The BitL tool – English years F–2

English: Years F–2

What do you already think?
What strategies can you use before listening, reading or viewing a text?

Activate prior knowledge of the topic.

Establish a purpose for engaging with the text.

Make predictions.

Preview the text structure.

Can you identify purposes, contexts and audiences?
What are the purposes of different texts?

Students listen to, read and view a range of texts for pleasure, including picture books, simple chapter books, non-fiction, poetry and drama.

Informative and persuasive texts, including print and digital texts, present new content about topics of interest and topics studied in other curriculum areas and are used by students as models for constructing their own work.

The context and audience is familiar and everyday as students learn to deconstruct texts about their own and other cultures.

How can you make meanings?
What meaning making strategies do you learn to use with texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information?

Text processing strategies eg monitoring meaning and self-correcting using context, prior knowledge, punctuation, language and phonic knowledge.

Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to describe literal and implied meaning, main ideas and supporting details.

Listening for particular purposes.

How can you make connections?
How can we connect texts to self, other texts and the world around us?

Listening for particular purposes.

Listening for and manipulating sound combinations and rhythmic sound patterns.

Understanding how similar texts share characteristics.

Identifying text structures and language features used to describe characters, settings and events.

Comparing content between texts.

What do you think now?
How can you evaluate texts?

Preferences explained for aspects of texts using other texts as comparisons.

Everyday language features and topic-specific vocabulary used when discussing ideas and experiences.

In what ways can you express your ideas, experiences and information?
How can you use language to express your own ideas, experiences and information to familiar audiences?

Using a variety of strategies to engage in group and class discussions and make presentations.

Creating texts that show how images support the meaning of the text.

Creating texts that draw on own experiences, imagination and information learned.

Accurately spelling familiar words and attempting to spell less familiar words and using punctuation accurately.

Legibly writing unjoined upper and lower-case letters.

🟩 **Language strand**   🟦 **Literacy strand**   ⬛ **Literature strand**

Pedagogical questions:
- Why would we want to read/view/ listen to this text?
- What do you already know about the topic?
- What questions do you have?
- What are the different ways things are told?
- What can you imagine?

Pedagogical questions:
- What do we think the text will be about? (predicting and questioning, pre-reading strategies)
- What is the text for?
- Who are the stories about?
- How are stories told?
- What do we think will happen in the story?
- How do we know where the story takes place?
- Can we tell where the story comes from?
- What is the information for?
- How does this affect the length of the text and how it is written/ spoken?
- Who is the text for?

Pedagogical questions:
- How can we show people that we are listening to them?
- Do we look at the people we are listening to? Why?
- Does everyone speak the same language?
- What different ways of communicating are there? How are they used?
- What do people tell?
- Who do people speak with?
- Why do people write some things but say other things?
- Are patterns used in the text? Why? How?
- What sounds do we use? How do we write these sounds?
- How are sounds put together?
- What are words?
- What words might we use to talk about our thinking (I think, I like, I believe)?
- What words can people use to show how strongly they feel about something (modality)?
- What are sentences? How are ideas put together in a sentence?
- What is punctuation for?
- How is punctuation used?
- What information can we get from the text/illustrations?
- Do the words and images give the same meaning?
- Does the author use the text/ illustrations to tell us about the character? How?
- How do we understand what is written?
- Does the author tell us about the setting? How? Why?
- What does the author tell us about the characters? How?

Pedagogical questions:
- Has something like this (story/ event) happened in your life? How was it the same? How was it different?
- Where have you seen/heard a text like this? When?
- Is this text the same/different from ....? (comparing to another text read/viewed/listened to on same topic) How?
- Are the words and images connected? How? Why?
- What extra information might we get when we put the text and illustrations together?
- If we could add an image what would it be? Why?
- Are the images in a story different to the images in an information text? How? Why?
- Which part of the sentence tells you 'who'/'what'/'where'/'how'?
- In what ways can two ideas in a sentence be connected?
- Are there nouns, verbs and adverbs in the text? Can we find examples of each?
- What connections can we make between sounds and words to make patterns and rhymes?

Pedagogical questions:
- What else do you think about the characters/setting/key events / information in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did it make your classmates/ friends/family/teacher feel? How do you know?
- How can you present effectively to the class?
- What do you like about the story/ pictures/author?
- Which parts of the text do you prefer? Why?

Pedagogical questions:
- How do you ask a question at home?
- How do you ask a question at school?
- How do we know when someone is happy/sad/angry…?
- How do you say hello and goodbye in different contexts and with different people?
- How can you use your words, face and actions to give other people information about yourself?
- How can you communicate that you like/dislike something?
- How can you plan and create your own texts?
- What texts can you retell? Why do you remember them?
- How can you plan and create your own story idea? What helps you to do this?
- How can you edit and improve your texts?
- Can you write lower and upper case letters clearly? Do you think others would be able to read them easily?
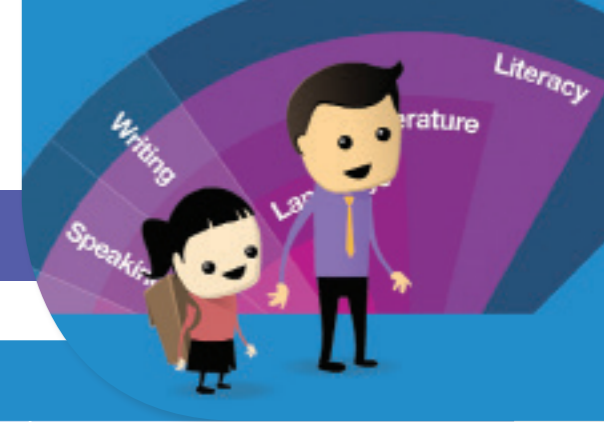
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What do you already think? *Continued*	Can you indentify purposes, contexts and audiences? *Continued*	How can you make meanings? *Continued*	How can you make connections? *Continued*	What do you think now? *Continued*	In what ways can you express your ideas experiences and information? *Continued*

By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform…including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 1 – Picture books from different cultures

Language: Expressing and developing ideas (texts)
Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.

Literature: Literature and Context (identity)
Express preferences for specific texts and authors and listen to the opinions of others.

Literacy: Texts in context (choosing and using)
Respond to texts drawn from a range of cultures and experiences.

Why would we want to read this picture book? What do you already know about the topic? What questions do you have?	What do you think will happen in this story? How do we know where the story takes place? Can we tell where the story comes from? What clues does the author give us? Who do you think this story is for? Why?	What information can we get from the images? Do the words and images give the same meaning? How? Does the author use images to tell us about the character/s? How?	Has something like this (story/ event) happened in your life? How was it the same? How was it different? Have you read other stories by this author/from this culture? Which ones? How are they similar? Different? What extra information might we get when we put the text and illustrations together? If you could add an image to this story what would it be? Why?	What do you like/dislike about this story? Why? How did the story make you feel? Why? How did your classmates feel about the story? Did their opinions change any of your thoughts about the story? How? Will you read other texts by this author? Why/why not?	How might you describe this story to someone who has not heard it before? How can you plan and create your own text on a similar topic? How can you communicate to the author that you like/dislike characters in this story?