

Keyboard-mediated dictation

Refers to **Chapter 4: Language content 1: Teaching words and sentences** on page 89.

Content

The alphabet laid out in the same order as a QWERTY keyboard, projected onto a large screen.

Rationale

As described in the chapter, there are two ways in which this resource can be employed.

1. The teacher uses it, very simply, to prompt the students to read the letters in the order in which they appear (q ... w ... e ..., etc.). Sometimes, when reciting the alphabet in the conventional order (a ... b ... c ..., etc.), children rely on memory and the momentum of the whole class chanting together and, in this way, gloss over the letters they are unsure of. Practising them in a different order helps to move the focus back onto the letters themselves.
2. The teacher spells out a word, in a similar way to a dictation, by tapping its constituent letters one by one (e.g. c ... a ... t), with the students either calling out the word on the teacher's signal at the end or writing down the letters to spell the word as the teacher points to the letters..

