

In use in
over 3,500 schools
& recommended by
most education authorities

the five
minute
BOX 2

Instruction Book

the five
minute
BOX 2

A follow-on programme to the Five Minute Box using the multi-sensory methods established in Box 1.

The system complies with methods recommended in the Dcsf's Letters and Sounds programme, but is much more user friendly!

www.fiveminutebox.com



the five minute BOX 2

The Five Minute Box 2 has been designed by Jane Kendall, a fully qualified and practising SEN literacy consultant, as a teaching system to provide a 'next stage' teaching programme for literacy skills. It builds on established multi-sensory methods to provide secure working knowledge of the 44 phonemes, 200 more keywords, decoding and word building skills.

The Five Minute Box 2 provides on-going strategies and support for Sp.LD children who require multi-sensory teaching. It enables children to reach a reading and spelling age of around 8 1/2 years.

Box 2 has been developed to build on and continue the established routines, skills and self-help strategies that have made the Five Minute Box so successful and follows the principles laid out in the Dcsf's Letters and Sounds programme.

Box 2 covers the next stage of phonic development ensuring that the 44 phonemes are secure. Children are taught to use phonic knowledge to blend known sounds together for spelling and to decode sounds to aid reading of unknown words.



The programme includes generalised spelling patterns, keywords 100 - 300, dictionary skills and, most importantly, transferring all the skills into confident writing.

- As a follow on to Box 1 when early skills are 'automatic'
- As a second start to reading and writing second stage phonics
- To allow less confident learners time to acquire literacy skills
- Groups of words are included which can be used for spelling lists or reading practice

Children are encouraged throughout the Box 2 programme to learn new words and digraphs by visual memory – 'photograph' it – now write it from memory. Copying is avoided, giving children a more reliable knowledge of words for fluent writing and reading.