Teacher Set Up

How to Log In
1. Go to nessy.com
2. In the top right corner click ‘log in’.
3. Select the blue admin button.
4. Type your email and password.

Students log in with the Secret Word so that your email and password can remain confidential. Find out your Secret Word by accessing My Account/Settings.

Add a New Student
When you log in to Admin & Reports you will see this screen.

There are five steps to complete:
1. Add the student’s personal information.
2. Add them to a group (class).
3. Decide whether learning will be guided by the program or by a teacher.
4. Choose which programs they can access.
5. Parental consent is required.

When all steps are complete, tap ‘Add Student.’

Stay Safe Online. The Nessy browser provides a desktop shortcut and protects children from accessing other websites.

Download it from nessy.com/help and watch quick explainer videos to help you get started.

Controlling Student Access

Select ‘Change Settings’.

Allow Students to Create Their Own Character
The default setting allows students to create their own Nessy character and user record when they log in.

Secure Login
The default setting shows the student’s real name and Nessy name. They simply click on their name to begin playing. To make this more secure, change this setting to ‘Yes’ and click ‘Use’. This will require each student to type their Nessy name as a password before they can play.

Student Login
1. Go to nessy.com
2. In the top right corner click ‘log in’.
3. Type your ‘Secret Word’.
4. Check ‘Remember Me’.
Next time you log in from this computer the information will be entered for you.
Creating a new Nessy character will create a new student record, where student progress will be saved.
5. Type your real name
6. Click your Nessy picture.
7. Type your Nessy name.
8. Tap on the sign to begin playing.

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**Assessment**

The first time Nessy is played, the ‘Explore Nessy’ video explains the navigation menus. Completing activities is rewarded with Nessy nuggets.

After the video has played you will see the Nessy islands. The program is structured into ten island levels of 100 lessons. To begin with, all the islands are open. Any game can be played but no progress data will be saved.

To find an appropriate starting level, students should play the ‘Nessy Challenge’ game. This assessment will set 5 lessons as learning targets.

**Ten island levels**

After 5 errors the assessment will end and learning targets will be set.

The game will automatically save at the end of each level so if the game is abandoned a student can return to complete it later.

**Student Targets**

The assessment will set a baseline result for all future progress.

Learning targets and assessment results can be reviewed and changed in reports.

The game report will compare previous and current results.

It is important that no help is given during the assessment game, or the student will be given a learning level that is too difficult.

Reading targets are blue.

Spelling targets are pink.

Tap the corner picture to launch the next activity.

Click a row to load a lesson.
Finding Your Way Around

Tap the Nessy character to visit Jungle Town where your Nessy name and appearance can be changed.

Use the exit icon to log out and end the current learning session.

Use the search icon to open the side menu and find any lesson or resource.

The program guides a player through the activities.

Tap the corner picture to launch the next activity.

Once passed the activity will show a check mark.

The program has 1000s of printable activities including card and board games. These documents do not need to be completed to pass a lesson but provide extra reinforcement.
Games Develop the 5 Core Components of Structured Literacy

1. **Phonological Awareness**
   - Megablox: Chunking, onset and rime.
   - The development of phonological ability is an essential foundation skill before phonics instruction.

2. **Phonics and Word Recognition**
   - Banana Wheels: Phoneme blending.
   - Gorilla Tickler: Speed up whole word recognition.
   - Nessy develops phonemic awareness by introducing small groups of sounds then immediately progressing to blending the sounds into words.

3. **Fluency**
   - Ice Ice Hairy: Sequence words into a complete sentence to develop fluency.
   - Fluency is how quickly and accurately text can be read. Accuracy is developed by sentence reading games.

4. **Vocabulary**
   - Brain Drain: Read a definition and select the matching word.
   - Understanding the meaning of words is an essential element of reading.

5. **Comprehension**
   - House of Fear: Find the missing word to complete the sentence.
   - Comprehension is linked to vocabulary. These skills are developed when the student has moved beyond single words.

- Chimp Fu: Learn the principles of chunking longer words into syllables.
- Tail Kwon Do: Identify prefixes and suffixes to develop word analysis skills.
- Sir Minky: Spelling activities follow on from reading in the same lesson.
- Hands Off My Bananas: Spell words.
### Learning Structure

<table>
<thead>
<tr>
<th>Island 1</th>
<th>Island 2</th>
<th>Island 3</th>
<th>Island 4</th>
<th>Island 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Letter sounds - names</td>
<td>11 Doublets: ff ll ss zz</td>
<td>21 Magic e (a-e, i-e, o-e, u-e)</td>
<td>31 Triple consonants (eg: screen)</td>
<td>41 ph (eg: graph)</td>
</tr>
<tr>
<td>2 Consonant-vowel-consonant (cvcc)</td>
<td>12 End consonants (cvcc)</td>
<td>22 ce ge (eg: fence)</td>
<td>32 End consonants (two syllables)</td>
<td>42 dge (eg: bridge)</td>
</tr>
<tr>
<td>3 b d discrimination</td>
<td>13 c, k, ck discrimination</td>
<td>23 wh qu (eg: whale)</td>
<td>33 Vowel teams (two syllables)</td>
<td>43 Heads (prefixes) ab-ad-com-con-de-dis-ex-un-in-mis-ob-pre-per-pro-re-sub-</td>
</tr>
<tr>
<td>4 Syllables: closed, open</td>
<td>14 aff (eg: car)</td>
<td>24 all ay (eg: rain)</td>
<td>34 Open syllables (two syllables)</td>
<td>44 Tails (suffixes) 2 -en -ul -et -ly -ty -sh</td>
</tr>
<tr>
<td>5 sh (eg: shin)</td>
<td>15 or (eg: horse)</td>
<td>25 igh le y (eg: tie)</td>
<td>35 Magic e (two syllables)</td>
<td>45 Suffixing -ing (eg: hopping)</td>
</tr>
<tr>
<td>6 ch (eg: chin)</td>
<td>16 er ir ur (eg: bird)</td>
<td>26 OA OW OE (eg: coat)</td>
<td>36 -ed (eg: walked)</td>
<td>46 Vowel-rr (eg: carry)</td>
</tr>
<tr>
<td>7 th (eg: thin)</td>
<td>17 CVC-CVC (two syllables)</td>
<td>27 oo (eg: moon)</td>
<td>37 ui ue ew (eg: fruit)</td>
<td>47 -le (eg: tickle)</td>
</tr>
<tr>
<td>8 Initial consonants (ccvc)</td>
<td>18 Tails (suffixes) 1 -es -es -ing -y</td>
<td>28 tch (eg: match)</td>
<td>38 oi oy (eg: coin)</td>
<td>48 ear air (eg: search)</td>
</tr>
<tr>
<td>9 y as i (eg: try)</td>
<td>19 ee ea (eg: tree)</td>
<td>29 ar or ir ur (two syllables)</td>
<td>39 ou ow (eg: mouse)</td>
<td>49 au aw oor oar</td>
</tr>
<tr>
<td>10 Tricky words 1 of, see, she, that, the, they, this, to, was, with</td>
<td>20 Tricky words 2 all, are, for, have, her, more, one, said, went, you</td>
<td>30 Tricky words 3 before, bird, come, do, down, first, girl, here, some, too</td>
<td>50 Tricky words 5 ask, because, earth, little, once, our, people, saw, very, walked</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Island 6</th>
<th>Island 7</th>
<th>Island 8</th>
<th>Island 9</th>
<th>Island 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 wa wor war (eg: world)</td>
<td>61 y changes to i (eg: bables)</td>
<td>71 Sounds saying I (i-eigh-y-e)</td>
<td>81 -al -el (eg: interval)</td>
<td>91 Silent letters 2 (eg: colleague)</td>
</tr>
<tr>
<td>52 Suffixing -ed (eg: hopped)</td>
<td>62 links (eg: serious)</td>
<td>72 Sounds saying O (o-e-o-ar-oo)</td>
<td>82 Advanced suffixing (eg: jewelled)</td>
<td>92 Tails (suffixes) 6 -ory -ary -ate -ence -ence -ology -ism</td>
</tr>
<tr>
<td>53 Silent letters (eg: honest)</td>
<td>63 -tion -sion (eg: television)</td>
<td>73 Sounds saying oo (oo-e-o-value)</td>
<td>83 au 2 (eg: authentic)</td>
<td>93 Connective ti ci (eg: conscience)</td>
</tr>
<tr>
<td>54 Vowel-re (are ire ure)</td>
<td>64 qua qua (eg: quality)</td>
<td>74 ie el (eg: believe)</td>
<td>84 Links 2 (eg: ingredient)</td>
<td>94 j choices (j ge dge di du)</td>
</tr>
<tr>
<td>55 O as U (eg: governor)</td>
<td>65 Advanced plurals</td>
<td>75 Sounds saying E (ee ea ie ey)</td>
<td>85 Tails (suffixes) 5 -able -ible -ant -ent -ive -one -our -ice -ite -cy</td>
<td></td>
</tr>
<tr>
<td>56 ce se (eg: promise)</td>
<td>66 ou as u (eg: careless)</td>
<td>76 Homophones (eg: aloud -allowed)</td>
<td>86 ch as k/sh (eg: archive)</td>
<td>95 -ar -or (eg: particular)</td>
</tr>
<tr>
<td>57 soft c g 2</td>
<td>67 ough augh (eg: thought)</td>
<td>77 ir ur 2 (eg: virtual)</td>
<td>87 ph 2 (eg: amphibian)</td>
<td>96 EU (eg: entrepreneur)</td>
</tr>
<tr>
<td>58 Tails (suffixes) 3 -ment -less -ness -est -age -some</td>
<td>68 Split vowels (eg: tri-umph)</td>
<td>78 Soft c g 3 (eg: fragile)</td>
<td>88 que (eg: physique)</td>
<td>97 y as a vowel (eg: hysterical)</td>
</tr>
<tr>
<td>59 Compound words (eg: baseball)</td>
<td>69 Sounds saying A (a-e ae eae)</td>
<td>79 Tails (suffixes) 4 -ily -ity -ic -ical -ture -oon -eer -ous</td>
<td>89 -ly (eg: occasionally)</td>
<td>98 Assimilated prefixes (eg: irresponsible)</td>
</tr>
<tr>
<td>60 Tricky words 6 any, brother, does, every, know, many, money, month, other, write</td>
<td>70 Tricky words 7 again, birthday, brought, great, laugh, shoulder, straight, through, thought, young</td>
<td>80 Tricky words 8 beautiful, believe, breathe, clothes, friend, heart, piece, shoe, sure, water</td>
<td>90 Tricky words 9 almost, always, beginning, busy, necessary, pretty, school, soldier, success, suggest</td>
<td>99 Advanced prefixes (eg: coincidence)</td>
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<tr>
<td>61 Changes</td>
<td>71 Sounds saying I</td>
<td>81 -al -el (eg: interval)</td>
<td>91 Silent letters 2 (eg: colleague)</td>
<td>100 Commonly misspelled</td>
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