First cluster of markers:

- Shows beginning awareness that print relates to spoken language.
- Identifies writing in a picture or poster.
- Recognises the meaning of some letters and symbols, e.g. common logos, street signs.
- Knows how to handle books, e.g. turns pages, looks at detail in pictures.
- Shows awareness that print and images are different (in print and on screen).

Musical capitals

Prepare a set of A4 cards with capital letters that begin each student’s name.

Give the students cards with letters that begin their names (e.g. ‘E’ for Emily).

Ask students to stand in a circle and place their capital letter cards on the floor in front of them.

Play music while the students walk in a clockwise direction around the circle, behind the cards.

When the music stops, the students walk quickly to find a card that has the letter their name begins with and stand behind it. It does not have to be their original card, but the letter has to be the same.

Traffic lights

Discuss traffic lights, their purpose and how they work, i.e. green means ‘go’ and red means ‘stop’.

Discuss the purpose of the colour ‘red’ in environmental print.

Show students a Stop sign discuss its purpose, e.g. *Stop signs tell us to stop walking and check both directions for oncoming traffic before crossing the road. They keep us safe.*

Conduct the drama activity *Statues.* Ask students to move around the classroom in the form of a selected animal. For example, once the teacher calls ‘lion,’ students must move around the room like a lion.

When the teacher calls ‘Stop’ while holding up the stop sign, the students freeze in their current positions.

Construct a sentence on a strip of card.

Ask students to read the sentence aloud and clap when the sentence stops.

Ask a student to place a red dot sticker either below or on the full stop.

Tell students that this symbol is called a ‘full stop’ – draw students’ attention to the word stop and its definition (relating it to the drama activity).
Sentence strip word match

Create a sentence strip and matching separate word cards from a recent joint construction, e.g. about a recent class experience, or familiar text.

Remind students about words and sentences.

Read the sentence to students.

Demonstrate matching up the individual word cards with the words on the sentence strip beginning with the first word, i.e. point to and read the first word on the sentence strip and then place the word card on top.

Provide pairs of students with sentence strips and matching word cards and ask them to take turns to match the word cards onto the sentence strips and read the sentences to each other.

Identifying letters

While students are seated in a circle on the floor, give each of them a card with their names printed in large font, each letter in a box.

Also give each of them a bundle of clear counters.

Select a flash card from the pile and place it in the centre of the circle.

Cards consist of letters and shapes.

The students say whether the card is a letter or a shape.

If the letter is in their name, they place a counter on that letter.

Students call Bingo if they have covered all the letters in their name.

Finding the first word to read

Read a big book to students and reinforce where to begin reading on each new page.

Provide pairs of students with books and ask them to place counters on the first word on each page to be read.

Highlighter sweep

Read a simple, repetitive text that is laminated together with a student.

Direct the student to run a highlighter above or below the words from left to right then lift the highlighter off the page to show return sweep.

This process will allow the student to see that the previous sentence has been completed as it has been highlighted, and therefore the following sentence must follow starting from the left.

A green dot or arrow sticker could be placed at the beginning of each line to show ‘where to next’ once the end of that line has been reached.
Teaching ideas for Concepts about print

Identifying text directionality and return sweep

Daily share read books with students.

Model book handling skills and point out some simple text features which help with understanding a text (e.g. text directionality, turning pages, return sweep, looking at the pictures on the cover and throughout a book) by pointing to the text as you read.

Give students lots of opportunities to read books themselves imitating what they have seen; turning pages and pointing to the text, getting used to the idea that text goes from left to right and then there is a return sweep to the next line.

NB: Interactive stories available online, audio stories for listening posts and multiple copies of the same text are useful for groups of students to listen to and practise following the words and turning pages at the appropriate time.

From your lips to our board

Have students bring something that is important to them from home and take turns presenting this item to the class.

Prompt the student to make up a sentence or two about the object, such as This is a plane. It is important to me because my dad is a pilot.

Scribe each word on the board as it is stated by the student to show one to one correspondence between spoken and written text.

Reread the sentence to the class while pointing to each word as it is emphasised.

Class photo book

Make a class photo book including photographs of students participating in a particular activity or school event.

Ask each student to describe what they are doing in the photo, e.g. I am building a house.

Write the descriptions below the photo.

This can be turned into an Interactive Whiteboard flip book, where each student’s photo comes up on a slide to form an electronic picture book.
Teaching ideas for Concepts about print

- Segments spoken multisyllabic words into syllables, e.g. ba/na/na when clapping.
- Names a full stop and knows its purpose.
- Identifies a lower case letter.
- Identifies the first letter in a word.
- Identifies the last letter in a word.
- Reads left page before right.
- Understands that words and the spaces between words contribute to meaning.
- Shows awareness of beginning screen management skills, e.g. scrolling.
- Identifies one or more capital letters.
- Uses capital letters for names.
- Identifies a sentence.
- Understands that words are read the same way each time.
- Identifies simple screen functionality, e.g. buttons.
- Identifies a letter on a keyboard.
- Knows the difference between letters and numerals.
- Understands that print conveys meaning.
- 'Reads' storybooks beginning at the front and finishing at the back of the book.

<table>
<thead>
<tr>
<th>2nd cluster</th>
<th>3rd cluster</th>
<th>4th cluster</th>
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</thead>
<tbody>
<tr>
<td>Identifies one or more capital letters when prompted.</td>
<td>Names a full stop.</td>
<td>Identifies one or more capital letters.</td>
</tr>
<tr>
<td>Names a full stop.</td>
<td>Identifies a word in print.</td>
<td>Uses capital letters for names.</td>
</tr>
<tr>
<td>Identifies a letter in print.</td>
<td>Indicates left to right.</td>
<td>Identifies a sentence.</td>
</tr>
<tr>
<td>Points to the first word to read.</td>
<td>Indicates return sweep to left at the end of a line of text.</td>
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<td></td>
<td>'Reads' storybooks beginning at the front and finishing at the back of the book.</td>
<td></td>
</tr>
</tbody>
</table>

Second cluster of markers:

- Identifies one or more capital letter/s (when prompted).
- Names a full stop.
- Identifies a word in print.
- Identifies a letter in print.
- Indicates left to right.
- Points to the first word to read.
- Indicates return sweep to left at the end of a line of text.
- Identifies a letter on a keyboard.
- Knows the difference between letters and numerals.
- Understands that print conveys meaning.
- 'Reads' storybooks beginning at the front and finishing at the back of the book.

Identifying capital letters

Prepare sets of capital letter alphabet cards and magnetic capital letters and gather a selection of magazines and advertising brochures for students to use.

Explain to students that they will choose a partner, some magazines and brochures and work together to locate and cut out capital letters that they know and paste them onto a sheet of paper.

Students then use a set of magnetic capital letters or capital letter alphabet cards to find the letters that match with the ones they cut out from the magazines.

Using full stops

Provide groups of students with familiar sentence strips and matching words.

Make sure one card in the set is a full stop.

Ask students in pairs to reassemble the sentences, checking that the full stops are at the end of each sentence and then read the sentences to each other.
Interactive activities

Use the Internet to find interactive games which students can play to practise naming and using full stops and capital letters, e.g., http://www.roythezebra.com/reading-games-sentence-level.html

Identifying rhyming words

Make up pairs of rhyming words from a familiar rhyming book.

After reading the book, mix up the cards and ask students to come up and find a pair of rhyming words and stand in front of the class with their pair of cards.

When all the rhyming words have been found, each student can read their rhyming words with the rest of the class.

Students can play the Memory game (see below) with the cards and take them home to practise.

Letter matching games

Make up Bingo or Lotto cards and individual letter cards (either lower case or capital). The cards can be 3x4 or 3x3.

Play different games.

Bingo

Students are given Bingo cards and a number of tokens.

A volunteer student, teacher or helper reads out letters and students put tokens on if they are found on their card.

The first student to put tokens on all of their letters calls out Bingo!

File folder game

Glue a Bingo card (or two) inside a cardboard file folder.

Give each student a folder plus individual letter cards.

Ask them to match their letter cards to the letters on the Bingo card.

The first student to match all their cards is the winner.

Memory game

Shuffle two sets of individual letter cards together so that there are pairs of letters.

Ask pairs of students to place all cards face down on the table and take turns turning two cards over.

If they match, they remove them from the display. If they don’t match, they try to memorise where they are and turn them back over again.
On your mark, get set, read!
Provide groups of students with arrow stickers.
Direct students to stick the arrow beside the first word they will read in their readers and then point to that word to show where to start reading.

Identifying text directionality and return sweep
Ask pairs of students to choose a picture story book, ‘read’ through the book with their partner, and take turns to use their fingers to point to the first word to read on each page, follow the direction of the text and follow the return sweep with their fingers.

Letter keys on a keyboard
Make up keyboard sheets and have students use different coloured crayons to colour the Enter key, the space bar, the two shift keys, the number keys and, finally, the letter keys.
Talk about the function of each of the keys as the students are colouring.
Then ask the students to find the letters in their name and practise ‘typing’ them.

Snap
Provide small groups of students with sets of numeral and letter cards to play the game Snap.
Students match numerals to numerals and letters to letters. Numerals or letters do not need to be the same to match, for example 6 can be matched to 8, as long as numerals are being matched to other numerals.
To increase the variables, pictures may be added to the mix.
At the end of the game, students separate their winning cards into two groups.
Print a table with two columns on laminated A4 sized paper – one column for numerals and one for letters.
Students place each of their cards in the correct column.
Teaching ideas for Concepts about print

3rd cluster

- Names a full stop and knows its purpose.
- Identifies a capital letter.
- Identifies the first letter in a word.
- Identifies the last letter in a word.
- Reads left page before right.
- Understands that words and the spaces between words contribute to meaning.
- Shows awareness of beginning screen management skills, e.g. scrolling.

4th cluster

- Identifies one or more capital letters.
- Uses capital letters for names.
- Identifies a sentence.
- Understands that words are read the same way each time.
- Identifies simple screen functionality, e.g. buttons, menus.

5th cluster

- Understands that punctuation and capital letters support meaning.

Third cluster of markers:

- Names a full stop and knows its purpose.
- Identifies a capital letter.
- Identifies the first letter in a word.
- Identifies the last letter in a word.
- Reads left page before right.
- Understands that words and the spaces between words contribute to meaning.
- Shows awareness of beginning screen management skills, e.g. scrolling.

Detective punctuation

Print out familiar words on large cards so that all students sitting in a circle on the floor can see the words.

Organise for students in turn to go into the middle and contribute to making a coherent sentence.

One student holds a magnifying glass and look for clues like a detective. The student with the magnifying glass is the only one allowed to speak at the time.

Students may pass the magnifying glass around to another if someone has identified another clue.

Encourage the students to verbalise their clues to the rest of the class.

The students produce the sentence by starting with the first clue, i.e. This word has a capital letter, which means it is probably the first word in the sentence or a name.

Continue this process until the sentence is completed.

Read the sentence aloud and ask students what they think is missing at the end.

Once this has been identified, place a full stop sign at the end of the sentence.

Have all students clap each word in the sentence and raise palm outward to signal the full stop.
What’s in the bag?

Place 2–3 pairs of capital and lower case of plastic letters in a small brown bag or sock and organise the following activities for pairs of students:

1. The first student picks a letter. The second student must choose the partner letter by feel alone.
2. Name a letter and ask the student to withdraw that letter without looking.
3. The student places his/her hand in the bag and finds one letter. S/he tries to identify it and then withdraws the letter to check.

Letter/word match game – first letter in a word

Prepare three-letter word/picture cards that have six three-letter words and matching pictures for each word. The initial letter of each word should be highlighted in some way, e.g. be a different colour to the other letters in the word or be boxed.

NB: Be careful not to feature letters that look alike, e.g., b and d or u and v.

Model how to match a magnetic letter with the letter that starts a word on the word card.

For example, See the picture of the pig? The word is ‘pig’. Now I will find the letter ‘p’ and place it on top of the letter ‘p’ in the word ‘pig’.

Provide students in pairs with one or two picture/word cards and magnetic letters and ask them to match words on the card and read the word to their partner.

Identifying final letters

Write a simple sentence on the board and read it to students.
Draw a frame around the last word in the sentence.
Draw a circle around the last letter in this final word.
Model the procedure again with another sentence.
Provide students with an easy text containing several simple sentences.
Ask students to locate the last word in each sentence and draw a circle around the last letter in each word.

My journal journey

Help students fold paper to make mini booklets.
Ask them to draw pictures to show a sequence of recent events, e.g. an excursion, school event, family trip.
Help students to record words or sentences to explain each event in the sequence.
Students could also write a title for their mini picture booklet.

The Interactive Journal

Help each student to produce a journal using digital photography and an Interactive Whiteboard or class computer.
Organise students to take photos during a class or school event, such as an excursion, or bring digital photos from home.
Help students compose photos and some sentences onto a smart notebook page to devise flip notebook presentations.
Ask each student to present journals through an interactive whiteboard presentation.
Teaching ideas for *Concepts about print*

### Fourth cluster of markers:

- Identifies a number of capital letters.
- Uses capital letters for names.
- Identifies a sentence.
- Understands that words are read the same way each time.
- Identifies simple screen functionality, e.g. buttons, menus.

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**Using capital letters**

Revise rules about the use of capital letters.

Capital letters are used:

- to begin sentences and after a full stop
  
  \[ {\text{My cat is lazy. She sleeps all day.}} \]

- for the first letter of people’s names
  
  \[ {\text{Samara is my friend.}} \]

- for the first letter of days/months
  
  \[ {\text{We go to school on Monday.}} \]

- for places like towns or countries
  
  \[ {\text{Australia.}} \]

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<table>
<thead>
<tr>
<th>People</th>
<th>Days/Months</th>
<th>After a full stop</th>
<th>Beginning of a sentence</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>March</td>
<td>After</td>
<td>Once</td>
<td>Sydney</td>
</tr>
</tbody>
</table>

Provide pairs of students with an enlarged page from a familiar text and a copy of the table above.

Tell them that when they find a word in the text starting with a capital letter, they write the word in the correct column.
What’s my name?

Prepare worksheets with copies of photos of all students and alphabet cards with capital letters and lower case letters.

Next to each photo, write the student’s name with the initial letter missing, e.g. Hammad would be written as ___ammad.

Remind students that every person’s name requires a capital letter at its beginning.

Organise students into pairs with an alphabet card and a worksheet.

Ask students to use the alphabet card to help them write the missing capital letters to complete each of the names.

Remind students that some names will begin with blends, e.g. Sharon, Theo.

Students may need to go to the student who has a name with a beginning letter that they are unsure of and ask them with what letter their name begins.

What sentences?

Give students in pairs, 8-10 strips of familiar word collections – some that are sentences and some that are not, e.g. A pink hat. She has a pink hat. My Mum likes apples. Apples are crunchy. Crunchy apples are.

Remind the students about the structure of a sentence – that it has a verb, a subject and an object.

Ask pairs of students to decide which strips are sentences and which are not, and talk to each other about their decisions.

OR

Make up strips of sentences and non-sentences from familiar words and cut each of them into three.

Ask pairs of students to put the sentences back together and to see which ones are not sentences.

Screen functionality

Provide daily opportunities to demonstrate and for students to explore the correct care and use of a computer using interactive games, draw-and-paint applications and word processing programs.

Use computer-based programs to practise and apply other literacy aspects such as vocabulary knowledge, comprehension, phonics and phonemic awareness.
Fifth cluster of markers:

- Understands that punctuation and capital letters support meaning.

Punctuation

Select a long paragraph from a familiar, but challenging text and type it out with all of the punctuation removed.

Ask a student to read the paragraph aloud without trying to work out or correct any of the punctuation.

Discuss with the class how awkward it was for the student to read and how uncomfortable it was for them to try to understand all of it. Discuss how punctuation and capital letters support meaning.

In pairs, ask students to insert the capital letters and other punctuation required to help the passage make sense.

Then groups can be given the original text to compare with their corrections.