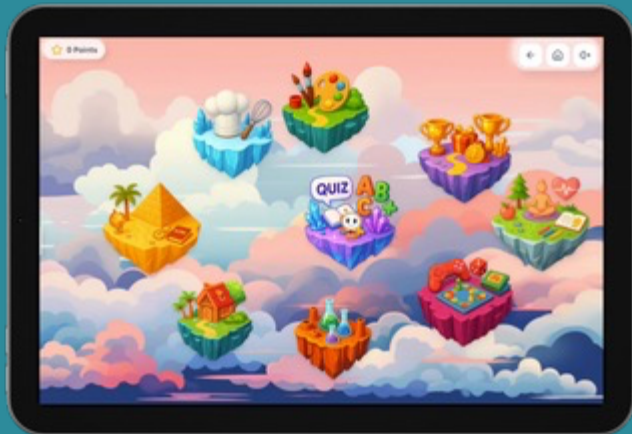


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Messages We Can Read - Foundation

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Teacher Guide: Purpose and Evidence

Unit purpose

This Foundation English unit teaches children to read authentic everyday signs, labels and short instructions. The consistent routine is Read all the print → Blend the word → Act or identify → Check the meaning. Pictures and colour confirm meaning only after the print has been decoded.

Success evidence

By the end of the sequence, each child independently reads three familiar messages in fresh contexts, follows one message, and explains one print detail that resolves possible confusion. Observe accuracy, one-to-one tracking, blending, matched action and print-based explanation.

Fixed message corpus

Core messages: SIT, STOP, TAP, BIN and PUT IT IN. Treat STOP only after the class has been explicitly taught the initial consonant cluster. Treat PUT as a pre-taught unusual correspondence for this cohort. Do not encourage first-letter guessing, picture guessing or skipping an unknown word.

Teacher Guide: Five-Lesson Sequence

Lesson 1 — What carries a message?

Model the classroom display. Contrast SIT with a decorative star. Think aloud while tracking every grapheme, blending the word and following the message. Check that children can distinguish readable print from decoration.

Lesson 2 — Read labels and short instructions

Model SIT and STOP, then compare TAP and BIN. Introduce PUT IT IN as a whole short instruction. Use the two message stories for shared reading and ask which exact print detail supports the action.

Lesson 3 — Guided to independent practice

Complete the guided Read, Act, Check sheet together. Children then complete the core and transfer sheets. Place each answer page immediately after its matching sheet for efficient teacher checking.

Lesson 4 — Message Messenger game

Use the rule page, message cards and play mat. Every turn requires reading the whole message, carrying out the action, explaining a print clue and checking the key. Praise self-correction after rereading.

Lesson 5 — Rehearse, repair and assess

Use New Message Rehearsal, then repair the picture-guessing misconception. Administer the individual assessment in fresh classroom locations and record performance with the rubric.

Teacher Guide: Preparation and Access

Prepare

Print the display, worked examples, message stories and game materials in colour. Print practice, assessment and rubric pages in black and white. Cut the message cards. Gather a chair, box or bin, tap picture or location marker, and safe classroom objects for PUT IT IN.

Teach before use

Confirm the oral meanings of sit, stop, tap, bin, put, it and in. Rehearse left-to-right tracking and blending. Explicitly pre-teach the consonant cluster in STOP and the cohort-relevant pronunciation/spelling connection in PUT before expecting independent reading.

Support, core and extension

Support: reduce the choice set, introduce vocabulary orally and use shorter coherent messages while retaining whole-print reading. Core: use unseen matched messages and require print evidence. Extension: move a familiar message to a new context and explain its purpose. Allow oral explanation, pointing and physical action as response modes without reducing the reading target.

Messages We Can Read

Read all the print. Blend the word. Check the meaning.

REAL MESSAGE



The print tells us to stop.

REAL MESSAGE



The print names the place.

DECORATION



It looks bright, but it gives no message.

Pictures confirm meaning after reading.

Message detective: SIT

SIT

s i t

Blend: sit

The message tells us to sit.

What did the print tell you?



Message detective: STOP

STOP



s t o p

Blend: stop

The first two letters are s then t.
The message tells us to stop.



Labels name places

TAP

t a p

Blend: tap



BIN

b i n

Blend: bin



Check every grapheme. The print names the place.

Short instruction: PUT IT IN

Learn PUT

In put, the letter u spells /ʊ/.



1 Read: **PUT IT IN**

PUT IT IN

2 Act: put the card in the box.



3 Check: did the action match every word?



Message story 1

Sam sat. A sign said, "SIT."

Sam sat on the mat.



Pat had a tin. A label said, "BIN."

Pat put it in.



Teacher-supported words: a, said, on, the, had, label.

1. Which two messages did Sam and Pat read?

2. What did each message help them do?

Message story 2

Tim can tap. The card says, "TAP."

Tim taps. Then the next sign says, "STOP."

Tim reads every letter.

Tim stops.



Teacher-supported words: the, card, says, then, next, sign, reads, every, letter, stops.

1. Which message came first?

2. What print told Tim to stop?

Name: _____

Read, act, check: guided

1. **SIT**

s	i	t
---	---	---

Point. Say the sounds.
Blend. Match: sit down.

2. **BIN**

--	--	--

Point. Say the sounds.
Blend. Match the place.

3. **TAP**

--	--	--

Point. Say the sounds.
Blend. Match the place.

4. **STOP**

--	--	--	--

Point. Say the sounds.
Blend. Match the action.

Explain one print detail.

Name: **ANSWERS**

Read, act, check: guided

1. **SIT**

s	i	t
---	---	---

 Point. Say the sounds.
Blend. Match: sit down.

2. **BIN**

b	i	n
---	---	---

 Point. Say the sounds.
Blend. Match the place.
bin

3. **TAP**

t	a	p
---	---	---

 Point. Say the sounds.
Blend. Match the place.
tap

4. **STOP**

s	t	o	p
---	---	---	---

 Point. Say the sounds.
Blend. Match the action.
stop moving

Explain one print detail.

I read every grapheme.

Name: _____

Read, act, check: core

1.

SIT

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

2.

BIN

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

3.

TAP

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

4.

STOP

Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

5.

PUT IT IN

Message or decoration?
What does it tell you?

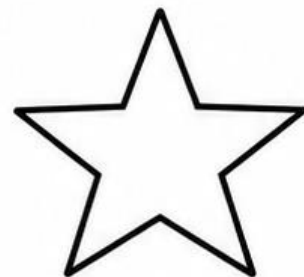
☐

Message

☐

Decoration

6.



Message or decoration?
What does it tell you?

☐

Message

☐

Decoration

Name: ANSWERS

Read, act, check: core

1.

SIT

Message or decoration?
What does it tell you?



Message



Decoration

sit down

2.

BIN

Message or decoration?
What does it tell you?



Message



Decoration

names the bin

3.

TAP

Message or decoration?
What does it tell you?



Message



Decoration

names the tap

4.

STOP

Message or decoration?
What does it tell you?



Message



Decoration

stop moving

5.

PUT IT IN

Message or decoration?
What does it tell you?



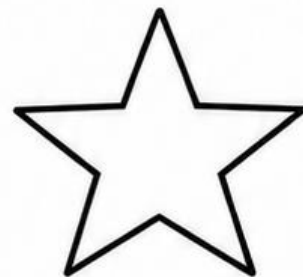
Message



Decoration

put it inside

6.



Message or decoration?
What does it tell you?



Message

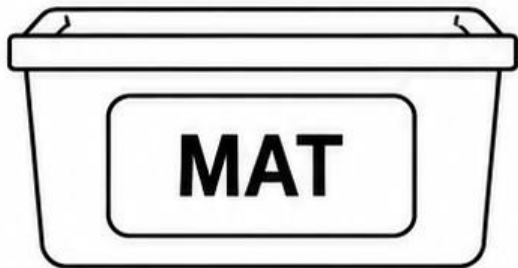


Decoration

no readable message

Name: _____

Read, act, check: transfer

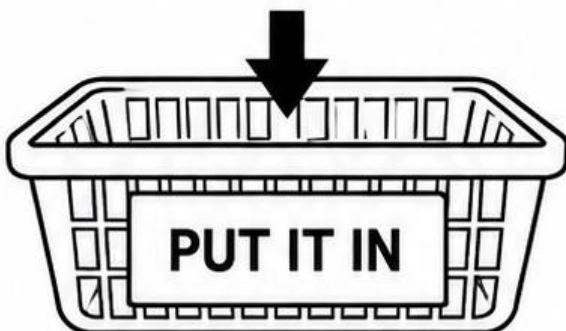


1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.



Imagine the square is blue.

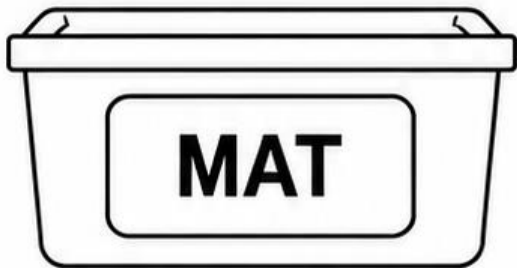
1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.



1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

Name: **ANSWERS**

Read, act, check: transfer



1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

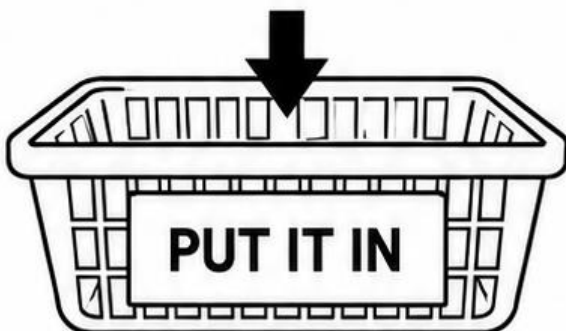
MAT names the mat.
It ends with t.



Imagine the square
is blue.

1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

STOP means stop.
The print s-t-o-p proves it, even when the square is blue.



1. Read it.
2. Choose or show the meaning.
3. Write or tell the print detail that proved it.

PUT IT IN means place the item inside.
The spaces show three words.

Message Messenger



SETUP

Place the challenge cards face down.



HOW TO PLAY

1. Pick one card and read all the print.
2. Carry it to the matching station or act it out.
3. Explain which print detail helped.
4. Your partner checks the key.



WORKED TURN



Carry it to the bin.

Reason: b starts the word and n ends it.

FINISH

After six turns, swap roles and play again.
Every turn needs accurate reading and a reason.



Message Messenger challenge cards



SIT

Read. Act or explain.



TAP

Read. Act or explain.



BIN

Read. Act or explain.



STOP

Read. Act or explain.



PUT IT IN

Read. Act or explain.



decoration

Message Messenger delivery mat

SIT



TAP



BIN



STOP



PUT IT IN



DECORATION



Explain the print before checking.

PARTNER KEY

SIT:	sit down
TAP:	point to or use the tap
BIN:	take it to the bin
STOP:	stop moving
PUT IT IN:	place it inside
DECORATION:	no readable message

Name: _____

New-message rehearsal 1



1. Read each message aloud.
2. Follow one message.
3. Circle or copy one print detail that helped.

4. Explain what the message was for.

Teacher record

Accurate reading

Matching action

Print detail and purpose

Name: **ANSWERS**

New-message rehearsal 1



1. Read each message aloud.
2. Follow one message.
3. Circle or copy one print detail that helped.

Print details may include t-a-p, s-i-t, or the three words PUT IT IN.

4. Explain what the message was for.

Teacher record

Accurate reading

Reads TAP, SIT and PUT IT IN accurately.

Matching action

Follows one matching action.

Print detail and purpose

Names actual print and explains the message purpose.

Name: _____

New-message rehearsal 2



BIN

Mia says, "SIT, because I see a chair."

1. What did Mia use to guess?

2. Point to every grapheme and read the word.

3. Write or tell the correct message and meaning.



Imagine the circle is green.

What controls the meaning: the colour, the picture or the complete printed word? Explain.

Name: **ANSWERS**

New-message rehearsal 2



BIN

Mia says, "SIT, because I see a chair."

1. What did Mia use to guess?

Mia guessed from the picture.

2. Point to every grapheme and read the word.

b i n -> BIN

3. Write or tell the correct message and meaning.

BIN names the place.



Imagine the circle is green.

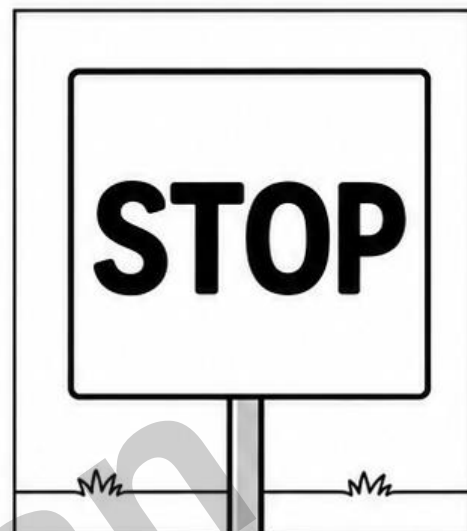
What controls the meaning: the colour, the picture or the complete printed word? Explain.

**The complete printed word controls the meaning.
s-t-o-p spells STOP, even when the circle is green.**

Name: _____

Date: _____

Messages We Can Read assessment



1. Read all three messages aloud to your teacher.
2. Follow one message.
3. Point to or copy a print detail that helped.
4. Explain how the print, not a picture guess, resolved any confusion.

Teacher observation

Accurate reading and navigation

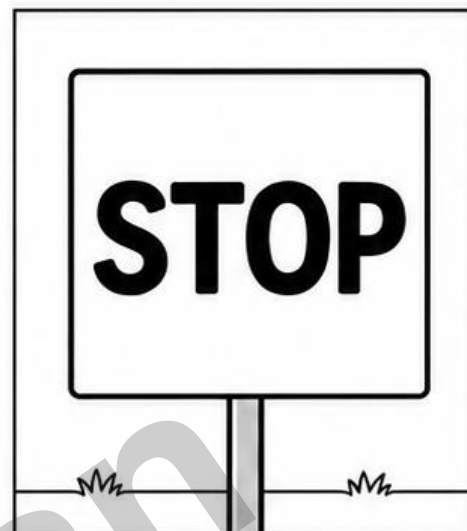
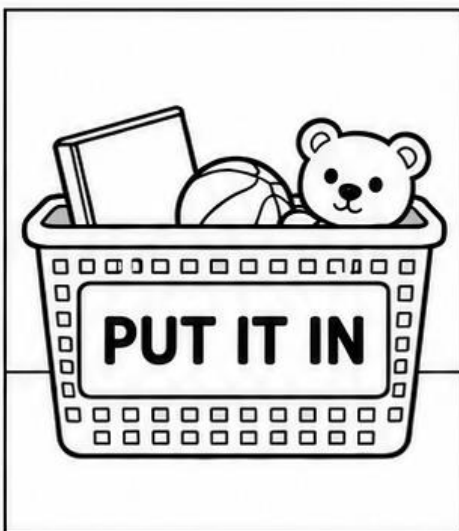
Matching action or meaning

Specific print evidence

Name: **ANSWERS**

Date: _____

Messages We Can Read assessment



1. Read all three messages aloud to your teacher.
2. Follow one message.
3. Point to or copy a print detail that helped.
4. Explain how the print, not a picture guess, resolved any confusion.

Teacher observation

Accurate reading and navigation

Reads SIT, PUT IT IN and STOP accurately; tracks each message.

Matching action or meaning

Follows one matching action or explains its purpose.

Specific print evidence

Names an actual detail, such as s-i-t, the three word spaces in PUT IT IN, or s-t-o-p. The print, not the picture, resolves confusion.

Messages We Can Read learning evidence rubric

Student: _____

Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Uses a picture guess or reads the print inaccurately.	Reads familiar messages with a prompt; the contrast is insecure.	Reads the fresh message accurately by checking the print.
Application and procedure	Cannot yet follow the message meaningfully.	Follows it with a model or step prompts.	Follows the message independently and keeps the reading target.
Reason and evidence	Gives a guess, opinion or picture only.	Names a relevant print detail; needs help to connect it.	Explains the response with a specific grapheme, word or spacing detail.
Transfer and communication	Response is not yet interpretable in the fresh context.	Communicates with support; fresh context remains insecure.	Communicates clearly and applies the same reading routine in a fresh context.

Evidence observed:

Next teaching step:

Accept an accessible response mode and a justified alternative interpretation.

Messages We Can Read





Purpose and success

Read everyday messages, act on one, and explain the point of view that conveys meaning.

Think: What does SIT tell you? Is a stamp a message?





Ready words

Grapheme · blend · word · sentence · reread · meaning

You will use taught sound-letter correspondences, oral vocabulary and one-to-one tracking.





The message routine

1. Read all the print.
2. Blend the word.
3. Check the meaning.

Pictures confirm meaning after reading





SIT worked examples

Point to s-i-t.

Say each sound.

Blend: sit.

Follow the message by sitting.





Decoration contrast

A bright star can attract attention, but it carries no readable message.

Print tells us what to know or do.





Guided decision

Read BIN.

Point to each grapheme.

Blend the sounds.

Choose the matching place.





Guided answer

BIN names the place.

b at the start and n at the end confirm the word.





Room labels

Compare TAP and BIN.

Check every grapheme before choosing a place or position.





Complete game turn

Read STOP.

Act on the message.

Explain the print evidence.

Check the key.





Independent challenge

Read PUT IT IN.

Follow it with a classroom object.

Explain one print detail that helped.





Misconception report

A chair picture beside BIN does not change the word.

Read b-i-n, then use the picture only to confirm meaning.





Fresh transfer

Read a familiar message in a new location.

Explain what the message is for and which part does not confirm it.





Access routes

Support: teacher-introduced vocabulary and shorter different messages

Core: unseen matched messages.

Extension: explain purpose in a new context

Everyone keeps the same reading strategy.





Independent assessment

Read three fresh-context messages aloud.

Follow one message.

Explain how a print detail resolved confusion.



Reflection



Which message did you read accurately?

Which print detail helped?

What will you check next time?



Unit synthesis



Everyday signs, labels and short instructions carry meaning through pictures.

Read the whole word before using the pictures to confirm.





Well Done!
Read the print, then check the
meaning.



PREVIEW

Messages We Can Read

Quiz





Question 1

Which item is a real message?

- A. the word SIT
- B. a row of stars
- C. a colourful border





Answer 1

A. SIT.

The printed word carries meaning. Stars and borders decorate the page but do not tell us what to know or do.





Question 2

A card says BIN beside a box. Explain how you know it's a box.





Answer 2

Point to b-i-n and blend bin.

The first grapheme b and final grapheme n confirm the word.





Question 3

Read PUT IT IN. What action shows its meaning?



PREVIEW



Answer 3

Put the named classroom object inside the container.

Credit accurate reading, the matching activity and a print-based explanation.





Question 4

Read TAP. Which place or action matches it?



PREVIEW



Answer 4

Tap.

The graphemes t-a-p blend to tap. The complete word, not a picture alone, identifies the answer.





Question 5

Compare TAP and MAP. What one changed condition changes the word?





Answer 5

The first grapheme changes from t to m, so tap becomes map.

The final graphemes a-p stay the same.





Question 6

A child sees a chair beside BIN and says SIT. What is the error, and how can the child repair it?





Answer 6

The child guessed from the picture.

Point to every grapheme, blend b-i-n reread BIN, then use context to confirm.





Question 7

Game challenge: Read STOP, perform the matching activity, and write one more detail that helped.





Answer 7

Stop moving.

Credit the s-t cluster at the start or the complete sequence s-o-p as evidence.





Question 8

Compare SIT and STOP. Name one similarity and one difference supported by the print.





Answer 8

Both start with s.

STOP continues with t-o-p and tells us to stop. SIT continues with i-t and tells us to sit.





Question 9

A green sign says STOP. What should you do?





Answer 9

Stop.

The printed word controls the meaning even though green on suggests go.





Question 10

Which exact print evidence supports your previous answer?





Answer 10

The sign contains the four graphemes s-t-o-p.

Reading the whole word gives STOP: colour name is not enough





Question II

Claim: If a picture shows a bin, any nearby word means BIN. Is the claim true?





Answer II

No. The print must spell BIN.

A picture can confirm meaning only after the word has been read.





Question 12

A new classroom card says SIT. Apply the final success criterion.



PREVIEW



Answer 12

Read SIT aloud, sit to show meaning, and explain pronunciation such as s at the start and t at the end.

Accept an accurate alternative pronunciation.





Well Done!
Read every graph when use the picture
to confirm.



PREVIEW