# Detailed 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| Phonological awareness (Early Stage 1) & phonic knowledge  15 minutes | Review previously learnt grapheme–phoneme correspondences (GPC) with See it/Say it on the board or with flashcards (3 min).  It is important to remember to include opportunities throughout all lessons to consolidate understanding of terms and concepts in phonic knowledge and phonological awareness. Ask questions such as:   * How many syllables can you hear in the word…? * Are these rhyming words? * What else rhymes with this word? * What is the onset and what is the rime in this word? * How many phonemes can you hear in …? * What is a grapheme? * Is this a graph, or a digraph/ trigraph/ quadgraph? * Can you give another example of a graph/ digraph/ trigraph/ quadgraph?   Provide opportunities to revisit concepts and continue to use words in context so they become fluent for students.  Explain the learning intention (LI) and collaboratively set the success criteria (SC) (2 min).  Introduce new GPC within the cluster in the instructional sequence. Explicitly explain how to say the phoneme and show the grapheme that represents it. Students See it/Say it and write the grapheme in the air with their finger (3 min). Students use Think-Pair-Share to discuss words with the target phoneme with a partner. They can practice saying and hearing the phoneme and writing the grapheme (4 min).  Check for understanding of the LI by playing thumbs up/thumbs down. Students are asked to put thumbs up every time teacher says word where they can hear the target phoneme. Take note of who has grasped concept and who needs further support (3 min). | Review previously learnt GPC with See it/Say it on the board or with flashcards. When students see the grapheme, they say the phoneme/s it represents and write the grapheme in the air with their finger (2 min).  Revisit new GPC learnt yesterday. Students See it/Say it/Write it, saying the phoneme aloud when they see the grapheme, then writing the graphemes with their finger on the carpet as they say the phoneme aloud (1 min).  Build some words using magnetic letters, focusing on the target GPC and the GPC being used for the lesson revision. Students blend together the graphemes/phonemes to read the words. Asking questions during the process, such as:   * How many phonemes are in this word? * Can you point to the grapheme representing …? * Is there a vowel digraph in this word? (4 min)   Word hunt – students find words and pictures that contain the target GPC in their decodable texts or a quality text that contains a number of words with the GPC. Support students to segment and blend the words to hear each of the phonemes // Differentiation: and identify where the target phoneme is in the word (beginning, middle, end of the word) (5 min).  Check for understanding of the LI by asking students to share a word they found on their word hunt with the target GPC, noting who was successful and the students who need more support (3 min). | Review previously learnt GPC, including new GPC learnt this week with See it/Say it/Write it, writing the grapheme with their finger on the carpet (1 min).  When the teacher says a phoneme, students say a word that begins with the phoneme, focusing on the target GPC // Differentiation to end with the phoneme // Differentiation for medial phoneme (2 min).  Introduce picture cards, explaining what each image is and talking about the word it represents. Encourage students to listen for the phonemes in the word and ask questions like, ‘Where can you hear the /ay/ phoneme (at the beginning, middle or end of the word)’? (3 min).  Using picture cards, students work in small groups to sort images into 2 groups; words that contain the target phoneme and words that do not contain the phoneme (4 min) // Differentiation to sort pictures by where the phoneme is heard in the word (beginning, middle or end).  Create a class display using the pictures of the words that contain the target phoneme (4 min) // Possible extension to add labels.  Check for understanding by asking students to find, and point, to a grapheme in the display that represents the target phoneme, noting who was successful and who needs more support (1 min). | Review previously learnt GPC including newly introduced ones with See it/Say it/Write it using mini whiteboards (1 min).  Using magnetic letters, build words with the target GPC and encourage students to blend together the graphemes and phonemes to read words as you build them. Students can also write the words on individual whiteboards (3 min).  Using the magnetic letters, engage students in some phoneme manipulation activities. For example:   * I have ship. Who can change one grapheme and make it shop? * I have mat. Who can make it say mate? (2 min)   Students engage in a word sort using word cards. Students group words based on the graphemic representation of the phoneme (10 min).  Start an anchor chart for future reference, displaying words with the target GPC in a table. For single letter GPC, words can be sorted by where the phoneme is heard in the word (beginning, middle or end) and for GPC where there are different graphemic representations of the same phoneme, words can be sorted as per their graphemes (see image below) (4 min).  Student example of chart sorting words by their graphemes.  Continue to add to this chart throughout the fortnight as students find new words containing the GPC.  Check for understanding of the LI by asking students where a word would go in the table and have them justify why. Note who has grasped the concept and who needs further support (1 min). | Review previously learnt GPC including newly introduced ones with See it/Say it/Write it (1 min).  Review previously learnt GPC with mini whiteboards. When the teacher says a phoneme, students repeat the phoneme and write the learnt grapheme/s. // Differentiation to also write a word with the GPC and circle or underline the grapheme (4 min).  Revisit new GPC. Students play phoneme bingo, where they divide a mini whiteboard into six sections. In each section, they write a word with the GPC. Teacher calls out words and if the student has that word on their whiteboard, they cross it out. When someone has all 6 words crossed out, they call out ‘Bingo!’ (8 min)  Check for understanding by asking students write a word on their whiteboard that contains the target grapheme/phoneme, and ‘chin it’ (hold up whiteboard under their chin to share their work). Note who is successful and who needs more support (2 min). |
| Spelling and handwriting  15 minutes | **Spelling**  Throughout the week, prompt students to think about words from a phonological, orthographic and morphological perspective.  Explain the learning intention (LI) and collaboratively set the success criteria (SC).  For example: ‘This week we are learning about words where we can hear an /ay/ phoneme and we will learn how to represent that sound when we are writing words’ (1 min).  Read a quality text (or part of a text) that contains multiple instances of the target phoneme (8 min).  Ask students what words they could hear which had the target phoneme, for example ‘Which words in this sentence have an /ay/ phoneme?’ making a list of the words identified (4 min).  Check for understanding by saying some words, including those identified in the previous activity. Students point to the left if they hear the target phonological feature at the start of the word. They point straight up in the air if they hear it in the middle of the word and point to the right if they hear it at the end of the word (2 min). | **Handwriting**  Sitting at desks, review correct posture for writing:   * feet flat on the floor * writing arm resting on the table * opposite hand resting on the paper * shoulders relaxed   Early Stage 1 students focus on correct pencil grip and letter formation while Stage 1 students focus on increasing handwriting fluency.  **Stage 1 Keyboarding**  Model resting index fingers on home row keys (left index finger on [F], right index finger on [J]) to type words containing target GPC. Explicitly teach the use of the spacebar to separate words, and the use of the mouse and delete and/or backspace keys to edit errors. Emphasise accuracy over speed. | **Spelling**  Revise the words identified in lesson 1 and ask, ‘What is the phoneme they all have in common?’ (1 min)  Students complete an orthographical word sort. Provide students with these words and instruct them to sort each word in some way. Possible prompts include:   * Maybe you could sort these words according to the grapheme that represents the /ay/ phoneme. * Maybe you could sort these words according to where the phoneme is in the word. (10 min)   Students are asked what they noticed and the teacher clarifies the spelling generalisation they may have found. For example, ‘Yes, an [ay] is often used for the /ay/ phoneme at the end of a word and the [ai] is only in the middle.’ In this example you could also ask what they notice about which letters which are mostly following the [ai] in these words (usually [n], [t] or [l]) (2 min).  Check for understanding by asking students to write a sentence about what they noticed/found out in their word sort (2 min). | **Spelling**  Explicitly teach and model how Elkonin boxes can be used to support students’ spelling. Begin by slowly saying a word (linked to the target GPC). Encourage students to say the word slowly and listen carefully to hear each phoneme. Once students can isolate individual phonemes, show how to use Elkonin boxes as a support to represent each phoneme in the word with an appropriate grapheme. Differentiate by word difficulty. For example,  Elkonin box for the word 'play'.  Elkonin box for the word 'playground'.  **Handwriting**  Review the GPC focus and explicitly model how to write each grapheme in NSW Foundation Style, using a verbal prompt as support, such as, ‘around, up, down’ for [a]. | **Spelling**  Using magnetic letters, model word building and word sums. Always start with the first letter and always build words from left to right. Use a Think Aloud to model the process of saying the word slowly, then segmenting the phonemes, moving each one at a time, to build the word. Encourage students to take turns to suggest words containing the target GPC. One student builds each word using the magnetic letters while the rest of the group writes the word on their mini whiteboards.  Then explore meaningful parts of words to allow for investigation of a morphological feature for example, suffixes.  play + ing = playing.  Build word sums using the magnetic letters.  Check for understanding by having students write words with the target GPC on mini whiteboards as dictated. Provide immediate feedback as students ‘chin it’, ensuring students write letters correctly, recording all GPC.  **Handwriting**  During the spelling activity, ensure students start each grapheme from the correct starting point and continue the correct direction. |
| Print conventions (Early Stage 1), reading comprehension & reading fluency  30 minutes | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how intonation changes based on punctuation and phrasing.  **Group 1 (Early Stage 1)**  Decodable text with an /a/ [a] focus and full stops.  **Independent activity**: Provide students with CVC words containing the focus GPC. Students make the words using modelling clay and then practice writing them on mini whiteboards.  **Group 2 (Early Stage 1-Stage 1)**  Decodable text, focusing on the GPC [ay] and [a-e] and extended punctuation (full stops, question marks, exclamation marks).  **Independent activity**: Word hunt. Provide students with a stimulus picture. Students find as many examples of the target GPC as they can. The students put clear counters on each example they find. // Students can be extended to write the words they find on a mini whiteboard.  **Group 3 (Year 1)**  (Independent reading familiar text)  **Independent activity**: Students use magnetic letters to generate words with the target GPC // Students can be extended to write the words on a mini whiteboard in a simple sentence.  **Group 4 (Year 2)**  (Independent reading familiar text)  **Independent activity**: Students recall and draw sequence of events/information from the text. // Students can be extended to write about the events of the story. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how intonation changes based on punctuation and phrasing.  **Group 1 (Early Stage 1)**  (Independent reading familiar text).  **Independent activity**: Rearrange jumbled up simple sentences such as ‘The hat is big.’ placing the capital letter at the beginning and the full stop at the end.  **Group 2 (Early Stage 1-Stage 1)**  (Independent reading familiar text).  **Independent activity**: [ay] and [a-e] picture match. Students match pictures to the words containing focus GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 3 (Year 1)**  Fluency with decodable text, focusing on smooth reading  **Independent activity**: Hopscotch with words which contain focus GPC. Students toss a marker to a square. The student then segments the phonemes in the word, blends them back together, picks up the marker and returns to the start.  **Group 4 (Y2)**  Rich text with comprehension focus - mental model of the text  **Independent activity**: Provide questions/sentence stems focusing on understanding the text. For example, ‘I think the author wrote this book because…’, or ‘I wonder why…’ Students take turns thinking aloud about their own mental models of the text. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how to use sentence punctuation to enhance reading according to audience and purpose.  **Group 1 (Early Stage 1)**  Decodable text with an /a/ [a] focus and full stops.  **Independent activity**: Students match pictures to CVC words containing focus GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 2 (Early Stage 1-Stage 1)**  Decodable text, focusing on the GPC [ay] and [a-e] and extended punctuation (full stops, question marks, exclamation marks)  **Independent activity**: Rearrange jumbled up sentences which contain [ay] and [a-e] words, exclamation marks, question marks and full stops. // Students can be extended to write the sentences they unjumble onto a mini whiteboard.  **Group 3 (Year 1)**  (Independent reading familiar text)  **Independent activity**: Students recall and draw sequence of events/information from the text. // Students can be extended to write about the events of the story.  **Group 4 (Year 2)**  (Independent reading familiar text)  **Independent activity**: Hopscotch with more difficult words which contain focus GPC. Students toss a marker to a square. The student then segments the phonemes in the word, blends them back together, picks up the marker and returns to the start. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how to use sentence punctuation to enhance reading according to audience and purpose.  **Group 1 (Early Stage 1)**  (Independent reading familiar text).  **Independent activity**: Students use letter tiles to create and read words containing /a/ [a] GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 2 (Early Stage 1-Stage 1)**  (Independent reading familiar text).  **Independent activity**: Students focus on attending to punctuation while reading familiar text to a toy or partner.  **Group 3 (Year 1)**  Fluency with decodable text, focusing on smooth reading  **Independent activity**:  [ay] and [a-e] picture match. Students match pictures to more difficult words containing focus GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 4 (Year 2)**  Rich text with comprehension focus - mental model of the text  **Independent activity**: Plan a new book cover for the text which highlights the main events/information from the text. // Students can be extended to write the reasons why they created their design, focusing on audience and purpose. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how to use sentence punctuation to enhance reading according to audience and purpose.  **Group 1 (Early Stage 1)**  Decodable text with an /a/ [a] focus and full stops.  **Independent activity**: Students focus on attending to punctuation while reading familiar text to a toy or partner.  **Group 2 (Early Stage 1-Stage 1)**  Decodable text, focusing on the GPC [ay] and [a-e] and extended punctuation (full stops, question marks, exclamation marks).  **Independent activity**: Hopscotch with words which contain focus GPC. Students toss a marker to a square. The student then segments the phonemes in the word, blends them back together, picks up the marker and returns to the start.  **Group 3 (Year 1)**  (Independent reading familiar text)  **Independent activity**: Rearrange jumbled up sentences which contain more difficult [ay] and [a-e] words, exclamation marks, question marks and full stops. // Students can be extended to write the sentences they unjumble on mini whiteboards.  **Group 4 (Year 2)**  (Independent reading familiar text)  **Independent activity**: [ay] and [a-e] picture match. Students match pictures to more difficult words containing focus GPC. // Students can be extended to write the words in sentences on a mini whiteboard, focusing on using appropriate punctuation for the sentence type. |

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 | Review previously learnt GPC with See it/Say it on the board or with flashcards (1 min).  Revise the learning intention (LI) and collaboratively set the success criteria (SC) (2 min).  Show students 3-4 words and ask them to read and point to a target word. Include the words with the target phonemes that the students are learning. For example, write, or show the words ‘play’, ‘jump’, ‘paint’ and ‘pat’ on cards. Ask students to use their blending and segmenting skills to read each word and find ‘paint’. To differentiate the activity, some students could be asked to find ‘pat’.  Repeat the task several times with different words. Note the students who are able to blend and read quickly and who needs to break the word down into phonemes and blend through word slowly, so more support can be provided if needed (4 min).  Provide students with these words on cards and they can repeat the activity with a partner, with one person placing out 3 cards and asking their partner to find a word and then swapping roles (6 min).  Check for understanding by asking students to hold up the card with the word that corresponds to what the teacher calls out taking note of who is successful and who needs further support. Keep the pace fast to check for fluency with decoding skills (2 min). | Review previously learnt GPC (from previous weeks) with See it/Say it/Write it on the board or with flashcards (1 min).  Students practice manipulating phonemes, first led by the teacher and then in pairs (10 min). Differentiate this task according to ability, for example:  Phoneme addition: *Start with the word at, now add a /f/ to the beginning.*  Phoneme deletion: *Start with the word mat, now take away the /m/.*  Phoneme manipulation: *Start with the word mat, now change the /m/ to /s/.*  Initial phonemes are generally easiest to manipulate, followed by final phonemes, and medial phonemes can be the most difficult.  // Further differentiation can include more complex consonant letter combinations (that have been taught) or multiple manipulation steps for example, *Start with the word play, now take away the /l/.*  *Start with bright, take away the /r/… now change the /eye/ to an /oa/.*  Check for understanding by questioning students, such as, ‘If I have stand and I take away the /t/ what is the new word?’  Students call out their answer (3 min). | Review previously learnt GPC (from previous weeks) with See it/Say it on the board or with flashcards (1 min).  Say a phoneme and have students respond with a word that begins with the phoneme. Can differentiate by asking for a word that ends with the phoneme or has the phoneme in the middle. When a word has been suggested, ask the students a follow-on question, such as:   * How many phonemes are in that word? * Can you clap the syllables in that word? * What is a word that rhymes with that word? (5 min)   Display 3 words that contain similar GPC and have students identify one of the words. For example, write the words *kit, cog* and *cot* on the board and ask ‘Which word says “cot”? How do you know?’ //  Differentiation to use 4 words, for example, *bait, bath, bale* and *baby* on the board and ask ‘Which word says “bait”? How do you know?’  Encourage students to segment and blend each word to support their answer (8 min).  Check for understanding by noting who was successful during the activity and who needed additional support (1 min). | Review previously learnt GPC (from previous weeks) with See it/Say it/Write it on the board or with flashcards (1 min).  Review what rhyming words are. Students take turns to identify pairs or trios of words that rhyme using the target GPC (6 min).  Review onset and rime. These terms describe the parts of a syllable. The onset comprises the phoneme(s) before the vowel, and the rime is the vowel followed by the rest of the syllable. All syllables have a rime but not all syllables have an onset. For example, the one-syllable word 'and' has a rime but no onset. Examples: and, sand, stand, strand (see image below).  Onset and rime example chart for the word 'and'.  Split students into small groups. Say an onset and rime aloud and have students put the 2 together to say a word (8 min).  Check for understanding by saying a group of words. Students stand if they rhyme and sit if they don’t. Note who is successful and who found it challenging. | Review previously learnt GPC (from previous weeks) with See it/Say it/Write it on the board or with flashcards (1 min).  Play phonics games for students to practice their phonics skills and develop their phonemic awareness, for example, ‘Steppingstones’. Write different graphemes on coloured paper cut into the shape of stepping-stones. Create a pathway with the stones and students say each phoneme as they step on each stone. Students could progress through them one at a time, or they could roll a die and move forward the corresponding spaces, then say the phoneme they land on (10 min). // Differentiation: When students hear that they have made a word with the phonemes (for example they move through /m/ /a/ /p/ - they say the word *map*).  Check for understanding during the activity by noting who can successfully find the corresponding steppingstone. |
| Spelling and handwriting  15 minutes | **Spelling**  Revise the learning intention (LI) and collaboratively set the success criteria (SC) (1 min).  Review the anchor chart from previous week’s learning. Encourage students to read each word. Before beginning each new grapheme, outline the previously identified spelling generalisations and exceptions for when to use each grapheme. For example, ‘[ay] is generally used at the end of a word, like *play, stay, delay*. If the base word has a suffix added to it though, this can mean the [ay] appears in the middle of the word, such as in the words *played* or *playing*. If the word is a compound word, we might also see /ay/ represented with [ay] in the middle of the word, such as in the word *playground*’ (5 min). See image below:  Student example of chart sorting words by their graphemes.  Review the multiple ways to represent the phoneme. Ask ‘What grapheme is used to represent /ay/ in the words play, say, bay?’ Students write [ay] on their mini whiteboard.  ‘What grapheme is used to represent /ay/ in the words ape, mate, pale?’ Students write [a-e] on their mini whiteboard.  ‘What grapheme is used to represent /ay/ in the words eight and neigh?’ Students write [eigh] on their mini whiteboard. Differentiate according to word difficulty and GPC (6 min).  **Handwriting**  Review the GPC focus and explicitly model how to write each grapheme in NSW Foundation Print, using a verbal prompt as support.  When students practice independently, ensure they position all letters correctly on the line with appropriate spacing and proportions. It may help to use a book with lines to support students.  // Differentiate to ensure students who are writing words in a sentence leave appropriate spacing between words (3 min). | **Spelling**  Provide students with a set of word cards containing the target GPC. For example, *play, plays, played, playing, stay, stays, stayed, staying*. Students group the words that contain the same base word (10 min) // Differentiation to sort words into a table using the headings ‘base word’ ‘past tense’ ‘present tense’. For example:  Example table for grouping words into their base word, past tense and present tense.  Explain that these are suffixes. Suffixes are morphological elements of words that change their meaning.  // Further differentiation to include compound words, such as *playground, playdate*.  // Further differentiation to include prefixes as well as suffixes, for example replay  Check for understanding by asking students to explain why they grouped their words in the ways they chose, taking note of who was successful and who needs further support. | **Spelling**  Explicitly teach the concept of prefixes and suffixes. Provide students with a list of base words containing the target GPC. Students divide their whiteboard into 2 columns. In the first column, they write the base word. In the second column, they write the new word after adding the suffix -ed or -ing.  Check for understanding during the task by taking note of who was successful with their understanding of adding the suffix and who needs further support.  **Handwriting**  During the spelling activity, ensure students form each grapheme in NSW Foundation Style, including starting each grapheme from the correct starting point and continuing in the correct direction. | **Spelling**  Take a range of verbs with the target GPC (for example the /ay/ phoneme represented with the graphemes [ay], [a], [ai], [a-e], [eigh], [aigh])  Students engage in a word sort where they split the words according to whether or not the base word changes before adding a tense marking suffix (-ed, -ing). For example, the base word ‘play’ does not change before adding –ed or -ing to get ‘played’ or ‘playing’, but the base word debate does change when adding -ed and -ing to get ‘debated’ and ‘debating’.  **Handwriting**  Following the spelling activity, students write some of the words with the target GPC and suffixes, focusing on formation and size (Early Stage 1), spacing and slope (Stage 1). | **Spelling**  Dictate a number of words for students to write. Then question students about the spelling of these words, prompting for students to justify their spelling based on the spelling generalization that they have been exploring. The number of words will be based on student ability, as will the question difficulty.  For example,   * Write the words play, made, plate and blade. Which words match the same word family? * Write the words play, run, hopping, played, playing. Which words have the same base word? |
| Print conventions (Early Stage 1), reading comprehension & reading fluency  30 minutes | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how intonation changes based on punctuation and phrasing.  **Group 1 (Early Stage 1)**  Decodable text with an /a/ [a] focus and full stops.  **Independent activity**:  Provide students with CVC words containing the focus GPC. Students write the words with their finger in sand, then practice writing them on mini whiteboards.  **Group 2 (Early Stage 1-Stage1)**  Decodable text, focusing on the GPC [ai], [eigh] and [aigh] and extended punctuation (full stops, question marks, exclamation marks).  **Independent activity**: Word hunt. Provide students with a stimulus picture. Students find as many examples of the target GPC as they can. The students put clear counters on each example they find. // Students can be extended to write the words they find on a mini whiteboard.  **Group 3 (Year 1)**  (Independent reading familiar text).  **Independent activity**: Provide students with a stimulus picture with many examples of the target GPC. Students use letter tiles to find and make words with target GPC // Students can be extended to write the words on a mini whiteboard in a simple sentence.  **Group 4 (Year 2)**  (Independent reading familiar text)  **Independent activity**: Students cut 2 syllable words and paste the 2 syllables next to each other in their books. // Students can be extended to write sentences using the 2 syllable words. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how intonation changes based on punctuation and phrasing.  **Group 1 (Early Stage 1)**  (Independent reading familiar text)  **Independent activity**:  Rearrange jumbled up simple sentences such as ‘The hat is big.’ placing the capital letter at the beginning and the full stop at the end.  **Group 2 (Early Stage 1-Stage 1)**  (Independent reading familiar text).  **Independent activity**: [ai], [eigh] and [aigh] picture match. Students match pictures to the words containing focus GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 3 (Year 1)**  Fluency with decodable text, focusing on smooth reading  Independent activity: Hopscotch with words which contain focus GPC. Students toss a marker to a square. The student then segments the phonemes in the word, blends them back together, picks up the marker and returns to the start.  **Group 4 (Year 2)**  Rich text with comprehension focus – using text features to identify audience and purpose  **Independent activity**: Text sort. Provide students with a range of creative, informative and persuasive texts. Students sort the texts according to the author’s purpose. // Students can be extended to write a justification for categorizing a particular text. For example, ‘I believe that [text] is an informative text because… | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how to use sentence punctuation to enhance reading according to audience and purpose.  Group 1 (Early Stage 1)  Decodable text with a [a] focus and full stops.  **Independent activity**: Students match pictures to CVC words containing focus GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 2 (Early Stage1-Stage1)**  Decodable text, focusing on the GPC [ai], [eigh] and [aigh] and extended punctuation (full stops, question marks, exclamation marks).  **Independent activity**: Rearrange jumbled up sentences which contain [ai], [eigh] and [aigh] words, exclamation marks, question marks and full stops. // Students can be extended to write the sentences they unjumble on to a mini whiteboard.  **Group 3 (Year 1)**  (Independent reading familiar text)  Independent activity: Text sort. Provide students with a range of creative, informative and persuasive texts. Students sort the texts according to the author’s purpose, justifying their ideas to a partner.  **Group 4 (Year 2)**  (Independent reading familiar text)  **Independent activity**: Hopscotch with more difficult words which contain focus GPC [ai], [eigh] and [aigh]. Students toss a marker to a square. The student then segments the phonemes in the word, blends them back together, picks up the marker and returns to the start. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how to use sentence punctuation to enhance reading according to audience and purpose.  Group 1 (Early Stage 1)  (Independent reading familiar text)  **Independent activity**: Students use letter tiles to create and read words containing [a] GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 2 (Early Stage 1-Stage 1)**  (Independent reading familiar text).  **Independent activity**: Students focus on attending to punctuation while reading familiar text to a toy or partner.  **Group 3 (Year 1)**  Fluency with decodable text, focusing on smooth reading  Independent activity:  [ai], [eigh] and [aigh] picture match. Students match pictures to more difficult words containing focus GPC. // Students can be extended to write the words on a mini whiteboard.  **Group 4 (Year 2)**  Rich text with comprehension focus – using text features to identify audience and purpose  **Independent activity**: Students pick up a card with either ‘persuasive’, ‘informative’ or ‘creative’ and tell their partner an appropriately structured sentence for the purpose. For example, ‘It is imperative that dogs wear collars’, ‘Dogs are from the canine family and can be found all over the world’ and ‘Rosie the Labrador wagged her tail excitedly as Josh returned home from school.’ // Students can be extended to write down their sentences in their books, focusing on correct use of punctuation. | **Explicit teaching Early Stage 1: full stops**. Model how to read fluently and stop at the end of a sentence in response to a full stop.  **Explicit teaching Stage 1: intonation**. Model how to use sentence punctuation to enhance reading according to audience and purpose.  Group 1 (Early Stage 1)  Decodable text with a [a] focus and full stops.  **Independent activity**: Students focus on attending to punctuation while reading familiar text to a toy or partner.  **Group 2 (Early Stage 1-Stage 1)**  Decodable text, focusing on the GPC [ai], [eigh] and [aigh] and extended punctuation (full stops, question marks, exclamation marks).  **Independent activity**: Hopscotch with words which contain focus GPC. Students toss a marker to a square. The student then segments the phonemes in the word, blends them back together, picks up the marker and returns to the start.  **Group 3 (Year 1)**  (Independent reading familiar text)  **Independent activity**: Students cut 2 syllable words and paste the 2 syllables next to each other in their books. // Students can be extended to write sentences using the 2 syllable words.  **Group 4 (Year 2)**  (Independent reading familiar text)  **Independent activity**: [ai], [eigh] and [aigh] picture match. Students match pictures to more difficult words containing focus GPC. // Students can be extended to write the words in sentences on a mini whiteboard, focusing on using appropriate punctuation for the sentence type. |