

Suggested Teaching Components

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to a simple narrative, e.g. short stories, picture books, graded readers
- Follow the text structure and language features of a simple narrative

(Note: Narratives can be fictional or factual and can be literary or non-literary)

Suggested Themes, Topics and/or experiences

Myths/legends, films, fables, literature themes, plays, songs, events which involve a problem and resolution

Suggested Assessment Tasks

- Listen to a narrative without pictures then correctly sequence pictures, or identify which stage is missing from a picture sequence.
- Teacher/student interview using 'wh' questions
- Hear a narrative (on tape) with a missing stage and explain to a partner what is missing.

Sample Strategies**Teacher directed**

- Use picture cues to elicit/build field knowledge and to model emotive and descriptive language
- Read simple narratives to introduce generic structure with OHT/picture support
- Model 'wh' questions/answers and link to relevant text structure
- Listen to a number of narratives to focus attention on the complication or orientation in each

Joint/guided construction

- Identify a character from a spoken text, e.g. 'Who said/did that?'
- Use picture sequence to retell a narrative, in pairs
- Add/replace adjectives, adverbs and verbs to expand descriptions of people, places, events
- Respond to a variety of comprehension questions

Independent construction

- Listen to a narrative and sequence pictures of events
- Listen to sections of a narrative and correctly identify each stage
- Teacher/student interview using 'wh' questions
- Use picture books to locate text structure stages
- Role play a narrative and identify stages