

Dear Homeroom Teacher,

This is the DBST IS PYP Language Continuum. It has been written in conjunction with the IB Language Scope and Sequence documents. This continuum is intended to give you guidance in what should be taught and when and to assist you, with the help of the Language Profile and the Appendix, to know where each individual student is language-wise along with where the class is as a whole. Hopefully these documents will help you meet the needs of all students effectively. This document has been mapped with other international curricula and standards in mind along with the cooperation of all English language teachers of the international section of DBST.

The IB Scope and Sequence for language is divided into 4 strands (Oral Language, Visual Language, Written Language Reading and Writing)

How to use the Continuum

1. When planning the POI, this continuum will take the place of the IB Scope and Sequence, where outcomes will be selected and placed in different units to compliment the teaching.
2. When doing weekly planning, outcomes can be used for individual lessons or to cover bigger concepts, therefore many different outcomes can be covered in a lesson or during a given week.
3. An attempt should be made to cover all year objectives.
4. When an outcome has been taught/covered it should be ticked in yellow.
5. If an outcome has been taught/covered AND mastered by a majority (around 75%) of the class then it should also be ticked in green.
6. Outcomes that need further attention can be left with only a yellow tick.
7. Any outcome that was not taught/covered will have no tick.
8. At the end of the year, the language coordinator will collect the continuum and it will be passed on to the next homeroom teacher at the start of the following school year. Please fill in the sheet below:

Name of Homeroom Teachers	Class	School Year

Oral Language – Listening and Speaking

Listening and speaking are natural, developmental processes that students are immersed in from their earliest experiences. Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. A balanced program will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention to make sense of what is heard. Oral language involves recognizing and using certain types of language according to the audience and purposes.

Overall Expectation

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.	Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.	Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.	Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.	Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Conceptual understandings and Grade level indicators

Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.	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.	Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding.	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.	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
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			Spoken communication is different from written communication—it has its own set of rules.	The grammatical structures of a language enable members of a language community to communicate with each other.	create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.			
	KG1	KG2	Kg3	Class 1	Class 2	Class 3	Class 4	Class 5
Speaking and Listening	<p>Begins to Retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Begins to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing</p>	<p>Begins to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Begins to follow instructions involving several ideas or actions.</p> <p>Answers ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organize, sequence and</p>	<p>Participates in collaborative conversations with diverse partners about relevant topics and texts in small and large groups; follows rules for discussions, taking turns and continues the conversation through multiple exchanges, staying on topic.</p> <p>Asks and answers questions; describes familiar people, places, events and provides details; adds drawings to provide additional detail.</p> <p>Speaks audibly and expresses</p>	<p>Presents with confidence.</p> <p>Shares content that is related to the topic.</p> <p>Shares ideas fluently and with clarity.</p> <p>Stands up straight and establishes eye contact with the audience during the presentation.</p> <p>Forms sentences correctly and confidently.</p> <p>Expresses ideas with the use of appropriate topic related vocabulary.</p> <p>Good audibility with most words pronounced correctly.</p>	<p>Speaks for a sustained amount of time with confidence (working towards 5 mins).</p> <p>Shares content that is related to the topic.</p> <p>Shares ideas fluently and with clarity.</p> <p>Begins to stand up straight and establishes eye contact with the audience during the presentation.</p> <p>Forms sentences correctly and confidently.</p>	<p>Speaks for a sustained amount of time with confidence (working towards 5 mins).</p> <p>Shares content that is related to the topic.</p> <p>Shares ideas fluently and with clarity.</p> <p>Stands up straight and establishes eye contact with the audience during the presentation.</p> <p>Forms sentences correctly and confidently.</p>	<p>Speaks for a sustained amount of time with confidence. (5 mins).</p> <p>Shares content that is related to the topic using appropriate topic-related vocabulary.</p> <p>Shares ideas fluently and with clarity.</p> <p>Stands up straight and establishes eye contact with the audience during the presentation.</p> <p>Forms sentences correctly and confidently.</p>	<p>Speaks for a sustained amount of time with confidence (working towards PYPX).</p> <p>Shares content that is related to the topic.</p> <p>Shares ideas fluently and with clarity.</p> <p>Stands up straight and establishes eye contact with the audience during the presentation.</p> <p>Forms sentences correctly and confidently.</p>

	attention and recall.	clarify thinking, ideas, feelings and events.	clear thoughts, feelings and ideas.	Begins to determine and clarify meanings of unknown and multiple-meaning words and phrases.	Expresses ideas with the use of appropriate topic related vocabulary.	Expresses ideas with the use of appropriate topic related vocabulary.	Forms sentences correctly and confidently.	Expresses ideas with the use of appropriate topic related vocabulary.
	Focusing attention – still listen or do, but can shift own attention.	Introduces a storyline or narrative into their play.	Confirms understanding of text read aloud or information presented orally by asking and answering questions about key details, re-questioning for clarification if necessary.	Begins to identify new meanings for familiar words (duck the bird and duck to dodge).	Uses language to explain, inquire, and compare (and contrast).	Good audibility with most words pronounced correctly.	Good audibility with most words pronounced correctly.	Good audibility with most words pronounced correctly.
	Follows directions using context clues (if not intently focused on own choice of activity).	Starts to question why things happen and gives explanations. Asks- who, what, when, how.	Confirms understanding of text read aloud or information presented orally and is beginning to ask and answer questions about key details, and re-questions for clarification if necessary.	Continues to explore word meanings and nuances while listening to stories and discussions.	Good audibility with most words pronounced correctly.	Beginning to argue persuasively and defend a point of view.	Confidently argue persuasively and defend a point of view.	Listens appropriately for a sustained period of time.
	Understands use of objects (e.g. “What do we use to cut things?”)	Begins to use intonation, rhythm and phrasing to make the meaning clear to others.		Describes personal experiences with some details.	Determines and clarifies meanings of unknown and multiple-meaning words and phrases.	Identifies and explains the main idea in oral texts.	Confidently participate appropriately as a listener and speaker, in discussions, conversations, debates, and group presentations.	Shows open-minded attitude when listening to others points of view and responds using appropriate questions.
	Begins to show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.	Starting to maintain attention, concentrates and sits quietly during appropriate activity.	Sorts common objects into	Uses language to address their needs, express feelings and opinions with more confidence.	Identifies new meanings for familiar	Demonstrates active listening by asking questions, having eye-contact, and using appropriate body language.	Listens and responds appropriately to instructions, questions and explanations.	Interprets information presented and
	Responds to			Listens to and enjoys				

	simple instructions, e.g. to get or put away an object.	Two-channelled attention – can listen and do for short span.	categories to gain sense of concepts and identifies real-life connections between words and objects.	stories read aloud.	words (duck the bird and duck to dodge).		Confidently generates, develops and modifies ideas and opinions through discussions.	develops a point of view.
	Is beginning to understand 'why' and 'how' questions.	Responds to classroom instructions involving a two-part sequence.	With support explore word meanings and nuances while listening to stories and discussions.	Follows 2-step directions containing more detail.	Understands that specific vocabulary is used to suit different purposes.			
	Begins to interact with peers and adults in familiar settings.	Beginning to understand humor, e.g. nonsense rhymes, jokes.	Begins to distinguish shades of meaning among verbs describing the same action (ex-walk, stomp, tip-toed) by acting out meanings.	Listens and responds in large or small groups for increasing periods of time.				
	Begins to name classmates, teachers and familiar school objects.	Listens and responds to ideas expressed by others in conversation or discussion.	Describes personal experiences using simple details.	Asks questions to gain information and responds to inquiries directed to themselves of the class.				
	Begins to listen and respond to picture books, showing pleasure and demonstrating their understanding through gestures, expressions, and/or words.	Listens to stories with increasing attention and recall.	Talks about the stories, writing, pictures, and	Predict with more confidence, likely outcomes when listening to a text read aloud.				
		Joins in with repeated refrains and anticipates						

		<p>key events and phrases in rhymes and stories.</p> <p>Uses language to address their needs, express feelings and opinions.</p> <p>Names classmates, teacher, and familiar school objects.</p> <p>Listens and responds to picture books, showing pleasure and demonstrating their understanding through gestures, expressions, and/or words.</p>	<p>models they have created.</p> <p>Begins to listen to and enjoy stories read aloud with less pictures.</p> <p>Follows simple multistep classroom instructions.</p> <p>Distinguishes between beginning, middle, and ending sounds of words with increasing accuracy.</p> <p>Predicts likely outcomes when listening to a story read aloud.</p>					
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Visual Language – Viewing and Presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced program with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using, and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences.

Overall Expectation

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.	Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.	Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.	Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.	Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Conceptual understandings and Grade level indicators

<p>Visual language is all around us.</p> <p>The pictures, images, and symbols in our environment have meaning.</p> <p>We can enjoy and learn from visual language.</p>	<p>People use static and moving images to communicate ideas and information.</p> <p>Visual texts can immediately gain our attention.</p> <p>Viewing and talking about the images others have created helps</p>	<p>Visual texts can expand our database of sources of information.</p> <p>Visual texts provide alternative means to develop new levels of understanding.</p>	<p>Visual texts have the power to influence thinking and behaviour.</p> <p>Interpreting visual texts involves making an informed judgment about the intention of the message.</p>	<p>The aim of commercial media is to influence and persuade viewers.</p> <p>Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</p> <p>Knowing about the techniques used</p>
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	us to understand and create our own presentations.	<p>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.</p> <p>Different visual techniques produce different effects and are used to present different types of information.</p>	To enhance learning we need to be efficient and constructive users of the internet.	<p>in visual texts helps us to interpret presentations and create our own visual effects.</p> <p>Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>				
	KG1	KG2	KG3	Class 1	Class 2	Class 3	Class 4	Class 5
Viewing	<p>Begins to respond to visual information showing understanding through play, gestures, and facial expressions.</p> <p>Begins to become aware of familiar signs and labels in school and familiar places.</p> <p>Begins to make personal connections to visual texts, for example, a picture book about children</p>	<p>Responds to visual information showing understanding through play, gestures, and facial expressions.</p> <p>Begins to Recognize the familiar signs labels and logos, (eg- pedestrian walking sign, emergency exit sign, no dogs allowed, identify) and find similarities and differences.</p> <p>Makes</p>	<p>Begins to attend to visual information, showing understanding through discussions, questions and role play.</p> <p>Makes personal connections to different visual texts and information.</p> <p>Begins to recognize ICT iconography and follow prompts to access programs or activate devices (iPads).</p>	<p>Confidently attends to visual information, showing understanding through discussions, questions and role play.</p> <p>Recognizes ICT iconography and follow prompts to access programs or activate devices (iPads).</p> <p>Relates to different contexts presented in visual texts according to their own experience. For example: "That looks like my uncles farm."</p>	<p>Views visual information and shows understanding by asking relevant questions.</p> <p>Begins to discuss their own feelings in response to visual messages, listen to other responses and realize that people react differently.</p> <p>Begins to view a range of visual language formats and discuss their effectiveness.</p>	<p>Realizes that visual effects have been selected and arranged to achieve a certain impact (e.g.: the way in which color, lighting, music and movement work together in a performance).</p> <p>Interprets visual cues in order to analyze and make inferences about the intention of the message.</p>	<p>Recognizes and names familiar visual texts and explain why they are or are not effective.</p> <p>Identifies aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of a character.</p> <p>Interprets visual cues in order to analyze and make inferences about the</p>	<p>Realizes that visual presentations have been created to reach out to an audience, and influence the audience in some way.</p> <p>Discusses the effects of visual presentations and how they influence the audience.</p> <p>Identifies elements and techniques that make advertisements, logos and symbols effective and</p>

	<p>making friends in a new situation.</p>	<p>personal connections to visual texts, for example, a picture book.</p> <p>Listens to terminology associated with visual texts and understand terms such as color, shape and size.</p> <p>Shows appreciation in picture books by selecting and “re-reading” familiar books, focusing on favorite pages.</p>	<p>Shows appreciation in picture books by selecting and “re-reading” familiar books.</p> <p>Begins to talk about their own feelings in response to visual messages.</p>	<p>Observes and discusses illustrations in picture books and simple reference books, commenting on the information being conveyed.</p> <p>Confidently talks about their own feelings in response to visual messages.</p>	<p>For example: film/video, posters, radio, songs.</p> <p>Understands that text and illustrations work together to convey information and begins to explain how this enhances understanding.</p> <p>Begins to observe and discuss visual presentations, make suggestions about why they have been created.</p>	<p>Understands and explains how visual effects can be used to reflect a particular context.</p> <p>Views, responds to and describes visual information, communicating and understanding in oral, written and visual form.</p> <p>Discusses their own feelings in response to visual messages and realizes that people react differently.</p>	<p>intention of the message.</p> <p>Discusses and explains visual images and effects using appropriate terminology. For example: images, symbols, graphics, balance, technique and composition.</p> <p>Discusses a range of different visual language formats, appreciate and describe why particular formats are selected to achieve particular effects.</p> <p>Understands</p>	<p>draw on this knowledge to create their own visual effects.</p> <p>Examines and analyzes text and illustrations in reference materials (books and online text).</p>
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							that individuals interpret visual information according to their personal experiences and different perspectives.	
Presenting	Uses body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions.	Uses props or creates simple visual aids to practice presenting.	<p>Begins to use body language in role play to communicate ideas and feelings visually.</p> <p>Begins to realize that shapes, symbols and color have meaning in presentations.</p> <p>Uses some techniques to practice and develop handwriting, ICT, and presenting skills with support.</p> <p>Begins to apply skills to search for, record, and present information from a</p>	<p>Realizes that shapes, symbols and color have meaning and uses them in presentations.</p> <p>Uses actions and body language to re-enforce and add meaning to oral presentations.</p> <p>Uses a variety of techniques to practice and develop handwriting, ICT, and presenting skills.</p>	<p>Views visual information and shows understanding by asking relevant questions.</p> <p>Begins to discuss their own feelings in response to visual messages, listen to other responses and realize that people react differently.</p>	<p>Begins to prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications.</p> <p>Continues to practice designing posters and charts using shapes, colors, symbols, layout and fonts to achieve particular effects.</p>	<p>Designs posters and charts using shapes, colors, symbols, layout and fonts to achieve particular effects and explain how the desired effect is achieved.</p> <p>Independently views, responds to and describes visual information, communicating understanding in oral, written and visual form.</p>	<p>Applies knowledge of presentation techniques in original and innovative ways and explain their own ideas for achieving desired effects.</p>

			variety of media and text.					
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Written Language - Reading

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflecting on feelings and actions, and developing empathy. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text.

Overall Expectation

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.	Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.	Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.	Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.	Learners show an understanding of the strategies authors use to engage them. They have their favorite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access, it provides them to further knowledge about, and understanding of, the world.

Conceptual understandings and Grade level indicators

Illustrations convey meaning.	The sounds of spoken language can be represented visually.	Different types of texts serve different purposes.	Reading and thinking work together to enable us to make meaning.	Authors structure stories around significant themes.
Print conveys meaning.	Written language works differently from spoken language.	What we already know enables us to understand what we read.	Checking, rereading, and correcting our own reading as we go enable us to read new and more complex texts.	Effective stories have a structure, purpose, and sequence of events (plot) that help to make the author's intention clear.
People read for pleasure.	Consistent ways of recording words or ideas enable members of a language	Applying a range of strategies helps us to read and understand new texts.	Identifying the main ideas in the text helps us to understand what is important.	Synthesizing ideas and information from texts leads to new ideas and understanding.
Stories can tell about imagined worlds.		Wondering about texts and		
Printed information can tell				

about the real world. There are established ways of setting out print and organizing books.	community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.	asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.	Knowing what we aim to achieve helps us to select useful reference material to conduct research.	Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.				
	KG1	KG2	KG3	Class 1	Class 2	Class 3	Class 4	Class 5
Reading Practice By the end of the year, students should be reading in the following Lexiles (Scholastic Guided Reading) and Big Cat Book bands	Pre-reading	Big Cat: Lilac Can choose a picture book and “read” for pleasure.	Big Cat: Red 2A-Red 2B Selects and re-reads favorite texts for enjoyment.	Big Cat: Yellow 3-Green 5 Engages in silent reading for 10 minutes. Selects and re-reads favorite texts for enjoyment justifying reasons for selection.	Big Cat: Orange 6-Gold 9	Big Cat: White 10- Copper 12	Big Cat: Topaz 13- Emerald 15	Big Cat- Sapphire 16-Pearl 18
	Pre-reading	Pre-reading	Beginning Reader <i>Recognizes first 100 HF words.</i>	Lexile: 150-300’s <i>Recognizes first 200-300 HF words.</i>	Lexile: 300-500’s <i>Recognizes first 300- 400 HF words.</i>	Lexile 500-700’s <i>Recognizes first 400- 500 HF words.</i>	Lexile- 700-800’s <i>Recognizes all 500 HF words.</i>	Lexile- 800-900’s
Decoding and Word Meanings	Recognizes familiar words and signs such as own name and familiar visuals. Attempts to read words in environmental (classroom) print. (e.g. name labels	Hears and says the initial sound in words. Begins to read some simple words. Begins to apply phonic knowledge to decode words.	With support can apply phonic knowledge to decode words (hand, cream, park). Can read the correct sounds to phase 6 (Jolly Phonics).	Continues to apply phonic knowledge and skills as the root to decode words until automatic decoding has become embedded and reading is more fluent.	Applies knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. Reads further exception words, noting the unusual	Applies knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. Reads further exception words,	Applies their growing knowledge of root words, prefixes, and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words.	Applies their growing knowledge of root words, prefixes, and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words. Works out

	and object labels like "Chair")..	<p>With support can accurately read by blending sounds taught.</p> <p>Reads 1- 2 words in environmental (classroom) print.</p> <p>Recognizes and selects own name in print.</p> <p>Attempts to read familiar words in text in a teacher led activity.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Recognizes book 1-3 of Jolly Phonics.</p>	<p>Begins to accurately read words by blending the taught sounds to phase 6.</p> <p>Can read aloud.</p> <p>Begins to read common words with contractions and shows some awareness of the use of apostrophe.</p> <p>Reads regular CVC words.</p> <p>Identifies common sounds for letters.</p> <p>Makes the sound of most letters of the alphabet.</p> <p>Categorizes upper and lower case letters based on their shape.</p> <p>Begins to learn sight/reading vocabulary.</p>	<p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.</p> <p>Reads accurately by blending the sounds taught so far recognizing that the same sound may be written in different ways.</p> <p>Reads contractions and understands the use of apostrophe to represent omitted letters (I'm, I'll, we'll, can't, hadn't).</p> <p>Reads accurately words of two or more syllables.</p> <p>Reads words containing common suffixes.</p>	<p>correspondences between spelling and sound, and where these occur in the word.</p> <p>Uses strategies for working out the meaning of unfamiliar words in context. (re-reading, using cues from illustrations).</p> <p>Matches sounds accurately to a range of letters, letter clusters, and patterns, and work out the meaning of unfamiliar phrases and words in context.</p> <p>Begins to work out the meaning of a word by suggesting synonyms, using the context, the sentence, and</p>	<p>noting the unusual correspondences between spelling and sound, and where these occur in a word.</p> <p>Uses strategies for working out the meaning of unfamiliar words in context (sounding out, re-reading, using cues from illustrations).</p> <p>Works out the meaning of a word by suggesting synonyms, using context, the sentence and one or more of its letters.</p> <p>Uses dictionaries to check the meaning of words that they have read.</p>	<p>Works out the meanings of unfamiliar words by using information from other sentences.</p>	<p>the meanings of unfamiliar words by using information from other sentences.</p>
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			<p>Suggests rhyming words- ball/fall.</p> <p>Attempts to use letters/ sound cues when reading.</p> <p>Begins to match written words with some familiar objects and people (eg- cat/mom/son).</p> <p>Reads short familiar sentences in environmental (classroom) print.</p> <p>With support, draws on existing vocabulary to speculate on the meaning of new words they encounter in reading.</p> <p>Reading (and writing) Jolly phonics book 1-6.</p>	<p>Can read most multi-syllable words containing taught sounds at phase 5 (Jolly Phonics).</p> <p>Reads further tricky words noting unusual correspondence between spelling and sound and where these occur in a word.</p> <p>Organizes a group of words with different starting letters in alphabetical order (ex- apple, ball, cat, dog,).</p> <p>Discusses, clarifies and questions the meanings of words, linking new meanings to known vocabulary.</p> <p>Begins to guess the meaning of unknown words by using the surrounding text.</p> <p>Reading (and writing) Jolly phonics book.</p>	<p>one or more of its letters.</p> <p>Practices putting words in alphabetical order.</p> <p>Begins to use dictionaries to check the meaning of words that they have read.</p> <p>Can usually draw on their own existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed.</p>	<p>Works out the meanings of unfamiliar words using context clues in the surrounding text.</p>		
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Comprehension- Range of Reading	Enjoys an increasing range of books.	Can identify basic similarities and differences between their own experiences and that of story characters and demonstrates understanding through talk or role play with support.	Can listen attentively to a wide range of short poems, stories and non-fiction.	Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Listens to and discusses a range of fiction, poetry, non-fiction and reference books or textbooks.	Listens to and discusses a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Enjoys rhyming and rhythmic activities.	Reads word family groups (e.g. fat, cat, sat).	Contributes relevant ideas and thoughts to discussion.		Reads books that are structured in different ways and reading for a range of purposes.	Reads books that are structured in different ways and reading for a range of purposes.	Reads books that are structured in different ways and reading for a range of purposes.	Reads books that are structured in different ways and reading for a range of purposes.
	Listens and joins in with stories.	Enjoys an increasing range of books.	Can identify basic similarities and differences between their own experiences and that of story characters and demonstrates understanding through talk or role play.		Knows that narrative books are structured in different ways.	Identifies features that are common to different versions of the same text.	Reads books that are structured in different ways and reading for a range of purposes.	Makes comparisons within and across books.
		Enjoys rhyming and rhythmic activities.				With support, uses fiction and nonfiction books for particular purposes.	Compares and Contrasts within and across books /texts and characters.	Independently and confidently uses fiction and nonfiction books for particular purposes.
		Listens and joins in with stories.				Compares information presented in different texts about the same	Independently uses fiction and nonfiction books for particular purposes.	

Comprehension-Familiarity with texts						topic.		
	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (ie Brown Bear).</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Holds the book the correct way up and turns pages.</p> <p>Begins to understand that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>With support, can recall some basic features of age-appropriate key stories and traditional tales.</p> <p>With support, can identify predictable phrases in a text and sometimes joins in with them saying them aloud with the class through pictures.</p> <p>Beginning to be aware of how stories are structured.</p> <p>Identifies where a book begins.</p> <p>Begins to identify letters and words.</p>	<p>Can recall a few basic features of age-appropriate key stories and traditional tales, retelling in order and identifying some characters.</p> <p>Can identify the predictable phrases in a text and usually enjoys saying them aloud with the class.</p> <p>Realizes that print contains a message.</p> <p>Focuses attention strategically looking at illustrations then at words.</p> <p>Understands the text by referring to the illustrations.</p> <p>Decides the likely topic of a text by using</p>	<p>Becomes increasingly familiar with and retelling a wider range or stories.</p> <p>Recognizes simple recurring literary language in stories and poetry.</p> <p>Names author and illustrator of a story and can define the roles of each.</p> <p>Begins to navigate and locate information in a text.</p> <p>Names and identifies a full-stop (period), question mark, exclamation mark and knows its purpose.</p> <p>Suggests some synonyms for words.</p> <p>Identifies the tense of a text.</p>	<p>Increases their familiarity with a wide range of books/texts.</p> <p>Begins to identify and discuss themes/conventions in a range of writing.</p> <p>Recognizes and use the different parts of a book (ex- title page, contents, and index).</p> <p>Begins to identify when lines have been left out/re-read when reading independently.</p>	<p>Increases their familiarity with a wide range of books/texts.</p> <p>Identifies and discusses themes and conventions in a wide range of writing.</p> <p>Reads a variety of texts independently.</p> <p>Recognizes and uses the different parts of a book (ex- title page, contents, and index).</p>	<p>Increases their familiarity with a wide range of books/texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identifies and discusses themes and conventions in and across a wide range of writing.</p> <p>Understands reading/question language (ex- refer, clarification, summarize, predict, passage, article, heading, title, etc).</p> <p>Understands the features of different kinds of text (ex- Characterization, and plot in narratives or</p>	

	<p>Identifies that something is writing.</p>	<p>Uses correct handling skills- turning pages, looks at pictures.</p> <p>Begins to point to a word when listening to a text being read.</p> <p>Shows an awareness of concepts of print eg- run finger over the text, show left-right movement with return sweep, differentiate between the picture and the text.</p> <p>Indicates printed text where the teacher should start reading.</p> <p>Begins to understand that numbers, letters, icons, symbols and words represent printed text.</p>	<p>title/illustrations and existing knowledge.</p> <p>Starts accurately using terminology such as letter and word.</p> <p>Identifies upper and lower case letters.</p> <p>Is aware that numbers, letters, icons, symbols and words represent printed text.</p>					<p>headings and visual information in informative texts).</p> <p>Takes notes and records key information from a range of texts using facts and opinion.</p>
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<p>Comprehension and Fluency – Poetry, performance, and reading aloud</p>		<p>Demonstrates some enthusiasm for listening and responding to rhymes and poems and sometimes joins in with reciting some by heart.</p> <p>Is beginning to read single words.</p>	<p>Demonstrates an enthusiasm for listening and responding to rhymes.</p> <p>Begins to read word by word.</p> <p>Recognizes and reads words and phrases that are repeated in text (e.g.: look at my car).</p> <p>Reads words or sentences that have not been heard or read before.</p> <p>Reads aloud sentences that have repeated words.</p>	<p>Begins to build a repertoire of poems and reciting some with appropriate intonation to make the meaning clear.</p> <p>Identifies and changes pitch for common punctuation marks and question marks correctly to modulate reading.</p>	<p>Prepares poems to perform, showing understanding through intonation, tone, volume and action.</p> <p>Attends to periods /full-stops when reading aloud.</p> <p>Begins to distinguish between different characters by speaking in a different voice for each when reading aloud.</p>	<p>Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognizes some different forms of poetry and literary devices.</p> <p>Reads aloud with increased fluency, pitch, and accuracy.</p> <p>Distinguishes between different characters by speaking in a different voice for each when reading aloud.</p>	<p>Prepares poems and/or plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Responds to punctuation and contexts and adjusts expression to enhance meaning when reading aloud.</p>	<p>Responds to punctuation and contexts and adjusts expression to enhance meaning when reading aloud.</p>
<p>Comprehension – Understanding</p>	<p>Listens to stories with increasing attention and recall</p>	<p>Listens to stories with increasing attention and recall</p>	<p>Begins to answer ‘how’ and ‘why’ questions about what they have read and know</p>	<p>Can usually ask and answer ‘how’ and ‘why’ questions about what they have read and know where to</p>	<p>Checks that the text makes sense to them, discussing their understanding</p>	<p>Checks that the text makes sense to them, discussing their understanding</p>	<p>Checks that the text makes sense to them, discussing their understanding</p>	<p>Checks that the text makes sense to them, discussing their understanding</p>

		Begins to answer 'how' and 'why' questions about stories read aloud to them.	where to look for the information. With support can check that the text makes sense to them as they read and correct inaccurate reading.	look for the information. Discusses the sequence of events in books and how items of information are related. Draws on what they already know or on background information and vocabulary provided by the teacher. Checks that the text makes sense to them as they read and self-corrects inaccurate reading.	and explaining the meaning of words in context. Asks questions to improve understanding of a text. Identifies the main ideas and key words drawn from more than one paragraph and begins to summarize these. (1-2 sentences). Compares and contrasts characters.	and explaining the meaning of words in context. Asks questions to improve understanding of a text. Identifies the main ideas, and key words drawn from more than one paragraph and summarizes these. Understands that stories have a plot, identifies the main idea, discusses and outlines the sequence of events. Compares and contrasts characters.	and explaining the meaning of words in context. Asks questions to improve their understanding. Summarizes the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and purpose of the text.	and explaining the meaning of words in context. Asks questions to improve their understanding. Paraphrases paragraphs, pages, and stories.
Comprehension - Inference and Prediction	With support, begins to suggest what might happen	With support can show some inference at a basic level.	Can discuss the link between events and the text title.	Makes inferences based on what is being said and done by predicting what	Draws inferences such as inferring characters' feelings, thoughts	Draws inferences such as inferring characters'	Draws inferences on characters' feelings,	Draws inferences on characters' feelings, motives and actions and

	<p>next in a story or how it might end.</p>	<p>Suggests how a story might end.</p> <p>With support can make suggestions about what will happen next in the story based on what has happened so far, sometimes linked to text or own experience.</p>	<p>Can demonstrate simple inference (I know he is kind because..).</p>	<p>happens next or how the text may end.</p> <p>Answers and asks questions about texts that they have read themselves and have had read them.</p> <p>Predicts what might happen on the basis of what has already been read so far. Makes predictions based on title and front cover in fiction and nonfiction.</p> <p>Infers how a character may have felt.</p>	<p>and motives from their actions.</p> <p>Makes comments that include quotations from or references to the text (although not always relevant).</p> <p>Predicts what might happen from details in the text that are either stated or implied.</p> <p>Begins to infer simple character traits.</p>	<p>feelings, thoughts and motives from their actions.</p> <p>Makes comments that include quotations from or references to text that are mostly relevant.</p> <p>Begins to infer simple character traits.</p> <p>Predicts what might happen using details in the text that are either stated or implied.</p>	<p>motives and actions and justifies these using evidence from the text.</p> <p>Makes comments on the text that are supported by relevant textual reference or quotations.</p> <p>Empathizes with different character's points of view.</p> <p>Answers questions to infer cause and effect across text.</p> <p>Predicts what might happen from details stated and implied.</p>	<p>justifies these using evidence from the text.</p> <p>Begins to summarize and make relevant and clearly communicated comments to support main ideas or argument using apt textual reference and quotation.</p> <p>Adapts opinion in the light of further reading or after listening to others' ideas.</p> <p>Predicts what might happen from details stated and implied.</p>
<p>Comprehension – Authorial intent</p>				<p>Discusses their favorite words and phrases.</p> <p>Recognizes some</p>	<p>Begins to discuss and evaluate how authors use language, including</p>	<p>Discusses and evaluates how authors use language, including</p>	<p>Discusses and evaluates how authors use language, including</p>	<p>Discusses and evaluates how authors use language, including figurative language,</p>

				<p>features of organization and presentation e.g., beginning and ending of a story, types of punctuation.</p> <p>Identifies some effective language choices, e.g., 'slimy' is a good word there.</p> <p>Recognizes that writers have a purpose for writing and can make predictions as to what these are.</p> <p>Recognizes subordination (when, if, that, because) and coordination (or, but).</p> <p>Knows the purpose of a sentence i.e., statement, question, and exclamation.</p>	<p>figurative language and the impact on the reader.</p> <p>Begins to discuss the meaning of words and phrases that capture interest and imagination.</p> <p>Expresses a personal response to the writer's viewpoint or how it has an effect on the reader.</p> <p>Recognizes inverted commas/ quotation marks, when used for direct speech.</p>	<p>figurative language, and considers the impact on the reader.</p> <p>Discusses the meaning of words and phrases that capture interest and imagination.</p> <p>Identifies how language, structure and presentation contribute to the meaning of a text.</p> <p>Comments on the writer's overall viewpoint and shares the effect that this has on the reader.</p>	<p>figurative language, and considers the impact on the reader.</p> <p>Identifies how language, structure and presentation contribute to the meaning of a text.</p> <p>Identifies grammatical features and punctuation used by the writer – rhetorical questions, varied sentence lengths, varied sentence starters.</p> <p>Recognizes relative clauses.</p> <p>Recognizes how indicating degrees of possibility can</p>	<p>and considers the impact on the reader.</p> <p>Identifies how language, structure and presentation contribute to the meaning of a text.</p> <p>Identifies grammatical features and punctuation used by the writer – rhetorical questions, varied sentence lengths, varied sentence starters.</p>
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							be achieved by using modal verbs (might, should, possibly certainly etc.).	
Comprehension – Non-fiction	Listens to and comments on nonfiction texts read to them.	Beginning to understand that information can be retrieved from books and computers.	Understand that information can be retrieved from books and computers.	Explains how non-fiction books are used.	Retrieves and records information from non-fiction texts, making choices about how to present.	Retrieves and records information from non-fiction texts, making choices about how to present.	Distinguishes between statements of fact or opinion. Retrieves, records and presents information from non-fiction. Selects useful reference material to conduct research.	Distinguishes between statements of fact or opinion. Retrieves, records and presents information from non-fiction.
Comprehension – Discussing reading	Describes main story settings, events and principal characters. Shows an interest in illustrations and print in books and print in the environment.	With support can express views about events or characters in the story and answer questions about why things happen. Shows an interest in	Can sometimes contribute ideas to discussion; with prompts remembers significant events/key information; and, with support, follows rules for effective discussion.	Participates in discussions about books, poems and other works that are read to them and those that they can read themselves, taking turns and listening to what others say. Explains and discusses their understanding of books, poems and	Participates in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participates in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Discusses personality and	Participates in discussions about books/texts read, building on their own and others' ideas and challenging views courteously.	Recommends books that they have read to their peers, giving reasons for their choices (Book Review). Participates in discussions about books/texts read building

	Shows curiosity and asks questions about pictures or text.	<p>illustrations and print in books and print in the environment.</p> <p>Describes main story settings, events and principal characters.</p> <p>Selects stories that (s)he relates to.</p> <p>Expresses some opinions about the meaning of a story.</p> <p>Shows empathy for characters in a story.</p>	<p>Can express views about events or characters in the story and clearly explain their understanding of what is read to them.</p> <p>Expresses some emotions as they read a narrative.</p> <p>Makes connections to their own experiences when listening to stories being read.</p>	<p>other material, both those that they listen to and those that they have read for themselves.</p> <p>Begins to compare and contrast characters.</p>		<p>behavior of storybook characters, commenting on reasons why they may react in particular ways.</p> <p>Discusses and compares own interpretation of information provided in images, print, media and advertising.</p> <p>Identifies the main purpose and comments on using relevant information from the text.</p>	<p>Analyzes actions or events in texts.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Begins to provide reasoned justifications for their views.</p> <p>Formulates questions to do with a text.</p>	<p>on their own and others' ideas and challenging views courteously.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provides reasoned justifications for their views.</p>
Reading strategies	Engages with shared reading of familiar texts or rhymes with reoccurring language patterns.	<p>Role plays "reading" known texts from memory.</p> <p>Listen attentively and respond to</p>	Listens attentively, responds actively and anticipates possible outcomes to a story being read.	<p>Reads using a combination of pictures, words and letters.</p> <p>Works out unknown words by sounding out, using letter patterns,</p>	Sequences events in a story where order is determined by conjunctions that effect conditions, time, and space.	Begins to summarize text to strengthen understanding orally and in writing.	Begins to summarize text to strengthen understanding orally and in writing.	<p>Summarizes text to strengthen understanding.</p> <p>Begins to compare and contrast characters in the book to</p>

	<p>Enjoys listening to stories being read.</p> <p>Begins to choose a picture book and read for pleasure.</p>	<p>stories being read aloud.</p> <p>Tells a story based on labeled pictures or pictures only.</p> <p>Attempts to “read” using a combination of pictures, words, and letters.</p> <p>Participates in shared reading, joining in with rhymes and responds to simple questions.</p> <p>Reads aloud the written names of some children of the class- using the first letter /visual features of the word.</p>	<p>Read aloud repetitive phrases and sentences that have some high frequency words and simple oral language patterns.</p> <p>Reads by matching what is said with what is written.</p> <p>Uses knowledge of words/ sentence structures to predict words.</p> <p>Uses reading strategies eg- look at illustrations, reread, read on, initial sounds, sounding out.</p> <p>Participates in learning engagements involving reading aloud and reciting rhymes.</p>	<p>looking at sentence content, and asking “does it make sense?”</p> <p>Identifies errors when: meaning is lost, sentences are grammatically incorrect, letters and sounds do not match.</p> <p>Actively participates in guided reading, observing and applying reading behaviors and interacting effectively with the group.</p> <p>Uses reading strategies independently.</p> <p>Can tell the difference between fiction and nonfiction texts.</p> <p>Shows literal comprehension by retelling what they have read, identifying the main idea where explicitly stated.</p> <p>Completes simple cloze activities (fill-in the missing words) where</p>	<p>(before, after, because, until).</p> <p>Sequencing events up to 6 events.</p>	<p>Compares and contrasts characters within a single story.</p> <p>Begins to use skills such as skimming and scanning to locate information.</p>	<p>Begins to compare and contrast characters in the book to themselves, other texts, and world events orally and in writing.</p> <p>Begins to use skills such as skimming and scanning to locate information.</p> <p>Begins to paraphrase paragraphs, pages, and stories.</p>	<p>themselves, other texts, and world events.</p> <p>Uses a wide range of strategies to locate information (e.g.: skimming and scanning and graphic organizers).</p> <p>Paraphrases paragraphs, pages, and stories.</p>
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				<p>words or pictures have or have not been given.</p> <p>Begins to recognize cause and effect in a piece of writing. Retells the key points, using character and setting description.</p> <p>Begins to find the main idea where explicitly stated.</p> <p>Completes sentences copied from the text.</p> <p>Paraphrases a sentence at their reading level.</p> <p>Sequences text/events up to 4 events taken directly from the text.</p> <p>Answers questions related to information explicitly stated.</p> <p>Orders steps from a procedural text.</p>				
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Written Language - Writing

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer's ability to communicate his or her intention and share meaning takes precedence over accuracy and the application of skills. Accuracy and skills grow out of the process of producing meaningful communication.

Overall Expectation

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.	Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.	Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.	Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.	Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Conceptual understandings and Grade level indicators

Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing.	People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters).	We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of	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.	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.
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Talking about our stories and pictures helps other people to understand and enjoy them.	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.	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.	The way we structure and organize our writing helps others to understand and appreciate it. Re-reading and editing our own writing enable us to express what we want to say more clearly.	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.
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	KG1	KG2	KG3	Class 1	Class 2	Class 3	Class 4	Class 5
Phonic and whole word spelling	Hears the initial sounds in words. Recognizes part of own name.	Begins to segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Able to match some upper- and lower-case letters and match the sounds of letters. Can recognize	Begins to spell some of the first 100 high frequency words. Can make phonically plausible attempts tricky words, some are correctly spelt. Attempts to segment words and can hear/ recall the beginning letter and sometimes the end letters of words.	Segments spoken words into phonemes (sounds) and representing these by graphemes (letters), spelling many correctly. Using alternative graphemes (letters) to represent a familiar phoneme (sound) including a few common homophones. Distinguishes between some basic homophones	Spells further homophones. Spells words that are often misspelled. With support can use some letter names to distinguish between alternative spellings of the same sound.	Spells further homophones. Spells words that are often misspelled.	Spells some words with silent letters (e.g. knight, solemn, thumb). Continues to distinguish between homophones and other words which are often confused. Able to draw on a range of known root words to correctly spell inflected words and other words related by meaning (ordinary to spell extraordinary and ordinarily)	Continues to spell words with silent letters (e.g. knight, solemn, thumb). Continues to distinguish between homophones and other words which are often confused. Able to draw on a range of known root words to correctly spell inflected words and other words

		<p>some letters of the alphabet (knows letters in own name).</p> <p>Can recreate their name using manipulatives.</p>	<p>Begins to recognize and can write all upper- and lower-case letters and match the sounds and names of letters.</p> <p>Can write their own name, without copying.</p> <p>Writing (and reading) Jolly phonics book 1-6.</p>	<p>and near-homophones (quite / quiet).</p> <p>Can correctly spell the days of the week.</p> <p>Can use letter names to distinguish between alternative spellings of the same sound.</p> <p>Writing (and reading) Jolly phonics book 7.</p>				<p>related by meaning (i.e., government, muscle and guarantee).</p>
Other word building spelling	<p>Sometimes gives meaning to the marks as they draw and paint.</p>	<p>Gives meaning to the marks they make as they draw, write and paint.</p>	<p>With support can use suffixes - ing, -ed, -er and - est in own writing.</p>	<p>Learns the possessive apostrophe (singular) for example, the girl's book.</p> <p>Learning to spell words with contracted forms.</p> <p>Uses plurals in writing (e.g., dogs,</p>	<p>Places the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's).</p> <p>Can independently</p>	<p>Places the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p>	<p>Uses further prefixes and suffixes and understands the guidelines for adding them.</p> <p>Uses the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p>	<p>Uses further prefixes and suffixes and understands the guidelines for adding them.</p> <p>Uses the first three or four letters of a word to check spelling, meaning or</p>

				<p>babies). Can use suffixes -ing, -ed, -er and -est in own writing.</p> <p>Adds suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>With support can use -s or -es.</p>	<p>and with some inconsistencies use -s or -es.</p> <p>Uses prefixes and understands how to add them.</p> <p>Uses further suffixes and understands how to add them.</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Uses prefixes and understands how to add them.</p> <p>Uses further suffixes and understands how to add them.</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary.</p>		<p>both of these in a dictionary.</p>
Handwriting	<p>“Pretends” to write a string of marks and uses pictures.</p>	<p>Begins to demonstrate “finger writing”.</p> <p>Recognizes that print is needed and is beginning to experiment with symbols and letters.</p> <p>Writes in sand, in the air, fingerpainting</p>	<p>Can sit correctly at a table and with support holds the pencil usually using the correct pencil grip in the preferred hand.</p> <p>Can write letters, most of which are correctly</p>	<p>Forms lower-case letters of the correct size relative to one another.</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Correctly forms all letters.</p> <p>Uses a refined pencil grip to write more fluently and legibly.</p> <p>Practices handwriting in appropriate handwriting</p>	<p>Continues to correctly form all letters.</p>	<p>Increases legibility, fluency and speed in handwriting.</p>	<p>Maintains legibility, fluency and speed in handwriting.</p>

		etc. to develop motor skills needed to write.	<p>formed.</p> <p>Can correctly form most capital and lower-case letters.</p> <p>Can independently write all digits 0- 9, most of which are correctly formed.</p> <p>Begins to write in appropriate handwriting practice book.</p> <p>Demonstrates 1:1 correspondence between written and spoken word.</p> <p>Writes from left to right and leaves spaces between words.</p>	<p>Uses spacing between words that reflect the size of the letters.</p> <p>Practices handwriting in appropriate handwriting practice book.</p> <p>Consistently uses correct pencil grip, placement, and posture.</p> <p>Begins to write more fluently.</p>	practice book.			
Contexts and ideas for writing, audience and purpose	Participates when teacher and students interactively	Understands that writing conveys meaning.	Writes own name and other things such as labels and	Shows point of view in writing (e.g. persuasion and evaluation)	Discusses writing similar to that which they are planning to write	Discusses writing similar to that which	Drafts and writes by selecting the appropriate grammar and structure for	Drafts and writes by selecting the appropriate grammar and

	<p>construct recounts using pictures and captions.</p>	<p>Understands people write to communicate.</p> <p>Dictates captions for pictures while teacher scribes.</p> <p>Can assign meaning to own symbols.</p>	<p>captions.</p> <p>Is aware that writing and drawing differ.</p> <p>Uses simple language structures (E.G. I see... I like... I can...).</p> <p>Begins to write about familiar events, personal experiences and feelings.</p> <p>Begins to read back own writing.</p>	<p>on a basic level.</p> <p>Writes narratives about personal experiences and those of others (real and fictional).</p> <p>Can write about real events (recounts).</p> <p>Can write a poem.</p> <p>Can write for different purposes (descriptions, procedures, captions, recounts).</p> <p>Can read back own writing.</p>	<p>in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Understands and writes for different purposes and across a range of genres.</p> <p>Experiments with writing new text-types.</p> <p>Begins to write a text that is organized and integrated around a theme.</p>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Expresses a viewpoint through writing.</p> <p>Writes a growing range of fiction and non-fiction texts.</p>	<p>purpose and audience.</p> <p>Usually draws on what they have learned about how authors develop characters and settings to help them to create their own.</p> <p>Expresses a viewpoint clearly through writing.</p> <p>Writes a range of texts independently.</p> <p>Uses the writing cycle to compose fictional texts.</p> <p>Composes non-fiction texts by retrieving recording and organizing information appropriate to the purpose and audience.</p> <p>Focuses on a chosen topic and provides detail</p>	<p>structure for purpose and audience.</p> <p>Draws imaginatively on what they have learned about how authors develop characters and settings to help them to create their own.</p> <p>Point of view is mostly sustained throughout writing.</p> <p>Crafts a range of texts demonstrating control over all elements.</p> <p>Uses the writing cycle to compose fictional texts.</p> <p>Composes non-fiction texts by retrieving</p>
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							<p>and examples.</p> <p>Writes about less familiar topics using a descriptive style.</p> <p>Writes a clear and engaging story (minimum 2 pages).</p>	<p>recording and organizing information appropriate to the purpose and audience.</p> <p>Writes texts that draw upon and organize information from a range of sources and combine parts of it.</p> <p>Organizes the structure of a writing more effectively (heading, subheading, bullet points, numerically).</p>
Planning and drafting writing/ Sequencing	Begins to present a set of pictures in a logical sequence.	Presents a set of pictures in a logical sequence.	<p>Plans a story by saying or drawing it first using pictures or symbols.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Plans, draws or says out loud what they are going to write about.</p> <p>Writes down ideas and/or key words, including new vocabulary With support can decide on a topic</p>	<p>Discusses and records ideas.</p> <p>Begins to compose and rehearses sentences (including dialogue), progressively building a varied</p>	<p>Discusses and records ideas.</p> <p>Composes and rehearses sentences (including dialogue), progressively building a varied and rich</p>	<p>Plans their writing by: noting and developing initial ideas, drawing on reading and research when necessary.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs</p>	<p>Plans their writing by noting and development initial ideas, drawing on reading and research when necessary.</p> <p>Uses a wide range of devices</p>

			<p>With support can compose a sentence orally ready to replicate it in writing.</p> <p>Develops an awareness that writing a text usually has a beginning and an end.</p> <p>Begins to use correct time-sequencing words with teacher prompting (first, then, next, etc.).</p> <p>Presents 3 or more words to construct a logical sentence.</p> <p>Begins to use some of the "6 W's" (Who, What, Where, When, Why, How) to respond to</p>	<p>for writing and say what they will write about.</p> <p>When writing short narratives, some ideas are linked together.</p> <p>With support re-reads what they have written to check that it makes sense.</p> <p>Can usually decide on a topic for writing and say what they will write about.</p> <p>When writing short narratives, ideas are sequenced appropriately (beginning, middle and end) and is beginning to be able to put things right if it doesn't.</p> <p>Begins to use correct time-sequencing words</p>	<p>and rich vocabulary and an increasing range of sentence structures.</p> <p>Begins to organize paragraphs around a theme.</p> <p>Creates narratives to include settings, characters and plot.</p> <p>Uses headings and sub-headings in information writing.</p> <p>Encapsulates what they want to say, sentence by sentence with support.</p> <p>Begins to develop paragraphing skills with</p>	<p>vocabulary and an increasing range of sentence structures.</p> <p>Plans narrative and non-fiction text into paragraphs before they begin to write.</p> <p>Creates narratives that include settings, characters and plot.</p> <p>Uses headings and sub-headings, bullet points and underlining in non-narrative writing.</p> <p>Can write 3-5 paragraphs containing 3 or more sentences in a logical</p>	<p>Writes pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.</p> <p>Selects appropriate grammar and vocabulary, understanding how changes enhance meaning.</p> <p>Uses further organizational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Beginning to vary sentence structure for effect.</p> <p>Can write 4-5 paragraphs with 4 or more well developed sentences.</p>	<p>to build cohesion within and across paragraphs.</p> <p>Writes pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.</p> <p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Uses further organizational and presentational devices to structure text and to guide the</p>
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			<p>questions.</p>	<p>with teacher prompting (first, then, next, etc.).</p> <p>Begins to use some of the “6 W’s” (Who, What, Where, When, Why, How) to respond to questions.</p>	<p>support (beginning, middle, end).</p> <p>Begins to understand that paragraphs have main ideas.</p> <p>Sequences sentences so that ideas have cohesion and flow.</p> <p>Uses time sequencing words correctly (first, then, next, etc.).</p> <p>Reflects on what he/she wants to tell the reader.</p> <p>Plans writing using key words/phrases.</p> <p>Begins to use planning tools and graphic organizers.</p>	<p>order with support for a main idea.</p> <p>Begins to talk about steps needed to produce a draft and make decisions about the final outcome and key ideas mentioned.</p> <p>Uses planning tools to map their writing developing phrases sentences and paragraphs.</p>	<p>Uses transition words/connectives and paragraphs to construct logical order.</p> <p>Organizes ideas into sections such as: paragraphs bullet points, numerically, where each section deals with a set of related ideas.</p> <p>Writes a main idea with more detailed supporting ideas that are clearly presented and organized in a logical way.</p> <p>Uses pronouns for the flow of writing.</p> <p>Write and organize texts in a logical order and sequence in terms of time, topic, details problem/ resolution.</p>	<p>reader (for example, headings, bullet points, underlining).</p> <p>Varies sentence structure for effect.</p> <p>Selects content and form depending on the purpose of writing and can describe said purpose.</p>
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							Plans drafts by mapping ideas into paragraphs.	
Editing writing		<p>Can sometimes make comments on what they have drawn.</p> <p>Begins to contribute changes to jointly constructed texts, written by the teacher.</p>	<p>Contributes to jointly constructed texts, student's writing.</p> <p>Can sometimes make comments on what they have written.</p> <p>Can listen and sometimes respond by making comments in discussion with teacher about what they have written.</p> <p>Can read back what they have written.</p> <p>Begins to check for spacing and correct letter formation.</p>	<p>Evaluates writing with the teacher and other pupils.</p> <p>Begins to re-read to check that writing makes sense and that verb tenses are correctly and consistently used.</p> <p>Begins to proofread to check for errors in spelling, grammar and punctuation (for sentences punctuated correctly).</p> <p>With support can read written work to themselves or others to see if it makes sense.</p>	<p>Assesses the effectiveness of their own and others' writing and suggest improvements.</p> <p>Begins to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (with scaffolding).</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Re-reads to check writing makes sense and that verbs to indicate time are used correctly and consistently,</p>	<p>Assesses the effectiveness of their own and others' writing and suggest improvements.</p> <p>Begins to Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences with less support.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Begins to use time order words.</p> <p>Begins to write in the 3rd person.</p> <p>Writes a</p>	<p>Assesses the effectiveness of their own and others' writing and suggest improvements.</p> <p>Gives feedback on and edits vocabulary, grammar and punctuation to make writing clearer.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Proofreads for spelling and punctuation errors including the use of, commas and hyphens for effect on purpose and audience.</p> <p>Ensuring correct subject and verb agreement when</p>	<p>Assesses the effectiveness of their own and others' writing and suggest improvements.</p> <p>Gives feedback on and edits vocabulary, grammar and punctuation to make writing clearer.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Proofreads for spelling and punctuation errors including the use of brackets, commas and hyphens for effect on</p>

					<p>including verbs in the continuous form.</p> <p>Begins to use connectives to link together and sequence ideas.</p> <p>Begins to use some different sentence structures (simple compound, complex).</p>	<p>combination of simple and compound sentences within a text to enhance writing and provide more detail.</p>	<p>using singular and plural and selects appropriate vocabulary to distinguish between formal and information writing.</p> <p>Uses correct time order words.</p> <p>Uses a variety of sentence/story starters (E.G., You're probably wondering/ One dark and gloomy night...).</p> <p>Is able to write a combination of simple, compound, and complex sentences with a variety of sentence beginnings using consistent verb tense.</p>	<p>purpose and audience.</p> <p>Ensuring correct subject and verb agreement when using singular and plural and selects appropriate vocabulary to distinguish between formal and informal and speech writing.</p>
Performing writing		With support can "read aloud" own drawing clearly enough to be	Can read their writing aloud clearly enough to be heard by their peers	Reads aloud what they have written with appropriate intonation to make the meaning	Reads aloud their own writing, to a group or the whole class,	Reads aloud their own writing, to a group or the whole class,	Performs own work to a group with confidence using appropriate intonation,	Performs own work to a group with confidence using

		heard by a small group.	and teacher.	clear. Shares writing confidently with an audience and listens to feedback.	using appropriate intonation and controlling the tone and volume so that the meaning is clear. Shares writing with an audience and begins to seek and respond to feedback.	using appropriate intonation and controlling the tone and volume so that the meaning is clear.	volume and movement so that the meaning is clear.	appropriate intonation, volume, and movement so that the meaning is clear.
Vocabulary	Begins to identify labels, signs and captions in the classroom and say what they do.	Identifies labels, signs and captions in the classroom and say what they do.	Can usually leave spaces between words. Is able to use some unit related vocabulary from class lists or brainstorm.	Uses expanded noun phrases to describe and specify (for example, the blue butterfly). Uses some descriptive techniques to make writing interesting and engage the reader (e.g., similes). Explains what some of these words mean:	Creates new words using a range of prefixes including super, anti and auto. Identifies word families based on root words (e.g., Solve, solution, dissolve, and insoluble). Selects and uses vocabulary which will have an effect on the reader (e.g.,	Forms nouns using prefixes (e.g., super, anti). Identifies word families based on root words, e.g., solve, solution, dissolve, and insoluble. Uses vocabulary for effect. Begins to use expanded noun	Uses thesaurus. Uses expanded noun phrases to convey complicated information concisely. Changes nouns or adjectives into verbs by adding suffixes (e.g. -ate, -ize, (ise) -ify). Understands verb prefixes (e.g., dis-, de-, mis-, over-,	Uses thesaurus. Uses adverbs, prepositional phrases and expanded noun phrases to convey complicated information concisely. Changes nouns or adjectives into verbs by adding suffixes (e.g. -ate, -ize (ise), -

				<p>noun verb, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma.</p> <p>Uses a variety of sentence openers to add interest to writing.</p> <p>Consistently uses basic unit/topic related vocabulary from class lists and brainstorm.</p>	<p>similes, personification, alliteration, etc.).</p> <p>Explains what some of these words mean: word family, prefix, direct speech, consonant, vowel, inverted commas.</p> <p>Defines characters and settings using simple metaphors or other figurative language.</p>	<p>phrases to convey complicated information concisely.</p> <p>Begins to use similes/ metaphors to help present a message.</p> <p>Attempts to use topic/unit-related vocabulary.</p> <p>Experiments using 5 senses in their writing.</p>	<p>re-) Uses precise topic/unit related vocabulary.</p> <p>Write texts that use figurative language.</p>	<p>ify) Uses precise topic/unit related vocabulary.</p> <p>Write texts that use figurative language.</p> <p>Uses a range of vocabulary effectively.</p>
Grammar			<p>Begins to join words and clauses with "and".</p> <p>Begins to identify vowels and consonants.</p> <p>Prints many upper-and</p>	<p>Uses subordination in sentences (when, if, that, because). and co-ordination in sentences (and, but, or). Uses compound words (e.g. whiteboard, superman).</p>	<p>Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Understands the use of the</p>	<p>Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Extends the range of</p>	<p>Adds information to sentences using relative clauses (e.g., who, which, that, where, when).</p> <p>Uses modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Adds information to sentences using relative clauses (e.g., who, which, that, where, when).</p> <p>Uses modal verbs or adverbs</p>

			<p>lowercase letters.</p> <p>With guidance and support, distinguishes between letters and other symbols or shapes.</p> <p>Uses frequently occurring nouns and verbs.</p> <p>With guidance and support, identifies objects or other symbols that represent familiar nouns.</p> <p>Forms regular plural nouns orally by adding /s/ (e.g., <i>dog, dogs</i>).</p> <p>Understands and uses question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p>Begins to understand the use of the suffixes, -er and ness in nouns, -er and ness in nouns, -er, -est, -ful and -less in adjectives and the use of the -ly to turn adjectives into adverbs.</p> <p>Uses sentences with different forms in writing (e.g. statements, questions, commands & exclamation).</p> <p>Uses present tense and past tense correctly and with growing consistency.</p> <p>Prints all upper- and lowercase letters</p> <p>Writes letters from own name.</p> <p>Begins to use common, proper and possessive nouns.</p>	<p>suffixes, -er and ness in nouns, -er, -est, -ful and -less in adjectives and the use of the -ly to turn adjectives into adverbs.</p> <p>Extends the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Uses the present perfect tense of verbs in contrast to the past tense.</p> <p>Uses the correct form of 'a' or 'an.'</p> <p>Uses adjectives to provide more information about nouns.</p>	<p>sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Uses conjunctions, adverbs and prepositions to express time and cause, included fronted adverbials.</p> <p>Uses the present perfect tense of verbs in contrast to the past tense.</p> <p>Uses the correct form of 'a' or 'an'.</p> <p>Explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in</p>	<p>Uses the perfect tense (e.g., past and present).</p> <p>Uses connectives to build cohesion, including adverbials of time, place and number.</p> <p>Uses relative pronouns (<i>who, whose, whom, which, that</i>).</p> <p>Uses possessive pronouns.</p> <p>Forms and uses the following verb tenses (past, present, future: simple, perfect, continuous).</p> <p>Uses modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>Orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i></p>	<p>to indicate degrees of possibility.</p> <p>Uses the perfect tense (e.g., past and present).</p> <p>Uses passive verbs appropriately.</p> <p>Uses devices to build cohesion, including adverbials of time, place and number.</p> <p>Understands the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p> <p>Explain the function of</p>
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			<p>With guidance and support, answers simple questions (e.g., <i>who, what</i>).</p> <p>Uses the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>With guidance and support, demonstrates understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>Produces and expands complete sentences in shared language activities.</p> <p>With guidance and support, links two or more words together in communication.</p>	<p>With guidance and support, uses familiar nouns (e.g. own name, Mom, dog) in isolation.</p> <p>Forms regular plural nouns orally by adding /es/ (e.g., <i>wish, wishes</i>).</p> <p>Uses countable / uncountable nouns with accuracy.</p> <p>Uses singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).</p> <p>With guidance and support, produces noun + verb or verb + noun combinations).</p> <p>Uses personal, possessive and indefinite pronouns (e.g. <i>I, me, my they, them, their, anyone, everything</i>).</p>	<p>Begins to recognize singular and plural agreements for nouns through discussions.</p> <p>Uses common, proper and possessive nouns.</p> <p>Uses some collective nouns (e.g., <i>group</i>).</p> <p>Produces all letters.</p> <p>Forms and uses frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>Uses frequently occurring nouns (e.g., mom, dad, boy, girl).</p>	<p>particular sentences.</p> <p>Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</p> <p>Forms and uses regular and irregular plural nouns.</p> <p>Uses plural nouns.</p> <p>Uses abstract nouns (e.g., <i>childhood</i>).</p> <p>Forms and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>Recognizes and corrects</p>	<p><i>rather than a red small bag</i>).</p> <p>Use comparative and superlative adjectives to describe people or objects.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Use common prepositions (e.g., to, from, in, out, on, off, by, with).</p> <p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>Communicate using grammatically complete utterances.</p>	<p>conjunctions, prepositions and interjections in general and their function in particular sentences.</p> <p>Uses singular and plural nouns with matching verbs (e.g. <i>Sam eats, dogs eat</i>).</p> <p>Forms and uses the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.</p> <p>Uses verb tenses to convey various times, sequences, states and conditions.</p> <p>Use correlative conjunctions (e.g. <i>either/or, neither/nor</i>).</p>
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				<p>With guidance and support, uses familiar personal pronouns (e.g. <i>I, me and you</i>).</p> <p>Uses verbs to convey a sense of past, present and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>With guidance and support, uses familiar present tense verbs.</p> <p>Uses frequently occurring adjectives.</p> <p>With guidance and support, uses familiar frequently occurring adjectives. (e.g. <i>big, hot</i>).</p> <p>Uses frequently occurring conjunctions (e.g. <i>and, but, or, so, because</i>).</p>	<p>Uses reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>Uses frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him her, them</i>)</p> <p>Uses relative adverbs (<i>where, when, why</i>).</p> <p>Forms and used the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>Uses frequently occurring verbs.</p> <p>Uses adjectives and adverbs and chooses between them depending on what is to be modified.</p> <p>Uses frequently occurring adjectives.</p>	<p>inappropriate shifts in verb tense.</p> <p>Uses singular and plural nouns with matching verbs (e.g. <i>Sam eats, dogs eat</i>).</p> <p>Forms and uses regular and irregular verbs.</p> <p>Uses present and past tense verbs.</p> <p>Forms and uses the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>Ensures subject-verb and pronoun-antecedent agreement.</p> <p>Forms and uses comparative and superlative</p>	<p>Use frequently occurring conjunctions: <i>and, but, or, for, because</i>.</p>
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				<p>Uses determiners (e.g. articles, demonstratives).</p> <p>Uses frequently occurring prepositions (e.g. <i>during, beyond, toward</i>).</p> <p>With guidance and support, uses frequently occurring prepositions: <i>in, out, on, off</i>.</p> <p>Produces and expands complete simple and compound declaratives, interrogative, imperative and exclamatory sentences in response to prompts.</p> <p>With guidance and support, uses simple question words (interrogatives) (e.g. <i>who, what</i>).</p>	<p>Produces, expands, and rearranges complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>Links two or more words together in communication.</p>	<p>adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Uses coordinating and subordinating conjunctions.</p> <p>Produces utterances using three or more words.</p> <p>Produces simple, compound, and complex sentences.</p> <p>Asks simple questions.</p>		
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				<p>Uses 'this is / that is' and 'there is / there are' with accuracy.</p> <p>Uses 'I like / I don't like' accurately.</p> <p>Asks questions accurately.</p>				
Punctuation			<p>Begins to punctuate sentences with capital letters, full stops, question marks and exclamation marks although this is not always consistent.</p> <p>Capitalize the first word in a sentence and the pronoun I.</p> <p>Recognizes and names end punctuation.</p> <p>Writes a letter or letters for most consonant and</p>	<p>Can punctuate sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately.</p> <p>Begins to use capital letters for proper nouns and dates.</p> <p>Uses capital letters, full stops, question marks and explanation. Uses commas for lists.</p> <p>Locates first letter in own name when</p>	<p>Begins to use punctuation (quotation marks/ inverted commas) to indicate direct speech.</p> <p>Capitalizes holidays, product names, and geographic names along with other proper nouns.</p> <p>Uses commas in greetings and closing of letters</p> <p>Uses an apostrophe to form contractions.</p>	<p>Uses punctuation (quotation marks/ inverted commas) to indicate direct speech.</p> <p>Begins to use apostrophes to mark plural possession. Uses commas after fronted adverbials. Capitalizes appropriate words in titles</p>	<p>Uses brackets, dashes or commas to indicate parenthesis.</p> <p>Uses commas to clarify meaning or avoid ambiguity in writing.</p> <p>Continues to use punctuation (quotation marks/ inverted commas) to indicate direct speech.</p> <p>Uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Uses a comma before a coordinating</p>	<p>Uses a semi colon, colon and dash to mark the boundary between independent clauses and the use of the colon to introduce a list and the use of semi colons within a list.</p> <p>Uses bullet points to list information and uses hyphens to avoid ambiguity. Uses punctuation to separate items in a series.</p>

			<p>short-vowel sounds (phonemes).</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>presented with name.</p> <p>Use commas to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>With guidance and support, recognize that letters are used to create words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Generalizes learned spelling patterns when writing words (e.g., <i>cage badge; boy boil</i>).</p> <p>Identifies printed rhyming words with the same spelling pattern.</p> <p>Consults reference materials, including beginning dictionaries, as needed to check correct spellings.</p> <p>Consults print in the environment to support reading and spelling.</p>	<p>Capitalizes the first letter of a familiar place.</p> <p>Uses commas and quotation marks in dialogue.</p> <p>Uses an apostrophe to form and use possessives.</p> <p>Uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>Spells common high-frequency words accurately.</p> <p>Uses spelling patterns and generalizations (e.g., <i>word</i></p>	<p>conjunction in a compound sentence.</p> <p>Spells grade-appropriate words correctly, consulting references as needed.</p> <p>Spells words phonetically, drawing on knowledge of letter sound relationships, and/ or common spelling patterns.</p>	<p>Capitalizes names and the first word in a sentence.</p> <p>Uses a comma to separate an introductory element from the rest of the sentence.</p> <p>Uses a period (full stop) to mark the end of a sentence.</p> <p>Uses a comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), and to indicate direct address (e.g. <i>Is that you, Steve?</i>).</p> <p>Uses underlining, quotation marks or italics to indicate titles of works.</p>
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						<p><i>families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>Uses spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</p> <p>Consults reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Consults print in the environment to support reading and spelling.</p>	<p>Spells grade-appropriate words correctly, consulting references as needed.</p> <p>Spells untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.</p>
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<p>Publishing</p>		<p>Experiments with technology to produce a message.</p>	<p>Term 1- Uses 5mm lines with help lines (Only teachers write in notebooks).</p> <p>Term 2- Uses 6mm lines with help lines - students write in notebooks.</p> <p>Dates work with prompting.</p> <p>Illustrates own writing.</p> <p>Identifies some letters on a keyboard.</p>	<p>Presents writing in a neat and clean manner.</p> <p>Begins to understand that writing will be read by others and a final draft should be written neatly.</p> <p>Rewrites sentences and illustrates appropriately.</p> <p>Publishes writing in different formats (poster, book, story etc.).</p>	<p>Understands that writing will be read by others and a final draft should be written neatly.</p> <p>Experiments with publishing writing in different forms including electronically.</p> <p>Is able to accurately date work.</p>	<p>Understands that writing will be read by others and a final draft should be written neatly.</p> <p>Writes in print and electronic form.</p> <p>Names sources when writing with prompting.</p>	<p>Understands that writing will be read by others and a final draft should be written/ typed neatly.</p> <p>Names sources when writing with prompting.</p> <p>Uses available technology more regularly and consistently through the writing process.</p> <p>Uses layout and visuals to enhance the power of their texts.</p> <p>Selects and publishes a range of texts (2 per term).</p>	<p>Understands that writing will be read by others and a final draft should be written/ typed neatly.</p> <p>Names sources when writing.</p> <p>Uses available technology more regularly and consistently through the writing process.</p> <p>Selects and publishes a range of texts (3 per term).</p>
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