WordKLIX Expansion Pack

User Guide for the Oscar Learning Platform

Welcome to WordKLIX

WordKLIX is a language-learning expansion pack for **Coding with Oscar** that enables children to physically build sentences using word and phrase KLIX. It is designed for children aged **5–9 years**, supporting early literacy, grammar, oral language, and creative expression through hands-on play.

WordKLIX extends Oscar from coding actions into **coding language**, helping children understand how sentences work by constructing, testing, and revising them in a playful, low-pressure environment.

Learning Philosophy

WordKLIX is grounded in:

- Play-based learning
- Oral language development
- Learning through experimentation
- Progressive discovery of grammar rules

Children are not expected to memorise grammar terminology. Instead, they learn what *sounds right* by hearing Oscar's feedback, acting out sentences, and refining their ideas.

Mistakes are treated as learning opportunities.

What's in the WordKLIX Pack

The standard WordKLIX set contains colour-coded grouped word and phrase KLIX:

- **Group A**: Sentence starters and question words (determiners)
- **Group B**: Describing words (adjectives or descriptors)
- **Group C**: Everyday naming words (nouns)
- **Group D**: Actions and linking words (actions)

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Each KLIX is designed to be:

- Familiar to young learners
- Easy to visualise or act out
- Useful across many sentence types

Understanding the Word Groups

Group A: Sentence Starters & Questions

These words help children decide who or what the sentence is about and whether it is a statement or a question. Collectively, these are also referred to as “determiners”.

Group B: Describing Words

These add detail and meaning, including colours, size, speed, and light/dark contrasts.

Group C: Nouns

These are familiar objects and animals children can easily recognise, draw, or role-play.

Group D: Actions & Linking Words

These bring sentences to life and introduce spatial language such as over, under, on, and to.

A total of 32 carefully curated WordKLIX pieces are included, and their distribution is well balanced linguistically:

Function	Count	%	Reason
Sentence starters / questions	8	25	supports statements + questions
Adjectives / Descriptors	10	31	allows adjective combinations
Naming / Nouns	8	25	enough variety without overwhelming
Verb phrases / Actions	6	19	covers key spatial actions

This supports **thousands of valid sentences** while keeping the physical set manageable for children, with a word balance that favours descriptive language – ideal for early literacy.

Getting Started

1. Invite the child to choose a starter WordKLIX.
2. Add a describing word and a noun.
3. Choose an action or linking WordKLIX.
4. Encourage the child to read the sentence aloud.
5. Let Oscar respond.

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Teachers and parents should resist correcting too early. Let the child experiment.

Free Play Mode

In free play, children:

- Build any sentence they like
- Swap words to hear how meaning changes
- Act out sentences using toys or their own bodies

This mode supports creativity, confidence, and oral language.

Guided Play & Teaching Prompts

Oscar plays an active role during WordKLIX play by providing **spoken feedback** to children.

Examples of Oscar's feedback include:

- Reading the full sentence aloud so children can hear how it sounds
- Reminding children to start sentences with a **capital letter**
- Suggesting the correct **punctuation** (full stop or question mark)

Adult prompts can build on this feedback:

- "Did Oscar think that was a question or a statement?"
- "What could you change to make it sound better?"
- "Does that sentence match what happens in real life?"

Avoid grammar jargon unless the child introduces it.

Differentiation & Support

WordKLIX naturally differentiates learning:

- Younger learners may build 3–4 KLIX sentences
- Older learners can build longer sentences and revise them

Support strategies:

- Model one sentence
- Encourage acting out
- Focus on meaning before correctness

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Assessment Through Observation

Assessment is informal and continuous, supported by **Oscar's spoken guidance**.

Oscar may:

- Highlight when word order sounds unusual
- Prompt children to reconsider adjective placement
- Question the likelihood of an action (e.g. a table jumping over a cow)

Teachers should observe how students respond to this feedback:

- Do they revise their sentence?
- Do they explain why a change makes sense?
- Do they notice real-world logic as well as grammar?

Observation checklists are provided separately for Foundation–Year 3.

Home Use Guidance

For families:

- Encourage short, playful sessions
- Celebrate creative sentences
- Ask the child to explain their sentence

WordKLIX supports shared reading, storytelling, and conversation at home.

Common Questions

How does Oscar help children learn grammar? Oscar reads sentences aloud; models correct language and provides gentle prompts when something doesn't sound right.

What happens if a sentence is grammatically incorrect? Oscar does not say the child is wrong. Instead, it offers hints such as suggesting a different word order or reminding the child how describing words usually work.

What if a sentence doesn't make sense in real life? Oscar may ask the child to think again, helping them connect grammar with real-world understanding.

Is this suitable for ESL learners? Yes. Physical sentence-building combined with spoken feedback strongly supports language acquisition in English as a Second Language.

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Next Steps

WordKLIX sentences can be expanded into stories, question and answer activities, and other fun activities. The EduKey feature enables the collection of educator insights into the system's use for further evaluation and lesson tailoring.

- Included with Oscar is a seven-level learning ladder and card deck, allowing for curriculum-aligned learning.

Oscar grows with the learner.

Appendix – Australian Curriculum Alignment (English)

Foundation

- Builds simple sentences
- Identifies nouns, verbs, and describing words
- Experiments with questions

Year 1

- Expands noun groups
- Uses articles and pronouns
- Understands subject–verb relationships

Year 2

- Uses precise verbs
- Expands sentences with adjectives
- Recognises questions vs statements

Year 3

- Uses prepositional phrases
- Controls sentence structure
- Explains how grammar affects meaning

WordKLIX provides hands-on alignment with Australian Curriculum English grammar outcomes through play-based learning.

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Appendix – How the Words Are Grouped

WordKLIX are specially designed word and phrase tiles that children physically arrange to build sentences. Each group plays a **different role in how sentences work**, helping children discover grammar through play rather than memorisation.

The words in each group were chosen because they are:

- familiar to young children
- easy to act out, point to, or imagine
- rich in **opposites** and contrasts
- useful across many everyday situations

Together, the groups allow children to build thousands of meaningful sentences.

Group 1: Starters & Question Words

(Who or what is the sentence about?)

I, the, my, this, our, who, how, where

This group helps children decide **who is involved** or **what the sentence is talking about**.

- **I, my, our** introduce ownership and personal perspective
- **the, this** help children point to specific things
- **who, how, where** encourage curiosity and questioning

These words are powerful because they:

- support early storytelling
- introduce questions naturally
- help children move from naming objects to forming ideas

➔ *Teaching insight:*
Children often start by building sentences about themselves, then gradually shift to asking questions about the world. This group supports both.

Group 2: Describing Words (Adjectives)

(What is it like?)

black, white, red, blue, small, big, light, dark, fast, slow

These words help children **add detail and meaning** to their sentences.

They are deliberately organised around **opposites**:

- small ↔ big
- light ↔ dark
- fast ↔ slow

Colours are included because they are:

- among the first descriptors children learn
- easy to recognise and test in the real world

➔ *Teaching insight:*
Describing words are where language becomes expressive. Children learn that changing one word can completely change the meaning of a sentence.

Group 3: Everyday Nouns

(What are we talking about?)

table, ball, dog, cat, apple, fence, cow, mouse

This group includes objects and animals children already know from:

- home
- play
- stories
- outdoor environments

The mix is intentional:

- **objects** (table, ball, fence)
- **animals** (dog, cat, cow, mouse)
- **food** (apple)

➔ *Teaching insight:*
Because these nouns are familiar, children can focus on sentence structure rather than struggling to understand the words themselves.

Group 4: Actions & Linking Words

(What is happening?)

“jumped over the”, “sat on the”, “played with the”,
“crawled under the”, “ran to the”, “is”

This group brings sentences to life.

- Action phrases encourage movement, drama, and role play
- Spatial language (over / under / on / to) builds early STEM thinking
- **“is”** allows children to describe, classify, and explain

Many of these actions form **natural opposite pairs**:

- over ↔ under
- ran ↔ sat

➔ *Teaching insight:*
Children often act out these actions with toys, their own bodies, or LEGO builds, reinforcing meaning through movement.

Why these groupings matter

By separating words into functional groups, WordKLIX helps children:

- understand that sentences have **structure**
- experiment safely with grammar
- learn through trial, error, and correction
- build confidence in expressing ideas

There is no “right answer” first — instead, children discover **what sounds right** over time.

In summary

WordKLIX:

- turn grammar into a hands-on activity
- support early literacy without worksheets
- encourage curiosity, storytelling, and questioning
- align naturally with play-based learning

For teachers and parents, WordKLIX provide a shared language for talking about how sentences work — without needing formal grammar terminology.

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