CODE-BREAKER FOCUS QUESTIONS

Code Breaker	
Code Breaker *How do I crack this code?*	• How can I crack this text? • How does it work? • Is there more than one semiotic system operating here? If so, how do they relate? • What are its (their) codes and conventions? • How do the parts relate singly and in combinations? •

QUESTIONS TO DEVELOP ORAL AND WRITTEN REPONSES

Code Breaker	
Code Breaker *How do I crack this code?*	• What words are interesting, difficult or tricky? How did you work them out? • What words have unusual spelling? • What words have the same sound or letter pattern or number of syllables? • What words have the same base word or prefix or suffix? • What words mean the same (synonyms)? • What smaller words can you find in this word to help you work it out? • What words are tricky to pronounce? • How is this word used in this context? • What different reading strategies did you use to decode this text? • Are the pictures close ups, mid or long shots? • Are the pictures high angle or low angle? • Were there any word pictures, eg. Similes and metaphors? How did you work them out?

REFLECTION QUESTIONS FOR TEACHERS

Code Breaker	
Code Breaker *How do I crack this code?*	• What code breaking skills do I need to explicitly teach so that students understand the intentions and genre of the task: ☞ Letter/sound symbols ☞ Vocabulary ☞ Spelling ☞ Grammar of spoken, written and visual texts ☞ Punctuation, sentence structure, tense, use of third person ☞ Structural conventions of spoken, written and visual texts • What other support do I need to put in place for those students who may be at a lower level?

Code Breaker
(coding)

KNOWLEDGE:
(Understanding of)

- Codes and conventions of written text eg. directionality, grammar, punctuation, capitalisation, word boundaries
- Codes and conventions of visual texts: still and moving
- Codes and conventions of spoken texts
- Concepts about information technology texts – may incorporate visual and written text, symbols & icons all in one text
- Concepts of print and layout of text
- Word recognition skills
- Phonological knowledge
- Alphabetical knowledge
- Relationships between letters and sounds
- Sight vocabulary
- Subject specific vocabulary
- Symbols and icons
- Concepts of linear/non-linear texts

ACTIVITIES:

- ☐ Oral texts – phrasing, pitch and volume, enunciation, pronunciation, rate, audience awareness, gestures. Using voice and body language to enhance meaning
- ☐ Print texts – generic structure, headings, tables of contents, indexes and bibliographies
- ☐ Multimedia texts:
  - ☞ Accessing information using search engines, email, online chatrooms etc.
  - ☞ Using camera angle and view position in a visual text to construct part of the meaning
  - ☞ Using focus, lighting and framing to draw attention to a particular subjects in a frame
  - ☞ Recognising symbolic use of music or sound effects (eg. a heartbeat, squeaking door
  - ☞ Decoding gestures and movements
  - ☞ Decoding text, images, colour, layout and icons
- ☐ Teach common English letter patterns and functions of spelling to help students become effective code breakers eg. alphabet, blends, onset and rime, digraphs, diphthongs
- ☐ Teach word attack skills: sounding out, blending, segmentation, syllabification
- ☐ Brainstorm words that begin/end/contain a particular sound
- ☐ Explore word meanings, derivations and roots/dictionary activities
- ☐ Use auditory, visual perception and discrimination type activities to develop phonological awareness – eg. bingo, word matching, letter matching games, concentration, word sorts
- ☐ Use appropriate technical terms during shared reading activities, i.e. letter, word, sentence, title, page, illustration, cover, author
- ☐ Talk about words and letters, compound words, small words in big words, thesaurus, word families, syllables and dictionary work.
- ☐ Teach subject specific vocabulary – eg. names and labels of objects and events
- ☐ Have students search for the meanings of Latin and Greek roots, prefixes and suffixes to provide information to use when unfamiliar words appear in text
- ☐ Sample and make predictions about a text. Check and monitor predictions
- ☐ Use decoding skills/knowledge of context/grammar to confirm or change predictions of words
- ☐ Select books that use repetition, rhyme and common language patterns
- ☐ Encourage children to join in as stories are read from a shared book eg. reader's theatre
- ☐ Encourage children to identify letters from their names during shared book sessions or while the teacher is scribing during modelled writing.
- ☐ Use cloze activities to focus on different aspects of language eg. to focus on developing knowledge of sight words, delete sight words from a piece of text and place at the top of the page. Children complete the cloze by selecting the appropriate word for the space. For older children, these may be designed to focus on grammar, vocabulary development.
- ☐ Discuss conventions of print spontaneously during shared book reading by indicating…
  - Title, front and back cover, concept of a page, sentences as units of print, left to right progression, top to bottom progression, index, glossaries, sub headings, diagrams/captions.
- ☐ Involve children in sorting words in different ways, eg. visual patterns, sound patterns and meaning based relationships (Word sorting) eg. Sort the 'bl' words from the 'gr' words
- ☐ Encourage children to predict words in text by: looking at beginning letters in a word – derivations.
- ☐ Encourage readers to read an extremely difficult segment of text, stopping to analyse specific word attack strategies as they are used. Eg. When working out unknown words use - read on, re-read, self correct.
- ☐ Develop children's awareness of conventional spelling of common English letter patterns in the context of shared book. Focus on
  - short words within long words   - rhyming words
  - words that look similar   - word endings
- ☐ Shared book activities where students have the opportunity to be involved in:
  - innovating on text
  - developing awareness of publishing techniques
  - developing knowledge of sound/symbol relationships
  - developing awareness of the inter –relationships of words
  - developing awareness of punctuation
  - enjoying and appreciating a variety of genre
  - developing familiarity with titles, authors, illustrators and writing styles
  - confirming predictions
  - learning about genre
  - developing sight vocabulary
  - appreciating illustration style/ developing sense of style
- ☐ Explicitly teach students how to filter and skim and scan for information
- ☐ Develop awareness of how visual images can relate to a text

Code Breaker – Visual texts

MOVIES

How can I crack this code? What are its patterns and conventions?
- What sound effects were used? Why?
- Was there use of high or low angles?
- What sort of shots were used?
- Why was music used when….?

How does it work?
- What visual features help to create the setting?
- Whose point of view are we seeing?
- Does the acting create suspense/comedy?
- What made us feel happy/frightened/excited?

How do the images relate singly or in combinations?
- How do the visual effects claim your attention?

PHOTOGRAPHS

How can I crack this code? What are its patterns and conventions?
- What sound effects were used? Why?
- Was there use of high or low angles?
- What sort of shots were used?
- Why was music used when…?

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TELEVISION COMMERCIALS

How can I crack this code?
- What visual features were used to attract your attention?

What are its patterns and conventions?
- Is <u>written text</u> used? Why? What are some of the <u>superlatives</u> used?
- Is this extreme type of language necessary?
- What visual features are always used in television commercials? (eg. location, characters, cameral work, sound, editing)

How does it work? How do the images relate singly or in combination?
- Who are the <u>main characters</u> in the text?
- What do they look like?
- How does the <u>sound</u> affect what is happening?
- How loud is the <u>soundtrack</u>? Why is this so?
- How does the <u>lighting</u> create moods and feelings?
- What does the <u>camera angle</u> tell me about the character?
- Were any <u>colours</u> used for special effects?

PICTURE BOOKS

How can I crack this code?
- Written elements of letter/sound relationships
- Letter/word/sentence, paragraph, grammar, vocabulary
- Visual elements – eg. images (characters, objects), background, angle, layout, body language, clothing, font, framing

How does it work? How does the illustrator use colour to identify words/characters/time etc?
- Does the illustrator position objects in a particular way? If so, how?
- Does the body language of the characters indicate their personalities?

What are its patterns and conventions?
- Is all the written information in sentences?
- Is the font style and size always the same?
- Are the illustrations always under the text?

How do the images relate singly or in combination?
- What visual elements did the illustrator use to create a happy/sad/suspenseful/unusual scene?

Code Breaker – Visual texts

ADVERTISEMENTS **How can I crack this code?** • Who/what are the main objects in the text? Why were these used? **How does it work?** • Does the layout make the text easy or hard to read? • Can you follow the information you want quickly? • Which visual features were used to capture your attention? **How do the images relate singly or in combinations?** • How do the visual images relate to the text?	**MULTIMEDIA** **How can I crack this code?** • What things can you see on the screen? • What do these set of images tell me about this site? • How big/small is the image in relation to the words? • Does the image have shading? If so to what effect? **How does it work?** • Visual weight – what part of the screen catches your eye first? • What images or text are placed around this? • Is there bold print? What font is used? **What are its patterns and conventions?** • What parts are on the left and the right? • Why do you think they are there? • Where is the menu? • Where are the hyperlinks? **How do the images relate singly or in combinations?** • How do the images and written text individually work together to create a complex text? • What part of the screen would you click on to find information about your topic?
INFORMATION TEXTS **What are its patterns and conventions?** • Locate the features of visual texts used. • Discuss how the creator of the text selected a particular layout **How do the images relate singly or in combinations?** • Discuss the relationship between various textual features used • How do sections of information relate to each other? **How does it work?** • Discuss how the creator of the text selected various textual features to illustrate the information • What section does your eye seek out first?	