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| **RECOMMENDED LENGTH OF TIME FOR IMPLEMENTING WALKING TALKING TEXTS UNITS OF WORK** |
| **Walking Talking Texts** involves teaching units of work through an ESL pedagogy[[1]](#footnote-1) using a written text as the stimulus and framework for the study of spoken and written English language in order to:* **learn more English**
* deconstruct and practice using (reconstruct) the language in the text in a variety of ways to learn **how**

 **English works and to understand English in its** **socio-cultural context, and to*** **use the learned English, as applied to and explored** through other Learning Areas to achieve outcomes in the knowledge and skills of those Learning Areas at cognitive levels appropriate for the age of the learners.

In order to achieve this in a unit of work, ***all*** of the activities and exercises in WTT need to be implemented by introducing them ***in the sequence*** in which they appear in the petal and column planners.In doing so, it is important that the ***pace*** of units of work is ***BRISK and THOROUGH***.***Brisk*** in the sense that learning remains dynamic and interesting. The methodology of WTT provides for the natural repetition of the introduced and learned English as the activities and exercises are implemented. For example, if only one unit of work per term were to be implemented in the Early Childhood Years the natural cycle of repetition of similar linguistic structures and features in a variety of contexts for different purposes is not possible, thus inhibiting language learning. While the upper Primary, Middle Years and Senior Secondary units of work need to extend for the recommended length of times in the left had column in order to engage in the greater (in complexity and volume) linguistic demands of higher order thinking and application skills as determined by the curriculum outcomes at this level of schooling.***Thorough*** in the sense that whilst each activity and exercise needs to be implemented, there is no need to wait until all students have achieved 100% success at each activity and exercise before moving on to the next one, as the previous explanation of the *power of repetition with variety,* reflects one of the theoretical underpinnings of language learning in WTT.The organisation of the number of activities and exercises to implement ***in any one day*** is dependent upon the level of schooling (level of text and applied learning in the unit of work). ***The alphabetical and numerical sequences do not represent an activity/exercise per day.***When a new text/unit is begun in weeks 7 – 10 of a 10 week term, return to the same unit of work the next term: on return to school, take up where the teaching-learning program left off, with a short review of what learners did before (classroom language flood walk). You will be surprised at how quickly learners remember what they did before the break!Many teachers comment that the holidays cause learners to ‘forget’ what they learnt before. This can appear to happen when the material being introduced after a longer break is new, involving added concentration as well as re-orientation to school. Continuing with the same unit can actually offset this! |
| **LARGE SCHOOL *(ONE OR MORE YEAR LEVEL GRADES PER AGE GROUP)*** |
| Transition(5 yrs) | Year 1(6 yrs) | Year 2(7 yrs) | Year 3(8 yrs) | Year 4(9 yrs) | Year 5(10 yrs) | Year 6(11 yrs) | Year 7, 8, 9Middle Years(12 - 14yrs) | Senior Secondary(15 – 17yrs) |
| ***Three to Four*** text -based units of work per term | Generally ***Three*** text-based units of work per term.*(Where a new unit is started in Week 10, carry this over the break)* | ***Two to three*** text-based units of work per term*(Where a new unit is started in late in the Term carry this over the break)* | ***Two to three*** text-based units of work per term*(Where a new unit is started in late in the Term carry this over the break)* | ***Two*** text-based units of work per term (4 – 6 weeks per text)*(Between 3 and 5 units of work in a Semester, carrying units of work over the breaks)* | Each text for between ***4 – 7 weeks*** *(Between 3 and 5 units of work in a Semester, carrying units of work over the breaks)* | Each text for between ***6-10 weeks****(Between 2.5 –3.5 units of work in a Semester, starting the new Term/Semester’s**unit at the end of the previous Term/Semester)* | Each text for between ***8 – 10 weeks*** *(Between 2 -2.5 units of work in a semester, beginning a new unit of work towards the end of the previous term/semester when required)* | Each text for between ***10 – 15 weeks*** *(1 – 1.5 units of work in a semester, beginning a new unit of work towards the end of the previous term/semester when required)* |

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| **SMALL SCHOOLS/MULT-AGE CLASSES** |
| Transition/Year 1/Year 2/Year 3 | Year 4/Year 5/Year 6 | Middle Years |
| Generally ***Three*** text-based units of work per term.Where the daily timetable is organised so that two language teaching groups (two different text-based units of work) are catered for…. | Each text for between ***4 – 7 weeks*** *(Between 3 and 5 units of work in a Semester, carrying units of work over the breaks)* | Each text for between ***10 – 15 weeks.*** *(1 – 1.5 units of work in a semester, beginning a new unit of work towards the end of the previous term/semester when required)* |

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| **SCHOOLS WITH COMPOSITE CLASSES** |
| T/1 | Yr 2/3 | Yr 4/5 | Yr 6/7 | Middle and Senior Secondary |
| ***Three to Four*** text-based units of work per term | ***Two to three*** text-based units of work per term | Each text for between ***4 – 7 weeks*** *(Between 3 and 5 units of work in a Semester, carrying units of work over the breaks)* | Each text for between ***8 – 10 weeks*** *(Between 2 -2.5 units of work in a semester, beginning a new unit of work towards the end of the previous term/semester when required)* | Each text for between ***10 – 15 weeks.*** *(1 – 1.5 units of work in a semester, beginning a new unit of work towards the end of the previous term/semester when required)* |

1. Realised in the sequence and scaffolded delivery of the exercises and activities. [↑](#footnote-ref-1)