

Suggested Teaching Components

- Use of appropriate vocabulary
- Listen to an information report
- Ask and answer questions about an information report
- Follow the text structure and language features of an information report
- Give an information report
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level.

Suggested Themes, Topics and/or Experiences

Endangered animals, Solar System, plants, countries, cities, food, nutrition, health, drugs, computers, transport, rainforests, deserts, celebrations, art, famous people, money systems, education, exploration, settlement, landmarks

Suggested Assessment Tasks

- Respond to an oral text by completing comprehension activities, e.g. true/ false/not enough evidence activities, multiple choice activities, picture matching activities, grid completion.
- Research a topic with the aid of a scaffold and present the information as a report to a small group/class

Sample Strategies**Teacher directed**

- Describe the purpose of an information report, build field knowledge and explain appropriate technical language
- Identify and model the text structure and language features
- Classify information into a structured overview using pictures, labels, headings, sub-headings. Make up main ideas and details strips and students sort into categories.
- Develop and provide a checklist of criteria related to an oral presentation, e.g. use of visuals, appropriate text structure and pronunciation techniques

Joint/guided construction

- Brainstorm to develop word banks and field knowledge (Think, pair, share)
- Compare and contrast the features of a good report and a bad report
- Compile lists under headings: 'What we know' and 'What we want to find out', using a subject or picture
- Respond to texts by completing a matrix, answering comprehension questions, cloze, Dictagloss
- Have pictures of two similar animals of the same species and in pairs describe (without the partner seeing the picture) what is the same or different about them (barrier activity)

Independent construction

- Research a topic with the aid of a scaffold and present to the whole class
- Play games, e.g. 'Twenty Questions', match words to definitions/pictures, 'What am I', barrier
- Identify main points of an information report
- Demonstrate understanding of technical terms through, e.g. 'Concentration', oral cloze, true/false, picture sequencing