

**Suggested Teaching Components**

- Trace letters and words
- Use software to identify and match upper and lower case
- Copy sight words accurately using basic conventions
- Learn to spell sight words accurately using, e.g. Look, Say, Spell, Cover, Write, Check technique
- Group words according to sounds e.g. initial sounds
- Match sight words with objects, visual texts

**Suggested Themes, Topics and/or Experiences**

The body, the school, classroom equipment, the home, the local environment, plants, animals, specialist rooms around the school, scenes and pictures from "first word" books, postcards and pictures of familiar places (from own cultural context and country)

**Suggested Assessment Tasks**

- Label items correctly
- Observation of student work books

**Sample Strategies****Teacher directed**

- Model procedures for learning spelling, e.g. Look, Say, Spell, Cover, Write, Check technique
- Identify letter/sound correspondences especially initial sound to group familiar words
- Use resources to find correct spelling e.g. books, word banks, alphabet charts

**Joint/guided**

- Practise using Look, Say, Spell, Cover, Write, Check technique when labelling items
- Play games to facilitate phonological awareness, e.g. I Spy, Simon Says
- Match labels to pictures; label diagrams, classroom items
- Use knowledge of sound/letter correspondence to write new words
- Correctly copy the odd one out in a group of words (e.g. letter written wrongly)

**Independent**

- Complete cloze activities on familiar items
- Label own worksheets, e.g. diagram of the body, map of school, sheet of maths shapes, colours
- Write words from memory
- Play barrier games, e.g. student reads a word, another copies the word
- Use software to practise alphabet recognition and letter matching.