Narrative learning sequence

**English – Early Stage 1**

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Syllabus outcomes and content

**ENe-1A** communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

* express a point of view about texts read and/or viewed
* engage with and respond to a range of oral and aural texts for enjoyment and pleasure
* retell familiar stories, including in home language
* share feelings and thoughts about the events and characters in texts

**ENe-4A demonstrates developing skills and strategies to view, read and comprehend short, predictable texts on familiar topics in different media and technologies**

* retell a familiar story in sequence and identify main idea
* identify literal meanings presented in texts e.g. character, setting and events understand that spoken words are made up of sounds
* recognise high frequency words, including own name

**ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts**

* **recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry**
* **share feelings and thoughts about the events and characters in texts**
* **engage with and appreciate the imaginative use of language through storytelling**

**ENe-12E demonstrates awareness of how to reflect on aspects of their own and other’s learning**

* develop an appreciation for books, poetry and song and the importance of narrative

## Aim of lesson sequence

Students will continue to develop their phonological awareness and phonic knowledge to becoming literate. They will practice their emerging skills, knowledge and understandings in all forms of communication.

Students will understand that narrative is a way of sharing and learning about life experiences. Students will learn that stories:

* can be real or imagined
* can be told through different modes and media
* have a beginning, a middle and an end.

### Teacher notes

It is suggested a regular routine of submitting work is established, be that through a drop-off point or via a digital platform on a set day. Cherry-pick from the suggested lessons below and adapt for your students, considering needs, abilities, interests and current circumstances.

Start slow. This is a new way of working for everyone; the students, you and the parents or carers.

Time allocations. The advice is be generous when budgeting time for learning activities.

Be kind. As students and parents grapple to adapt many changes, challenging tasks may overwhelm younger students. Consider consolidating learning and keep new concepts and new learning expectations, realistic.

Be flexible. You can change the components of all these learning opportunities. They are a guide for you, they are editable.

In this 2-week sequence of learning, there is a focus on foundational literacy skills. These constrained skills are explicitly taught and practiced in ES1, and therefore they command a large portion an ES1 timetable. Please see the Literacy and Numeracy site for further support and information that may support your teaching.

Students will learn about the concept of ‘narrative’ by engaging in speaking and listening; writing and representing; and reading and viewing activities. In this 2-week sequence of learning, students will explore narrative within imaginative and real texts.

#### Digital and non-digital

All early stage one lessons rely on pencils and paper. There will be opportunities to involve technology, but it is not compulsory.

**It is assumed that students have been involved in many phonological awareness activities during Term 1, honing their ability to isolate, manipulate, add and delete phonemes. The introduction of phonics is included in this sequence of learning.**

This sequence of learning is a suggestion and it is expected teachers will adapt it to meet student needs, abilities and interests.

#### **Lesson structure**

1. Phonological awareness activity - Includes elements of speaking and listening.
2. Phonics - Includes explicit phonics lessons is introduced. Students will practice writing the grapheme (handwriting), and reading continuous, decodable texts.
3. High frequency sight word activity.
4. Reading - Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be with decodable text, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.
5. Quality text and response writing, including vocabulary development
6. Reflection - Includes elements of speaking and listening

All resources are located in the ES1 resource pack.

#### Reference information

* Handwriting information
* Glossary
* Decodable text information
* Helping your child with Literacy and Numeracy at Home (guide for parents)
* Narrative information and text recommendations
* High frequency sight word information

#### For teaching and learning

* ES1 workbook
* 5 x Foldable decodable texts for A, S , T, P
* 5 x Phonics videos – A, S, T, P
* 5 x Phonics paper lessons (non-digital version of the videos)
* Videos and resources that may assist your understanding:
* What is phonological awareness? <https://vimeo.com/390895982/a7577b626b>
* What is a phoneme? <https://vimeo.com/389879840/5e5b8ca40c>
* Standard Australian English – 24 consonant phonemes <https://vimeo.com/340096859/acc1df5223>
* Standard Australian English – 20 vowel sounds <https://vimeo.com/340099655/5630290da1>
* What are syllables? <https://vimeo.com/396857492/40d40236fd>

## Learning intentions

Students benefit from explaining why we are doing something.

For phonics lessons:

* I am learning phonemes and graphemes so I can read and write words by myself.

For narrative lessons:

* I am learning what is in a narrative.
* I am learning narratives can be real or imagined.

### **Lesson 1**

#### A) **Speaking and listening/vocabulary**

An image has been selected to discuss with students. The students will describe the image in as much detail as possible. The teacher will encourage full sentences and clear enunciation.

#### B) **Phonics**

Ensure there is a clear target for instruction, that means everything else, except for the letter, is visible. It may be appropriate to introduce 2 phonemes at a time. Introduce each letter individually. No pictures need to be interwoven through the letter, just the letter, clearly written. Ask students to put them on post-it notes and litter them throughout the house. Concentrate on the regular, most common phoneme that this grapheme represents.



Practice writing the grapheme that represents the phoneme on paper or whiteboard, numerous times. Make sure the letter formation and pencil grip is correct. Say the phoneme when writing it. Use a repeated phrase that helps remind students how to form it correctly, e.g. around, up and down. It must be short and sharp - the time it takes to form the letter. Lesson 1-2 non-digital version.

##### **Digital**

See Lesson 1-2 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words (HFSW)**

Look at the suggested list and choosing the most suitable to introduce to your student. It is recommended 4-6 words in groups at a time. Teacher discretion is, as always paramount. There is a list of suggested words from the School A to Z Department site, however you may use another list from which to choose your words. Write the words multiple times, some with a capital at the beginning of appropriate words e.g. The, A, That, Go, on cards with texta. Rote learn the words so they are read without hesitation and with confidence. The suggested words are: a, am, on, I, the

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be using Foldable decodable text 1-2, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 workbook, found in resource pack.

#### E) **Quality text**

Narrative focus – narratives have a beginning that tells us where the story is taking place and who is in it.

Teachers are to select a text with a strong narrative. Suggested texts for narrative are included in the document Narrative information and recommended texts, located in the ES1 resource pack. If that text is unavailable, rest assured most quality text require a strong narrative thread to carry the story, so alternatives are acceptable.

Ask:

Prior to Reading Where do you think this book will be set? How do you know?

During Reading Describe the setting of this story and who is in it.

After Reading Who do you think the author wrote this story for? Who is the audience?

Record the title of the book on My Record of texts. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

##### **Digital**

Opportunity to engage with quality text through a multimedia platform.

#### F) **Reflection/Vocabulary**

Ask the student: is there a word you don’t know the meaning of? Show or tell me what it is. Discuss the word meaning or investigate the word meaning.

Discuss with the student, what have you learnt in this session? What did you like about English today? What did you do well? What will you try to do next time?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 1 video, SATP PowerPoint 1. Explicit phonics lesson SATP, Foldable decodable1-2 phonics book SATP, Narrative information and recommended texts, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper wh,iteboard and whiteboard marker (if available) and a quality text.

### **Lesson 2**

#### A) **Phonological awareness**

Phoneme hunt. Students are to name things around the house that have 2 phonemes e.g. c-ar (2 is tricky!), 3 phonemes e.g. kn-i-fe, b-oo-k, 4 phonemes e.g. g-l-a-ss, t-a-b-le.

#### B) **Phonics**

Ensure there is a clear target for instruction, that means everything else, except for the letter, is visible. Introduce each letter individually. No pictures need to be interwoven through the letter, just the letter, clearly written. Ask students to write the letter repeatedly on post-it notes and litter them throughout the house. Concentrate on the regular, most common phoneme that this grapheme represents.



Practice writing the grapheme that represents the phoneme on paper or whiteboard, numerous times. Make sure the letter formation and pencil grip is correct. Students are to say the phoneme while writing it. Use a repeated phrase that helps remind students how to form it correctly, e.g. ‘around, up and down’ for a, ‘to the left, to the right’ for s. It must be short and sharp - the time it takes to form the letter. Write it outside with your finger in the sand, write it on a fogged pane of glass.

Segment and blend phonemes together to make words. The teacher to demonstrate slowly, pulling the phonemes together to read a word s-a, a-s, s-a, a-s, s-a-s. Repeat numerous times. Start left to right, pulling the phonemes into a blank space. Say the phoneme as you do it, blending them together. Put the phonemes together at the end, to read as a complete word, e.g. ‘sss-aaaa-ssss. Sas’ Run your finger under each phoneme as it is articulated. Be very explicit in your instruction and actions. Tell students that as you practice blending and segmenting phonemes, you can have fun and create pseudo-words!

Have a conversation about the name of each phoneme. Many will be familiar with the letter names, more so than the phoneme so it is important this is explained, but not focused on. Be conscious of cognitive overload, you know your students.

Handwriting practice using a, s can be completed using the ES1 handwriting, found in the ES1 resource pack. Students will need further opportunity to practice writing so blank paper or a little whiteboard will be necessary. **See Lesson 1-2 (sapt) non-digital version.**

##### **Digital**

See Lesson 1-2 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words**

(HFSW) practice. Flash through the words on the cards as quickly as possible as students say the word presented. Write the words on post-it notes and scatter throughout the house, encouraging the student to read it aloud every time they encounter one.

#### D) **Reading**

**Stu**dents will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be a Foldable decodable text1-2, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text**

Narrative focus – narratives have a beginning that tells us where the story is taking place and who is in it.

Teachers are to select a text with a strong narrative. Suggested texts for narrative are included in the document Narrative information and recommended texts, located in the ES1 resource pack. If that text is unavailable, rest assured most quality text require a strong narrative thread to carry the story, so alternatives are acceptable.

Ask:

Prior to Reading Where do you think this book will be set? How do you know?

During Reading Describe the setting of this story and who is in it.

After Reading Can you tell me what the problem was in the story?

Record the title of the book on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

##### **Digital**

Opportunity to engage with quality text through a multimedia platform.

#### F) **Reflection**

Ask students: was there a word in the shared text you didn’t know the meaning of? We can find out the meaning of new vocabulary. Locate the new word and investigate it through a dictionary and discussion.

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 1 video, SATP video or paper version, Foldable decodable1-2 SATP, Narrative information and recommended texts, Handwriting book, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available) and a quality text.

### **Lesson 3**

#### A) **Speaking and listening/vocabulary**

An image has been selected to discuss with students. The students will describe the image in as much detail as possible. The teacher will encourage full sentences and clear enunciation.

#### B) **Phonics**

Ensure there is a clear target for instruction, that means everything else, except for the letter, is visible. Introduce each letter individually. No pictures need to be interwoven through the letter, just the letter, clearly written. Ask students to write the letter repeatedly on post-it notes and litter them throughout the house. Concentrate on the regular, most common phoneme that this grapheme represents.



Practice writing the grapheme that represents the phoneme on paper or whiteboard, numerous times. Make sure the letter formation and pencil grip is correct. Students are to say the phoneme while writing it. Use a repeated phrase that helps remind students how to form it correctly, e.g. ‘‘down, across’ for t, ‘down and around’ for p are examples. It must be short and sharp - the time it takes to form the letter. Write it outside with your finger in the sand, write it on a fogged pane of glass.

Segment and blend phonemes together to make words. The teacher to demonstrate slowly, pulling the phonemes together to read a word s-a-t, p-a-t, s-a-p, a-t, t-a-p. Repeat numerous times. Start left to right, pulling the phonemes into a blank space. Say the phoneme as you do it, blending them together. Put the phonemes together at the end, to read as a complete word, e.g. ‘sss-aaaa-t. Sat’ Run your finger under each phoneme as it is articulated. Be very explicit in your instruction and actions.

Have a conversation about the name of each phoneme. Many will be familiar with the letter names, more so than the phoneme so it is important this is explained, but not focused on. Be conscious of cognitive overload, you know your students.

Handwriting practice using ‘p, t’ can be completed using the ES1 handwriting, found in the ES1 resource pack. Students will need further opportunity to practice writing so blank paper or a little whiteboard will be necessary. See Lesson 3-4 (sapt) non-digital version.

##### **Digital**

See Lesson 3-4 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words** (HFSW)

Write the words on separate cards and play snap or memory. Use the words learnt as HFSW and the phonemes currently introduced to read Foldable decodable3-4 text.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable3-4, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text**

Narrative focus – narratives have a middle; a complication, it might be something that the main character wants, or a problem of some sort.

Teachers are to select a text with a strong narrative. Suggested texts for narrative are included in the document Narrative information and recommended texts, located in the ES1 resource pack. If that text is unavailable, rest assured most quality text require a strong narrative thread to carry the story, so alternatives are acceptable.

Ask:

Prior to Reading Where do you think the problem could be about in this story? Why do you think that?

During Reading Describe the problem, the complication in this story.

After Reading Was the big problem in this story resolved? Can you tell me about it, and how it was resolved.

Record the title of the book on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

#### F) **Reflection**

Ask the student: In the text we just shared, is there a word you don’t know the meaning of? Show or tell me what it is. Discuss with the student the word meaning or investigate the word meaning.

Discuss with the student: what have you learnt in this English session? What did you like about English today? What did you do well? What will you try harder to do next time?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 2 video or paper version, Foldable decodable3-4 SATP, Narrative information and recommended texts, S1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available) and a quality text.

### **Lesson 4**

#### A) **Phonological awareness**

Syllable clap. Students clap the amount of syllables in different words. Count how many each time. For example, the word computer has three syllables, so we clap three times as we say: com-pu-ter (remember every syllable has a vowel phoneme).

Students to clap out their name and family members (e.g. Ty-ler, Pap-ou), different animals (e.g. el-e-phant), objects around the house (e.g. book, wash-ing)

#### **B) Phonics**

Practice the individual phonemes again. Go for a walk through the house, find the post-it notes and say each phoneme as they are discovered. Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Ask students to write the grapheme as you say the phoneme – s, a, t, p. If appropriate, ask students to write the words as you say each one individually – p-a-s, p-a-t, s-a-t, t-a-s, t-a-t, p-a-p, t-a, a-p, a-t etc. See Lesson 3-4 non-digital version in ES1 resource pack.



#####  **Digital**

See Lesson 3-4 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words** (HFSW)

Lay the cards out on a flat surface. The teacher says the word, the student points to the corresponding card. Take turns.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be onFoldable decodable text3-4, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text**

Narrative focus – narratives have a middle; a complication, it might be something that the main character wants, or a problem of some sort. Teachers are to select a text with a strong narrative. Suggested texts for narrative are included in the document Narrative information and recommended texts, located in the ES1 resource pack. If that text is unavailable, rest assured most quality text require a strong narrative thread to carry the story, so alternatives are acceptable. Record the title of the book on My Record of texts. This can be found in ES1 workbook

Ask:

Prior to Reading Where do you think the problem could be about in this story? Why do you think that?

During Reading Describe the problem, the complication in this story.

After Reading Was the big problem in this story resolved? Can you tell me about it, and how it was resolved.

If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

##### **Digital**

Opportunity to engage with a quality text online.

#### F) **Reflection**

Ask students to reflect on their learning so far. Ask: what did you do well today? What would you like to improve on? How can I help you achieve that?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 2 video, SATP PowerPoint 2. Narrative information and recommended texts, Explicit phonics lesson SATP booklet, Foldable Decodable3-4, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available) and a quality text.

### **Lesson 5**

#### A) **Speaking and listening/vocabulary**

An image has been selected to discuss with students. The students will describe the image in as much detail as possible. The teacher will encourage full sentences and clear enunciation.

#### **B) Phonics**

Quickly flash each of the cards with the individual phonemes, represented by both capital and lower-case. Ask students to call out the phoneme. Students to write the phonemes as the teacher says them.

Go for a walk through the house or classroom, find the post-it notes and say each phoneme as they are discovered.

Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Ask students to write the grapheme as you say the phoneme – s, a, t, p. If appropriate, ask students to write the words as you say each one individually. Words can be: p-a-s, p-a-t, s-a-t, t-a-s, t-a-t, p-a-p, t-a, a-p, a-t etc. Say each word slowly, segmenting and blending the phonemes so students can clearly hear them. After each one is written, ask students to read it and then either rub it out or find a clear piece of paper, ready for the next word. See Lesson 5-6 non-digital version, located in the ES1 resource pack.

##### **Digital**

See Lesson 5-6 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words (HFSW)**

Look at the suggested list and choosing the most suitable to introduce to your student. It is recommended 4-6 words in groups at a time. Teacher discretion is, as always paramount. There is a list of suggested words from the School A to Z Department site, however you may use another list from which to choose your words. This list is in the ES1 Resource pack. Write the words multiple times, some with a capital at the beginning of appropriate words e.g. The, A, That, Go, on cards with texta. Rote learn the words so they are read without hesitation and with confidence. The suggested words are: a, am, on, I, the.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable3-4 text, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text**

Narrative focus – narratives have an end. It may not be a happy ending, but it ends somehow. Usually the problem or complication is resolved. Teachers are to select a text with a strong narrative. Suggested texts for narrative are included in the document Narrative information and recommended texts, located in the ES1 resource pack. If that text is unavailable, rest assured most quality text require a strong narrative thread to carry the story, so alternatives are acceptable. This can be included in My Record of Texts, found in ES1 resource pack

Ask:

Prior to Reading I wonder what the complication will be in this story. Can you predict what it might be?

During Reading Describe how the problem or complication was resolved and how did the story end?

After Reading Why is it important to have a clear ending? How does a reader feel if the story is not finished properly? Can you think of a different ending for this story?

Record the title of the book on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

##### **Digital**

**Opportunity to engage with a quality text online.**

#### F) **Reflection**

Ask students to reflect on their learning today. What do good readers do? What do you do, when you’re reading, that helps you? What can we concentrate on tomorrow?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 3 video or paper version, Narrative information and recommended texts, Foldable decodable3-4 phonics book, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available) and a quality text.

### **Lesson 6**

#### **A) Phonological awareness**

Rhyming Strings. Begin with a one-syllable word (e.g. cat) and students are to generate as many rhyming words as possible until the word is changed. Example:
Teacher: dog!
Student: dog, fog, hog, log, rog, sog

Teacher: tree!
Student: tree, me, flea, be, see
Teacher: book!
Student: book, look, cook, sook, took...

#### B) **Phonics**

Quickly flash each of the cards with the individual phonemes, represented by both capital and lower-case. Ask students to call out the phoneme. Students to write the phonemes as the teacher says them.

Go for a walk through the house or classroom, find the post-it notes and say each phoneme as they are discovered.

Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Ask students to write the grapheme as you say the phoneme – s, a, t, p. If appropriate, ask students to write the words as you say each one individually. Words can be: p-a-s, p-a-t, s-a-t, t-a-s, t-a-t, p-a-p, t-a, a-p, a-t etc. Say each word slowly, segmenting and blending the phonemes so students can clearly hear them. After each one is written, ask students to read it and then either rub it out or find a clear piece of paper, ready for the next word. See Lesson 5-6 (sapt) non-digital version located in the ES1 resource pack.

##### Digital

See Lesson 5-6 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words (HFSW)**

Look at the suggested list and choosing the most suitable to introduce to your student. It is recommended 4-6 words in groups at a time. Teacher discretion is, as always paramount. There is a list of suggested words in the ES1 Resource pack and on the ‘A to Z’ Department site. If, when sharing a quality text, a HFSW jumps out, point it out. Write the words multiple times with a texta, some with a capital at the beginning of appropriate words e.g. The, A, That, Go, on cards. Rote learn the words so they are read without hesitation and with confidence. Add these new words to the words currently known.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable text6-7 the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text.**

Narrative focus – narratives have an end. It may not be a happy ending, but it ends somehow. Usually the problem or complication is resolved.

Teachers are to select a text with a strong narrative. Suggested texts for narrative are included in the document Narrative information and recommended texts, located in the ES1 resource pack. If that text is unavailable, rest assured most quality text require a strong narrative thread to carry the story, so alternatives are acceptable. This can be included in My Record of Texts, found in ES1 resource pack.

Ask:

Prior to Reading I wonder what the complication will be in this story. Can you predict what it might be?

During Reading Describe how the problem or complication was resolved and how did the story end?

After Reading Why is it important to have a clear ending? How does a reader feel if the story is not finished properly? Can you think of a different ending for this story?

Record the title of the book on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

##### **Digital**

**Opportunity to engage with a quality text.**

#### F) **Reflection**

Ask students to reflect on their learning so far. Ask: what did you do well today? What would you like to improve on? How can I help you achieve that?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 3 video or paper version. Narrative information and recommended texts, Foldable decodable6-7, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available) and a quality text.

### **Lesson 7**

#### A) **Phonological awareness**

Syllable clap. Students clap the amount of syllables in different words. Count how many each time. For example, the word computer has three syllables, so we clap three times as we say: com-pu-ter (remember every syllable has a vowel phoneme).

* + their name and family members (e.g. Ty-ler, Pap-ou),
	+ different animals (e.g. el-e-phant), objects around the house (e.g. book, wash-ing)

#### B) **Phonics**

Quickly flash each of the cards with the individual phonemes, represented by both capital and lower-case. Ask students to call out the phoneme. Students to write the phonemes as the teacher says them.

Go for a walk through the house or classroom, find the post-it notes and say each phoneme as they are discovered.

Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Instruct students to ‘go with you’ as you read through the phonemes individually, then start to blend them together to make words.

Now students practice writing them.

Teacher: write these phonemes as I say them - s-a-t, read what you wrote…p-a-t, read what you wrote…t-a-p, read what you wrote…s-a-p, read what you wrote etc…

Say each word slowly, segmenting and blending the phonemes so students can clearly hear them. After each one is written, ask students to read it and then either rub it out or find a clear piece of paper, ready for the next word. See Lesson 6-7 (sapt) non-digital version in the ES1 resource pack.

##### Digital

See Lesson 7-8 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words (HFSW)**

Flash through the words as quickly as possible. Write the words on post-it notes and scatter throughout the house, encouraging the student to read it every time they encounter one.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable7-8, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text**

Narrative focus. Students learn that narratives can be real or imagined. The teacher retells a personal narrative that is real (or made up, but sounds real). Ideally the story should start with a clear beginning that sets the scene and introduces the main people. The middle must have a clear problem or complication, that is then resolved with a (hopefully happy) ending.

Ask:

Prior to listening: Listen carefully to see if this narrative is real or imagined. How do you think you will know?

During the story: Can you tell me the complication in my narrative?

After the story is told: Was the story I just told you real or imagined? How do you know? Was my narrative complication resolved? Is there a moral to my narrative? Is there anything I can learn from this narrative? Sometimes authors tell narratives so the reader can learn or reflect on something about themselves or the world.

Record the title of the book on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

#### F) **Reflection**

Ask and discuss: Why do you think we need to learn lessons about ourselves?

##### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 4 video or paper version, Narrative information and recommended texts, Foldable decodable7-8, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available) and a quality text.

### **Lesson 8**

#### A) **Phonological awareness**

Rhyming strings. Begin with a one-syllable word (e.g. cat) and students are to generate as many rhyming words as possible until the word is changed Example:
Teacher: dog!
Student: dog, fog, hog, log, rog, sog

Teacher: tree!
Student: tree, me, flea, be, see
Teacher: book!
Student: book, look, cook, sook, took...

#### B) **Phonics**

Quickly flash each of the cards with the individual phonemes, represented by both capital and lower-case. Ask students to call out the phoneme. Students to write the phonemes as the teacher says them.

Go for a walk through the house or classroom, find the post-it notes and say each phoneme as they are discovered.

Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Instruct students to ‘go with you’ as you read through the phonemes individually, then start to blend them together to make words.

Now students practice writing them.

Teacher: write these phonemes as I say them - s-a-t, read what you wrote…p-a-t, read what you wrote…t-a-p, read what you wrote…s-a-p, read what you wrote etc…

Say each word slowly, segmenting and blending the phonemes so students can clearly hear them. After each one is written, ask students to read it and then either rub it out or find a clear piece of paper, ready for the next word. See Lesson 7-8 (sapt) non-digital version in the ES1 resource pack.

##### Digital

See Lesson 7-8 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words** (HFSW)

Write the words on separate cards and play snap or memory.

#### D) Reading

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable7-8 text, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) Quality text

Narrative focus. Students learn that narratives can be real or imagined. The teacher retells a well-known narrative that is fiction, e.g. a fairy-tale or a nursery rhyme told as a story. Suggest: The Three Little Pigs. The story should start with a clear beginning that sets the scene and introduces the main people. The middle must have a clear problem or complication, that is then resolved with a happy ending (for some).

Ask:

Prior to listening: Listen carefully to see if this narrative is real or imagined. How do you think you will know?

During the story: Can you tell me the complication in this narrative?

After the story is told: Was the story I just told you real or imagined? How do you know? Was the complication resolved? Is there a moral to this narrative? Is there anything I can learn from this narrative? Sometimes authors tell narratives so the reader can learn or reflect on something about themselves or the world.

#### F) Reflection

Ask students to reflect on their learning so far. Ask: what did you do well today? What would you like to improve on? How can I help you achieve that?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 4 video or paper version, Narrative information and recommended texts, Foldable decodable7-8 phonics book, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available).

### **Lesson 9**

#### **A) Phonological awareness**

Phoneme isolation and manipulation sequence. Provide a word and ask the student what the new word will be if a phoneme is removed, added or substituted. Words don’t have to make sense. E.g.

Teacher: The word is ‘man’ Say the word.

Student: man

Teacher: Take away the mmm. Now, what is the word?

Student: an

Teacher: Using ‘an’, put ‘p’ at the beginning. Now, what is the word?

Student: pan

Teacher: Using ‘pan’, add ‘s’ to the end?

Student: pans

Teacher: change the ‘a’ in pans, to ‘i’. Now, what is the new word?

Student: pins

Words to manipulate can include: wet (leading to pet, pen, ten, tun, stun) see (leading to be, lee, fee, feet, feep, deep)

#### B) **Phonics**

Quickly flash each of the cards with the individual phonemes, represented by both capital and lower-case. Ask students to call out the phoneme. Students to write the phonemes as the teacher says them.

Go for a walk through the house or classroom, find the post-it notes and say each phoneme as they are discovered.

Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Instruct students to ‘go with you’ as you read through the phonemes individually, then start to blend them together to make words.

Now students practice writing them.

Teacher: write these phonemes as I say them - s-a-t, read what you wrote…p-a-t, read what you wrote…t-a-p, read what you wrote…s-a-p, read what you wrote etc…

Say each word slowly, segmenting and blending the phonemes so students can clearly hear them. After each one is written, ask students to read it and then either rub it out or find a clear piece of paper, ready for the next word. See Lesson 9-10 (sapt) non-digital version, located in the ES1 resource pack.

##### Digital

See Lesson 9-10 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words** (HFSW)

Lay the cards out on a flat surface. The teacher says the word, the student points to the corresponding card. Take turns.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable text9-10, the teacher will can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

E) Quality text

Narrative focus. Students learn that narratives can be real or imagined. The teacher retells a personal narrative that is real (or made up, but sounds real). Ideally the story should start with a clear beginning that sets the scene and introduces the main people. The middle must have a clear problem or complication, that is then resolved with a satisfying ending.

Ask:

Prior to listening: Listen carefully to see if this narrative is real or imagined. How do you think you will know?

During the story: Can you tell me the complication in my narrative?

After the story is told: Was the story I just told you real or imagined? How do you know? Was my narrative complication resolved? Is there a moral to my narrative? Is there anything I can learn from this narrative? Sometimes authors tell narratives so the reader can learn or reflect on something about themselves or the world.

Record the title of the book on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

#### F) **Reflection**

Ask students to reflect on the shared text. Would they like to write a book like that one day? What do good writers do? How can they be a good writer too?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 5 video, SATP PowerPoint 5 or paper version, Narrative information and recommended texts, Explicit phonics lesson SATP booklet, Foldable decodable9-10, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available).

### **Lesson 10**

#### A) **Speaking and listening/vocabulary**

An image has been selected to discuss with students. The students will describe the image in as much detail as possible. The teacher will encourage full sentences and clear enunciation.

#### B) **Phonics**

Quickly flash each of the cards with the individual phonemes, represented by both capital and lower-case. Ask students to call out the phoneme. Students to write the phonemes as the teacher says them.

Go for a walk through the house or classroom, find the post-it notes and say each phoneme as they are discovered.

Using cards with the phonemes written on them, or magnetic letters, blend them together to read words. Instruct students to ‘go with you’ as you read through the phonemes individually, then start to blend them together to make words.

Now students practice writing them.

Teacher: write these phonemes as I say them - s-a-t, read what you wrote…p-a-t, read what you wrote…t-a-p, read what you wrote…s-a-p, read what you wrote etc…

Say each word slowly, segmenting and blending the phonemes so students can clearly hear them. After each one is written, ask students to read it and then either rub it out or find a clear piece of paper, ready for the next word. See Lesson 9-10 (sapt) non-digital version, located in the ES1 resource

##### Digital

See Lesson 9-10 (sapt) video, located in ES1 resource pack.

#### C) **High frequency sight words** (HFSW)

Instruct students to ‘take the challenge’ to ascertain student understanding of the HFSW. Flash each card, and with no prompting, ask the student to tell you the word. Fast recall is desired. Once students have ‘taken the challenge’, the next set of words can now be added to the bank of HFSW.

#### D) **Reading**

Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. This may be on Foldable decodable 9-10, the teacher can select or recommend material for this reading task. Each time a text is read or shared, it can be included in My Record of Texts, found in ES1 resource pack.

#### E) **Quality text**

Narrative focus. Students learn that narratives can be real or imagined. The teacher retells a well-known narrative that is fiction, e.g. a fairy-tale or a nursery rhyme told as a story. Suggest retelling Red Riding Hood. The story should start with a clear beginning that sets the scene and introduces the main people. The middle must have a clear problem or complication, that is then resolved with a (hopefully happy) ending for some.

Ask:

Prior to listening: Listen carefully to see if this narrative is real or imagined. How do you think you will know?

During the story: Can you tell me the complication in this narrative?

After the story is told: Was the narrative I just told you real or imagined? How do you know? Was the complication resolved? Is there a moral to this narrative? Is there anything I can learn from this narrative? Sometimes authors tell narratives so the reader can learn or reflect on something about themselves or the world.

Record the title of the text on My Record of texts. This can be found in ES1 workbook. If applicable, students to complete a suitable worksheet, located in ES1 resource pack.

#### F) **Reflection**

Ask students to reflect on their learning so far. Ask: what did you do well today? What would you like to improve on? How can I help you achieve that?

#### **Resources**

All resources are located in the ES1 resource pack: SATP Lesson 5 video, SATP PowerPoint 5 or paper version, Foldable decodable9-10, ES1 workbook. Additionally you will need paper, pencils, textas, blank paper, whiteboard and whiteboard marker (if available).

## Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the identity, culture, heritage and language of your Aboriginal students through your teaching practices?

## Assessment

Multiple opportunities exist throughout the learning sequence to gather evidence of student learning. This evidence contributes to teacher knowledge of individual student progress and achievement of syllabus outcomes. Teachers are encouraged to routinely collect student work samples and anecdotal evidence.

**ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction**

Observe students expressing a point of view about texts that have been read and/or viewed after the quality text session in lessons 3 and 6. Collect anecdotal evidence of students engaging with and responding to oral texts in the quality text component of lessons 7, 8, 9 and 10.

**ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies**

Early stage 1 students are developing skills to decode and encode text independently. Throughout the 10 sequenced learning activities, students have systematically practiced high frequency sight words and phoneme-grapheme encoding and decoding. An opportunity is created in lesson 10 to assess student ability to recognise, read and write the corresponding graphemes for those taught.

**Ene-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts**

Students are encouraged to share their thoughts and feelings about events in texts after every quality text session. It is anticipated teachers can collect oral evidence of student development.

**ENe-12E demonstrates awareness of how to reflect on aspects of their own and other’s learning**

Students are learning to think imaginatively and creatively about text and share their thoughts and feelings about events and characters in texts. Students are encouraged to consider the impact this has on their own learning. Evidence of this progress can be collected during reflection discussions with students.

## Activity resources

### Digital support

A Microsoft Powerpoint slidedeck is included to support students who are working through a digital online platform. This slidedeck can be used via an online platform (such as MSTeam or Google Classroom) to sequence learning, support student understanding, scaffold tasks, introduce resources and identify activity requirements. The slidedeck is editable for your context. You will find the Powerpoint slidedeck in the zipfile that accompanies this file.

A number of student resources and worksheets have also been provided to support this learning sequence. These should be adapted to suit your students’ needs. These can be found in the zipfile that accompanies this file.

### Non-digital support

An editable and printable student workbook is included to support students who are working in a non-digital context. The workbook sequences and resources learning experiences and activities for a two-week learning experience. These should be adapted to suit your students’ needs. This can be found in the zipfile that accompanies this file.

Parent/carer advice is provided for the learning sequence. This may be edited to reflect your context and any adaptations to the learning sequence. This information can be found in the zipfile that accompanies this file.