

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
 - initial consonants, e.g. 'p', 'b', 'd',
 - common clusters, e.g. 'cl', 'fr', 'ch', st
 - diphthongs, e.g. 'ay'
- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Locate beginning/end of sentences
- Track/follow a simple procedure
- Repeat and read a simple modelled procedure
- Understand and respond to events from a procedure
- Follow the text structure and language features of a simple procedure

Suggested Themes, Topics and/or Experiences

Cooking, following instructions, sports, First Aid, road safety, car repairs, leisure activities, crafts, school, Maths problems, drawing 2D shapes, science experiments, directions

Suggested Assessment Tasks

- Match visual text to written text
- Sequence a cut up procedure
- Read and carry out a procedure
- Instruct a partner to carry out a procedure

Sample Strategies**Teacher directed**

- Model pronunciation, intonation, rhythm and stress through teacher read, choral read etc. paying attention to phonics
- Build on field knowledge using visual stimuli
- Model numbering steps, use of imperatives and use of adverbs
- Model text structures by using a range of authentic texts
- Model procedure

Joint/guided construction

- Sequence pictures into correct steps, e.g. 'How to make jelly'
- Play board games which use instruction cards
- Barrier activity: giving and responding to instructions
- Sound discrimination activities, e. g. 'Which word/picture has a different sound?'

Independent construction

- Sequence cut up list of instructions
- Match pictures to written instructions
- Follow worksheet of written instructions
- Cloze of verbs and temporal conjunctions