Overview Bringing it to life – essence meets content

The BitL tool – 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
decompress 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
alphabet words and images that
provide additional information?

Listening to and manipulating sound combinations
and rhythmic patterns.
Understanding how similar texts share
characteristics.
Identifying text structures and language features
used to describe characters, settings and events.

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.

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.

Pedagogical questions:

• Why would we want to read/view/
listen to this text?
• What do you already know about
the topic?
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**English: Years F – 2**

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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.

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**Why would we want to read this picture book?**

**What do you already know about the topic?**

**What questions do you have?**

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**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?**

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**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?**

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**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?**

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**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?**

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**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?**