

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Use common formulaic phrases, e.g. greetings
- Respond to basic spoken classroom instructions
- Respond to basic request for personal information
- Recite the alphabet and name letters in random order
- Respond to request to spell simple personal detail
- Understand appropriate intonation and stress

Suggested Themes, Topics and/or experiences

Self, personal information, family, school/specialist rooms, measurement, money, shopping, canteen, countries of origin, New Zealand, sporting skills, local community, weather

Suggested Assessment Tasks

- Respond non-verbally to a set of random classroom instructions
- Respond verbally to a set of basic random requests for personal information, including spelling of name and address
- Participate appropriately in a simple formulaic conversation

Sample Strategies**Teacher directed**

- Model listening and repeating dialogues using visual support, tapes, videos, teacher talk, social interaction cue cards etc.
- Use visual stimuli, e.g. world map to prompt responses to requests for personal information
- Model/mime/imitate classroom instructions
- Model alphabet song/grouping letters according to sound of letter name
- Clap/tap out beats of formulaic phrases
- Recite rhyming poems together

Joint/guided construction

- Chain game (I'm – I come from – This is – S/he comes from)
- Pair interviews/class surveys
- Vocabulary games, e.g. repeat if true, picture bingo, Kim's Game, board games
- Letter name games, e.g. Scrabble, Boggle, Pictionary, barrier games with word gaps

Independent construction

- Respond to question cards/questions derived from survey sheets
- Identify picture/perform activity associated with classroom instructions, e.g. Simon Says
- Spell name and other personal details to classmates