

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple information report on a familiar topic
- Give a simple information report
- Follow the text structure and language features of a simple information report

Suggested Themes, Topics and/or experiences

Animals, houses, plants, countries, matter, food chains, cities, local area, matter, environment, landmarks,

Suggested Assessment Tasks

- Choose one picture of an object/animal from a group of pre-taught items and give a short information report
- 'Who am I?' game

Sample Strategies**Teacher directed**

- Use picture cues/visual stimulus to build up field knowledge
- Practise 'wh' questions
- Deconstruct text explaining meaning of common headings, e.g. classification, description, appearance, behaviour, habitat etc.
- Point out difference between a description of, e.g. 'My Cat' and a scientific report about, e.g. 'Cheetahs'
- Model language features appropriate to generic structure using OHT

Joint/guided construction

- Construct semantic maps using pre-taught headings
- Respond to and ask 'wh' questions in groups/pairs using pictures
- Classify a range of objects/pictures according to differences or similarities
- Play guessing games, e.g. '20 questions', 'blindfold game' (Students are either blindfolded and describe an object or shut their eyes and choose an object from a blindbox and describe it.)

Independent construction

- Choose an animal/object and give a short prepared report
- Listen to report and fill in matrix under appropriate headings
- Ask and respond to 'wh' questions to elicit information, e.g. barrier games using picture stimuli