iRead Teacher Manual

Welcome letter

The iRead project is an Innovation Project funded under the Horizon2020 programme. We are a consortium of 16 partners from education and industry. Our team has three core aims:

- To use the apps to support primary school aged children to develop reading skills (accuracy, fluency and comprehension) through engaging with the personalised content and activities
- To foster children's motivation in reading through game play and new ways of engaging with texts
- To offer teachers a new digital resource that supports classroom teaching

The manual briefly highlights the theoretical underpinning of our three iRead technologies: Navigo Game, Amigo Reader, and the Teacher tools. For more information about our apps and the theory informing their development you can visit our website deliverables at https://iread-project.eu/iread-project-deliverables/

The chief aim of the manual is:

- To explain the features of the three iRead technologies and provide instructions for their use
- To offer 'ready to use' lesson plans
- To provide a detailed view of the curriculum content covered
- To provide details of the texts available for specific learner groups
- To provide a guide for using and configuring the project Android tablets

We hope you will find this manual useful. If you have requests for adding information please contact your local partner and we will update the manual.

The UK iRead team

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Table of contents

Manual updates

The teacher manual is a live document and will be updated if and when necessary. Updates will be logged in the table below.

Date of update	Manual page	Description
29/08/19	9	'Navigo game advantages' section now includes that the game uses text-to-speech by Amazon Polly
29/08/19	14	'Amigo reader advantages' section now includes that the reader uses text-to-speech by Nuance Vocalizer
29/08/19	18	On 'tricky words lists' page, added a tip that tricky words list contains the option to take a photo or view some high frequency concrete word images
29/08/19	19	On 'customising your reading' page, added a bullet point on saving changes by selecting android '◁' back button
29/08/19	75	In the 'Story weaver' publisher table, information added that indicates these texts appear as separate book pages (separate screens) within the reader app
23/09/19	77	FAQs section added - currently includes Q+A for points raised by teachers in CPD sessions

Theoretical Underpinnings: a brief summary

Personalised learning - Games and Reader

The iRead project is based on the personalised learning paradigm. Personalised learning aims to improve student engagement and achievement, proposing differentiated learning content to meet each learner's needs. Its flexibility recognises the constantly changing nature of these needs, taking into account the different rates with which individuals progress in their learning.

Technologies promoting personalised learning typically involve an adaptive component allowing to translate the main principles of personalised learning into a working technology. More specifically, personalised systems permit:

1. *To meet individual differences and learning needs*
2. *To optimise learning*
3. *To maintain motivation and engagement in learning*
4. *To provide feedback and support*

For a full report visit: http://www.studie-personalisiertes-lernen.de/en/tepl.html

The iRead system contains two apps that teach reading: the **Navigo game** and the **Amigo Reader**. The two apps have been designed to support the reading process together.

- The game contains a wide range of instructional material that teaches word and sentence level skills across a number of language areas (see next section).
- The Reader is an authentic environment that explicitly reinforces some of the games-based learning (through pre-reading activities and text highlights), while at the same time it provides strategies for independent learning (customising the text, creating a personalised tricky words list).

Each child has a 'user model' containing language features from a 'domain model' of reading that informs the app what content to present. Each time the child plays the Navigo game, the child's game performance on the language features encountered are updated. Features remain open if more practice is needed, or close if they are mastered. When the child next logs into the Reader, the Reader consults the child's user model to determine which feature to teach and recommends a matching pre-reading activity.

Language areas covered in the iRead Project domain model

Models of reading are useful to identify the processes involved in skilled reading and this, in turn, can help us to understand why children may struggle to learn to read. The Simple View of Reading (SVoR; Hoover & Gough, 1990) highlights that learning to read requires both word recognition (decoding) and language comprehension skills.

Decoding
In the early years of schooling, emphasis is placed on teaching phonics and developing decoding skills (i.e. phonological awareness: the ability to segment and blend sounds within words) so that children can access texts and subsequently learn to comprehend the books/material that they read. Research supports that children develop their reading skills by first learning grapheme-phoneme correspondences (GPCs; i.e. letter to sounds; Ehri, 2005). In addition, children are typically taught to identify syllables to develop their phonological awareness skills (Hatcher, Duff & Hulme, 2014). Syllabification can be an important strategy for beginner readers because it enables children to work with larger units than phonemes when reading, which may in turn increase fluency.

With instruction and practice, children should transition from decoding each phoneme (sound) within a word to whole word recognition ('sight words') - thus, a key aim in the reading process is to develop fluency, which further supports comprehension (Kim, Park, & Wagner, 2014). Moreover, whole word recognition is particularly important for children learning to read in English given that a number of words cannot be decoded phonetically (often labelled as 'irregular' or 'exception' words). It is considered important that children become familiar with high frequency words early on in the school system (Ehri, 2005). Therefore, developing a sight vocabulary alongside developing phonological recoding processes are both essential to becoming a skilled reader. In support of this, Share's (1995) self-teaching hypothesis argues that once readers have gained letter knowledge and adequate decoding skills, they are well-equipped to become more independent readers and to use prior knowledge and inference to support the development of fluency when reading.

Based on the research literature and to tap into the development of children's word recognition ability, the iRead domain model has an explicit focus on supporting: **decoding** (using phonics knowledge to read vowels, consonants, digraphs, trigraphs and blends), **chunking** (syllabification), and **recognising whole words** (common high frequency words and recognising confusing letters). The domain model follows a synthetic and analytic phonics rationale that recognises the smaller sound representation in words and also the bigger letter units in teaching children how to decode words.

Supporting comprehension
In addition to focusing on decoding abilities, other higher-level language skills that map onto reading comprehension were considered when devising the domain model. Specifically, morphological awareness and syntactic processing.

Morphologically derived words (e.g., help - helpful) make up 40% of unfamiliar words that children encounter in text in their late school years (Nagy & Anderson, 1984; Nagy et al., 1993). Research with typically developing readers has found that inflected words (e.g., help - helped) are easier to learn than derived ones (Carlisle, 1995). This may be because the morphological changes of derived words are less predictable and reliable, compared to inflected words. Within the domain model, thus, we included several derivational prefixes and suffixes to enhance children's learning.

Moreover, children with dyslexia have been known to present with difficulties with productive and receptive (morpho-) syntactic skills (Scarborough, 1990, 1991; Lyytinen et al., 2001). Moreover, primary-aged poor comprehenders have been shown to have difficulties with past tense formation (see Nation, Snowling, and Clarke, 2005; Joanisse et al., 2000), and verb agreement marking (Casalis et al., 2012; Cantiani et al., 2013; Joanisse, Manis, Keating, &

Seidenberg, 2000; Rispens & Been, 2007). The importance of such skills are reflected in the curriculum, contribute to understanding word meaning, and aid text comprehension.

At the morphological level, the domain model covers: **derivational prefixes and suffixes,** and **inflectional suffixes** (e.g. past tense, plurals). Within the syntactic level we included categories that relate to **morpho-syntax supporting grammar** (proper nouns, articles, prepositions, negative particles, embedded constructions, passives, complex sentences and so on). When selecting morphosyntactic categories for inclusion in the domain model, we consulted published literature on what morphosyntactic features may influence reading comprehension. We also considered the results of a corpus analysis based on first language children's texts to assess the frequency of the morphosyntactic features so that we can focus on more frequent features.

When it comes to the EFL domain models, we requested experts to select those features from the overall EFL domain model which were anticipated to cause reading difficulty considering the existing linguistics and literacy skills of a particular L1 group. Our rationale for this was that, by the time second language (L2) readers learn to read, they often have developed some literacy skills in their first language (L1). It has been shown that, once L2 readers have reached a certain level of proficiency, they can successfully use these existing L1 strategies and skills when processing L2 texts (Grabe, 2009). Importantly, while L1 reading strategies may indeed assist beginning L2 readers to cope with certain tasks, they may have adverse effects in other situations, leading to slower reading speed and issues with comprehension (Koda, 2007).

Navigo Game

The Navigo game offers the following advantages:

- *It is personalised to the child*: the game provides language features, content to practice the features (words) and games (game puzzles) that match the child's learning level through an adaptive algorithm that manages the personalisation of learning
- *It promotes transferability of learning*: With more than 900 games, the child can practice a language feature through different game activities
- *It exposes children to diverse language:* Word level games in particular use a child-friendly dictionary of 12,000 words rather than relying on limited word lists
- *It offers scaffolding*: The majority of the games provide topic and/or task feedback to the child to support them to self correct a mistake and use metacognition
- *Motivation*: Navigo allows children to grow their avatar in pace with their learning in the game, while the aesthetics of the game have been designed to mirror the game play experiences children may experience at home
- Uses text-to-speech by Amazon Polly

Game Narrative

As the game begins, the hero, controlled by the learner, finds themself in a deserted village at the base of a mysterious pyramid. Their grandmother has disappeared, along with the villagers. The hero's mission is to rescue them all from the depths of the pyramid.
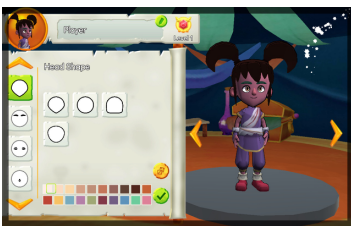
The adventure begins when the hero enters the pyramid. Each journey into the pyramid presents the learner with a set of language learning puzzles to master. At the end of each journey through the pyramid the learner is rewarded with new outfits that they can use to customise their hero.


There's also a chance that they will find and rescue one of the missing villagers. Rescued villagers will appear back in the village where the learner can interact with them or try on their new outfits. At the end of an epic game adventure, the hero will defeat the pyramid's puzzles and rescue their grandmother!

Game Puzzles

The Navigo game has 15 different game puzzles, each with a unique name inspired by the Egyptian theme of the game!

Perilous Paths
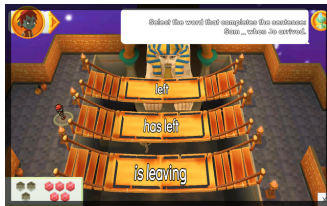
Multiple choice game
Choose the correct bridge to reach the other side and escape the mummies

Cleomatchra

Puzzle game
Match two word parts to create words and open the door to new adventures

Crocotiles-timed

Timed multiple choice game
Create the correct sentence within a few seconds.
Hurry up!

Watch Your Step!

Multiple choice game
Choose the correct language feature, build a safe path and reach the exit

Raft Rapid Fire

Target game
Use your magic powers to hit the correct targets and survive the flow of the river

Crocotiles

Multiple choice or puzzle game
Create the correct sentence and escape the crocotiles

Cogelisk

Multiple choice game
Turn the cogs to create a correct sentence. You will create a bridge to reach the door!
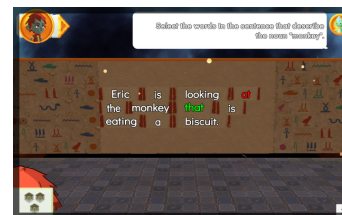
Slicecophagus

"Slicing" game
Split the words in the correct position to open the door and move to the next game

Anubrick

Multiple choice game
Select the correct language features in a sentence to remove the walls and move forward

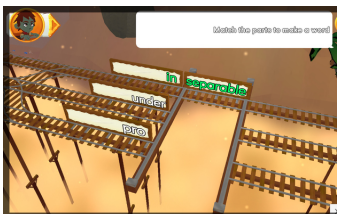| Saheara	Remove the Rune	Hearoglyphs
Timed puzzle game	**Multiple choice game**	**Puzzle game**
Match what you hear with the correct words… quickly!	Select the correct words the language rule applies to and move to the next challenge	Match the words with the correct sound to unlock the door

Bridgyptian	Cart-astrophe	Pillar Pusher
Puzzle game	**Multiple choice game**	**Puzzle game**
Drag the pillars, make correct words and create a bridge to survive the fire!	Match two word parts to create a word and proceed safely on the rail	Drag the pillars in the correct order to make words and move to the next room

Game Types

The 15 game puzzles take children through a learning journey that begins with the identification of a language feature [accuracy games], continues with promoting its use in context [building and manipulating games] and for some language features asks children to quickly identify the language feature [automaticity games]:

- Accuracy games: In their early encounters with a language feature, children are taught to understand and apply the correct linguistic rule. In Navigo, children will usually start by playing accuracy games. These games will work with whole words or sentences, typically involving multiple choice or matching mechanics, which do not have a time limit. In these activities children will focus on an individual language feature and rule.

- Constructing and Manipulating games: In the Navigo game, children will use and combine different linguistic rules to bring together smaller units of words such as graphemes or morphemes to build a correct word (blending and segmenting) or rearrange/build meaningful sentences. Constructing and manipulating skills will begin to encourage the child's application of multiple linguistic rules in context to promote proceduralisation of the skills.

- Automaticity games: Once children have developed their confidence to read words and sentences with a specific or group of language features accurately, they will then move on

to practicing their automaticity skills so they can start to read in an automatic, quick and effortless way. In the Navigo game, automaticity activities will incorporate a timed element so children have to be able to read and understand words or sentences quickly as well as accurately.

Tips

- The Navigo game is adaptive. It chooses language features and games to fit each child's learning profile without requiring your intervention. Once a child logs into the game with their username and password, they are ready to start playing.

- Did you know you could override the Navigo game adaptivity? Take a look at the [teacher tool section](#) of this manual to learn how you can choose a language feature, game and game type for your class or an individual student.

Amigo Reader

The Amigo Reader offers the following advantages:

- *It is personalised to the child:* the Reader chooses and reinforces a focal language feature practiced in the game that matches the child's learning level
- *Explicit and implicit teaching:* there is explicit teaching before the child enters the book in the form of a pre-reading activity that explains a language feature. Implicit teaching is given through highlighting that draws the child's attention to the focal language feature in the text
- *Diversity of digital content:* the Reader has a library of 240 fiction and non-fiction texts sourced from research projects, curriculum materials, texts composed by children themselves and open source publishers
- *Supports metacognition and self-regulated learning:* the child can build up and practice their personalised tricky word list choosing between word decoding, pronunciation and word meaning
- *Customisable*: the Reader offers customisation options such as slowing down the pace of the text to speech (TTS) function, or changing the fonts and background colours
- Uses text-to-speech by Nuance Vocalizer

Key Reader Texts

The English Reader library has **240 fiction and non-fiction texts**: 64 texts for Year 1, 78 texts for Year 2, 27 texts for Year 3, 19 texts for Year 4, 32 texts for Year 5 and 20 texts for Year 6. Take a look at the **Appendix** for the full list of texts.

These texts have been made available to us by the original creators:
- [Text Project](#) - non-fiction curriculum resources developed by US researchers
- [Pratham books](#) - an open source publisher seeking to democratise reading for pleasure
- [Book dash](#) - an open source publisher seeking to democratise reading for pleasure
- [African Storybook Initiative](#) - an open source publisher seeking to democratise reading for pleasure
- [Wicked Young Writers Award](#) - children's stories written by children
- [Mark Lowery](#) - children's author who has donated his book 'the zoo'

Tips

- A child can search or select a text they want to read from the complete library. The teacher can also recommend texts. Take a look at the [teacher tool section](#) in this manual to learn how you can choose a text for your class, or an individual student.

The child's

Library
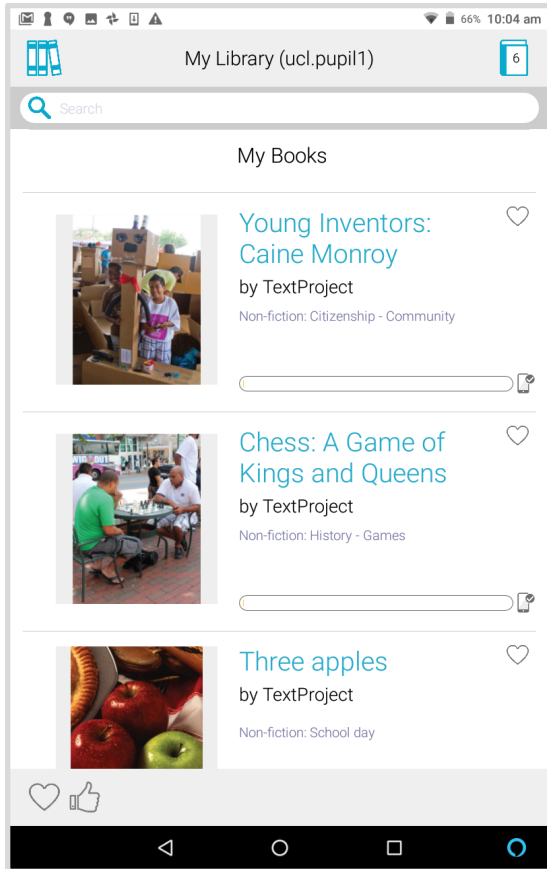
First Log in...

- Input the child's username and password to enter the Reader

About the library feature

After logging in, a scrollable library of texts will appear. Texts can be identified in the following ways:

- Children can use the search box on the top screen to search for a specific title
- Children can use the heart icon ♡ next to each text to mark up their favourite texts. You can later filter the child's favourite texts using the heart icon ♡ on the bottom left corner of the screen
- Children can use the thumbs up icon to view the books you have recommended in the teacher tool

Tips

Download the texts in the teacher tools before assigning them to your students. Texts have been leveled by year group.

Your personalised

Pre-reading
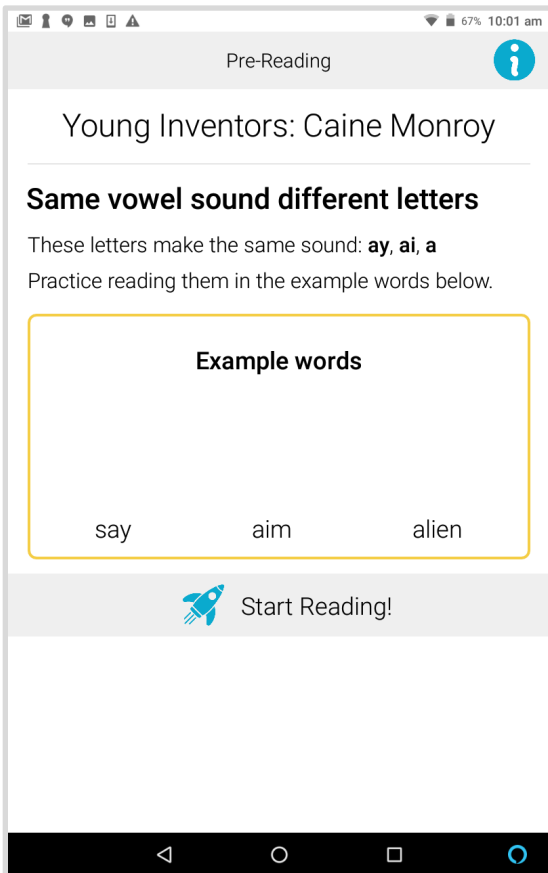
To enter the learning journey

- Tap on a text within the library screen to open it

About the pre-reading feature

- The pre-reading activity explains a language rule for a focal language feature

- You can override the pre-reading activity by choosing the ⓘ icon on the top right hand corner. This will expose the entire set of pre-reading activities available

- The ☐ icon associated with every language feature indicates whether the feature you want to practice is available in the text you have chosen.

Tips

Make sure children practice reading in the game, to keep their profile up to date. This will inform the selection of pre-reading activities they encounter in the Reader.

If you want to practice a specific language feature, it is best that you explore a few texts first to ensure the text you assign is appropriate.

Your personalised

Text highlights
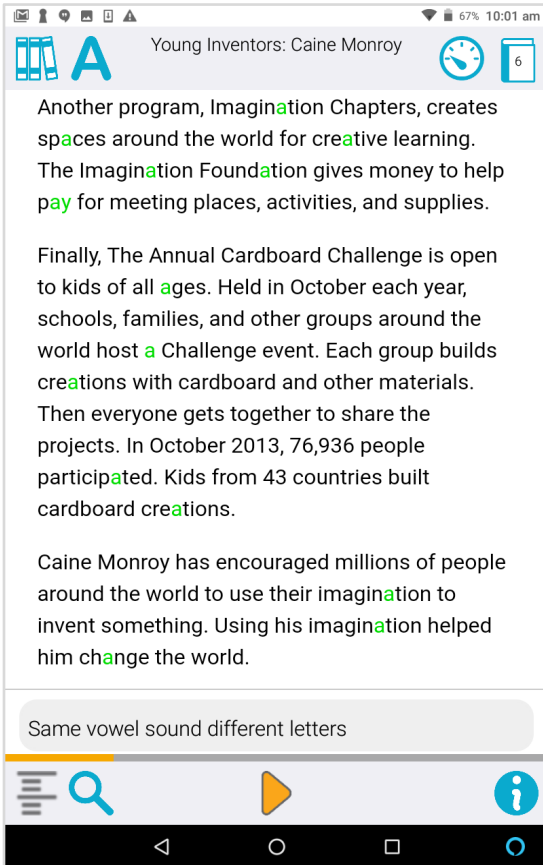
To enter the text

- Once you click the **start reading** 🚀 button in the pre-reading activity you are ready to go!

About the text highlight feature

- Select the ℹ️ icon on the bottom right hand corner to switch on the text highlights
- Words will be highlighted tagged with the focal feature introduced in the pre-reading activity
- Text highlights are designed to draw the child's attention to the feature

Tips

If you want to practice a specific language feature, it is best that you explore a few texts first to ensure the text you assign is appropriate and presents the feature you want the students to practice.

17

Create your own list of

Tricky words

Adding tricky words

- When reading a text, tap a word to see its dictionary meaning, and add it to your tricky word list
- Click on the top right hand corner ⬜ icon from within the text screen to enter the tricky words

About the tricky words feature

- The 🔵abc view breaks the word into syllables, provides text to speech that reads out the word, and allows the child to choose a memorable image
- The 🎤 record view allows the child to pronounce, record and play back the word
- The a-z view provides the child with the sentence in which the word appears
- Once the child has mastered a word, the 🗑 button can be used to remove it from the list

Tips

Ensure each child uses the same tablet every time since images and recorded audio are kept on the device
The tricky words list contains the option to take a photo or view some high frequency concrete word images

Customise your Reading
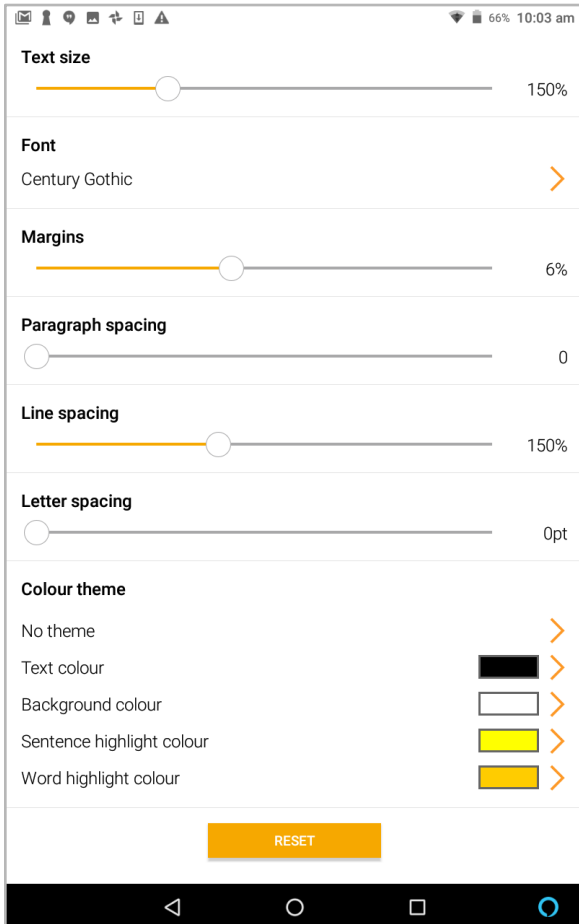
How to use text to speech

- Click on the ⟳ button on the top hand corner to slow down or pick up the speed of the text to speech
- Click on the ▶ button on the middle bottom bar to hear the text read out loud through text to speech
- Save changes by selecting android '◁' back button

How to customise the text

- Click on the **A** button on the top left hand corner to access the text settings
- You can customise your Reader changing the text size, margins, fonts, spacing and colour themes for highlights

Tips

Ensure each child uses the same tablet every time since text settings are kept on the device.

Teacher tools

The main goals of the teacher tool are:

- To enable the assignment of games and texts to individual children or to a whole class
- To keep track of student progress through data analytics
- To update your teacher account information and your student passwords
- To initialise the learning model of a struggling reader
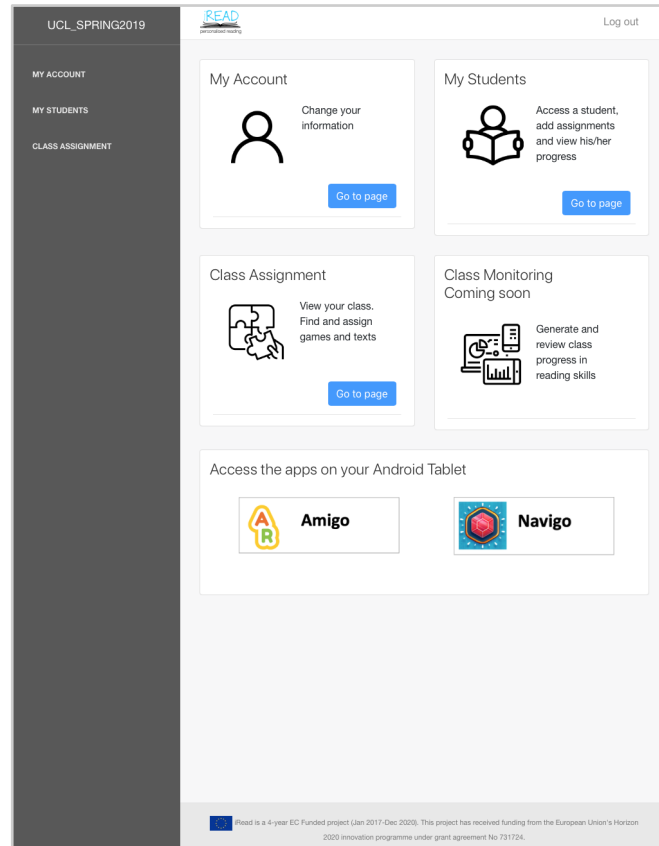
Tips

- Teachers can update their account information through the 'My account' section on the home page once logged in.

Assigning Navigo Games to your

Classes
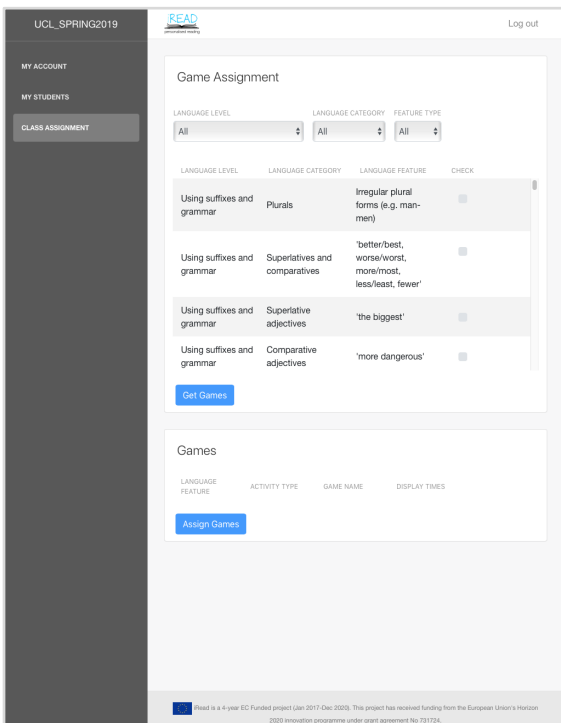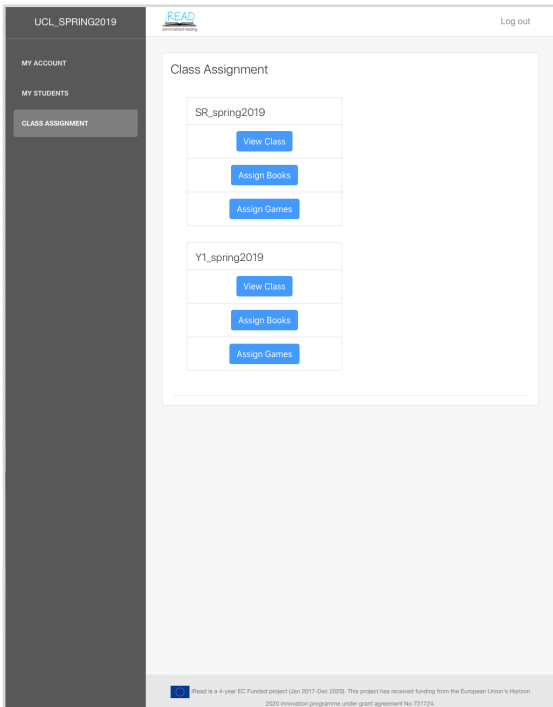
Identify the correct class

- Click the left hand side navigation 'Class Assignment' to view your class or classes
- Click on the 'Assign Games' button under a particular class to assign games to pupils in the class

Assigning games to the class

- Use the dropdown menus to choose language level, category and feature type and to identify a language feature you want to practice
- Within the top table, select the ✖ icon on the right hand side of the table to make your feature choices
- Click on 'Get Games' to get the available game options for the selected language feature(s), which will appear in the bottom 'Games' table
- In the 'Games' table, you can remove game choices, reorder choices, add more practice
- Once you are ready, select the 'Assign Games' button

Tips

Your students can start playing in the 'adaptive game mode' while you make your game choices and push content to their game as they play

Assigning Navigo Games to

Individual students
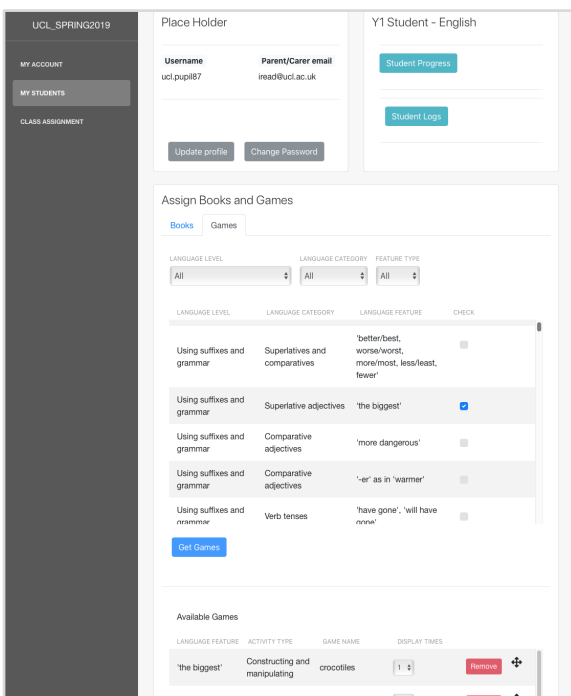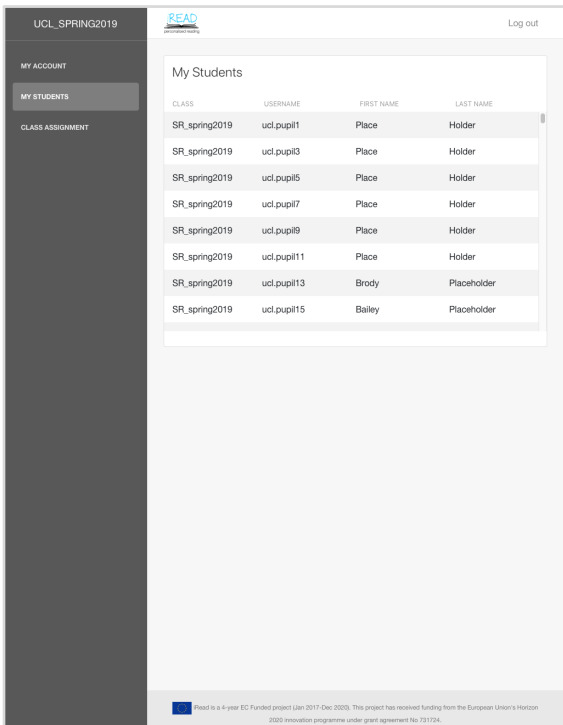
Identify the correct student

- Click on the left hand side navigation 'My Students' to view the entire list of your students
- Identify and click on a student you want to focus on, paying attention to their class name

Assigning games to the individual student

- Within the student page, click on the 'Games' tab located on the bottom half of the screen to access the game assignment options
- To assign games to a student, follow the same steps as you did when assigning games to a class

Tips

Remember that game assignments to individual students will overwrite class-level game assignments you may have made previously. Therefore, this option is most appropriate to support differentiated learning.

Assigning Amigo Reader texts to your

Classes
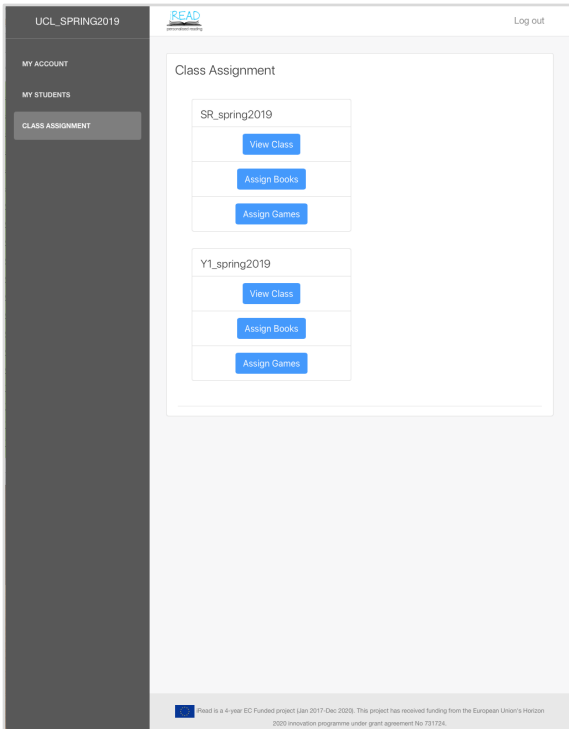
Identify the correct class

- Click the left hand side navigation 'Class Assignment' to view your class or classes
- Click on the 'Assign Books' button under a particular class to assign texts to the class students

Assigning texts

- The top table displays the texts you have assigned with a button to remove them
- The bottom table displays the 'Available Books' which can be sorted by year group and alphabetically. Click on the 'Assign' button next to a text to assign a class text
- Assigned texts will be visible in the Amigo Reader when the child next logs in and selects the 👍 icon from within the library screen
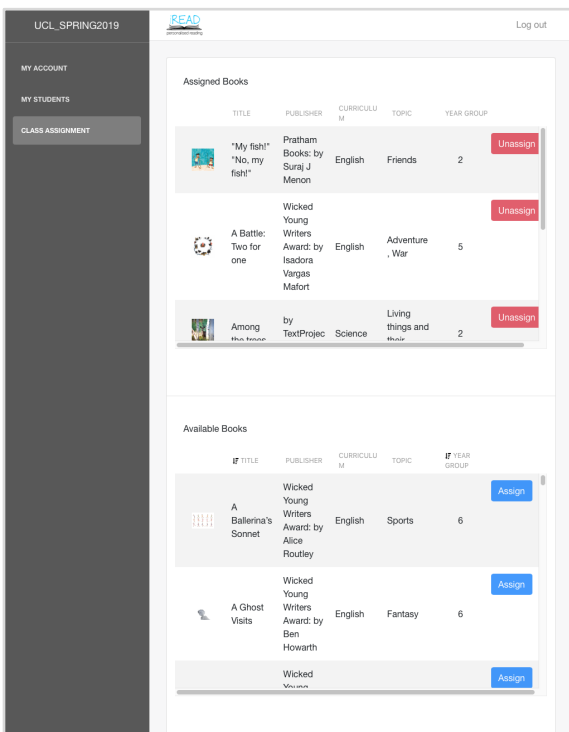
Tips

Each library text contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign.

You can download and read a text from within the teacher tool. Just hover over the thumbnail and click on download!

Assigning Amigo Reader texts to

Individual students

Identify the correct student

- Click on the left hand side navigation 'My Students' to view the entire list of your students
- Identify and click on a student you want to focus on, paying attention to their class name

Assigning texts

- Within the student page, click on the 'Books' tab located in the bottom half of the screen to access the text assignment
- To assign texts to a student follow the same steps as you did when assigning texts to a class

Tips

For texts, you can assign both class level and individual level texts if your students need differentiation in their reading materials.

The individual student page contains links to view student progress, to update their profile and password, as well as changing individual game and book assignments.

Curriculum Materials

Curriculum Mapping

Decoding words Phonic skills, Consonants		YR	Reader	Games			YR	Reader	Games
	's' as in sad	1	✓	⑥		'j' as in 'jug	1	✓	⑥
	'p' as in pet	1	✓	⑥		'g' as in 'giant'	2	✓	⑤
	'c' as in 'city'	2	✓	⑤		'l' as in 'left'	1	✓	⑥
	't' as in 'tap	1	✓	⑥		'm' as in map	1	✓	⑥
	'n' as in 'net'	1	✓	⑥		'r' as in 'rat'	1	✓	⑥
	'c' as in 'cat'	1	✓	③		'v' as in 'van'	1	✓	⑥
	'k' as in 'kit'	1	✓	⑥		'w' as in 'web'	1	✓	⑥
	'b' as in 'bat'	1	✓	⑥		'x' as in 'fox'	1	✓	④
	'd' as in 'dog'	1	✓	⑥		'y' as in 'yolk'	1	✓	⑦
	'f' as in 'fan'	1	✓	⑥		'z' as in 'zip'	1	✓	⑤
	'g' as in 'girl'	1	✓	⑥		'h' as in 'hat'	1	✓	⑥

Decoding words Phonic skills, Vowels		YR	Reader	Games			YR	Reader	Games
	'a' as in 'add'	1	✓	⑥		'i' as in 'behind'	1	✓	③
	'i' as in 'ink	1	✓	⑥		'y' as in 'fly'	2	✓	④
	'e' as in 'egg'	1	✓	⑥		'o' as in 'go'	1	✓	④
	'o' as in 'odd'	1	✓	⑥		'u' as in 'put'	1	✓	④
	'u' as in 'up'	1	✓	④		'u' as in 'super'	1	✓	③
	'a' as in 'table'	1	✓	③		'u' as in 'unicorn'	1	✓	③

	'e' as in 'be'	1	✓	③	'a' as in 'ask'	1	✓	④
	'y' as in 'sunny'	1	✓	⑨				

Decoding words		YR	Reader	Games		YR	Reader	Games
Phonic skills, Consonant digraphs	'ss' as in 'mess'	1	✓	③	'qu' as in 'queen'	1	✓	⑤
	'ce' as in 'palace'	1, 2	✓	③	'wr' as in 'write'	2	✓	⑤
	'se' as in 'house'	1	✓	③	've' as in 'dove'	1	✓	⑤
	'kn' as in 'knot'	2	✓	⑤	'wh' as in 'wheel'	1	✓	⑤
	'ng' as in 'long'	1	✓	⑥	'se' as in 'cheese'	1	✗	③
	'ck' as in duck'	1	✓	⑤	'ze' as in 'breeze'	1	✓	②
	'ff' as in 'cliff'	1	✗	③	'ch' as in 'chairs'	1	✓	③
	'ge' as in 'cabbage'	2	✓	③	'sh' as in 'sheep'	1	✓	③
	'll' as in 'ball'	1	✓	③	'th' as in 'thistle'	1	✓	②
	'ph' as in 'photo'	1	✓	⑤	'th' as in 'there'	1	✓	②
	'dge' as in 'fridge'	2	✓	③	'tch' as in 'patch'	1	✓	④

Decoding words		YR	Reader	Games		YR	Reader	Games
Phonic skills, Vowel digraphs and trigraphs	'ea' as in 'head'	1	✓	④	'ou' as in 'soup'	1	✓	④
	'ou' as in 'touch'	3	✓	④	'ue' as in 'statue'	1	✓	③
	'ai' as in 'aim'	1	✓	④	'oi' as in 'coin'	1	✓	④

'ay' as in 'say'	1	✓	④	'oy' as in 'toy'	1	✓	③
'a_e' as in 'cake'	1	✓	③	'ou' as in 'shout'	1	✓	④
'ee' as in 'eel'	1	✓	④	'ow' as in 'owl'	1	✓	④
'ie' as in 'movie'	1	✓	④	'ar' as in 'artist'	1	✓	④
'ea' as in 'eat'	1	✓	④	'or' as in 'fork'	1	✓	④
'e_e' as in 'eve'	1	✓	②	'aw' as in 'dawn'	1	✓	④
'ey' as in 'key'	1	✓	③	'au' as in 'sauce'	1	✓	④
'igh' as in 'sigh'	1	✓	④	'er' as in 'her'	1	✓	④
'ie' as in 'tie'	1	✓	③	'ir' as in 'birthday	1	✓	④
'i_e' as in 'bike'	1	✓	③	'ur' as in 'nurse'	1	✓	④
'oa' as in 'boat'	1	✓	④	'or' as in 'worm'	2	✓	④
'ow' as in 'blow'	1	✓	④	'ear' as in 'earth'	1	✓	④
'oe' as in 'toe'	1	✗	③	'air' as in 'hair'	1	✓	④
'o_e' as in 'rope'	1	✓	③	'are' as in 'care'	1	✓	④
'oo' as in 'book	1	✓	⑤	'ear' as in 'bear'	1	✓	④
'ou' as in 'should'	1	✓	④	'ere' as in 'where'	1	✓	③
'oo' as in 'moon'	1	✓	⑤	'eer' as in 'deer'	1	✓	④
'ue' as in 'blue'	1	✓	④	'ear' as in 'ear'	1	✓	④
'u_e' as in 'cube'	1	✓	③	'ere' as in 'interfere'	1	✓	③
'ew' as in 'new'	1	✓	④				

Decoding words		YR	Reader	Games		YR	Reader	Games
Blends	'bl' as in 'black'	1	✓	⑤	'tw' as in 'twin'	1	✓	⑤
	'cl' as in 'clock'	1	✓	⑤	'spr' as in 'spray'	1	✓	③
	'fl' as in 'flag'	1	✓	⑤	'spl' as in 'splash'	1	✓	②
	'gl' as in 'glad'	1	✓	⑤	'squ' as in 'square'	1	✓	⑤
	'pl' as in 'plan'	1	✓	⑤	'shr' as in 'shrink'	1	✓	⑤
	'sl' as in 'slap'	1	✓	⑤	'thr' as in 'throw'	1	✓	⑤
	'br' as in 'brick'	1	✓	⑤	'ct' as in 'act'	1	✓	③
	'cr' as in 'crab'	1	✓	⑤	'ft' as in 'left'	1	✓	③
	'dr' as in 'drop'	1	✓	⑤	'nt' as in 'bent'	1	✓	③
	'fr' as in 'frog'	1	✓	⑤	'lt' as in 'belt'	1	✓	③
	'gr' as in 'grab'	1	✓	⑤	'st' as in 'quest'	1	✓	③
	'pr' as in 'pram'	1	✓	⑤	'nd' as in 'hand'	1	✓	③
	'tr' as in 'train'	1	✓	⑤	'mp' as in 'lamp'	1	✓	③
	'sc' as in 'scale'	1	✓	③	'ck' as in 'back'	1	✓	③
	'sk' as in 'skate'	1	✓	⑤	'lk' as in 'milk'	1	✓	③
	'sn' as in 'snake'	1	✓	⑤	'nk' as in 'bank'	1	✓	③
	'sm' as in 'smile'	1	✓	⑤	'sk' as in 'whisk'	1	✓	③
	'st' as in 'step'	1	✓	⑤	'str' as in 'straw'	1	✓	③
	'sw' as in 'swam'	1	✓	⑤	'scr' as in 'scrap'	1	✓	③

Chunking words		YR	Reader	Games
Syllables	Chunking 2-syllable words	1	✗	③
	Chunking 3-syllable words	1	✗	③
	Chunking 4-syllable words	1	✗	③

		YR	Reader	Games
	Chunking 5-syllable words	1	✗	③
	Chunking 6-syllable words	1	✗	①

Recognising words		YR	Reader	Games
Common sight words	Frequent words 1 - Reception ('a', 'and', etc.)	R	✗	⑤
	Frequent words 2 - Reception ('all', 'are', 'be', etc.)	R	✗	⑤
	Frequent words 3 - Reception ('children', 'come', etc.)	R	✗	⑤
	Frequent words 4 - Year 1 ('about', 'asked', etc.)	1	✗	⑤
	Frequent words 5 - from Year 2 ('after', 'again', etc.)	2	✗	⑤

		YR	Reader	Games
	Frequent words 6 - from Year 2 ('also', 'always', etc.)	2	✗	⑤
	Frequent words 7 - from Year 2 ('almost', 'mouth', etc.)	1	✗	⑤
	Frequent words 8 - from Year 2 ('also', 'always', etc.)	2	✗	⑤
	Frequent words 9 - from Year 2 ('along', 'bad', etc.)	2	✗	⑤
	Undecodable words ('aboard', 'above', etc.)	2	✗	⑤

Recognising words		YR	Reader	Games
Confusing letters	'b' as in 'bad'	1	✗	②
	'd' as in 'dad'	1	✗	②

		YR	Reader	Games
	'p' as in 'pick'	1	✗	②
	'q' as in 'quick'	1	✗	②

Using prefixes and suffixes / Prefixes		YR	Reader	Games		YR	Reader	Games
	're-'	3	✓	①	'over-', 'under-' and 'out-'	3, 5	✓	⑤
	'mono', 'multi', etc.	3	✓	⑤	'pro-', 'anti-', and 'mis-'	3	✓	④
	'pre-', 'post-', etc.	3	✓	①	'un-', 'in-' and 'dis-'	3	✓	⑤
	'trans-', 'inter-'	3	✓	④	'non-' and 'de-'	3	✓	①
	'co-'	3	✓	①				

Using prefixes and suffixes / Suffixes		YR	Reader	Games		YR	Reader	Games
	Noun suffixes (-ment/-ion…)	1, 2, 3, 5, 6	✓	③	Adjective suffixes (-ive)	3	✓	①
	Noun suffixes (-ent/-ence…)	1, 2, 3, 5, 6	✓	③	Adjective suffixes (-ful/-less…)	2	✓	③
	Noun suffixes (-an/-ess…)	3	✓	③	Adjective suffixes (-able/-ing)	1, 5, 6,	✓	③
	Noun suffixes (-ist)	3	✓	②	Adverb suffixes (-ly)	2	✗	②
	Verb suffixes (-ise/-en)	5	✓	②	Adjective suffixes (-al/-ic)	2	✓	②

Using suffixes and grammar / Verb tenses		YR	Reader	Games		YR	Reader	Games
	'am/is/are/was/were'	2	✗	②	'ed' as in 'stopped'	2	✗	①
	'have/has/had'	2	✗	②	'ing' as in 'calling'	2	✗	①
	'do/does/did'	2	✗	②	'ing' as in 'getting'	2	✗	③
	's' as in 'he plays'	1	✗	①	ing as in 'loving'	2	✗	③

'es' as in 'he pushes'	1	✗	①
'ed' as in 'he pushed'	1	✗	①
'ed' as in 'loved'	2	✗	①

'ing' as in 'lying'	2	✗	②
'have gone', 'will have gone'	3	✗	①
Irregular past participles	2	✗	②

Using suffixes and grammar		YR	Reader	Games
Comparative adjectives	'-er' as in 'warmer'	1	✗	⑤
	'-er' as in 'hotter'	2	✗	④

		YR	Reader	Games
'more dangerous'		1	✗	④

Using suffixes and grammar		YR	Reader	Games
Superlative adjectives	'the fastest'	1	✗	⑤
	'the most dangerous'	1	✗	④

		YR	Reader	Games
'the biggest'		2	✗	⑤

Using suffixes and grammar		YR	Reader	Games
Superlatives and comparatives	'better/best, worse/worst, more/most, less/least, fewer'	1	✗	④

Using suffixes and grammar		YR	Reader	Games
Plurals	's' as in 'the dogs'	1	✗	②
	Irregular plural forms	1	✗	②

		YR	Reader	Games
'es' as in 'the buses'		1	✗	②

Using grammar		YR	Reader	Games
Noun/no determiner	'Sam' as in 'Sam is back'	1	✗	②

Using grammar		YR	Reader	Games
Articles	'the' as in 'the cat'	2	✗	①

		YR	Reader	Games
	'a' as in 'a cat'	2	✗	②

Using grammar		YR	Reader	Games
Determiners	'this' as in 'this chair over there'	4	✗	②
	'a number of', 'another'	4	✗	①
	'many'	4	✗	②

		YR	Reader	Games
	'a few', 'few', 'fewer', fewest'	4	✗	②
	'several'	4	✗	①

Using grammar		YR	Reader	Games
Adjectives	'nice' as in 'a nice dress'	4	✗	②
	'hot' as in 'I like my coffee hot'	4	✗	②
	'a bit of', 'a great deal of', 'a large amount of'	4	✗	②

		YR	Reader	Games
	'nice' as in 'her dress is nice'	4	✗	①
	'little' 'less', 'the least'	4	✗	②
	'all', 'enough', 'more', 'less', 'no'	4	✗	⑥

Using grammar		YR	Reader	Games
Pronouns	'each other' as in 'they like each other'	4	✗	②
	'him' as in 'I saw him'	4	✗	③
	'he', 'she, 'it', 'they'	4	✗	③

		YR	Reader	Games
	'yourself' as in 'take care of yourself'	4	✗	②
	'I', 'you', 'we'	4	✗	①
	's' as in 'Sam's house'	2, 4	✗	①

Using grammar		YR	Reader	Games			YR	Reader	Games
Prepositions	'of', 'about', 'for', 'from', …	4	✗	③	'to', 'before', 'after', 'until'		4	✗	①

Using grammar		YR	Reader	Games
Adverbs	'apparently' as in 'They have apparently arrived'	2,3	✗	②

Using grammar		YR	Reader	Games			YR	Reader	Games
Wh-questions	'What is the man chasing?'	2	✗	⑤	'Who is the man chasing?'		2	✗	④
	'Which teacher did you have last year?'	2	✗	③	'Where/When did they meet?'		2	✗	③
	'Who is chasing the man?'	2	✗	⑤	What is chasing the man?		2	✗	③

Using grammar		YR	Reader	Games
Yes/no questions	'Do you like milk?'	2	✗	①

Using grammar		YR	Reader	Games			YR	Reader	Games
Passives	'The cat was chased'	6	✗	③	'The cat was chased by the dog'		6	✗	③

Using grammar		YR	Reader	Games			YR	Reader	Games
Modal Verbs	'will', 'would', 'shall'	5	✗	①	'should', 'must', ('ought to'/'have to')		5	✗	①
	'can', 'may', 'might', 'could'	5	✗	②					

Using grammar		YR	Reader	Games
Negations	'not' as in 'I do not/don't know him'	1	✗	②

Using grammar		YR	Reader	Games			YR	Reader	Games
Complex sentences	Coordination in 'or', 'and', 'but', …	2	✗	③	'who is walking' as in 'I see the man who is walking' (relative pronoun)		5	✗	①
	Coordination in 'neither… nor', 'either… or', …	3	✗	③	'who is walking' as in 'I see the man who is walking' (relative clause)		5	✗	③
	'after me' as in 'he came in after me'	2, 3	✗	②	'the man I saw yesterday' as in 'the man I saw yesterday came back today'		5	✗	①
	'because he fell' as in 'he got hurt because he fell'	2, 3	✗	①	'which/that I bought' as in 'the book which/that I bought'		5	✗	②
	if you come' as in 'I'll come if you come'	2, 3	✗	④	'I could come' as in 'I wish I could come'		5	✗	②
	'that the child is following' as in 'I see the man that the child is following'	5	✗	①					

Note: app and year group mappings were made consulting the National Curriculum. More info is available on request

Decoding Words

Navigo Game Lesson Plan

Learning objective

Learning and practicing new phonemes and/or blends

Suggested learner groups

The activity is designed for children in Year 1. It can be used with the whole class and in small group lessons.

Activity (🕐: 40 mins)

Requirements: tablets, headphones

I.   Introduction (15 mins)

The teacher introduces the 'sound of the day' (e.g. 's' as in 'sad' or 'thr' as is 'throw') and uses the board to provide examples of words which include the target phoneme or blend, also collecting some suggestions from the children.

II.   Individual paper-based activity (10 mins)

The children complete a set of paper-based activities individually. For example, they are asked to circle the correct letters (e.g. 's' as in 'sad' or 'thr' as is 'throw') in the word, and identify all the words containing the target phoneme or blend.

III.   Individual play (15 mins)

The teacher assigns up to 5 games to the class which target the 'sound of the day'. Each child works with one tablet and headphones, and plays the sequence of games individually. The teacher walks around and observes children's responses, identifies possible misconceptions, and makes notes informing further planning.

Other ideas: You can make game play collaborative and ask children to work in pairs. They can agree on the correct answer before making their selection, and they can discuss their mistakes. Furthermore, this activity can be used for all the phonemes and blends. Have a look at the curriculum mapping section (Go to *Language Level: Decoding Words*) to plan similar lessons!

How to: Use the Teacher Tools to assign a list of games covering your 'sound of the day'. Go to *Language Level: Decoding Words*, *Language Category: Phonics Skills* to explore the games available.

Decoding Words

Navigo Game Lesson Plan

Learning objective

1. Learning and practicing new phonemes and/or blends
2. Learning to discriminate between different grammar categories (e.g. nouns, adjectives)

Suggested learner groups

The activity can be used for children in Year 1 and 2 depending on the phonics phase, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (🕐: 35 mins)

Requirements: tablets

I. Introduction (5 mins)

The teacher introduces the new phoneme or blend to the class (e.g. 'oo' as in 'book' or 'nt' as in 'bent'), also providing examples of words including the phoneme or blend. Following this, the teacher assigns three games targeting the new sound to the class.

II. Collaborative play and writing (15 mins)

The children are divided in pairs, and they work together using one tablet without headphones. In turn, one child plays the game and reads out the correct words identified, and the other child writes them down in the class book.

III. Collaborative work on grammar categories (10 mins)

At the end of the three games, the two children work together on the list of words, and they sort them out according to their grammar category (e.g. all the nouns together, all the adjectives together). Next, they extend the lists by adding 5 new words to each of them.

IV. Class discussion (5 mins)

To conclude the lesson, the teacher and class discuss the lists created, and possible misconceptions and mistakes.

Other ideas: You can use this activity for all the phonemes and blends. Have a look at the curriculum mapping section (Go to *Language Level: Decoding Words*) to plan similar lessons!

How to: Use the Teacher Tools to assign a list of games covering the 'sound of the day'. Go to *Language Level: Decoding Words*, *Language Category: Phonics Skills* to explore the games available.

Chunking Words: Syllables

Navigo Game Lesson Plan

Learning objective

Reinforcing learning of syllables, and practicing syllabification

Suggested learner groups

The activity can be used for children in Year 2 and 3, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (🕐: 40 mins)

Requirements: tablets, headphones

I.   Individual gameplay (15 mins)

The teacher assigns a sequence of 5 syllabification games to the class, and the children play them individually using a tablet and headphones.

II.   Group discussion (10 mins)

The teacher forms groups of 4-6 children. Each group describes and compares the cases they have found in the games, and the problems and difficulties they encountered. The teacher monitors the activities, asking questions when necessary.

III. Individual writing (15 mins)

Each child produces a short text of 10 lines. The child splits the last word of each line into its syllables. The teacher walks around and gives feedback.

Other ideas: You can make gameplay collaborative and ask children to work together in pairs, or groups. Alongside practicing and learning syllables, they will learn how to collaborate effectively. Furthermore, you could organise a little writing competition - the child who includes the word with the most syllables in their text wins!

How to: Use the Teacher Tools to assign a list of games targeting syllables. Go to *Language Level: Chunking Words*, *Language Category: Syllables* to explore the games available.

Using Prefixes and Suffixes: Suffixes

Navigo Game Lesson Plan

Learning objective

1. Learning and practicing noun and adjective suffixes
2. Learning to discriminate between the two language categories

Suggested learner groups

The activity is designed for children in Year 2 and 3, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (⏱: 30 mins)

Requirements: tablets, headphones

I. Introduction (10 mins)

The teacher presents the topic of the day (noun and adjective suffixes) and during the first 10 minutes provides word examples and discusses with the children how different types of suffixes change the meaning of the root word.

II. Individual play (15 mins)

The teacher assigns 3 games targeting noun suffixes (e.g. -ent) and 3 games about adjective suffixes (e.g. -ful) to the class. Children play individually using tablet and headphones. The teacher walks around the classroom and observes the children's gameplay, in order to monitor their work and identify possible misconceptions.

III. Class discussion (5 mins)

At the end of the activity, the teacher initiates a discussion on the mistakes and misconceptions observed during gameplay

Other ideas: You can add another step before the final discussion - ask the children to write down all the game correct answers they can remember. This will help them consolidate what they have learnt. Furthermore, you can use this activity for different types of prefixes too. Have a look at the curriculum mapping section (Go to *Language Level: Using Prefixes and Suffixes*) to plan similar lessons!

How to: Use the Teacher Tools to assign a list of games targeting noun and adjective suffixes. Go to *Language Level: Using Prefixes and Suffixes*, *Language Category: Suffixes* to explore the games available.

Using Prefixes and Suffixes: Prefixes

Navigo Game Lesson Plan

Learning objective

Reinforcing learning of prefixes, and practicing their use

Suggested learner groups

The activity can be used with children in Year 2 and 3, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (🕐: 40 mins)

Requirements: tablets

I.   Introduction (5 mins)

The teacher introduces the learning objective of the day briefly (prefixes e.g. 'inter-'), and summarises previous lessons on the same topic. Next, the teacher divides the children in pairs and gives each of them a copy of a story.

II.   Collaborative work and discussion (10 mins)

The two children work together on the text. They read it and circle all the prefixes they can identify. For each text, the children discuss how the prefix changes the meaning of the root word.

III.   Collaborative play (15 mins)

The teacher assigns a sequence of accuracy games about prefixes, and children play them in pairs using one tablet without headphones. They discuss and agree on the answer before selecting it in the game.

IV.   Group discussion (10 mins)

The teacher forms bigger groups of 4-6. Children discuss and reflect on what they have learnt during the lesson.

Other ideas: After gameplay, you can add another phase and ask children to create a list of 10 words including at least one of the prefixes they have encountered in the games. Furthermore, you can use this activity for suffixes, too. Have a look at the curriculum mapping section (Go to *Language Level: Using Prefixes and Suffixes*) to plan more lessons!

How to: Use the Teacher Tools to assign a list of games targeting prefixes. Go to *Language Level: Using Prefixes and Suffixes*; *Language Category: Prefixes* to explore the games available.

Using Suffixes and Grammar: Comparative Adjectives

Navigo Navigo Game Lesson Plan

Learning objective
1. Reinforcing learning of comparative adjectives, and practice their use
2. Increasing reading fluency

Suggested learner groups
The activity is designed for small groups of struggling readers in Year 4 and 5.

Activity (🕐 : 50 mins)
Requirements: tablets

I.   Introduction (5 mins)

The teacher re-introduces the comparative adjectives (e.g. '-er' as in 'warmer') to the group, making connections to previous whole class lessons with the same learning objective. Next, the teacher divides the children in pairs, and assigns one tablet to each pair of children.

II.   Collaborative play - accuracy games (5 mins)

The teacher assigns one accuracy game about comparative adjectives to group, and each pair of children play the games using one tablet without headphones. They discuss the options available and agree on the correct answer before they select it in the game. The teacher observes their work and takes note of possible mistakes and misconceptions.

III.   Feedback and sentence construction (10 mins)

The teacher gives feedback to the group of children, and corrects and discusses their mistakes. Then, the teacher explains the use of comparative adjectives within sentences, and proposes a set of examples.

IV.   Collaborative play - building games (5 mins)

The teacher assigns two constructing and manipulating games targeting comparative adjectives to the group, and again each pair of children play the games discussing the options available and agreeing on the correct answer before they select it in the game. The teacher walks around observing their responses.

V.   Feedback and reflection (5 mins)

Similarly to step III, the teacher gives feedback to the children, and they discuss together their misconceptions and what they have learned about comparative adjectives.

VI.   Collaborative play - automaticity games (5 mins)

The teacher assigns two automaticity games to the group, and children play together, similar to the previous phases.

VII.   Individual writing (15 mins)

To conclude the lesson, each child writes 10 new sentences including comparative adjectives in their class book.

Other ideas: You can add a final step and ask children to swap their notebooks and assess each other's work, also explaining the reasons for their corrections. This will help them reflect on what they have learnt. Furthermore, you can use this activity for superlative adjectives, too. Have a look at the curriculum mapping section (Go to *Language Level: Using Grammar*) to take inspiration for further lessons!

How to: Use the Teacher Tools to assign a list of games targeting comparative adjectives. Go to *Language Level: Using Suffixes and Grammar*, *Language Category: Comparative Adjectives* to explore the games available.

Using Suffixes and Grammar: Verb Tenses

Navigo Game Lesson Plan

Learning objective

Reinforcing learning and use of different verb tenses

Suggested learner groups

The activity is appropriate for children in Year 1 and 2, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (🕐 : 35 mins)

Requirements: tablets

I.   Individual paper-based activity (10 mins)

The teacher introduces the activity to the class briefly, and hands out a sheet to all of the children. The children complete the activities on paper, which ask them to recognise the correct verb tense in the sentence.

II.   Collaborative gameplay (10 mins)

The teacher assigns a list of constructing and manipulating games about verb tenses, and divides the children in pairs. The children play the games collaboratively using one tablet without headphones, and they discuss and agree on the correct answer before selecting it.

III.   Collaborative writing (5 mins)

Following gameplay, the teacher chooses a verb, and the two children work together to create three sentences containing different verb tenses (e.g. past, present, future tense).

IV.   Class discussion (10 mins)

The children read out the sentences created, and the teacher discusses possible mistakes and misconceptions with the class.

Other ideas: You can make the lesson more active and ask each group of children to act out one of the sentences created. You could also create a little 'competition' and celebrate the best actors!

How to: Use the Teacher Tools to assign a list of games targeting verb tenses. Go to *Language Level: Using Suffixes and Grammar*, *Language Category: Verb Tenses* to explore the games available.

Using Suffixes and Grammar: Verb Tenses

Navigo Game Lesson Plan

Learning objective

Reinforcing learning and use of verb tenses

Suggested learner groups

The activity can be used for learners in Year 2 and 3. It can be used with the whole class and in small group lessons.

Activity (🕐: 25 mins)

Requirements: tablets

I. Introduction (5 mins)

The teacher introduces the topic and learning objective of the day to the class (verb tenses) and divides the children into groups of 4. Each group is assigned a tablet.

II. Collaborative playing and acting (20 mins)

Children play together a series of accuracy, and constructing and manipulating games targeting verb tenses, using one tablet without headphones. They discuss and agree on the game options before selecting the correct answer in the game. Each time they choose the correct verb, they stop playing and try to act out the verb collaboratively. The teacher walks around the class to give feedback and support the activities, and helps to model how to act complex parts.

Other ideas: You can add another step and ask the children to choose their favourite verb/scene from step II and write a short collaborative text to describe it. Furthermore, you can change the learning objective and use this lesson plan for other grammar categories such as adjectives, nouns or even sentences. Have a look at the curriculum mapping section (Go to *Language Level: Using Suffixes and Grammar*) to plan similar lessons!

How to: Use the Teacher Tools to assign a list of games covering verb tenses. Go to *Language Level: Using Suffixes and Grammar*, *Language Category: Verb Tenses* to explore the games available.

Using Grammar: Wh- Questions

Navigo Navigo Game Lesson Plan

Learning objective

1. Learning to formulate and use wh- questions
2. Developing reading comprehension

Suggested learner groups

The activity is designed for children in Year 2. It can be used with the whole class and in small group lessons.

Activity (🕐: 40 mins)

Requirements: tablets

I.   Introduction (15 mins)

The teacher introduces the topic and learning objective of the day (wh- questions, e.g. 'Who is the man chasing?') and uses the board to provide examples and discuss them with the class. Following this, the teacher divides the children into groups of 4-6, and gives a printed text to each group.

II.   Collaborative reading and question production (10 mins)

The children read the text collaboratively, and work together to create 5 comprehension wh- questions about the text.

III. Collaborative play (15 mins)

The teacher assigns a sequence of 5 games targeting wh-questions, and children play collaboratively using one tablet per group, without headphones. For each task, they read the options available and agree on the correct answer before selecting it in the game.

Other ideas: Explore the Amigo Reader texts available for your year group in the Teacher Tools, and use the tablets also for the collaborative reading phase. Furthermore, you can use this activity for the Yes/No questions too. Have a look at the curriculum mapping section (Go to *Language Level: Using Grammar*) to plan similar lessons!

How to: Use the Teacher Tools to assign a list of games covering wh- questions. Go to *Language Level: Using Grammar*, *Language Category: Wh- Questions* to explore the games available.

Using Grammar: Prepositions

Navigo Game Lesson Plan

Learning objective

Learning and practicing the use of prepositions

Suggested learner groups

The activity is designed for children in Year 2 and 3, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (🕐: 35 mins)

Requirements: tablets, headphones

I. Introduction (10 mins)

The teacher introduces the learning objective of the day (prepositions), and collects the children's proposals to create a set of examples on the board.

II. Individual play (10 mins)

The teacher assigns a sequence of 3 accuracy, and constructing and manipulating games about prepositions. Children play individually using the tablets and headphones, and the teacher walks around and keeps an eye out for misconceptions and mistakes.

III. Individual writing (10 mins)

The children work individually and write 10 sentences in their class book, including at least one of the prepositions listed on the board in each sentence.

IV. Class discussion (5 mins)

At the end of the activities, the teacher initiates a class discussion to check the sentences created and correct mistakes and misconceptions.

Other ideas: You can make gameplay or writing collaborative - alongside learning prepositions, children can learn to work together. Furthermore, you can use this activity for other grammar categories such as nouns or verbs. Have a look at the curriculum mapping section (Go to *Language Level: Using Grammar*) to get inspired for similar lessons!

How to: Use the Teacher Tools to assign a list of games about prepositions. Go to *Language Level: Using Grammar*, *Language Category: Prepositions* to explore the games available.

Template: Insert Title Here

Navigo Game Lesson Plan

Learning objectives
List the learning objectives of the lesson here

Suggested learner group
Indicate here the learner groups you are designing for

Activity (🕐: ... mins)
Requirements: indicate here if you need tablets, headphones or other resources to complete the activity

I.   Title - Phase I (... mins)

Describe the first step of the activity here.

II.   Title - Phase II (... mins)

Describe the second step of the activity here.

III. Title - Phase III (... mins)

Describe the third step of the activity here.

IV.   ...

Other ideas: Describe possible activity variations or additions here.

How to: Provide practical suggestions on how to prepare and implement the activity here

Decoding words

Amigo Reader Amigo Reader Lesson Plan

<u>Learning objectives</u>
1. Learning and practicing new phonemes and/or blends
2. Practicing spelling

Suggested learner groups
The activity can be used with children in Year 1, 2 or 3 depending on the phoneme or blend selected. It can be used with the whole class and in small group lessons.

Activity (🕐 : 35 mins)
<u>Requirements</u>: tablets

I.   Introduction (10 mins)

The teacher introduces the 'sound of the day' to the class (for example 's' as in 'sad' and/or bl' as in 'black') and uses the board to provide examples of words that contain the target phoneme or blend.

II.   Collaborative listening and reading (10 mins)

Children are divided in groups of 4-6, and each group works with one tablet, without headphones. They listen to a text together using the <u>Text-To-Speech</u> function, and try to identify all the words that include the sound or letter (e.g. 's' as in 'sad' and/or 'bl' as in 'black').

III.   Highlights and Tricky Word List (5 mins)

Once they finish the listening/reading activity, they use the <u>Text Highlight</u> to show all the words that contain the target phoneme or blend, and they add them to their <u>Tricky Word List</u>.

IV.   Listening and Spelling (10 mins)

In the Tricky Word List, the children listen to each word using the <u>abc view</u> to reinforce the learning of how the phoneme or blend is pronounced. After listening to each word, they write it in their class book to practice its spelling.

💡 **Other ideas:** You can use this activity for all the phonemes and blends. Have a look at the <u>curriculum mapping</u> section (Go to *Language Level: Decoding words*) to plan similar lessons!

⚙️ **How to:** Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the <u>Teacher Tools</u>. Next check in the Reader which <u>pre-reading activities</u> are available for each text in order to choose a text that includes your "sound of the day"! Remember that the child who accesses the app has to play games targeting the phoneme or blend you are teaching to unlock the pre-reading activity in the Reader.

Decoding words

Amigo Reader Amigo Reader Lesson Plan

Learning objectives
1. Practicing and reinforcing learning of new phonemes and/or blends
2. Expanding vocabulary

Suggested learner groups
The activity is suggested for children in Year 1 and 2, depending on the phoneme or blend selected. It can be used with the whole class and in small group lessons.

Activity (🕐: 25 mins)
Requirements: tablets

I. Introduction (5 mins)

The teacher assigns a text to the children and writes a list of "tricky" words on the board. All the words in the list contain the "sound of the day" (e.g. 'kn' as in 'knot' or 'c' ad in 'cat'), and they are part of the text assigned to the class.

II. Collaborative Reading (10 mins)

Children work in pairs with one tablet without headphones, and they read the text together. Each time they encounter a word that is part of the list on the board, they add it to their Tricky Word List.

III. Word Pronunciation and Comprehension (10 mins)

At the end of the reading, each pair of children opens the Tricky Word List, and for each word in the list they complete the following activities:

1. They listen to the word pronunciation and decoding using the Abc view 💬
2. They practice its pronunciation, reading it aloud and correcting each other. They can also record it using the Record view 🎤
3. They discuss its meaning in   context using the A-z view , clarifying possible disagreements
4. They find a picture which best describes the meaning of the word add an image to the word using the Abc view 💬

💡 **Other ideas:** Give only part of the list to the children, and ask them to find the rest. Furthermore, remember that you can use this activity for all the phonemes and blends. Have a look at the curriculum mapping section (Go to *Language Level: Decoding words*) to plan similar lessons!

⚙️ **How to:** Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text in order to choose a text that includes your 'sound of the day'! Remember that children have to play games targeting that phoneme or blend to unlock the pre-reading activity in the Reader.

Decoding words

Amigo Reader Lesson Plan

Learning objectives

1. Learning and practicing new phonemes and/or blends
2. Practicing spelling

Suggested learner groups

The activity can be used with children in Year 1, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (⏱: 30 mins)

Requirements: tablets

I. Introduction (5 mins)

The teacher introduces the new sound to the class, and writes its corresponding letters (e.g. 'oo' as in 'book' or 'bl' as in 'black'). Following this, the teacher assigns a text and divides the children in groups.

II. Individual reading and word identification (10 mins)

Each child in the group works with one tablet, without headphones. Children read the text individually, using the Text-To-Speech to support the reading when needed. Each time they encounter a word containing the target phoneme or blend (e.g. 'oo' as in 'book' or 'bl' as in 'black'), they write it in their class book.

III. Group discussion (5 mins)

At the end of the reading task, the children compare their list and discuss differences and missing words, and update their list to correct possible mistakes.

IV. Individual spelling activity (5 mins)

Using the words in the list as examples, each child expands the list by adding up to 5 new words containing the target phoneme or blend.

V. Group discussion (5 mins)

The children read and discuss their lists of words in turn, and correct possible mistakes collaboratively.

Other ideas: You can conclude the activity by asking each child or group to create 5 sentences including one of the words in their list. Moreover, remember that you can use this activity with all phonemes and blends. Have a look at the curriculum mapping section (Go to *Language Level: Decoding words*) to plan similar lessons!

How to: Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text in order to choose a text that includes your 'sound of the day'! Remember that children have to play games targeting that phoneme or blend to unlock the pre-reading activity in the Reader.

Decoding Words

Amigo Reader Lesson Plan

Learning objectives
Learning and practicing new phonemes and/or blends

Suggested learner groups
The activity is designed for all learner groups, depending on the difficulty of the phoneme or blend. It can be used with the whole class and in small group lessons.

Activity (⏱: 30 mins)
Requirements: tablets

I. Introduction and reading (5 mins)

The teacher assigns and reads a text to the class. Each child uses one tablet without headphones, and follows the reading individually.

II. Text Highlight and word pronunciation (5 mins)

The teacher divides the children into groups of 4-6, and asks the class to use the Text Highlight function to show all the words containing the target phoneme or blend (e.g. 'fr' as in 'frog' or 'oo' as in 'book'). Each group searches for the words in the text, and practices their pronunciation one at a time.

III. Collaborative oral production (10 mins)

At the end of the text, each group of children creates 10 sentences verbally containing one or more of those words.

IV. Collaborative written production (10 mins)

The group produces 10 new written sentences containing one or more of the words in the list.

Other ideas: You can expand the activity and ask the groups to exchange their list of sentences, and correct each other's work. Furthermore, remember that you can use this activity for all the phonemes and blends. Have a look at the curriculum mapping section (Go to *Language Level: Decoding words*) to plan similar lessons!

How to: Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text in order to choose a text that includes your target phoneme or blend. Remember that the child who accesses the app has to play games targeting the phoneme or blend you are teaching to unlock the pre-reading activity in the Reader.

Decoding Words

Amigo Reader Lesson Plan

Learning objectives
Learning and practicing new phoneme and/or blends

Suggested learner groups
The activity is designed for children in Year 1 and 2, and struggling readers. It can be used with the whole class and in small group lessons.

Activity (🕐: 20 mins)
Requirements: tablets

I.   Introduction (5 mins)

The teacher introduces a new phoneme or blend to the class (e.g. 'c' as in 'cat' or 'sm' as in 'smile') and provides some word examples which include the target phoneme or blend. Following this, the teacher assigns a text to the class.

II.   Individual reading (5 mins)

The children read the text individually on their tablet without headphones, and each time they encounter a word containing the target phoneme or blend (e.g. 'c' as in 'cat' or 'sm' as in 'smile'), they add it to their Tricky Word List.

III.   Individual decoding and pronunciation (10 mins)

At the end of the reading, each child opens their Tricky Word List, and use the Abc view to listen to the word and its decoding, and the Record   view to register their pronunciation, in order to compare the two.

Other ideas: If more support is needed during the individual reading, children can use the Text Highlight function to show the words containing the target phoneme or blend. Furthermore, remember that you can use this activity for all the phonemes and blends. Have a look at the curriculum mapping section (Go to *Language Level: Decoding words*) to plan similar lessons!

How to: Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text in order to choose a text that includes your target phoneme or blend. Remember that children have to play games targeting that phoneme or blend to unlock the pre-reading activity in the Reader.

Using Prefixes and Suffixes: Suffixes

Amigo Reader Lesson Plan

Learning objectives
1. Reinforcing learning and use of suffixes
2. To practice generating sentences containing suffixes

Suggested learner groups
The activity is designed for children in Year 2, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (⏰: 30 mins)
Requirements: tablets

1. Introduction (5 mins)

The teacher assigns a text to the class, and asks the children to read it paying attention to all the words including suffixes that relate to adjectives (e.g. -full, -less). Furthermore, children are asked to tap on each sentence while they read it, and to observe its structure and the use of punctuation.

2. Individual reading and reflection (5 mins)

Each child works individually with one tablet without headphones, and reads the text silently as suggested by the teacher.

3. Collaborative writing and discussion (10 mins)

The teacher divides the children in groups, and each group creates 5 new sentences including words with adjective suffixes. During the activity, depending on the age of the group they can discuss possible divergences and difficulties.

4. Individual writing (10 mins)

Following the group discussion, each child writes a list of 5 new sentences containing words with adjective suffixes individually in their class book.

Other ideas: You can add another step and ask children to swap their sentences and correct each other's work. Furthermore, remember that you use this activity for all the other types of suffixes and prefixes. Have a look at the curriculum mapping section (Go to *Language Level: Using Prefixes and Suffixes*) to plan similar lessons!

How to: Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text in order to choose a text that includes your target suffixes. Remember that children have to play games targeting suffixes to unlock the pre-reading activity in the Reader.

Using Prefixes and Suffixes: Prefixes

Amigo Reader Lesson Plan

Learning objectives
1. Reinforcing knowledge and use of prefixes
2. Vocabulary and word comprehension

Suggested learner groups
The activity can be used with children in Year 2. It can be used with the whole class and in small group lessons.

Activity (⏱: 30 mins)

Requirements: tablets

I. Introduction (5 mins)

The teacher introduces a prefix (e.g. pre-) to the children and selects a text for the class to read, which includes Pre-reading Activities on the target prefix. Following this, the teacher divides the children in pairs, and assigns one tablet to each pair, without headphones.

II. Collaborative reading and word comprehension (10 mins)

The children complete the pre-reading activity in pairs, and they read the text together. Before starting the reading, they use the Text Highlight function to show all the words which include the target prefix (e.g. pre-). They read the text together, and each time they encounter a word that is highlighted they investigate its meaning using the Dictionary function.

III. Class discussion (10 mins)

At the end of the activity, the teacher discusses with the class the meaning of each word highlighted, focussing on how the prefix changes the meaning of the root word.

Other ideas: You can expand the activity and ask each pair of children to write a list of sentences containing at least one of the words highlighted in the text. Moreover, you can use this activity for all the types of prefixes and suffixes. Have a look at the curriculum mapping section (Go to *Language Level: Using Prefixes and Suffixes*) to plan similar lessons!

How to: Select and assign an appropriate text beforehand - first, explore the texts available for your year group in the Teacher Tools. Next check in the Reader which pre-reading activities are available for each text in order to choose a text that includes your target prefixes. Remember that children have to play games targeting prefixes to unlock the pre-reading activity in the Reader.

Using Grammar: Verbs

Amigo Reader Amigo Reader Lesson Plan

Learning objectives
1. Knowledge and use of different verb tenses
2. Vocabulary and sentence comprehension

Suggested learner groups
This activity can be used for children in Year 2 and 3, and struggling readers in more advanced year groups. It can be used with the whole class and in small group lessons.

Activity (🕐: 25 mins)
Requirements: tablets

I.   Introduction (5 mins)

The teacher introduces the learning objective of the day, the verb tenses and how they can be used in sentences, and assigns a text to the children. The children work in pairs using one tablet without headphones.

II.   Collaborative reading and word comprehension (10 mins)

Each pair reads the text together, and every time they encounter a verb, they explore its meaning in the Dictionary and add it to their Tricky Word List. They also write down all the verbs on their class book.

III.   Collaborative work on verb tenses (10 mins)

The pair work together on the list of verbs, and they change the verb tense to a future, present and/or past tense depending on the starting verb tense.

IV.   Collaborative sentence comprehension (10 mins)

At the end of the text, each pair opens the Tricky Word List, and use the a-z view 🔲 to read each word within the sentence, and discuss how different verb tenses change the meaning of the sentence.

Other ideas: You can add another step and ask children to play a sequence of games in Navigo targeting verb tenses! Furthermore, you can use this activity for other grammar categories, such as adjectives, or nouns. Have a look at the curriculum mapping section (Go to *Language Level: Using Grammar*) to get inspired for similar lessons.

How to: Select and assign an appropriate text beforehand - each library text contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign. You can download and read a text from within the Teacher Tools. Just hover over the thumbnail and click on download!

Text Comprehension

Amigo Reader Lesson Plan

Learning objectives
Reading comprehension

Suggested learner groups
The activity is appropriate for all learner groups depending on the difficulty of the text assigned. It can be used in small group lessons (up to 6 children per group).

Activity (⏰: 15 mins)
Requirements: tablets

I.   Introduction and reading (5 mins)

The teacher introduces the activity, and reads a text to the group of children who follow the reading individually on their tablet, without headphones.

II.   Reading comprehension (5 mins)

At the end of the reading, the teacher asks a list of previously prepared comprehension questions to the group. Children provide their answer by tapping on the sentence of the text that includes the correct response, and the teacher checks their choices visually.

III.   Discussion (5 mins)

For each question, the group discusses why the answers provided are correct or wrong, and agree on the right response.

Other ideas: You can expand the activity and ask the group or each child to summarise the key aspects of the text in no more than 10 lines. Alternatively, they can work in pairs and extend the story read with the teacher orally or in writing.

How to: Select and assign an appropriate text beforehand - each library text contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign. You can download and read a text from within the Teacher Tools. Just hover over the thumbnail and click on download!

Text Comprehension

Amigo Reader Lesson Plan

Learning objectives
1. Reading comprehension
2. Developing and answering comprehension questions

Suggested learner groups
The activity can be used with small groups of struggling readers in Year 4, 5 and 6 depending on difficulty of the text assigned.

Activity (🕐: 45 mins)
Requirements: tablets

I.   Introduction (5 mins)

The teacher introduces the aim of the lesson (text comprehension) and assigns an appropriate text to the group of struggling readers.

II.   Individual reading (15 mins)

The children read the text individually on their tablet without headphones, with the support of the teacher or TA when needed.

III.   Group comprehension activity (10 mins)

At the end of the reading activity, the teacher asks the group to 'retell' the beginning of the story, and asks a series of comprehension questions targeting the key aspects of the text.

IV.   Comprehension activity in pairs (15 mins)

Each child thinks of, or writes 3-4 comprehension questions on a piece of paper. Following this, they swap the questions with a classmate and write the answers in their class book.

Other ideas: You can extend this activity using your own resources on reading comprehension, or ones available online.

How to: Select and assign an appropriate text beforehand - each text in the iRead library contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign. You can download and read a text from within the Teacher Tools. Just hover over the thumbnail and click on download!

Vocabulary

Amigo Reader Lesson Plan

Learning objectives
Developing vocabulary

Suggested learner groups
The activity is designed for small groups of struggling readers in Year 3, 4, 5 and 6, depending on difficulty of the text assigned.

Activity (⊕: 20 mins)
Requirements: tablets, headphones

I. Introduction (5 mins)

The teacher assigns an appropriate text to the group, and asks the children to listen to it individually on their tablet using the Text-To-Speech function, and the headphones.

II. Individual listening (5 mins)

The children listen to the text and follow the reading on their tablet. Every time they encounter a difficult word, they listen to the sentence again.

III. Collaborative word comprehension (10 mins)

At the end of their listening, the children agree on three difficult words in the text that they want to investigate further. They discuss their possible meanings and agree on one definition for each word, and they write it in their class book. Next, they use the Dictionary function of the Reader to access the meanings of the three words, and compare them to their definitions.

Other ideas: You can add one last step and ask the group to create one sentence for each word of the list, to reinforce their learning. Alternatively, children could generate a word map - for each word, they identify its meaning, the number of phonemes (sounds), the number of syllables, and one or two synonyms.

How to: Select and assign an appropriate text beforehand - each library text contains information about the publisher, curriculum area, topic and intended year group to help you decide which text to assign. You can download and read a text from within the Teacher Tools. Just hover over the thumbnail and click on download!

Template: Insert Title Here

Amigo Reader Lesson Plan

Learning objectives
List the learning objectives of the lesson here

Suggested learner group
Indicate here the learner groups you are designing for

Activity (: ... mins)

I. **Title - Phase I (... mins)**

   Describe the first step of the activity here.

II. **Title - Phase II (... mins)**

   Describe the second step of the activity here.

III. **Title - Phase III (... mins)**

   Describe the third step of the activity here.

IV. **...**

Other ideas: Describe possible activity variations or additions here.

How to: Provide practical suggestions on how to prepare and implement the activity here.

Day to Day Tablet Administration

Receiving the tablet

The iRead apps work on all Android devices. During the pilots, the applications will be optimized to run smoothly in the device mostly used, Lenovo Tab 4 10".

Technical Characteristics	
Processor	Qualcomm Snapdragon 425 64-bit Quad- Core Production Date: 23/12/2017
O.S.	Android 8.1.0
Display	10.1" (1280 x 800)
Camera	Front 2MP – Rear 5 MP
RAM	2 GB
Storage	16 GB
Battery	7000 mAH/ up to 20 hours

Inside the box you will find:

- a fully set up tablet (logged in the Google account that relates to your school's pilot, iRead apps installed, etc.)
- a charger (fast-charger/2A-5.2V)
- a USB to USB-mini wire.

During the unboxing process you should ensure that it's basic functions (lock-unlock, wifi access, etc.) are well performing.

System updates[1] is a process that needs to be completed when it is available. To do that follow the path: `Settings → About Tablet → System Updates → Download and install`

Important note: in order to finalise the update process your tablet needs to have more than 30% battery.

Please note that a system update may take up to a whole teaching session! When access is granted, the update starts to install, and the tablet is non-usable until the process is completed.

Tablet's User Interface

The tablet uses an Android Operating System (current O.S: Android 8.1.0, September 2019) thus comes with an Android User Interface that it is composed of widgets and applications.
Every time the tablet screen is unlocked, the user lands in the main screen. This is where you can find the two iRead applications (Navigo, Reader).

Google Account

It is important that the tablets are always logged in the Google account provided by the project partner that you received the tablets from (in the following table you will find the email for your pilot). In rare cases, you will receive a message-warning when checking the drop-down main menu that you need to relog-in to the Google account. In this case, please contact the pilot leader directly.

Account email	iread.gb@gmail.com

To fully exploit an Android UI, each tablet needs to be logged-in with the above Google account. During the pilots we will be using a single Google account for each pilot. This is for many reasons such as:

- Maintaining direct communication (via e-mail) with all pilot tablets
- Accessing shared content for all tablets (via Google Drive)
- Sharing important dates (via Google calendar widget)
- Downloading the iRead applications via Play Store

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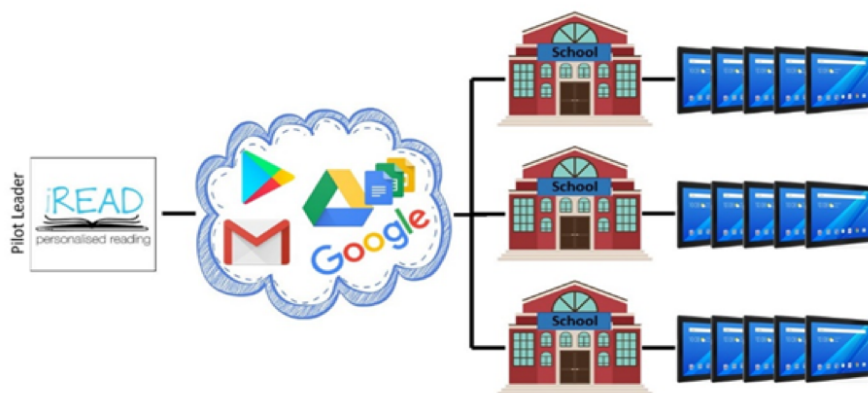
[1] new system updates may have an impact on the UI (user interface) of the tablet.

Tablet Settings

The settings may be found in the main drop-down menu and in the main tablet menu.

WI-FI Connection

A feature of the tablet, essential for the use of the iRead apps, is a wi-fi internet connection. To find the proper settings and connect the tablet to a wi-fi network, you must do the following:

Settings → Open WLAN → Choose Network → Input Password → Connect
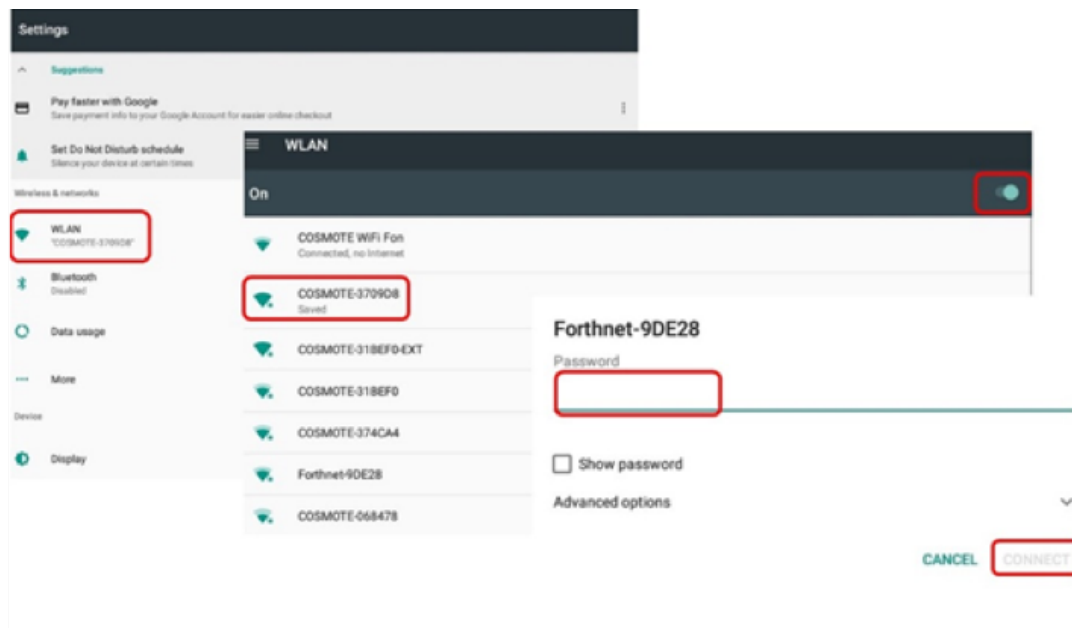
Language

Another important setting is the language setting. The primary language of the tablet must be the language of the pilot that your school participates with. You can access the language settings from: Settings → System → Languages & input → Languages

Apps & Notifications

You can see the installed applications and manage them on each device. You can also uninstall an application (alternatively long press an application icon and drag it to the "Uninstall" section marked on the top of the screen).

Storage

The user can see the storage status of the tablet and if the tablet has an SD memory card, control where the application is stored (not applicable for all apps.)

Google Play Store

In Google Play Store the user can find applications for android devices, and also the two iRead applications: Navigo and Amigo. The Google Play Store may be accessed by the corresponding icon in the tablet's main menu. Play Store allows the user to manage the applications installed on the device or to install a new one.

Install Applications

The user can look for applications by using the search feature. Once a desired application is spotted on the list, click on the app icon and an install request will pop-up. After granting permission to the data and tablet functions, the installation will start, and an installation process bar should appear in the main drop-down menu of the tablet.
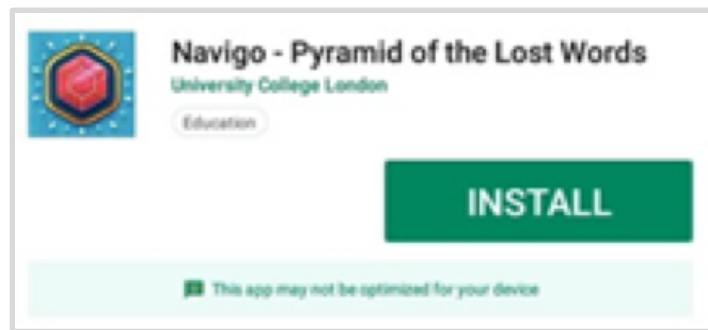
Update Applications

The user can also see the list of applications that have available updates (if the iRead applications are on this list, the user should choose to update the apps).
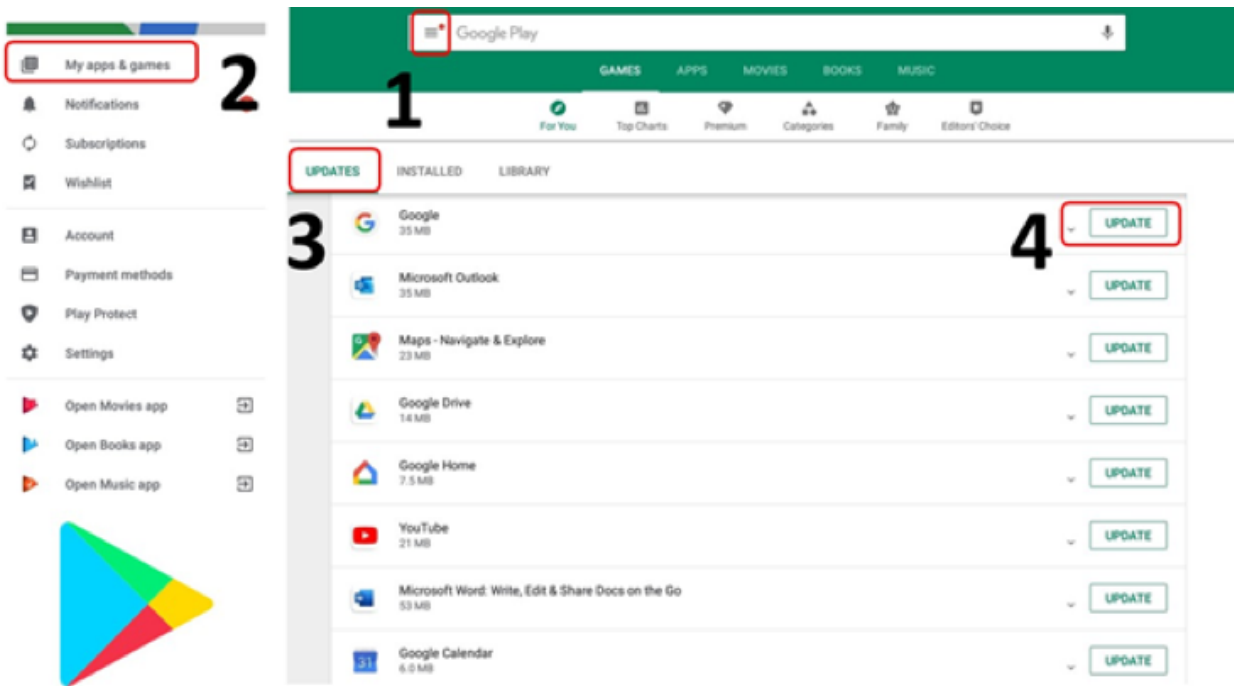
The user can also update a specific application by searching for it and clicking on its icon as seen in the figure below.
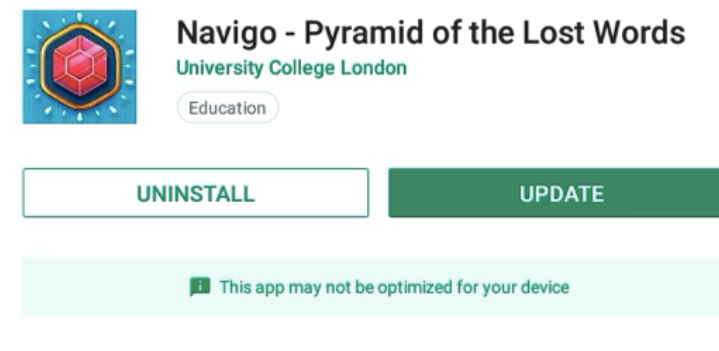
Google Pay

Google Pay is a service provided by Google and allows you to perform payments when using your tablet. You are strongly advised not to enter any credit card as the tablets used for the pilots have a shared Google account, therefore the credit card details will be available to all tablets and all tablet users will be able to make payments with that credit card.

Google Chrome

Google Chrome is the main browser found in your tablet, provided by Google. From here you can access any website you wish. It is important that you clear your history as your history is available to all the users that use the same google account. You can also use bookmarks for your favorite websites. Bookmarks are also visible to all the tablets that use the same gmail account, for this reason it is fully recommended that you bookmark only important websites related to the project.

Plug-in station and Tablet safety

As each school has several tablets, there will be a need to charge more than one at the same time. The tablets have a big battery capacity (7000mA), almost double than the average mobile phone, with less functions to perform (location, mobile network, 4G, etc.). As a general rule, if a tablet is charged more than 20%, it is safe to assume that it will last at least one more teaching session while running the iRead applications.

Below you will find 2 suggested methods so as to charge your school's tablets simultaneously.

1. Multi Plug Socket

This is the most cost-efficient solution as you use the tablets' chargers. The tablets' chargers will charge the tablets in the most time efficient way. This means that the minimum charging time is guaranteed.

On the downside, there are usually less than 10 sockets per multi plug and there is the need of using the tablets' chargers. This means that every time a charger is lost, malfunctioning, etc. it must be replaced.

2. USB Hub

A USB hub is a device that allows you to connect multiple USBs to one socket or one USB port.
Compared to the multi plug socket, it can easily charge 10 or more tablets at the same time. To use it, you only need one USB to USB-mini cable. This means that you do not have to replace any broken or lost charger but only the cable. The basic disadvantage is that it has a maximum charging power which is equally distributed to each USB socket in use.

Overall, it is tidier and more space-saving solution but does not guarantee optimal charging time.

Tablets' safety

In general, the tablet's screen shows more endurance in scratches than a mobile phone screen. Nevertheless, it is possible to get a scratch on the tablet's screen or damage. Therefore, you can buy a case for each Lenovo Tab 4 10" in order to avoid any damages. The cost of the cases differs from country to country.

Locking down applications

There is no easy way to lock down applications in an Android environment. The chosen tablet supports the function of a child's profile, but it has a totally different User Interface that restricts many useful features that can be utilised within the teaching process.

To ensure that students will not be able to use the Google Play Store to download irrelevant application/ games you can set up parental controls that are available by the Play Store application. In order to achieve that you must do the following:

- Open the Play Store application
- In the left top corner, tap Menu Settings Parental Controls
- Turn Parental Controls On
- Create a PIN (2019)
- Tap the type of content to be filtered
- Choose how to filter/restrict access
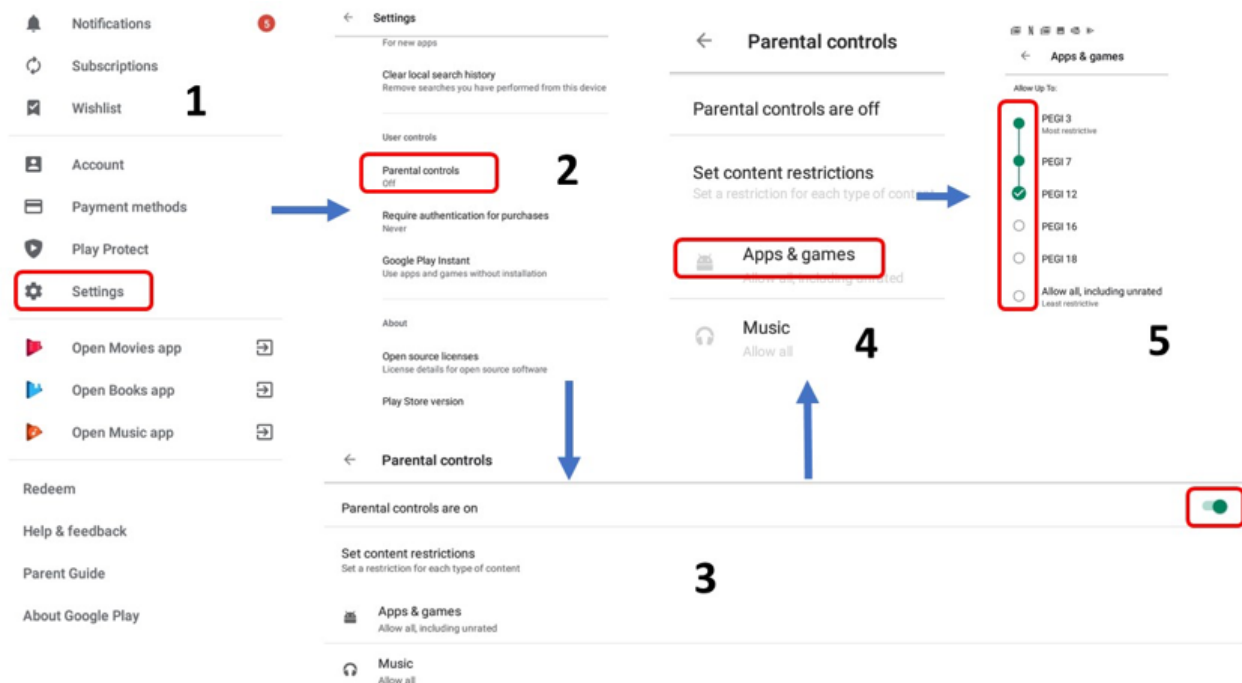
 As Google indicates for the applications' parental control: "When you set up parental controls for apps and games, you can choose the highest content rating you want to allow for downloads or purchases. However, you may still be able to see apps and games outside of your filter when you search, or by visiting them using a direct link to the app's page."

Project Screen

During the testing of the iRead applications, the teacher may want to share a specific tablet screen with the whole class. This can occur in the context of a whole class activity or maybe in an iRead related activity.

Screen Casting

This utilises the Android option to cast a screen. Many users are familiar with this feature as it is widely used to cast an application (e.g. youtube) to a smart tv. If the projector you are using has this option, then you just need to connect the two devices through the wi-fi. In order to easily do that you can download and install Google Home application for Android devices from Google Play Store.

If your projector does not support this feature then you can do it yourself with the proper hardware. The most cost-efficient way to do this is to buy a Google Chromecast (2nd generation should be fine) which connects to the projector via HDMI (needs a USB port or electricity socket to power up) and to the tablet via Wi-Fi. Now you can use the cast screen feature the same way as you would if the projector had the functionality of a smart tv.

Privacy Settings of Tablets

All tablets are logged in to a common anonymous Google Account. Thus, all data gathered by Android, Google or any other application (except iRead apps[2] where students log in with their account) are linked to the Google Account of the pilot your school participates in.

Ensuring that students use the same tablet

In most cases, there will be a tablet per student and might be convenient to ensure that each student uses the same tablet each time. That can be useful in many ways (e.g. ability to know which student is responsible for any damage to the tablet, etc.). Additionally, the Amigo Reader stores some of the data on the tablet, rather than the server.

The easiest way to ensure that students use the same tablet, is to mark each tablet with a unique number (e.g. 01, 02, ...15), preferably on the sticker on the tablet's backside where the iRead logo and the property rights are presented. Then, you just appoint a unique number to each student and keep a record of them

Text List - Appendix

Title	Topic	Genre	Year	CEFR
A garden	Plants	Non-fiction	1	
Corn	Plants	Non-fiction	1	
Seeds we can eat	Plants	Non-fiction	1	
Lunch time!	Plants	Non-fiction	1	
Lettuce for salad	Plants	Non-fiction	1	
Carrots for a snack	Plants	Non-fiction	1	
Plants	Plants	Non-fiction	1	
Big seed, little seeds	Plants	Non-fiction	1	
Trees	Plants	Non-fiction	1	
Where is a snail's nose	Animals	Non-fiction	1	
Beaks	Animals	Non-fiction	1	
Stomp! Stomp! Stomp!	Animals	Non-fiction	1	
High in the Sky	Animals	Non-fiction	1	
Eyes on Top	Animals	Non-fiction	1	
Elephant Eyes	Animals	Non-fiction	1	
Daytime	Seasonal changes	Non-fiction	1	
Spring	Animals; Seasonal changes	Non-fiction	1	
Ducks	Animals; Seasonal changes	Non-fiction	1	
Staying warm	Animals; Seasonal changes	Non-fiction	1	
Geese at the Pond	Animals; Seasonal changes	Non-fiction	1	
Maps and Globes	Geographical skills and fieldwork	Non-fiction	1	
A card for my teacher	Materials & Techniques	Non-fiction	1	
Art	Materials & Techniques	Non-fiction	1	
Where are my things	School day	Non-fiction	1	
Three apples	School day	Non-fiction	1	
The bell rings	School day	Non-fiction	1	
Story time	School day	Non-fiction	1	
Class pet	School day	Non-fiction	1	
What did you do today	School day	Non-fiction	1	
My coat	Seasonal changes	Non-fiction	1	
Mittens, coat and cap	Seasonal changes	Non-fiction	1	
Too cold	Seasonal changes	Non-fiction	1	
My sledge	Seasonal changes	Non-fiction	1	

Playing in the snow	Seasonal changes	Non-fiction	1	
In the barn	Living things and their habitat	Non-fiction	1	
Putting Two Words Together	Prefixes and suffixes, vocabulary	Non-fiction	2	
Bats in sport	Sports with bats	Non-fiction	2	
In the field	Living things and their habitat	Non-fiction	2	
In the chicken coop	Living things and their habitat	Non-fiction	2	
Among the trees	Living things and their habitat	Non-fiction	2	
Up in the trees	Living things and their habitat	Non-fiction	2	
Under the ground	Living things and their habitat	Non-fiction	2	
In and out of the water	Living things and their habitat	Non-fiction	2	
In One Place	Living things and their habitat	Non-fiction	2	
On the go	Living things and their habitat	Non-fiction	2	
Snow rabbits	Animals; Seasonal changes	Non-fiction	2	
Winter is here!	Seasonal changes	Non-fiction	2	
Frogs	Animals; Seasonal changes	Non-fiction	2	
A desert in colour	Living things; Seasonal changes	Non-fiction	2	
Cherry tree	Seasonal changes	Non-fiction	2	
Snowdrops	Seasonal changes	Non-fiction	2	
Melting snow	Seasonal changes	Non-fiction	2	
Grip and Glide with Friction	Forces and magnets	Non-fiction	2	
Melting ice	Seasonal changes	Non-fiction	2	
Bird nests	Animals	Non-fiction	2	
Elephant's trunk	Animals	Non-fiction	2	
Going with the flow	States of matter	Non-fiction	2	
Snail's foot	Animals	Non-fiction	2	
Working dogs	Blind community awareness	Non-fiction	2	
Cool Hats	Fashion	Non-fiction	2	
Drums: keep the beat	history of music, sound waves	Non-fiction	2	
Silent Predators in the Ocean	Environment, Poetry	Poetry	2	
Swimming	Sports, Poetry	Poetry	2	
My Grandma's Dementia	Family, Poetry	Poetry	2	
Bird's Feet	Animals	Non-fiction	2	
Bats	Animals, including humans	Non-fiction	2	
Fractured fairy tales	Fairytales	Non-fiction	2	
The Tides	Sea, tides	Non-fiction	2	
Life in a medieval castle	Middle Ages	Non-fiction	2	
Noodles around the World	Cooking and nutrition	Non-fiction	2	
Why do things move	Forces	Non-fiction	2	
The colours of English	Etymology, vocabulary, spelling	Non-fiction	2	
Standing your own	Animals, including humans	Non-fiction	2	

Nicknames	Nicknames	Non-fiction	2	
Posters over time	Historical development of art	Non-fiction	3	
The wide world of bread	Cooking and nutrition	Non-fiction	3	
Tall tales	Tall tales	Non-fiction	3	
Kites: dancers in the wind	Kites	Non-fiction	3	
A hero who gives things away	Volunteering, ways to get involved in the community	Non-fiction	3	
Monster Stories	Monster legends	Non-fiction	3	
Posters that pop	Posters, LeRoy Neiman, Peter Max	Non-fiction	3	
Raisins: A Sweet Treat	Cooking and nutrition	Non-fiction	3	
Surprises inside a rock	Rocks	Non-fiction	3	
Staying safe in sports	Protections in sport	Non-fiction	3	
Moles	Animals, including humans	Non-fiction	3	
Midnight sun and Northern lights	Arctic, Northern lights	Non-fiction	3	
Horns: The sound of the wind	Brass instruments, Sound	Non-fiction	3	
Flip-flops	Shoes	Non-fiction	3	
Beavers and the environment	Living things and their habitat	Non-fiction	3	
Stained glass : painting with sunlight	Stained glass	Non-fiction	3	
How Insects Live in Winter	Animals, Living things and their habitat	Non-fiction	4	
Get Involved in your community	Volunteering, ways to get involved in the community	Non-fiction	4	
Origami	Origami	Non-fiction	4	
What makes a wall great	China	Non-fiction	4	
An Island is Born	Tectonic plates	Non-fiction	4	
Chess: A Game of Kings and Queens	Games	Non-fiction	4	
Pianos: The Loud and the Soft	String instrument, sound	Non-fiction	4	
What's Your Name?	Morphology, new word formation	Non-fiction	4	
Knitting: From Sheep to Scarf	Knitting	Non-fiction	4	
The Art of Recycling	Recycling in art	Non-fiction	4	
Young inventors: Chester Greenwood	Inventors	Non-fiction	4	
Red alert: the British are coming	British army	Non-fiction	4	
On guard! Junior Lifeguards	Sea, career	Non-fiction	4	
Stringing Along	String instruments	Non-fiction	4	
Lasers: The Power of Light	Light	Non-fiction	5	
Can people live on the moon?	Living things and their habitat, earth and space	Non-fiction	5	

Bison	Living things and their habitat	Non-fiction	5	
Young inventors: Louis Braille	Braille writing system	Non-fiction	5	
Video games for work and play	History of video games	Non-fiction	5	
Greek mythology	Greek mythology	Non-fiction	5	
Young heroes: Katies Stagliano's dream	Volunteering	Non-fiction	5	
Painting on the walls	Prehistoric painting	Non-fiction	5	
Draughts: A Very Old Game	Games	Non-fiction	5	
Minding Your Business	Entrepreneurship	Non-fiction	5	
Changing lives, one cow at a time	Community involvement	Non-fiction	5	
Playing by the Rules	Rules and Laws	Non-fiction	5	
Garden Homes	Living things and their habitat	Non-fiction	5	
Taking Out the rubbish—By the Tonne	Pollution, Designing and making new tools	Non-fiction	5	
Totem poles	Sculpture, carving	Non-fiction	5	
Guitars: The Kings of Rock	String instrument, sound	Non-fiction	5	
Bigger than elephants	Living things and their habitat	Non-fiction	5	
Young inventors: Jack Andraka	Health and technology	Non-fiction	5	
What's Out There?	Astronomy	Non-fiction	6	
Power to the people	Monarchy	Non-fiction	6	
Coretta Scott King	Civil right movement	Non-fiction	6	
Hula: Dance That Tells a Story	Traditional dance, Hawaii, Hula	Non-fiction	6	
Young Inventors: Caine Monroy	Encouraging creativity	Non-fiction	6	
Sammy Lee: Olympic diver	Olympic diving	Non-fiction	6	
New Animal Species	Evolution and inheritance, Living things and their habitat	Non-fiction	6	
Counting Endangered Animals	Evolution and inheritance, Living things and their habitat	Non-fiction	6	
Nesting dolls	Folk art	Non-fiction	6	

Title	Topic	Genre	Year	CEFR
My Robin Friend	Animals, Poetry	Poetry	2	
Zombie Lillie	Fantasy	Fiction	2	
Naughty Sam and the Tooth Fairy	Family	Fiction	2	
Story of Mermaids	Fantasy	Fiction	2	
The Four Polar Bears	Animals	Fiction	2	
The Plastic Misadventure	Environment	Fiction	3	

Title	Topic	Genre	Year group	CEFR
Niamh and the Magic unicorn	Fantasy	Fiction	3	
A New Friend	War	Fiction	3	
The Ringmaster	Entertainment, Poetry	Poetry	3	
The Imaginary Cat	Animals	Fiction	3	
Bad Luck Beach	Adventure	Fiction	3	
Memories of a Well Lived Life	Animals, Death	Fiction	3	
Red Tail	Animals	Fiction	3	
The Bumpy Trail	Animals	Fiction	4	
Billy and the Time Machine	Adventure	Fiction	4	
The Hex	Adventure	Fiction	4	
James's Mischievous Medicine	Fantasy	Fiction	4	
Victoria and the haunted house	Fantasy	Fiction	5	
Quilts: pieces of art	Fashion, Art techniques	Non-fiction	5	
Mother's Grasp	War	Fiction	5	
A Battle: Two for one	Adventure, War	Fiction	5	
Grandad's Magic Boots	Sports	Fiction	5	
A Ghost Visits	Fantasy	Fiction	6	
A Ballerina's Sonnet	Sports	Poetry	6	
The boy with long hair	Family, Poetry	Poetry	6	
The Snow Leopard	Animals	Fiction	6	
Mushy Peas And Battered Bits	Family, Death	Fiction	6	
The Man on the Street	Poetry	Poetry	6	
The Cursed Ring of Erebus	Detective	Fiction	6	
Doyouthinkhesawus – The Great Dino Detective	Detective	Fiction	6	
Wicked Young Writer	Poetry	Poetry	7	
The Chicken Nugget Story	Animals	Fiction	7	

Independent Authors

Title	Topic	Genre	Year group	CEFR
The Zoo by Mark Lowery	Animals	Fiction	2	
The Mystery at Marston's Mill by Fiction Express (Boolino): by Alex Woolf	Detective	Fiction	5	

Title	Topic	Genre	Year group	CEFR

It wasn't me	Animals	Fiction	1
The best thing ever	Adventure	Fiction	1
Miss Tiny Chef	Food	Fiction	2
The Three Doof-Doofs	Fantasy	Fiction	2
The Elephant in the Room	Animals	Fiction	2
Why is Nita Upside Down?	Friends	Fiction	2
Katiiti's Song	Animals	Fiction	2
Lara the yellow ladybird	Animals	Fiction	2
A Tiny Seed	Nature	Fiction	3
Singing the Truth	Biography	Non-fiction	3

PRATHAM BOOKS
st☉ryweaver

Title*	Topic	Genre	Year	CEFR
Fat King Thin Dog	Animals	Fiction	1	
I Can Climb!	Adventure	Fiction	1	
I Want That One!	Family	Fiction	1	
Little Painters	Family	Fiction	1	
Lost and Found	Adventure	Fiction	1	
My best friend	Friends	Fiction	1	
Rani's First Day at School	School	Fiction	1	
Ammu's Puppy	Animals	Fiction	2	
Didi and the Colourful Treasure	Family	Fiction	2	
Kaushik, the Kind Detective	Detective	Fiction	2	
It's All the Cat's Fault!	Animals	Fiction	2	
Bath time for Chunnu and Munnu	Family	Fiction	2	
Annual Haircut Day	Haircut	Fiction	2	
Everything looks new!	Nature	Non-Fiction	2	
Going Home	Family	Fiction	2	
Goodnight, Tinku!	Animals	Fiction	2	
Grandma's Glasses	Detective	Fiction	2	
Listen to My Body	My Body	Fiction	2	
Little by Little	Animals	Fiction	2	
Mouse in the House	Animals	Fiction	2	
No Smiles Today	Friends	Fiction	2	
The Day It Rained Fish	Animals	Fiction	2	
Too Big! Too Small!	Family	Non-Fiction	2	
Bheema, the Sleepyhead	Animals	Fiction	2	
Smile Please!	Animals	Fiction	2	

The Moon and The Cap	Weather	Fiction	2
The Red Raincoat	Weather	Fiction	2
Too Much Noise	Animals	Fiction	2
Under My Bed	Fantasy	Fiction	2
"My fish!" "No, my fish!"	Friends	Fiction	2
Satya, Watch Out!	Adventure	Fiction	3
The Story of Stories	Animals	Fiction	4
The Timid Train	Transport	Fiction	6

* These texts present book pages on separate screens within the reader app

Title	Topic	Genre	Year	CEFR
Beloved Daughter	Family	Fiction	1	
Counting Animals	Animals	Fiction	1	
Feelings	Feelings	Fiction	1	
Friends	Friends	Fiction	1	
I like to read	Family	Fiction	1	
Is there anyone else like Me	Animals	Fiction	1	
My Body	My body	Fiction	1	
My Red Ball	Games	Fiction	1	
New Pussy Cat	Animals	Fiction	1	
Rain	Weather	Fiction	1	
Ah! Football!	Games	Fiction	2	
King of Birds	Animals	Fiction	2	

Frequently Asked Questions

General

1. **How has the content of the Navigo game & Amigo reader been created in line with our curriculum?**
   In the UK, the national curriculum was used to create a conceptual model of children's language development. We refer to this as our domain model. For more info on curriculum mapping see pages 27-35

2. **For students where English is a foreign language (EFL) how has the content of the Navigo game & Amigo reader been created?**
   Across Europe, the content has been tailored in line with the Common European Framework of Reference for Languages (CEFR)

Amigo Reader

3. **How can I work on a specific sound within the Amigo reader app?**
   Once you select a text from the library, use the pre-reading activity to select a specific language feature. When activated, this feature will highlight every time it appears within the text.

Navigo Game

4. **When playing the Navigo game how can I make sure the games aren't too easy or difficult?**
   The teacher tool allows you to specify what to work on. The game has also been built to generate appropriate content for student year groups & quickly adapts to their playing

5. **Once students have played all of the games that have been assigned to them by the teacher, what games are assigned next?**
   Students have a choice to continue playing another game or to go back to the Oasis. If they continue playing, the adaptive mode is activated and any new games that are assigned are based on what the student has mastered. This is called adaptivity mode.

6. **In the adaptive mode, what happens to the student's learning objective?**
   For novice readers (Year 1 - 3 students), the adaptive mode assigns games that correspond to language functions that are relevant for the student's year group. For struggling readers, the teacher and researcher can work together to identify a list of language functions that should be targeted specifically.