English Language Intensive Programme

Suggested Teaching Components

- Identify and say basic sound/letter correspondences, for example:
  - initial consonants, e.g. 'p', 'b', 'd'
  - common clusters, e.g. 'cl', 'fr', 'ch', 'st'
  - diphthongs, e.g. 'ay'

- Develop student awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.

- Locate beginning/end of sentences

- Track/follow a simple narrative

- Repeat/read a simple modelled narrative

- Individually read aloud a simple modelled narrative

- Understand and respond to events from a simple narrative

- Follow the text structure and language features of a simple narrative

Suggested Themes, Topics and/or Experiences

Myths/legends, fables, literature, library visits, life events (but separate from recounts by inclusion of complication/problem and resolution)

Suggested Assessment Tasks

- Sequence cut up narrative
- Match written text to pictures
- Answer a variety of comprehension questions

Sample Strategies

Teacher directed
- Focus on cover/title/illustrations to elicit simple prediction

- Model pronunciation, intonation, rhythm and stress through teacher read, choral read etc. paying attention to phonics

- Build field knowledge using visual stimuli

- Use a range of illustrated texts to model text

Joint/guided construction
- Read an orientation and predict an outcome orally or construct a missing orientation for a text.

- Read then retell a narrative using visual cues

- Identify and replace the misplaced sentences from a group of short narratives or cut up and mix two similar fables and learners put correct sections together in correct order (Could be a Jigsaw reading exercise.)

- Choose the appropriate title from a list

- Sequence written and/or visual text

Independent construction
- Answer a variety of comprehension questions, complete a 3 level guide

- Match descriptors to characters, adverbs to actions etc. from a word bank

- Match visual text to written events

- Perform theatre reading of story

- Create a word chain for each of several of the head words in the text (e.g. **sheep** - sheepskin, lamb etc, **wolf** - sheepskin, planned, steal, sheep)

(These word chains will vary and may overlap, but learners should be able to explain the connection between the words in each chain)