

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 information report
- Repeat/read a simple modelled information report
- Individually read aloud a simple information report
- Understand and respond to events from a simple information report
- Follow the text structure and language features of a simple information report

Suggested Themes, Topics and/or Experiences

Any curriculum topic - animals, houses, plants, countries, cultures, cities, geometrical shapes, science apparatus, famous people, local environment, nutrition

Suggested Assessment Tasks

- Complete a matrix from an information report
- Sequence a scrambled report
- Complete comprehension activities
- Label visual texts

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress through teacher read, group read etc. paying attention to phonics
- Build field knowledge using visual stimuli (diagrams, maps, photos)
- Model and label structures appropriately
- Model language features appropriate to text structure

Joint/guided construction

- Construct semantic maps of attributes, e.g. 'cheetahs-black spots, furry skins etc.'
- Complete cloze passages focusing on appropriate grammatical features
- Participate in a variety of comprehension tasks
- Match words to visual texts and words to written meanings

Independent construction

- Reconstruct a report
- Complete an information matrix
- Circle the odd word out, e.g. world-continent, countries, oceans, (star)
- Answer true/false, yes/no, 'wh' and multiple choice questions