I teach Maori medium so I won't send you my planning! However, in Maori Medium Education Oral Language (Korero/ Whakarongo) is part of the Literacy National Standards and so is taught explicitly.

**Lesson Structure:**

**Warm Up/ Whole Class Game:**

I start with a warm up lesson, 1 for each day of the week, a favourite is the 'kete korero', 1 child each night, takes the kete home and puts something special in it. the next day the audience try and guess what is in the kete and the speaker describes the object.

**Buddy Time**

After warm up we do a quick one minute talking and listening activity; for example:

‘Using a full sentence, tell your buddy your favourite vegetable’

‘Using a full sentence, tell your buddy what the most disgusting vegetable is’

You can question students for comprehension, ‘John, what is Bob’s favourite vegetable?’

**Independent & Guided**

**Guided Consists of:**

-Creating sentences for wordless books (Ngā Kete Kōrero has a fantastic range of wordless books).

-Talking about photos (photos of trips/ things we have done in class/ school activites)

-Talking about pictures (Learning Media has a fantastic range of pictures & A3 photos for oral language)

-Experiences (the same as junior writing experiences: making bubbles/ flying kites/ sucking on ice cubes):

During guided I mainly use sentence structure as the learning goal:

such as The ice is… and the children practice using the full sentence. The ice is cold, the ice is wet, the ice is melting, the ice is small.

This is because our children are always using Māori words but in an English structure!

Who am I? (describe a person/ number) and the students guess using your clues – can be used as warm up too

What am I? (describe an object/ thing) and the students guess using your clues – can be used as warm up too

**Independent Consists of:**

Sentence Starters – a range of sentence starters the students can pick up, read out and finish. Sentence starters such as: There are three \_\_\_\_\_\_\_\_ / His name is \_\_\_\_\_\_\_\_\_\_\_ / We are going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If some students are unable to read, I have ‘reader’ or use a teacher-aide).

Sequence the story. A range of pictures the kids must sequence and then they talk about each picture – I use familiar and unfamiliar stories, you could use Cinderella etc.

Phone a Friend – Plastic phone shaped pipe the children use to phone each other and ‘chat’. You can give topic cards – to keep them on task!

Picture Charades

Listening post - with/ without the books

You tube clip stories