

Suggested Teaching Components

- Develop understanding of sound/letter correspondences
- Identify and name printed letters of the alphabet in and out of sequence
- Identify and articulate some basic sound/letter correspondences, for example:
Initial consonants 'p', 'b', 'd', 't', 's', 'k', 'g'
Common clusters 'sh', 'st', 'ch'

Suggested Themes, Topics and/or Experiences

Any curriculum topic, personal information, school, family, colours, weather, date, time, special occasions, clothing, actions, food, places

See also the teaching note in the previous section.

Suggested Assessment Tasks

- Observation of articulation, sound/letter correspondence
- Listening tasks, e.g. pick the odd sound out
- Complete word cloze exercises, focussing on initial/final sounds
- See also 'Listen up!'

Sample Strategies**Teacher directed**

- Model pronunciation of individual sounds and words
- Model articulation of sounds and words using, e.g. mirrors/diagrams
- Conduct minimal pair drills in context
- Demonstrate that letters have names and sounds using L1 support
- Use known vocabulary to elicit words with the same initial sound and create a class dictionary or wall display – could be clustered in topics
- Play 'Listen up'

Listen Up! Circle or tick a key identified word from a list of those read from a text

(Student has a short list, has heard the list read once and then puts a tick for every time it is heard in a short text read aloud by teacher. Could be an independent task if the text is available on a tape.)

Joint/guided

- Play games, e.g. Bingo, I Spy, alphabet games, guessing gradually revealed words
- Match initial sound to pictures of familiar vocabulary
- Listen and write initial/final letter in word
- Match upper case letters with lower case letters

Independent

- Recognise some common syllables in words, e.g. in, on, -er
- Pick the odd one out of a teacher-read list
- Total physical response games, e.g. run to the correct initial letter in response to teacher dictated words