Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
  - initial consonants, e.g. 'p', 'b', 'd',
  - common clusters, e.g. 'cl', 'fr', 'ch', 'st'
  - diphthongs, e.g. 'ay'

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.

- Locate beginning/end of sentences

- Track/follow a simple description

- Repeat/read a simple modelled description

- Individually read aloud a simple description

- Understand and respond to events from a simple description

- Follow the text structure and language features of a simple description

Suggested Themes, Topics and/or Experiences

family, clothing, places, home, body, classroom, school, literature themes/
characters, local environment, self, family, friends

Suggested Assessment Tasks

- Match the picture/person/object to the written description
- Cloze exercises as above
- Draw pictures based on written descriptions

Sample Strategies

Teacher directed
- Model pronunciation, intonation, rhythm and stress through teacher read, choral read etc. paying attention to phonics

- Build field knowledge using visual stimuli, adjective cards, jazz chants etc.

- Classify vocabulary according to characteristics, actions etc.

- Demonstrate text structure using OHT

Joint/guided construction
- Draw mind maps using language to describe people, places, events

- Classify appropriate adjectives under nouns, e.g. hair-long, wavy, straight

- Play games, e.g. consonant cluster game, Snakes and Ladders, card games based on 'Snap' to recognise initial and final consonant sounds etc. words with same sounds

- Read jointly written description of class members

Independent construction
- Match written description to visual texts

- Complete a matrix of attributes and features of characters etc.

- Cloze activities of verbs, adjectives, antonyms, synonyms etc.

- Answer true/false, yes/no, 'wh' and multiple choice questions, simple 3 level guides