

Suggested Teaching Components

- Recognise familiar sight vocabulary
- Identify and say basic sound/letter correspondences, e.g. initial consonants 'p', 'b', 'd'
- Begin to identify common clusters, e.g. 'sh', 'st', 'ch'
- Begin to develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a very simple description
- Repeat/read a very simple modelled description paying attention to punctuation
- Individually read aloud a very simple description paying attention to punctuation
- Understand and respond to a very simple description
- Develop an awareness of the text structure and language features of a very simple description.

Suggested Themes, Topics and/or Experiences

Any curriculum topic, family, literature themes, literature characters, home, school, local environment, clothing, body, places, classroom, friends, countries, self, food, equipment.

Suggested Assessment Tasks

- Match the picture/person/object to the written description
- Complete simple cloze exercises
- Complete simple comprehension exercises

(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 reading etc
- Build field knowledge using visual stimuli
- Build sight vocabulary, develop vocabulary knowledge through "Before and After" vocabulary grids (see Effective Literacy Strategies Yrs 9-13)
- Classify adjectives according to size, colour, shape, and type, and order of adjectives
(For explanation of adjectives see for example Derevianka, B. A Grammar Companion)
- Jointly construct simple descriptions using visual stimulus, e.g. photos of students, objects

Joint/guided

- Read factual descriptions of familiar people, places, things; name the object/person
- Start with a noun and expand to build noun groups – add adjective/s, change a determiner e.g. articles, pointing words - this that etc, (see above for information on adjectives)
- Play games, e.g. matching pictures to vocabulary, Who am I? What is it?
- Play barrier games working in pairs from simple description
- Draw mind maps using language to describe people, places, events

Independent

- Match written description to visual texts
- Complete a grid of attributes and features of characters etc.
- Complete simple cloze activities (structural clozes and content clozes)
- Classify different types of verbs (linking, action, mental/verbal processes)
- Answer true/false, yes/no, 'wh' questions
- Complete simple 3 Level Thinking Guides and fill in text organisers
- Replace a missing element in the text – or make up a sentence from a single word prompt