

Language Scope and Sequence

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading

Pre KG

Conceptual understanding	<ul style="list-style-type: none">• Illustrations convey meaning.• Print conveys meaning.• People read for pleasure.• Stories can tell about imagined worlds.• Printed information can tell about the real world.• There are established ways of setting out print and organizing books.
Learning Outcomes	<ul style="list-style-type: none">• Enjoys listening to stories through facial expression and body language• Listen to stories, rhymes for pleasure• Choose picture books to read for pleasure• Show curiosity and ask questions about pictures• Participate in shared reading, joining in with rhymes as they gain familiarity• Make connections to their own experience when listening to or “reading” texts• Demonstrate understanding through illustrations• Relies on memory and what’s sensorially stimulating• Begins to distinguish between visual representations such as letters and numbers• Demonstrate understanding that letters have a sound as well as a name• Demonstrate understanding that letters represent sounds• Relate the initial sound in words and names words and objects which begin with a given sound• Identify their own first name through sight word/memory recognition• Can reflect and talk about a story• Understands the emotions in a story• Distinguish between pictures for example, can point to a picture when asked• Handles books with care

KG 1

Conceptual understanding	<ul style="list-style-type: none"> • Illustrations convey meaning. • Print conveys meaning. • People read for pleasure. • Stories can tell about imagined worlds. • Printed information can tell about the real world. • There are established ways of setting out print and organizing books.
Learning Outcomes	<ul style="list-style-type: none"> • Enjoy listening to stories through body language, sitting tolerance, and sharing opinion • Choose and “read” picture books for pleasure • Listen to stories, poems and non - fiction materials for pleasure • Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) • Show curiosity and ask questions about pictures or text listen attentively and respond to stories read aloud • Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • Make connections to their own experience when listening to or “reading” texts • Demonstrate understanding when talking with others what they have read • Relies on understanding • Begin to distinguish between visual representations such as symbols, numbers, ICT, iconography, letters and words • Demonstrate understanding that letters represent sounds and that written words convey meaning • Relate the initial, middle and ending sound in words and names words and objects which begin with a given sound • Demonstrate awareness that words are composed of phonemes that can be manipulated to create new words • Demonstrate awareness that words can begin or end with the same sound and can rhyme. • Analyse and synthesise sounds in simple words know which letters represent some of them • Begin to read words, captions and simple sentences and associates them to its picture • Recognize their own first name through spelling and phonics • Express opinions about the meaning of a story • Respond appropriately to a variety of materials read aloud to them and enjoys an increasing range of books • Demonstrate understanding of a story by making predictions • Identify favourite book and retell stories in their own words • Make connections between their own experiences and those of storybook characters • Demonstrate understanding when talking with others about what they have read • Show empathy for characters in a story • Distinguish between written text, for example, can point to a word picture when asked • Observe and know that print carries meaning and, in English, is read from left to right and top to bottom of a page • Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end.

KG 2

Conceptual understanding	<ul style="list-style-type: none"> • The sounds of spoken language can be represented visually. • Written language works differently from spoken language. • Consistent ways of recording words or ideas enable members of a language community to communicate. • People read to learn. • The words we see and hear enable us to create pictures in our minds.
Learning Outcomes	<ul style="list-style-type: none"> • Select and reread favourite texts for enjoyment • Read appropriate, familiar texts with sufficient expression to establish the sense of the text to the reader. • Identify a few different purposes for reading and choose reading materials appropriate for those purposes • Perceives that print is permanent, for example, when listening to familiar stories, identifies when the reader leaves out or changes parts • Participate in shared reading, posing and responding to questions and joining in the refrains • Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group • Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes • Read and interpret the meaning of self-selected and teacher-selected texts at an appropriate level • Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction • Use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them • Use meaning, visual, contextual and memory cues, and compare and contrast cues against each other, when necessary • Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them • Relate familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography • Make connections between personal experience and storybook characters • Identify the main idea and a few elements of texts, initially with support and direction • Express personal thoughts and feelings about what has been read • Understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community • Instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols • Automatically interpret some high-frequency words and words of personal interest or significance, in a variety of reading contexts • Establish basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation • Predict the meaning of and solve unfamiliar words using different types of cues • Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. • Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

Gr 1

Conceptual understanding	<ul style="list-style-type: none"> • Different types of texts serve different purposes. • What we already know enables us to understand what we read. • Applying a range of strategies helps us to read and understand new texts. • Wondering about texts and asking questions helps us to understand the meaning. • The structure and organization of written language influences and conveys meaning.
Learning Outcomes	<ul style="list-style-type: none"> • Develop personal preferences, selecting books for pleasure and information • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read texts at an appropriate level, independently, confidently to deduct meaning • Compare and contrast books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • Evaluate that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Ask questions to improve their understanding of a text • Discuss words and phrases that capture the reader’s interest and imagination recognising some different forms of poetry [free verse, narrative poetry] • Identify a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles • Extend their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books • Identify and summarise the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements • Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • Predict what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Compare fiction and non-fiction and use books for particular purposes, with teacher guidance • Recognize and use the different parts of a book, for example, title page, contents, index • Analyse sound–symbol relationships and apply reliable phonetic strategies when decoding print • Use a range of strategies to reflect, validate and evaluate one’s learning, for example, meaning, context, rereading, reading on, cross- checking one cue source against another • Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Discuss their own experiences and relate them to fiction and non-fiction texts • Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • Infer to try to understand what the author is saying to the reader. • Create poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Gr 2

Conceptual understanding	<ul style="list-style-type: none"> • Different types of texts serve different purposes. • What we already know enables us to understand what we read. • Applying a range of strategies helps us to read and understand new texts. • Wondering about texts and asking questions helps us to understand the meaning. • The structure and organization of written language influences and conveys meaning.
Learning Outcomes	<ul style="list-style-type: none"> • Develop personal preferences, selecting books for pleasure and information • Analyse texts at an appropriate level, independently, confidently and with good understanding • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • Investigate exception words, assessing the unusual correspondences between spelling and sound, and where these occur in the word. • Use dictionaries to find the meaning of words that they have read • Determine that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles • Identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements • Compare and contrast themes and conventions in a wide range of books • Assess difference between fiction and non-fiction and use books for particular purposes, with teacher guidance • Choose books that are structured in different ways and reading for a range of purposes • Extend their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Retrieve and record information from non-fiction • Recognize and use the different parts of a book, for example, title page, contents, index • Analyse sound–symbol relationships and apply reliable phonetic strategies when decoding print • Use a range of strategies to reflect, validate and evaluate one’s learning, for example, meaning, context, rereading, reading on, cross- checking one cue source against another • Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways • Discuss words and phrases that capture the reader’s interest and imagination • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Discuss their own experiences and relate them to fiction and non-fiction texts • Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Identify main ideas drawn from more than one paragraph and summarising these • Identify how language, structure, and presentation contribute to meaning • Infer to try to understand what the author is saying to the reader. • Predict what might happen from details stated and implied • Create poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Gr 3

Conceptual understanding	<ul style="list-style-type: none"> • Reading and thinking work together to enable us to make meaning. • Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. • Identifying the main ideas in the text helps us to understand what is important. • Knowing what we aim to achieve helps us to select useful reference material to conduct research.
Learning Outcomes	<ul style="list-style-type: none"> • Read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • Compare and contrast a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • Investigate exception words, assessing the unusual correspondences between spelling and sound, and where these occur in the word. • Use dictionaries to check the meaning of words that they have read • Determine that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Distinguish between fiction and non-fiction and select books appropriate to specific purposes • Choose books that are structured in different ways and reading for a range of purposes • Extend their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Retrieve and record information from non-fiction • Consider ideas, feelings and attitudes expressed in various texts, showing empathy for character • Discuss words and phrases that capture the reader’s interest and imagination • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Recognize the author’s purpose, for example, to inform, entertain, persuade, instruct • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Identify main ideas drawn from more than one paragraph and summarising these • Identify how language, structure, and presentation contribute to meaning • Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome • Agree that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility • Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • Infer to improve their understanding of a text • Predict what might happen from details stated and implied • Create poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Identify relevant, reliable and useful information and decide on appropriate ways to use it • Compare and contrast themes and conventions in a wide range of books • Evaluate information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis • Agree that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school’s cyber-safety policy.

Gr 4

Conceptual understanding	<ul style="list-style-type: none"> • Reading and thinking work together to enable us to make meaning. • Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. • Identifying the main ideas in the text helps us to understand what is important. • Knowing what we aim to achieve helps us to select useful reference material to conduct research.
Learning Outcomes	<ul style="list-style-type: none"> • Read a wide range of texts confidently, independently and with understanding • Consider the ideas, feelings and attitudes expressed in various texts, showing empathy for characters • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Participate in discussions about books, building on their own and others' ideas and debating their opinions • Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility • Identify relevant, reliable and useful information and decide on appropriate ways to use it • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • Retrieve, record and present information from non-fiction • Recognize the author's purpose, for example, to inform, entertain, persuade, instruct • Making comparisons within and across books • Evaluate information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis • Learning a wider range of poetry by heart • Create poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • identifying and discussing themes and conventions in and across a wide range of writing • infer to improve their understanding • agree that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • provide reasoned justifications for their views • distinguish between statements of fact and opinion

Gr 5

Conceptual understanding	<ul style="list-style-type: none"> • Authors structure stories around significant themes. • Effective stories have a structure, purpose and sequence of events (plot) that help to make the author’s intention clear. • Synthesizing ideas and information from texts leads to new ideas and understanding. • Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.
Learning Outcomes	<ul style="list-style-type: none"> • Extend their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices • Making comparisons within and across books • Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. • Sum up what to discuss / evaluate; make a point / state thoughts, ideas and arguments; • find evidence in and / or around the text to support views; clarify thinking by elaborating on and justifying views, using additional evidence and linking to wider knowledge / experiences; comment on how successful the writer has been in this particular area, giving examples of how it could be improved. • Work in cooperative groups to locate and select texts appropriate to purpose and audience • Participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author • Recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books • Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres • Appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing • Appreciate authors’ use of language and interpret meaning beyond the literal; understand that authors use words and literary devices to evoke mental images • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Recognize and understand figurative language, for example, similes, metaphors, idioms • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. • Make inferences and be able to justify them - inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness • Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact distinguish between fact and opinion, and reach their own conclusions about what represents valid information • Use a range of strategies to solve comprehension problems and deepen their understanding of a text • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Use the internet responsibly and knowledgeably, appreciating its uses and limitations • Locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community. • Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction • Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Writing

Pre KG

Conceptual understanding	<ul style="list-style-type: none">• Writing conveys meaning.• People write to tell about their experiences, ideas and feelings.• Everyone can express themselves in writing.• Talking about our stories and pictures helps other people to understand and enjoy them.
Learning Outcomes	<ul style="list-style-type: none">• Experiment with writing using different writing implements and media• Developing pencil grip and eye hand coordination while they explore different implements• Give verbal meaning to marks they make as they draw and paint• Differentiate between illustrations and written text by showing and understanding that pictures and connected words convey meaning• Use their own experience as a stimulus when drawing and writes simple messages using a combination of pictures, letters in meaningful contexts• Demonstrate an awareness that writing can convey ideas or messages• Participate in shared writing• Listen and respond to shared books (enlarged texts)• Begin to discriminate between letters/characters, numbers and symbols• Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded• Trace and write their own name independently.• Develop a functional grip in written communication showing a preference in a dominant hand

KG 1

Conceptual understanding	<ul style="list-style-type: none">• Writing conveys meaning.• People write to tell about their experiences, ideas and feelings.• Everyone can express themselves in writing.• Talking about our stories and pictures helps other people to understand and enjoy them.
Learning Outcomes	<ul style="list-style-type: none">• Experiment with writing using different writing implements and media• Attribute meaning to marks they make as they draw, write and paint.• Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party• Differentiate between illustrations and written text• Observe a given picture and forms captions /sentences based on it• Use their own experience as a stimulus when drawing and “writing”• Show curiosity and ask questions about written language• Participate in shared writing, observing the teacher’s writing and making suggestions• Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction• Discriminates between letters/characters, words, numbers and symbols• Demonstrates an awareness of sound–symbol relationships and begins to recognize the way that some familiar sounds can be recorded by demonstrating that writing can convey ideas or messages• Constructs captions and attempts to write short sentences in meaningful contexts• Constructs simple messages using a combination of pictures, letters, phonetic spellings and familiar words in meaningful contexts• Constructs their own name independently.• Develops a functional grip in written communication to produce writing that she/ he and others can read

KG 2

Conceptual understanding	<ul style="list-style-type: none"> • People write to communicate. • The sounds of spoken language can be represented visually (letters, symbols, characters). • Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing. • Written language works differently from spoken language.
Learning Outcomes	<ul style="list-style-type: none"> • Enjoys writing and value their own efforts • Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “i like ...”, “i can ...”, “i went to ...”, “i am going to ...” • Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • Participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions • Begin to identify, with support and direction, their point of view and one possible different point of view about the topic • Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story • Propose ideas about a potential topic, using a variety of strategies and resources • Gather information to support ideas for writing in a variety of ways and/or from a variety of sources • Categorise ideas and information for their writing in a variety of ways, with support and direction • Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers • Determine, after consultation with the teacher and peers, whether the ideas and information they have is suitable for the purpose • Construct short texts using a few simple forms, familiar words and phrases to convey a clear meaning • Construct simple but complete sentences that makes sense and establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience • Check the accuracy of the spelling using word banks; knowledge of word families; Identify reasons for misspellings. • Identify some strategies they found helpful before, during, and after writing. • Create illustrations to match their own written text • Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality • Associate the written codes with the sounds of spoken language and reflect this understanding when recording ideas • Designs letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • Indicates use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a full stop and question mark. • Demonstrates the importance of clear and neat presentation in order to communicate their meaning effectively. • Discriminate between types of code, for example, letters, numbers, symbols, words/ characters • Writes an increasing number of frequently used words or ideas independently • Spell high-frequency words correctly • Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings • Illustrate their own writing and contribute to a class book or collection of published writing.

Gr 1

Conceptual understanding	<ul style="list-style-type: none"> • We write in different ways for different purposes. • The structure of different types of texts includes identifiable features. • Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. • Thinking about storybook characters and people in real life helps us to develop characters in our own stories. • When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
Learning Outcomes	<ul style="list-style-type: none"> • Agree we write in different ways for different purposes. • Explore the structure of different types of texts includes identifiable features. • Apply a range of strategies helps us to express ourselves so that others can enjoy our writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and reproduce sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Think about storybook characters and people in real life helps us to develop characters in our own stories • Organise paragraphs around a theme in narratives, create settings, characters and plot • When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas. • Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end • Demonstrate the use of appropriate writing conventions, for example, word order, as required by the language(s) of instruction; In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Demonstrate the use of familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words • Demonstrate the use of further prefixes and suffixes and understand how to add them; Spell further homophones; Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Construct from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.; Use increasingly accurate grammatical constructs • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Compare and use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use conjunctions, adverbs and prepositions to express time and cause; Use fronted adverbials; Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns; Use and punctuate direct speech • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • Assess their own writing and make some corrections and improvements; Assess for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Use a dictionary, a thesaurus and word banks to extend their use of language • Tabulate a log of ideas to write about over time, create examples of different types of writing and store them in their own writing folder • Participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • With teacher guidance, publish written work, in handwritten form or in digital format.

Gr 2

Conceptual understanding	<ul style="list-style-type: none"> • We write in different ways for different purposes. • The structure of different types of texts includes identifiable features. • Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. • Thinking about storybook characters and people in real life helps us to develop characters in our own stories. • When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
Learning Outcomes	<ul style="list-style-type: none"> • Agree we write in different ways for different purposes. • Explore the structure of different types of texts includes identifiable features.; Apply a range of strategies helps us to express ourselves so that others can enjoy our writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Compose and reproduce sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Think about storybook characters and people in real life helps us to develop characters in our own stories • Organise paragraphs around a theme in narratives, create settings, characters and plot; Discuss and record ideas • When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas. • Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end • Demonstrate the use of appropriate writing conventions, for example, word order, as required by the language(s) of instruction; In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Demonstrate the use of familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words • Demonstrate the use of further prefixes and suffixes and understand how to add them; Spell further homophones; Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary; Use a dictionary, a thesaurus and word banks to extend their use of language • Construct from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.; Use increasingly accurate grammatical constructs • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Compare and use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use conjunctions, adverbs and prepositions to express time and cause; Use fronted adverbials; Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns; Use and punctuate direct speech • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • Assess their own writing and make some corrections and improvements; Assess for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Tabulate a log of ideas to write about over time, create examples of different types of writing and store them in their own writing folder • Participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • With teacher guidance, publish written work, in handwritten form or in digital format.

Gr 3

Conceptual understanding	<ul style="list-style-type: none"> • Writing and thinking work together to enable us to express ideas and convey meaning. • Asking questions of ourselves and others helps to make our writing more focused and purposeful. • The way we structure and organize our writing helps others to understand and appreciate it. • Rereading and editing our own writing enables us to express what we want to say more clearly.
Learning Outcomes	<ul style="list-style-type: none"> • Write independently and with confidence, demonstrating a personal voice as a writer • Construct from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organise paragraphs around a theme; In narratives, create settings, characters and plot • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • In non-narrative material, use simple organisational devices [for example, headings and sub-headings] • Show awareness of different audiences and adapt writing appropriately; Respond to the writing of others sensitively • Select vocabulary and supporting details to achieve desired effects • Organize ideas in a logical sequence; Reread, edit and revise to improve their own writing, for example, content, language, organization • Demonstrate the use of appropriate punctuation to support meaning • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use commas after fronted adverbials; Indicate possession by using the possessive apostrophe with plural nouns; Use and punctuate direct speech • Use knowledge of written code patterns to accurately spell high-frequency and familiar words • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Demonstrate the use of present perfect form of verbs in contrast to the past tense; Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Demonstrate the use of conjunctions, adverbs and prepositions to express time and cause; Use fronted adverbials • Demonstrate the use of a range of strategies to record words/ideas of increasing complexity • Agree that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?" • Check punctuation, variety of sentence starters, spelling, presentation; Assess for spelling and punctuation errors • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing; Use the first two or three letters of a word to check its spelling in a dictionary • Work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.

Gr 4

Conceptual understanding	<ul style="list-style-type: none"> • Writing and thinking work together to enable us to express ideas and convey meaning. • Asking questions of ourselves and others helps to make our writing more focused and purposeful. • The way we structure and organize our writing helps others to understand and appreciate it. • Rereading and editing our own writing enables us to express what we want to say more clearly. • Stories that people want to read are built around themes to which they can make connections. • Effective stories have a purpose and structure that help to make the author’s intention clear. • Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. • Knowing what we aim to achieve helps us to plan and develop different forms of writing. • Through the process of planning, drafting, editing and revising, our writing improves over time
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate the ability to write independently and with confidence, showing the development of their own voice and style • Use appropriate paragraphing to organize ideas; check punctuation, variety of sentence starters, spelling, presentation • Select vocabulary and supporting details to achieve desired effects; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Produce consistent and correct use of tense throughout a piece of writing • use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood; use planning, drafting, editing and reviewing processes independently and with increasing competence • Constructing and developing initial ideas, drawing on reading and research where necessary • Adapt a wide range of devices to build cohesion within and across paragraphs; Assess for spelling and punctuation errors • Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • Show awareness of different audiences and adapt writing appropriately • Propose further organizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Demonstrate correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Adapt a range of strategies to record words/ideas of increasing complexity; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • Compare and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration • Establish that writers ask questions of themselves and identify ways to improve their writing, for example, “is this what i meant to say?”, “is it interesting/relevant?” • Organize ideas in a logical sequence; Précising longer passages • Work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors • Assessing the effectiveness of their own and others’ writing; respond to the writing of others sensitively • Adapt a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive • Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader • Critique the writing of peers sensitively; offer constructive suggestions • Use written language as a means of reflecting on their own learning • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Gr 5

Conceptual understanding	<ul style="list-style-type: none"> • Stories that people want to read are built around themes to which they can make connections. • Effective stories have a purpose and structure that help to make the author’s intention clear. • Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. • Knowing what we aim to achieve helps us to plan and develop different forms of writing. • Through the process of planning, drafting, editing and revising, our writing improves over time
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate the ability to write independently and with confidence, showing the development of their own voice and style • Adapt a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader • Choose appropriate paragraphing to organize ideas; Use a range of tools and techniques to produce written work that is attractively and effectively presented. • Adapt a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood • Use planning, drafting, editing and reviewing processes independently and with increasing competence • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Analyse and develop initial ideas, drawing on reading and research considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Select appropriate grammar and vocabulary, demonstrating how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; Summarise longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Elaborate on organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Assess the effectiveness of their own and others’ writing; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Determine consistent and correct use of tense throughout a piece of writing • Determine correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Assess for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Critique the writing of peers sensitively; offer constructive suggestions • Demonstrate an increasing understanding of how grammar works • Evaluate vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; Use passive verbs to affect the presentation of information in a sentence; Use the perfect form of verbs to mark relationships of time and cause • Choose expanded noun phrases to convey complicated information concisely; Use modal verbs or adverbs to indicate degrees of possibility; Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun • Demonstrate the use of commas to clarify meaning or avoid ambiguity in writing, Use hyphens to avoid ambiguity; Use brackets, dashes or commas to indicate parenthesis • Demonstrate the use of semi-colons, colons or dashes to mark boundaries between independent clauses; Use a colon to introduce a list; Punctuate bullet points consistently • Use further prefixes and suffixes and understand the guidance for adding them; Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Adapt morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Demonstrate the use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing • Choose to publish written work in handwritten form or in digital format independently • Establish written language as a means of reflecting on their own learning; • Produce figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration; Identify and describe elements of a story—setting, plot, character, theme • Locate, organize, synthesize and present written information obtained from a variety of valid sources

Listening and Speaking

Pre KG

Conceptual understanding	<ul style="list-style-type: none">• Spoken words connect us with others.• People listen and speak to share thoughts and feelings.• People ask questions to learn from others
Learning Outcomes	<ul style="list-style-type: none">• Demonstrate the use of gestures, actions, body language and/or words to communicate needs and/or to express oneself ideas• Speak clearly with confidence and control• Use language to connect to new experiences with what she/ he already know• Listen and responds to others in a variety of contexts• Listen to stories with increasing attention and recall• Identify classmates, teachers and familiar classroom and playground objects• Interact effectively with peers and adults in familiar social settings• Construct their own stories using words, gestures, and objects/artifacts• Describe a given picture using varied vocabulary and appropriate language• Repeat/echo single words• Demonstrate the use of single words and two-word phrases in context• Participate in poems, rhymes, songs and repeated phrases• Understand simple questions and respond with actions or words• Ask and respond 'when', 'what', 'how' and 'why' questions about their experiences• Follow classroom directions and routines, using context cues• Maintain two channelled attention – can listen and do for short span• Use mother tongue (with translation, if necessary) to express needs and explain ideas

KG 1

Conceptual understanding	<ul style="list-style-type: none"> • Spoken words connect us with others. • People listen and speak to share thoughts and feelings. • People ask questions to learn from others
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate the use of gestures, actions, body language and/or words to communicate needs and to express ideas • Speak clearly with confidence and control, showing awareness of the listeners • Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words • Interact effectively with peers and adults in familiar social settings • Exhibit growth in and extends vocabulary, by grouping and naming, exploring the meanings and sounds of new words • Speak clearly with confidence and uses language to imagine and recreate roles and experiences in play situations • Connect statements and sticks to a main theme or intention • Demonstrate the use of language to connect to new experiences with what she/ he already know • Demonstrate the use of express, organize, sequence and clarify feelings and shares ideas • Describe personal experiences and retells familiar stories using appropriate vocabulary and basic story structure involving the right time concept • Describe a given picture using varied vocabulary and appropriate language • Demonstrate the use of past, present and future forms accurately when talking about events that have happened or are to happen in the future • Demonstrate the use of two or more word phrases in context • Participate in poems, rhymes, songs and repeated phrases in shared books • Participate in repeated refrains and anticipates key events and phrases in rhymes and stories • Understand simple questions and respond with actions or words • Question and answer ‘when’, ‘what’, ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Follow classroom directions and routines • Maintain two channelled attention – can listen and do for appropriate time. • Recognise that people speak different languages • Use the mother tongue (with translation, if necessary) to express needs and explain ideas

KG 2

Conceptual understanding	<ul style="list-style-type: none"> • The sounds of language are a symbolic way of representing ideas and objects. • People communicate using different languages. • Everyone has the right to speak and be listened to.
Learning Outcomes	<ul style="list-style-type: none"> • Listen and respond in small or large groups for increasing periods of time • Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form • Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea • Memorize and participate in poems, rhymes and songs • Follow classroom instructions, showing understanding describe personal experiences • Analyse simple information from accessible spoken texts • Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them • Distinguish beginning, medial and ending sounds of words with increasing accuracy • Follow two-step directions • Predict likely outcomes when listening to texts read aloud • Demonstrate the use of information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions • Demonstrate the use of language to address their needs, express feelings and opinions • Begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker • Question to gain information and respond to inquiries directed to themselves or to the class • Demonstrate the use of oral language to communicate during classroom activities, conversations and imaginative play • Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions • Communicate to express ideas and information orally in a clear, coherent manner and chooses appropriate words to communicate their meaning accurately • Talk about the stories, writing, pictures and models they have created • Communicate to express in more than one language • Demonstrate the use of grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage). • Identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction

Gr 1

Conceptual understanding	<ul style="list-style-type: none"> • Spoken language varies according to the purpose and audience. • People interpret messages according to their unique experiences and ways of understanding. • Spoken communication is different from written communication—it has its own set of rules.
Learning Outcomes	<ul style="list-style-type: none"> • Listen attentively and speak appropriately in small and large group interactions • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • Select out main events and relevant points in oral texts • Follow multi-step directions • Retell familiar stories in sequence • Anticipate and predict when listening to text read aloud • Demonstrate the use of language for a variety of personal purposes, for example, invitations • Express thoughts, ideas and opinions and discuss them, respecting contributions from others • Articulate and justify answers, arguments and opinions • Construct well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems • Use language to explain, inquire and compare • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Recognize patterns in language(s) of instruction and use increasingly accurate grammar • Speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates • Begin to understand that language use is influenced by its purpose and the audience • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Gain, maintain and monitor the interest of the listener(s) • Select and use appropriate registers for effective communication. • Choose specific vocabulary to suit different purposes • Hear and appreciate differences between languages

Gr 2

Conceptual understanding	<ul style="list-style-type: none"> • Spoken language varies according to the purpose and audience. • People interpret messages according to their unique experiences and ways of understanding. • Spoken communication is different from written communication—it has its own set of rules.
Learning Outcomes	<ul style="list-style-type: none"> • Listen attentively and speak appropriately in small and large group interactions • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • Select out main events and relevant points in oral texts • Follow multi-step directions • Retell familiar stories in sequence • Anticipate and predict when listening to text read aloud • Demonstrate the use of language for a variety of personal purposes, for example, invitations • Express thoughts, ideas and opinions and discuss them, respecting contributions from others • Articulate and justify answers, arguments and opinions • Construct well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems • Use language to explain, inquire and compare • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Recognize patterns in language(s) of instruction and use increasingly accurate grammar • Speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates • Begin to understand that language use is influenced by its purpose and the audience • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Gain, maintain and monitor the interest of the listener(s) • Select and use appropriate registers for effective communication. • Choose specific vocabulary to suit different purposes • Hear and appreciate differences between languages

Gr 3

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conceptual understanding</p>	<ul style="list-style-type: none"> • Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. • Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. • The grammatical structures of a language enable members of a language community to communicate with each other.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning Outcomes</p>	<ul style="list-style-type: none"> • Listen appreciatively and responsively, presenting their own point of view and respecting the views of others • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Listen for a specific purpose in a variety of situations • Identify and expand on main ideas in familiar oral texts • Listen reflectively to stories read aloud in order to identify story structures and ideas • Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Argue persuasively and defend a point of view • Articulate and justify answers, arguments and opinions • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Explain and discuss their own writing with peers and adults • Produce well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Begin to paraphrase and summarize • Organize thoughts and feelings before speaking • Demonstrate the use of a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context • Recognise that grammatical structures can be irregular and begin to use them appropriately and consistently • Demonstrate the use of oral language appropriately, confidently and with increasing accuracy • Speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates • Verbalize their thinking and explain their reasoning • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Gain, maintain and monitor the interest of the listener(s) • Select and use appropriate registers for effective communication. • Recognize that different forms of grammar are used in different contexts • Appreciate that language is not always used literally; • Analyse and use the figurative language of their own culture.

Gr 4

Conceptual understanding	<ul style="list-style-type: none"> • Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. • Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. • The grammatical structures of a language enable members of a language community to communicate with each other. Spoken language can be used to persuade and influence people. • Metaphorical language creates strong visual images in our imagination. • Listeners identify key ideas in spoken language and synthesize them to create their own understanding. • People draw on what they already know in order to infer new meaning from what they hear.
Learning Outcomes	<ul style="list-style-type: none"> • Listen reflectively to stories read aloud in order to identify story structures and ideas • Demonstrate the use of oral language appropriately, confidently and with increasing accuracy • Listen appreciatively and responsively, presenting their own point of view and respecting the views of others • Identify and expand on main ideas in familiar oral texts • Demonstrate the use of a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context • Establish that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations • Argue persuasively and defend a point of view • Demonstrate the use of oral language appropriately, confidently and with increasing accuracy • Verbalize their thinking and explain their reasoning • Infer meanings, draw conclusions and make judgments about oral presentations • Use oral language to formulate and communicate possibilities and theories • Listen for a specific purpose in a variety of situations • Explain and discuss their own writing with peers and adults

Gr 5

Conceptual understanding	<p>Spoken language can be used to persuade and influence people.</p> <ul style="list-style-type: none"> • Metaphorical language creates strong visual images in our imagination. • Listeners identify key ideas in spoken language and synthesize them to create their own understanding. • People draw on what they already know in order to infer new meaning from what they hear.
Learning Outcomes	<ul style="list-style-type: none"> • Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations • Listen and respond appropriately to adults and their peers • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Present well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Generate, develop and modify ideas and opinions through discussion • Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary • Listen and respond appropriately to instructions, questions and explanations • Infer meanings, draw conclusions and make judgments about oral presentations • Articulate and justify answers, arguments and opinions • Demonstrate the use of an increasing vocabulary and more complex sentence structures with a high level of specificity • Demonstrate the use of spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Argue persuasively and justify a point of view • Show open-minded attitudes when listening to other points of view • Consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. • Paraphrase and summarize when communicating orally • Select and use figurative language such as simile, personification and metaphor • Analyse oral language to formulate and communicate possibilities and theories • Demonstrate the use of standard grammatical structures competently in appropriate situations • Speak audibly and fluently with an increasing command of Standard English • Establish register, tone, voice level and intonation to enhance meaning • Appreciate that people speak and respond according to personal and cultural perspectives • Demonstrate the use of speech responsibly to inform, entertain and influence others • Reflect on communication to monitor and assess their own learning.

Viewing and Presenting

Pre KG

Conceptual understanding	<ul style="list-style-type: none">• Visual language is all around us.• The pictures, images, and symbols in our environment have meaning.• We can enjoy and learn from visual language.
Learning Outcomes	<ul style="list-style-type: none">• Observe visual information showing understanding through play, gestures, facial expression• Interpret their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise• Observe visual cues that indicate context; show understanding by matching pictures with context• Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences• Make personal connections to visual texts, for example, a picture book about children making friends in a new situation• Demonstrate the use of body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions• Select and incorporate colours, shapes, symbols and images into visual presentations• Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages• Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television• Listen to terminology associated with visual texts and understand terms such as colour, shape, size.

KG 1

Conceptual understanding	<ul style="list-style-type: none">• Visual language is all around us.• The pictures, images, and symbols in our environment have meaning.• We can enjoy and learn from visual language.
Learning Outcomes	<ul style="list-style-type: none">• Observe visual information showing understanding through play, gestures, facial expression• Interpret their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise• Observe visual cues that indicate context; show understanding by matching pictures with context• Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences• Make personal connections to visual texts, for example, a picture book about children making friends in a new situation• Demonstrate the use of body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions• Select and incorporate colours, shapes, symbols and images into visual presentations• Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages• Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television• Listen to terminology associated with visual texts and understand terms such as colour, shape, size.•

KG 2

Conceptual understanding	<ul style="list-style-type: none"> • People use static and moving images to communicate ideas and information. • Visual texts can immediately gain our attention. • Viewing and talking about the images others have created helps us to understand and create our own presentations.
Learning Outcomes	<ul style="list-style-type: none"> • Observe visual information showing understanding through discussion, role play, illustrations • Talk about their own feelings in response to visual messages; show empathy for the way others might feel • Connect different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm.” • Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products • Show their understanding that visual messages influence our behaviour • Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip • Demonstrate the use of body language in mime and role play to communicate ideas and feelings visually • Identify some non-verbal cues, including facial expression, gestures, and eye contact, and uses them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning • Realize that shapes, symbols and colours have meaning and include them in presentations • Demonstrate the use of a variety of implements to practise and develop handwriting and presentation skills • Demonstrate the use of one or more appropriate visual aids to support or enhance oral presentations • Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed • Recognize ICT iconography and follow prompts to access programs or activate devices through teacher modelling, • Become aware of terminology used to tell about visual effects, for example, features, layout, border, frame • View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story • Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story • Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

Gr 1

Conceptual understanding	<ul style="list-style-type: none"> • Visual texts can expand our database of sources of information. • Visual texts provide alternative means to develop new levels of understanding. • Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. • Different visual techniques produce different effects and are used to present different types of information.
Learning Outcomes	<ul style="list-style-type: none"> • View visual information and show understanding by asking relevant questions and discussing possible meaning • Discuss their own feelings in response to visual messages; listen to other responses, recognise that people react differently • Establish that visual information reflects and contributes to the understanding of context • Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography • Observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • Discuss personal experiences that connect with visual images • Demonstrate the use of actions and body language to reinforce and add meaning to oral presentations • Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles • Distinguish that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • Demonstrate the use of appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama • Compare and analyse effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance • Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.

Gr 2

Conceptual understanding	<ul style="list-style-type: none"> • Visual texts can expand our database of sources of information. • Visual texts provide alternative means to develop new levels of understanding. • Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. • Different visual techniques produce different effects and are used to present different types of information.
Learning Outcomes	<ul style="list-style-type: none"> • View visual information and show understanding by asking relevant questions and discussing possible meaning • Discuss their own feelings in response to visual messages; listen to other responses, recognise that people react differently • Establish that visual information reflects and contributes to the understanding of context • Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography • Observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • Discuss personal experiences that connect with visual images • Demonstrate the use of actions and body language to reinforce and add meaning to oral presentations • Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles • Distinguish that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • Demonstrate the use of appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama • Compare and analyse effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance • Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.

Gr 3

Conceptual understanding	<ul style="list-style-type: none">• Visual texts have the power to influence thinking and behaviour.• Interpreting visual texts involves making an informed judgment about the intention of the message.• To enhance learning we need to be efficient and constructive users of the internet.
Learning Outcomes	<ul style="list-style-type: none">• Analyse and discuss information, communicating understanding in oral, written and visual form• Describe personal reactions to visual messages; reflect on why others may perceive the images differently• Understand and explain how visual effects can be used to reflect a particular context• Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards• Interpret visual cues in order to analyse and make inferences about the intention of the message• Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response• Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters• Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved• Discuss a newspaper report and elaborate how the words and pictures work together to convey a particular message• Construct, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications• Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition• Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects• Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects• Establish that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.

Gr 4

Conceptual understanding	<ul style="list-style-type: none"> • Visual texts have the power to influence thinking and behaviour. • Interpreting visual texts involves making an informed judgment about the intention of the message. • To enhance learning we need to be efficient and constructive users of the internet. • The aim of commercial media is to influence and persuade viewers. • Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. • Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. • Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding
Learning Outcomes	<ul style="list-style-type: none"> • Describe personal reactions to visual messages; reflect on why others may perceive the images differently • Explain how relevant personal experiences can add to the meaning of a selected film/ movie; write and illustrate a personal response • Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects • Compare and analyse visual information, communicating understanding in oral, written and visual form • Interpret visual cues in order to analyse and make inferences about the intention of the message • Construct, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications • Interpreting visual texts involves making an informed judgment about the intention of the message. • Assess and explain how visual effects can be used to reflect a particular context • Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; • Explain how the desired effect is achieved • Discover that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols • Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism • Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages • View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media • Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel

Gr 5

Conceptual understanding	<ul style="list-style-type: none"> • The aim of commercial media is to influence and persuade viewers. • Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. • Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. • Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding
Learning Outcomes	<ul style="list-style-type: none"> • View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media • Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel • Analyse and interpret the ways in which visual effects are used to establish context identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • Discover that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols • Establish that individuals interpret visual information according to their personal experiences and different perspectives • Illustrate how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning • Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects • Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit • Investigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations • Demonstrate the use of appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion • Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism • Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages • Assess ways in which understanding the intention of a visual message can influence personal responses.