

Suggested Teaching Components

- Recognise familiar sight vocabulary
- Identify and say basic sound/ letter correspondences e.g. initial and final 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 very simple recount
- Repeat/read a very simple modelled recount paying attention to punctuation
- Individually read aloud a very simple recount paying attention to punctuation
- Understand and respond to a very simple recount
- Develop an awareness of the text structure and language features of a very simple recount

Suggested Themes, Topics and/or Experiences

Any curriculum topic, school field trips, family, shopping, festivals/holidays, letters, journal, my life (e.g. accidents), local environment, time, dates, seasons, experiments, sporting events, cultural events

Suggested Assessment Tasks

- Sequence recount
 - Read aloud a familiar recount
 - Match pictures to written text
 - Complete very simple comprehension activities
 - Identify different classes of words and explain functions
 - Place words in word chains or complete semantic webs (match collocations, lexical strings) e.g. zoo, kiwi house, lions, tigers, elephants
- (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, taped text
- Build field knowledge/sight vocabulary using visual stimuli, drilling etc.
- Model cueing beginning and end of sentences
- Ask 'wh' questions to introduce concept of sequence of events, e.g. What did we do first?

Joint/guided

- Read jointly written recounts of class activities
- Sequence cut up text using time of day as a guide
- Sequence sentences to match a mimed/taped sequence of events
- Match written text to photos/pictures
- Ask questions to check comprehension
- Complete a simple 3 Level Thinking Guide or a simple grid

Focus on form and meaning. Change text from singular to plural where possible. Add an adjective, prepositional phrase or adverb. Change a verb. Find a synonym.

Independent

- Sequence recount, e.g. story map, board game
- Answer true/false, yes/no and 'wh' questions
- Match beginnings and ends of sentences
- Punctuate recount
- Identify any missing events from a sequence (from information strips)