# 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 knowledge  15 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 GPC  Magnetic letters to blend words  Word hunt: pictures and words with /a/ (Early Stage 1) /ay/ (Stage 1) | See it/Say it/Write it to revise GPC  Say a phoneme, students say a word beginning with the phoneme  Picture cards sort (words that do/don’t contain the GPC) | See it/Say it/Write it to revise GPC  Magnetic letters to build words  Phoneme manipulation  Anchor chart | See it/Say it/Write it to revise GPC.  Phoneme bingo |
| Spelling and handwriting  15 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 fluency  30 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. |

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 knowledge  15 minutes | See it/Say it to revise GPC  Reading words with GPC | See it/Say it to revise GPC  Manipulating phonemes | See it/Say it to revise GPC  Say a phoneme, students say a word that begins with the phoneme  **Extension**: ends with the phoneme, medial phoneme. | See it/Say it to revise GPC  Rhyming words  Onset and rime | See it/Say it to revise GPC  Steppingstones phonics game (phonemes for students to say as they move along the path) |
| Spelling and handwriting  15 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 fluency  30 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. |