

Suggested Teaching Components

- Use capital letters and full stops appropriately
- Spell familiar vocabulary correctly using basic conventions
- Identify correspondence between spoken and written English
- Use bank of known words in writing process
- Write sentences reflecting pre-taught patterns and using appropriate vocabulary
- Write own simple sentences

Suggested Themes, Topics and/or Experiences

All contexts - especially using curriculum topics
(Suggestion: labelling a self-portrait or a diagram of the human body, followed by writing a self-description using simple sentences.)

Suggested Assessment Tasks

- Write sentence using visual cues and pre-taught patterns
- Use a bank of familiar words to construct simple sentences
(Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies**Teacher directed**

- Model simple phrases/sentence patterns, e.g. this afternoon, Today is Monday.
- Model and practise re-writing student texts with standard punctuation and grammar
- Write simple sentences about a visual text using pre-taught vocabulary and sentence patterns
- Practise saying and writing simple phrases/sentence patterns

Joint/guided

- Match beginnings and endings of a sentence from a list (ensure there is one extra item in one list - i.e more beginnings than endings -, so there is a cognitive demand)
- Write simple sentences using picture cues, substitution tables etc.

Independent

- Complete simple cloze exercises
- Do a listening dictation (Dictagloss/Grammar Dictation - see Strategies glossary) of simple sentences and then check for accuracy against a model (could also be a joint activity)
- Write own sentences using familiar sentence patterns
- Write dictated simple sentences correctly
- Check copied writing for accuracy