a boy in a field with a lot of sheep. The first sentence is: **A boy is in a field**. Once a child has studied the illustration, and heard and read the sentence several times, he/she should be able to complete the sentences from the text relatively easily, e.g.,

- A boy is in a ...
- He is looking after the ...
- He is bored.
- He thinks, "I'm ..."
- He has an idea.
- He thinks, "I have an ..."

Listen and reply

When there is conversation in a story, prompt the child with one of the sentences from the conversation and try to elicit the reply. This works better from Grade 2 onwards. For example, in ***The Dog and the Fox***, you can have the following conversations, in which you, the teacher or parent (T/P) take the role of the Dog and the child (C) takes the role of the Fox. Note that in some cases, you are giving the prompt from the previous page.

Spread	Conversation
1	T/P: Hello, Mr Fox. C: Good morning, Miss Dog. T/P: You're very thin.
2	C: You're not. T/P: I have a lot of food every day. What about you, Mr. Fox?
3	C: I don't have a lot of food.
4	T/P: I go for a walk every day. It's nice.
5	C: I run every day. It's scary.

Later in the story, you can switch roles so that you become the Fox and the child becomes the Dog.

Spread	Conversation
6	T/P: What's on your neck, Miss Dog? C: It's my collar.
7	T/P: What's a collar? C: It's for my lead. T/P: What's a lead? C: My master uses it. It goes on my collar.
8	T/P: Do you have a master? C: Yes, I do.

As always, do not look for perfect answers in terms of sentence structure and punctuation. You just want to see if the child understands the question and can give a reasonable reply, e.g.,

You say: Hello, Mr Fox.
The child says: Hello, Dog.

or...

You say: I have a lot of food every day. What about you, Mr. Fox?
The child says: No. OR Not lot.

Read and explain

From the second story of Grade 1, we introduce pronouns, which can only be explained if the child understands the connections between sentences. For example, below in Figure 4, you can see the use of pronouns in the black text from the first four spreads of *The Lion and the Mouse* (Grade 1 Book 2). Note the highlighted pronouns – they are not, of course, highlighted in the reader.

Spread	Black text
1	A lion is asleep. A mouse is near the lion. The mouse says, “Good. He’s asleep.”
2	The lion is awake. He says, “Hello, Miss Mouse.” The mouse says, “Please, Mr Lion. Let me go.” The lion thinks, “I’m not hungry.”
3	He lets the mouse go. He says, “Go!”
4	The mouse goes. She says, “Thank you, Mr Lion.”

Figure 4: Use of pronouns

You can point to each pronoun and ask the child to give you the animal or person for each one.

What happens next?

Once you are happy that the child understands the black text on the page, move on to the coloured text. This text has a number of teaching purposes:

1. It is a hook, to motivate the child to turn the page and to carry on reading.
2. It is a very direct check of comprehension. The child can only choose the correct sentence if he/she:
 - a. has followed the narrative development of the story in general, and
 - b. can predict what will happen in the very next sentence, because of the set up at the end of the black text.
3. It reinforces the idea of reading as prediction and checking.
4. It involves sentence matching. In almost every case in Grades 1 to 4, the correct sentence in the hook is the first sentence, or part of the first sentence, on the next page. For example, in *The Town Mouse and the Country Mouse*, we have this black text for the second spread.

**Town Mouse goes to her house.
It is very small.
Town Mouse is rude.
She says, “My house is bigger.”
Country Mouse is polite.
She says, “Have dinner with me.”
The mice go into the house.**

Then we have this hook:

What happens next? Read and choose.

1. The mice have dinner.
2. The mouse has dinner.

Look at the next page. Check.

Both sentences are grammatically correct. All hooks are based on truth value, not checking grammar or spelling. But only Sentence 1 fits with the narrative development of the story. Country Mouse says, “Have dinner with me.”, so if the next sentence is about having dinner, the subject must be *The mice* not *The mouse*. When the child turns to the next page, he/she sees:

The mice have dinner.

They have nuts and seeds.

Town Mouse is rude again.

etc.

After reading the whole story

Role play

Press out the characters from the story – see **Error! Reference source not found.**. Encourage the child to tell the whole story, moving the characters around and explaining, in the child’s own language, or in English, or a combination. The child can flick through the pages and look at the illustrations to remind him/her of the story development. This is NOT a test, so the child should not feel under any pressure. It should be fun, perhaps with the child saying the words of the animals with funny voices, in English or own language. You can also play Silly Teacher/Parent here, see [Listen and correct \(or Silly Teacher/Mummy/Daddy!\)](#), using the characters but putting the wrong words into their mouths, or doing the wrong actions, for the child to correct.

Flashcards of sight words

Note that the flashcards are of **sight** words. This means, in most cases, that a phonics method cannot be used to help pronounce a word. For example, four of the numbers *one* to *ten* do not respond well to a phonics approach:

one doesn’t not begin with ‘on’

two doesn’t begin with ‘twa’

four doesn’t have the ‘our’ sound

eight has silent *g* and *h*

Cut out the flashcards (see Appendix 7: *Flashcards of sight words in Grades 1 to 4*) and find the sight words for the story in the table at Appendix 2: *First 100 sight words in English*. When you have done two or more stories, select sight words for all the stories read to date.

There are several games to play with the sight-word flashcards, as follows. For all of the games, pronunciation by the child does not have to be perfect. It is only a check that they really can read the word.

Flash the words

This is the most obvious game. Hold the card face down, then flip it up for the child to read. Do not give more than five seconds before turning it face down again. If the child can’t read, give slightly longer next time. If necessary, reteach the word, then flash as above.

Flash the start

Fold each flashcard so only the first two letters are visible. Play the game as in [Flash the words](#) above. This mimics the fact that many sight words in English are recognized from the first half only.

Listen and find

Lay out all the sight words, face up. Say one of the sight words. The child must find it and pick it up, removing it from the laid-out words. Continue with the others.

Remember and find

Lay out all of the sight words, face up, in rows and columns. Get the child to say each word and then turn it face down. The child must say a word and then turn over one flashcard. If the child is right, they remove the card. If they are wrong, they try again. Continue until all the cards are removed.

The captioned words

Ask the child to find the captioned words, e.g., *a stone* in ***The Bird and the Glass***. The child should flick through to find the correct caption.

The Picture Dictionary

Cover the words. Ask the child to remember the word for each action (verb) or adjective from the picture.

The morals

Discuss the moral of the story with the child in his/her own language. A list of possible morals is given in Appendix 6: Morals of the stories.

Appendix

Appendix 1: First 200 most common words in English in Grades 1 to 4

Word	1	2	3	4	Notes
a/an	1.2				
about		2.1			
after		2.2			
again	1.3				
all			3.2		
also		2.6			
always					Frequency adverbs in Grades 5 to 8
and	1.2				
another		2.2			
any			3.2		
are	1.3				
around				4.4	
as					Use in comparatives in Grades 5 to 8
ask	1.3				
at	1.5				
back	1.5				
because					Compound sentences in Grades 5 to 8
become				4.7	
before					Time adverbials in Grades 5 to 8
begin					<i>start</i> used in these Grades
between					
big	1.1				
book	1.5				
both					This determiner in Grades 5 to 8
bring				4.2	
but	1.3				
by				4.7	
call		2.6			
can	1.5				
case					
change				4.2	
child			3.2		
come	1.5				
company					
could					Past modals in Grades 5 to 8
country		2.4			
course					
day		2.3			
different			3.2		

Word	1	2	3	4	Notes
do		2.3			
down	1.6				
during					Time adverbials in Grades 5 to 8
each					This determiner in Grades 5 to 8
early					Time adverbials in Grades 5 to 8
end		2.1			
even					
every		2.3			
family				4.1	
feel			3.4		
few		2.6			This determiner in Grades 5 to 8
find				4.1	
first		2.1			
follow			3.2		
for		2.2			
from	1.6				
get	1.2				
give		2.6			
go	1.2				
good	1.2				
great					<i>big</i> used in these Grades
group					
has	1.3				
have	1.3				
he	1.2				
hear		2.4			
help	1.2				
here	1.3				
high	1.6				
home		2.3			
house	1.5				
how			3.4		
I	1.2				
if					Complex sentences in Grade 5 to 8
important					
in	1.2				
include					
interest	1.3				
into	1.5				
is	1.1				
it	1.5				
just				4.7	

Word	1	2	3	4	Notes
keep			3.1		
kind				4.7	
know			3.7		
last					
late				4.3	
leave		2.7			
let	1.2				
life					
like	1.6				
little				4.2	
live		2.4			
long			3.2		
look	1.5				
lot	1.5				
make	1.4				
man	1.3				
many				4.1	
may					More modals in Grades 5 to 8
mean				4.7	
meet		2.1			
might					More modals in Grades 5 to 8
more			3.5		
most					This determiner in Grades 5 to 8
much			3.3		
must				4.3	
need	1.5				
never				4.7	
new			3.3		
next	1.1				
no	1.4				
not	1.1				
now	1.1				
number		2.6			
of	1.2				
off		2.7			
old		2.7			
on	1.5				
one		2.6			
only			3.4		
or				4.4	
other		2.2			
out	1.2				

Word	1	2	3	4	Notes
over		2.1			
own				4.5	
part					
people	1.3				
place					
play			3.1		
point					
problem			3.2		
put	1.5				
question					
really	1.6				
report					
right			3.1		
run	1.6				
same				4.2	
say	1.2				
school			3.2		
see	1.2				
seem					
set					
she	1.2				
should					
show				4.4	
since					
small	1.1				
so				4.5	
some	1.6				
something	1.8				
start		2.1			
still					
study					
such					
system					
take		2.2			
talk					<i>Speak</i> used in these Grades
tell	1.8				
than			3.3		
that		2.2			
the	1.1				
then	1.7				
there				4.6	
they	1.3				

Word	1	2	3	4	Notes
thing	1.8				
think	1.2				
this			3.3		
through	1.8				
time		2.1			
to	1.5				
too	1.8				
try					
turn			3.5		
under			3.3		
up	1.7				
use		2.3			
very	1.5				
want	1.4				
way			3.5		
we	1.2				
week					
well	1.7				
what	1.5				
when					More question words in Grades 5 to 8
where	1.3				
which					More question words in Grade 5 to 8
while					Compound sentences in Grades 5 to 8
who			3.3		
why		2.4			
will					Future in Grades 5 to 8
with	1.3				
woman	1.3				
work				4.3	
world					
would					want used in the Grades not would like
write					
year				4.7	
you	1.2				
Grade total	73	31	24	23	
Grade %	37%	16%	12%	12%	
All grades	151				
All grades %	76%				

Appendix 2: First 100 sight words in English in Grades 1 to 4

(according to John B. Carroll)

Word	1	2	3	4	Notes
a	1.2				
about		2.1			
after		2.2			
all			3.2		
an	1.2				
and	1.2				
are	1.3				
as					Comparatives with this word in Grades 5 to 8
at	1.5				
be				4.6	
been					Present perfect in Grades 5 to 8
but	1.3				
by				4.7	
called		2.6			
can	1.5				
could					More modals in Grades 5 to 8
did				4.7	
do		2.3			
down	1.6				
each					Introduced in Grades 5 to 8
find				4.1	
first		2.1			
for		2.2			
from	1.6				
had					More past simple in Grades 5 to 8
has	1.3				
have	1.3				
he	1.2				
her	1.5				
him		2.6			
his		2.2			
how			3.4		
I	1.1				
if					Complex sentences in Grades 5 to 8
in	1.2				
into	1.5				
is	1.1				

Word	1	2	3	4	Notes
it	1.5				
its					Introduced in Grades 5 to 8
just				4.7	
know			3.7		
like	1.6				
little				4.2	
long			3.2		
made					More past simple in Grades 5 to 8
make	1.4				
many				4.1	
may					More modals in Grades 5 to 8
more			3.5		
most					Introduced in Grades 5 to 8
my		2.3			
no	1.4				
not	1.1				
now	1.1				
of	1.2				
on	1.5				
one		2.6			
only			3.4		
or				4.4	
other		2.2			
out	1.2				
over		2.1			
people	1.3				
said				4.1	
see	1.2				
she	1.2				
so				4.5	
some	1.6				
than			3.3		
that		2.2			
the	1.1				
their		2.5			
them	1.5				
then	1.7				
there				4.6	
these				4.1	
they	1.3				

Word	1	2	3	4	Notes
this			3.3		
time		2.1			
to	1.5				
two		2.6			
up	1.7				
use		2.3			
very	1.5				
was				4.1	
water	1.5				
way			3.5		
we	1.2				
were				4.7	
what	1.5				
when					More question words in Grades 5 to 8
where	1.3				
which					More question words in Grades 5 to 8
who			3.3		
will					Future in Grades 5 to 8
with	1.3				
word				4.6	
would					<i>would like</i> used in Grades 5 to 8
you	1.2				
your		2.4			
Grade total	43	18	10	15	
Grade %	43%	18%	10%	15%	
All grades	86				
All grades %	86%				

Appendix 3: Basic sentence (syntactic) patterns in Grades 1 to 4

Syntactic pattern	Example	1	2	3	4
Subject Verb <i>be</i> Complement = S V C (C = prepositional phrase)	<i>The lion is in a net.</i>	1.2			
Subject Verb (where V = other verbs, not <i>be</i>)	<i>The mouse goes.</i>	1.2			
Subject Verb Adverbial (where A = adverb)	<i>I run every day.</i>		2.3		
S V A (A = prepositional phrase)	<i>The lion is in a net.</i>	1.2			
S V A A	<i>He comes to a river with a bridge.</i>		2.2		
S V C (C = comparative adjective)	<i>The bee is bigger now.</i>	1.1			
S V C (C = adjective)	<i>The bee is small.</i>	1.1			
S V C (C = comparative adjective)	<i>The frog is smaller.</i>	1.1			
S V C (C = noun)	<i>Hamelin is a town.</i>			3.2	
S V C [S = pronoun]	<i>I'm small.</i>	1.1			
S V <i>not</i> C (S = noun)	<i>The frog is not big.</i>	1.1			
S V <i>not</i> O	<i>The brick house doesn't fall down.</i>		2.5		
S V <i>not</i> C (S = pronoun)	<i>He's not here now.</i>	1.3			
S V <i>not</i> C A	<i>The people are not afraid now.</i>	1.3			
S V O (O = noun)	<i>He sees the mouse.</i>	1.2			
S V O (O = pronoun)	<i>The fox sees her.</i>				
S V O A	<i>She puts her head into the glass.</i>	1.5			
S V O O	<i>They give Thomas money.</i>		2.6		
S V O A (A = prepositional phrase)	<i>Give the money to the people.</i>				4.7
V	<i>Go!</i>	1.2			
V O (O = pronoun)	<i>Help me!</i>	1.4			
C / O = adjective + adjective	<i>She gets lots of stone.</i>	1.5			
C / O = adverb + adjective	<i>She is very thirsty.</i>	1.5			
introductory clause (S = noun)	<i>The mouse says, ...</i>	1.2			
introductory clause (S = pronoun)	<i>He says, ...</i>	1.2			
Clause 1 <i>and/but/or</i> Clause 2	<i>The rabbit runs very fast but he is second.</i>		2.1		
Clause 1 <i>and/but/or</i> Clause 2 - omission of second S	<i>The rabbit stops and eats some plants.</i>		2.1		
A S V C	<i>Now everyone's happy.</i>		2.7		
Noun phrase (NP) = article + noun	<i>The frog is big.</i>	1.1			
NP = article + adjective + noun	<i>They see a young man.</i>		2.7		
NP = adjective + adjective + noun	<i>Bella is a beautiful young woman.</i>				4.7
NP = adverb <i>very</i> + adjective	<i>The water is very low.</i>	1.5			
NP = adverb <i>very</i> + adjective + noun	<i>You have very big ears, Grandma.</i>				4.6

Syntactic pattern	Example	1	2	3	4
NP = noun + prepositional phrase	<i>A man in the forest hears the scream.</i>				4.6
NP = adverb <i>too</i> + adjective	<i>She says, "Too hot!"</i>			3.6	
NP = noun <i>and</i> noun	<i>They have nuts and seeds.</i>		2.4		
NP = noun + noun	<i>White Pig has a grass house.</i>		2.5		
Subject pronoun = <i>I</i>	<i>I'm big.</i>	1.1			
Subject pronoun = <i>You</i>	<i>You help me.</i>	1.2			
Subject pronoun = <i>He</i>	<i>He says, "Hello, Mr Mouse."</i>	1.2			
Subject pronoun = <i>She</i>	<i>She says, "Thank you Mr Lion."</i>	1.2			
Subject pronoun = <i>We</i>	<i>We're friends now.</i>	1.2			
Subject pronoun = <i>They</i>	<i>They aren't happy.</i>	1.3			
Object pronouns = <i>me</i>	<i>Please help me.</i>	1.2			
Object pronouns = <i>you</i>	<i>Thank you, Mr Lion.</i>	1.2			
Object pronouns = <i>him</i>	<i>The people don't give him money anymore.</i>		2.6		
Object pronouns = <i>her</i>	<i>I like her.</i>		2.7		
Object pronouns = <i>us</i>	<i>Help us!</i>		2.5		
Object pronouns = <i>them</i>	<i>Let's tell them!</i>	1.8			
Possessive adjective = <i>my</i>	<i>I want my book.</i>	1.5			
Possessive adjective = <i>his</i>	<i>The dog opens his mouth.</i>		2.2		
Possessive adjective = <i>her</i>	<i>She puts her head in the glass.</i>	1.5			
Possessive adjective = <i>your</i>	<i>Your house is very big.</i>		2.4		
Possessive adjective = <i>our</i>	<i>Look at our golden carriage.</i>				4.3
Possessive adjective = <i>their</i>	<i>They run into their houses.</i>		2.5		
Saxon genitive ('s)	<i>It isn't Molly's shoe.</i>				4.3
Deictic reference <i>this</i> +noun	<i>This field has no grass.</i>			3.3	
Deictic reference – <i>that</i> + noun	<i>That field has a lot of grass.</i>			3.3	
Deictic reference – <i>these</i> +noun	<i>These plants are thick.</i>				4.1
Deictic reference – <i>those</i> +noun	<i>Those books are interesting.</i>	Not in Grades 1 to 4			
Deictic reference – <i>this</i> +no noun	<i>This is the palace from the story.</i>				4.1
Deictic reference – <i>that</i> +no noun	<i>He thinks, "What's that?"</i>				4.1
Modals = <i>can</i> (/t) for possibility	<i>I can't get it.</i>	1.5			
Modals = <i>must</i> for deduction	<i>She must be a princess.</i>			3.4	
Modals = <i>must</i> for necessity	<i>I must be quiet.</i>			3.5	
Existential <i>it</i>	<i>It is 11.55 now.</i>				4.3
Existential <i>there</i>	<i>There is a large castle in the town.</i>	Not in Grades 1 to 4			

Appendix 4: CEFR *Can Do* statements for Young Learners in Reading

at A1 level

- understand a simple and short story with illustration
 - a single phrase at a time
 - with familiar names, words, basic phrases
 - with rereading as required
- understand words in illustrated books
 - where pictures help to understand even unknown words
- understand simple instructions

at A2 level

- understand the main points in fairy tales
- guess meaning from context

Appendix 5: Basic reading skills by grade

	1	2	3	4
common spelling patterns				
o + s = plural noun	1.6			
o + s = third person sing present simple	1.1			
o + <i>ing</i> = present continuous	1.3			
o + <i>er</i> = comparative adjective	1.1			
o + <i>ed</i> = simple past				4.1
capital letters				
o to begin a sentence	1.1			
o to begin a question	1.3			
o for the personal pronoun <i>I</i>	1.1			
o names of people, places	1.2			
o status and titles e.g. <i>Mr, Mrs</i>	1.2			
word & numerical form				
o for age	Not in Grades 1 to 4			
o for quantity		2.6		
o for price	Not in Grades 1 to 4			
words				
o in isolation	1.1			
o in common collocations	1.1			
o in sense groups	1.1			
o in a sentence	1.1			
parts of speech				
o noun	1.1			
o verb: <i>be (am, is, are)</i>	1.1			
o adjective	1.1			
o pronoun	1.1			
o article: e.g., <i>a/an</i>	1.2			
o preposition: place	1.2			
o preposition: movement	1.4			
o preposition: time			3.1	
o adverb: degree	1.7			
o adverb: frequency			3.5	
role of pronouns / possessive adjectives				
o subject	1.1			
o object	1.4			
o possessive adjective	1.5			

	1	2	3	4
logical connectors (coherence)				
o <i>and</i> to join nouns	1.8			
o <i>and</i> to join adjectives				
o <i>and</i> to join clauses		2.1		
o <i>and</i> with omission of subject pronoun in following clause		2.2		
o <i>but</i> to show contrast		2.1		
o <i>or</i> to show alternative				4.4
o <i>so</i> to show effect				4.5
o <i>because</i> to show cause	Not in Grades 1 to 4			
quantifiers to determine number / reference				
o <i>a/an</i>	1.2			
o <i>the</i> - anaphoric - e.g. <i>He sees a dog. The dog is big.</i>	1.2			
o <i>the</i> - unique objects e.g. <i>the sky</i>	1.8			
o zero article for plural countable nouns	1.4			
o zero article for uncountable nouns	1.3			
o <i>many</i>		2.2		
o <i>some</i>	1.6			
o <i>a lot of/lots of</i>	1.5			
o <i>a few</i>		2.6		
o partitive <i>of</i> e.g., <i>a glass of water</i>	1.5			
o <i>no</i> as quantifier			3.3	
punctuation				
o full stop	1.1			
o exclamation mark	1.3			
o question mark	1.3			
o speech marks	1.1			
o comma between clauses	1.2			
o comma after leading adverbial		2.6		
o apostrophe:				
o for contracted forms of <i>be</i> with subject pronouns	1.1			
o for contracted forms of <i>be</i> with nouns				
o for <i>wh-</i> words	1.3			
o for <i>not</i>	1.3			
o for <i>would</i> in <i>would like</i>	Not in Grades 1 to 4			
o for possessive 's				4.5

Appendix 6: Morals of the stories

<p>1. Grade 1</p> <p>1.1. The Frog</p> <p>1.2. The Lion and the Mouse</p> <p>1.3. The Boy and the Wolf</p> <p>1.4. The Chicken and the Bread</p> <p>1.5. The Bird and the Glass</p> <p>1.6. The Fox and the Grapes</p> <p>1.7. The Fox and the Bird</p> <p>1.8. The Chicken and the Sky</p>	<p>Moral</p> <p>Do not be proud. Do not show off.</p> <p>One good turn deserves another.</p> <p>Don't cry wolf = say something is wrong when it isn't.</p> <p>One good turn deserves another.</p> <p>Think of clever ways to solve a problem.</p> <p>Don't pretend you don't like something because you can't have it.</p> <p>Don't be proud. Don't show off.</p> <p>Don't be frightened of little things. Check before you panic.</p>
<p>2. Grade 2</p> <p>2.1. The Rabbit and the Tortoise</p> <p>2.2. The Dog and the Meat</p> <p>2.3. The Dog and the Fox</p> <p>2.4. The Town Mouse and the Country Mouse</p> <p>2.5. The Three Pigs</p> <p>2.6. The Clever Horse</p> <p>2.7. The Man, the Boy and the Donkey</p>	<p>Slow and steady is better than fast and careless.</p> <p>Don't be greedy.</p> <p>It is better to be free than to be owned.</p> <p>It is better to be safe than in danger.</p> <p>Do things properly or you may suffer the consequences.</p> <p>Things are not always as they seem.</p> <p>You can't please everyone.</p>
<p>3. Grade 3</p> <p>3.1. The Princess and the Frog</p> <p>3.2. The Piper of Hamelin</p> <p>3.3. The Three Goats</p> <p>3.4. The Princess and the Pea</p> <p>3.5. Hansel and Gretel</p> <p>3.6. Goldilocks and the Three Bears</p> <p>3.7. The Gingerbread Man</p>	<p>Always keep your promises.</p> <p>Always keep your promises.</p> <p>Don't be a bully. There is always someone who can bully you.</p> <p>Real character can be seen by intelligent people.</p> <p>Don't steal other people's things.</p> <p>Don't steal other people's things.</p> <p>Be careful. People sometimes have their own reasons for offering help.</p>
<p>4. Grade 4</p> <p>4.1. Sleeping Beauty</p> <p>4.2. The Ugly Duckling</p> <p>4.3. Cinderella</p> <p>4.4. The King's New Clothes</p> <p>4.5. Jack and the Beanstalk</p> <p>4.6. Little Red Riding Hood</p> <p>4.7. Beauty and the Beast</p>	<p>Dreams can come true.</p> <p>Beauty is skin deep. The skin of a person doesn't matter. It is the character inside that does.</p> <p>Dreams can come true.</p> <p>Don't pretend to be something you are not; you can be easily tricked.</p> <p>Brave actions sometimes lead to good results.</p> <p>Be careful of strangers. If something looks strange, it probably is.</p> <p>Beauty is skin deep. The skin of a person doesn't matter. It is the character inside that does.</p>

Appendix 7: Flashcards of sight words in Grades 1 to 4

a	find	it
about	first	just
after	for	know
all	from	like
an	has	little
and	have	long
are	he	make
at	her	many
be	him	more
but	his	my
by	how	no
called	I	not
can	in	now
do	into	of
down	is	on
one	them	we
only	then	what
or	there	where
other	these	who
out	they	with

over	that	use
people	the	very
said	their	was
see	this	water
she	time	way
so	to	word
some	two	you
than	up	your