# Brief example – Component A teaching and learning

The tables below provide a detailed example of Component A teaching and learning for a 2-week unit. Teaching advice for each focus area can be found using the links provided.

Table – Week 1 Component A teaching and learning

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| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| Phonological awareness (Early Stage 1) & phonic knowledge15 minutes | See it/Say it to revise GPC**Early Stage 1**: Introduce /a/ [a]**Stage 1**: Introduce /ay/ [ay] [ai]Think-Pair-Share words with GPC**Extension**: Where is the phoneme in the word? | See it/Say it/Write it to revise GPCMagnetic letters to blend wordsWord hunt: pictures and words with /a/ (Early Stage 1) /ay/ (Stage 1) | See it/Say it/Write it to revise GPCSay a phoneme, students say a word beginning with the phonemePicture cards sort (words that do/don’t contain the GPC) | See it/Say it/Write it to revise GPCMagnetic letters to build wordsPhoneme manipulationAnchor chart | See it/Say it/Write it to revise GPC.Phoneme bingo |
| Spelling and handwriting15 minutes | **Spelling**Students identify words with GPC in a quality text.**Extension**: Write the words. | **Handwriting****Early Stage 1**: posture, pencil grip**Stage 1**: handwriting fluency.**Keyboarding****Stage 1**: home row keys. | **Spelling**Orthographical word sort.**Early Stage 1**: Where is the /a/ phoneme in the word?**Stage 1**: Which grapheme represents /ay/?**Stage 1**: Where is the /ay/ phoneme in the word? | **Spelling**Elkonin boxes**Handwriting**Writing in NSW Foundation Style | **Spelling**Word building with magnetic letters.Morphological features (suffixes)**Handwriting**Focus on starting point and correct direction. |
| Print conventions (Early Stage 1), reading comprehension & reading fluency30 minutes | 1. /a/ decodable and full stops, writing CVC words with GPC.
2. /ay/ decodable and extended punctuation (full stops, question marks, exclamation marks), Word hunt.
3. Independent reading and magnetic letters.
4. Independent reading and sequencing the text.
 | 1. Independent reading and rearrange jumbled sentences.
2. Independent reading and [ay] [a-e] picture match.
3. Fluency with decodable text, GPC Hopscotch.
4. Rich text, comprehension creating a mental model.
 | 1. /a/ decodable and full stops, matching CVC words/pictures
2. /ay/ decodable and extended punctuation, rearrange sentences.
3. Independent reading and sequencing the text.
4. Independent reading and GPC Hopscotch.
 | 1. Independent reading and building words with letter tiles.
2. Independent reading, focusing on punctuation while reading to a partner/toy.
3. Fluency with decodable text, [ay] [a-e] picture match.
4. Rich text, comprehension, plan a new front cover using main events/key information from the text.
 | 1. /a/ decodable, focusing on full stops while reading to a partner/toy.
2. /ay/ decodable and extended punctuation, GPC Hopscotch.
3. Independent reading and rearranging jumbled sentences.
4. Independent reading and [ay] [a-e] picture card word sort.
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Table – Week 2 Component A teaching and learning

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| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| Phonological awareness (Early Stage 1) & phonic knowledge15 minutes | See it/Say it to revise GPCReading words with GPC | See it/Say it to revise GPCManipulating phonemes | See it/Say it to revise GPCSay a phoneme, students say a word that begins with the phoneme**Extension**: ends with the phoneme, medial phoneme. | See it/Say it to revise GPCRhyming wordsOnset and rime | See it/Say it to revise GPCSteppingstones phonics game (phonemes for students to say as they move along the path) |
| Spelling and handwriting15 minutes | **Spelling**Phonological: Discuss last week’s anchor chart and all GPC, determine spelling generalisations.**Handwriting**Writing in NSW Foundation Style, ensuring letters are positioned appropriately on the line and appropriate spacing between words. | **Spelling**Morphological: Word sort organising words with GPC into a table (base word, past tense, present tense)**Extension**: compound words (playdate, playground)**Extension**: Prefixes (re-) | **Spelling**Phonological: introduce [a] [aigh] [eigh] Create word families**Handwriting**Writing in NSW Foundation Style, ensuring letters are positioned appropriately on the line and appropriate spacing between words. | **Spelling**Morphological: base words with GPC that change when a suffix is added and words which don’t change (play, debate)**Handwriting**Writing words with GPC focusing on:**Early Stage1**: formation and size**Stage 1**: spacing and slope | **Spelling**Dictate words with GPC and have students justify their spelling, for example:‘I spelt play with [ay] because the /ay/ phoneme is at the end of the word.’‘I spelt paid with [ai] because the /ay/ phoneme is in the middle of the word.’ |
| Print conventions (Early Stage 1), reading comprehension & reading fluency30 minutes | 1. /a/ decodable and full stops, writing CVC words with GPC.
2. /ay/ decodable and extended punctuation, Word hunt.
3. Independent reading, visual stimulus to find GPC words and write them in a sentence.
4. Independent reading, 2-syllable words cut into 2 syllables and pasted into workbooks.

**Extension**: Write these words in sentences. | 1. Independent reading and rearrange jumbled sentences.
2. Independent reading and [ai] [eigh] [aigh] picture match.
3. Fluency with decodable text, GPC Hopscotch.
4. Rich text, comprehension using text features to identify audience and purpose. Text sort: students sort texts into one of 3 categories (informative, persuasive, creative).
 | 1. /a/ decodable and full stops, matching CVC words/pictures.
2. /ay/ decodable and extended punctuation, rearrange sentences with [ai] [eigh] [aigh].
3. Independent reading and text sort: students sort texts into one of 3 categories (informative, persuasive, creative).
4. Independent reading and GPC Hopscotch.
 | 1. Independent reading and building words with letter tiles.
2. Independent reading, focusing on punctuation while reading to a partner/toy.
3. Fluency with decodable text, [ai] [eigh] [aigh] picture match.
4. Rich text, comprehension using text features to identify audience and purpose. Verbal sentences: students say a sentence then a partner must determine whether the sentence is informative, persuasive, creative.
 | 1. /a/ decodable, focusing on full stops while reading to a partner/toy.
2. /ay/ decodable and extended punctuation, GPC Hopscotch.
3. Independent reading and, 2-syllable words cut into 2 syllables and pasted into workbooks.
4. Independent reading and [ai] [eigh] [aigh] picture match.
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