

**Suggested Teaching Components**

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a very simple narrative, e.g. teacher prepared texts, big books, wordless texts, picture books .etc.
- Develop an awareness of the text structure and language features of a very simple narrative.

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

Experience based teacher prepared/adapted narratives, picture books, big books, common myths/legends/fables, puppet shows

**Suggested Assessment Tasks**

- Listen to a narrative without pictures then correctly sequence pictures
- Teacher/student interview using 'wh' questions

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

- Use picture cues to elicit/build field (topic) knowledge and to model emotive and descriptive language
- Read simple narratives to introduce the concept of a complication using simple language
- Introduce the concept of characters using simple language
- Provide L1 support

**Joint/guided**

- Identify a character from a spoken text, e.g. 'Who said/did that?'
- Use picture sequence to retell a narrative, in pairs
- Respond to a variety of comprehension questions
- Use a simple aural cloze to retell story/ identify characters

**Independent**

- Listen to a narrative without pictures and sequence pictures
- Listen to a narrative and draw scene
- Teacher/student interview using 'wh' questions
- Role play a narrative