

Suggested Teaching Components

- Recognise familiar sight vocabulary
- Identify and say basic sound/letter correspondences, e.g. initial consonants 'p', 'b', 'd'
- Begin to identify common clusters, e.g. 'sh', 'st', 'ch'
- Begin to develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a familiar text (may be on tape)
- Repeat/read a familiar modelled text paying attention to punctuation
- Individually read aloud a familiar text paying attention to punctuation
- Understand and respond to a familiar text

Suggested Themes, Topics and/or Experiences

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

Suggested Assessment Tasks

- Read aloud a familiar text
- Complete simple comprehension activities
- Complete simple cloze activities
- Match sentences to pictures

(Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress, paying attention to phonics through teacher reading
- Develop sight vocabulary using picture crosswords, Scrabble, word shapes, Bingo etc.
- Use minimal pair drills to begin to identify initial consonants and common clusters
- Build on field knowledge using picture cues

Joint/guided

- Match photos/pictures to captions
- Play games, e.g. miming sight vocabulary, Concentration, Snap
- Read jointly written texts of class activity
- Match beginning and endings of sentences, e.g. My name/is Hamid.
- Complete simple grids
- Complete simple 3 Level Thinking Guides

Independent

- Complete simple cloze activities
- Complete comprehension activities, e.g. true/false, 'wh' questions
- Match sentences to pictures