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.
	Concep	otual understandings and Grac	le level indicators	
Spoken words connect us with others.	The sounds of language are a symbolic way of representing ideas and objects.	Spoken language varies according to the purpose and audience.	Taking time to reflect on what we hear and say helps us to make informed judgments and form new	Spoken language can be used to persuade and influence people.
People listen and speak to share thoughts and feelings.	People communicate using different languages.	People interpret messages according to	opinions. Thinking about the perspective of	Metaphorical language creates strong visual images in our imagination.
People ask questions to learn from others.	Everyone has the right to speak and be listened to.	their unique experiences and ways of understanding.	our audience helps us to communicate more effectively and appropriately.	Listeners identify key ideas in spoken language and synthesize them to

			Spoken commu different from communication set of rules.		lang lang	e grammatical structu guage enable membe guage community to o h each other.	ers of a communicate	create their own und People draw on what know in order to infer from what they hear.	they already
	KG1	KG2	Kg3	Class 1		Class 2	Class 3	Class 4	Class 5
Speaking and Listening	 Begins to Retell a simple past event in correct order (e.g. went down slide, hurt finger). Begins to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them. Listens to others one to one or in small groups, when conversation interests them. 	Begins to retell a simple past event in correct order (e.g. went down slide, hurt finger).Begins to follow instructions involving several ideas or actions.Answers 'how' and 'why' questions about their experiences and in response to stories or events.Uses language to imagine and recreate roles and experiences in play situations.Uses talk to	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. Asks and answers questions; describes familiar people, places, events and provides details; adds drawings to provide additional detail.	Presents with confidence. Shares content that related to the topic Shares ideas fluent and with clarity. Stands up straight and establishes ey contact with the audience during the presentation. Forms sentences correctly and confidently. Expresses ideas wit the use of appropriate topic related vocabulary Good audibility wite most words pronounced correctly.	c. tly e ne th	Speaks for a sustained amount of time with confidence (working towards 5 mins). Shares content that is related to the topic. Shares ideas fluently and with clarity. Begins to stand up straight and establishes eye contact with the audience during the presentation. Forms sentences correctly and confidently.	Speaks for a sustained amount of time with confidence (working towards 5 mins). Shares content that is related to the topic. Shares ideas fluently and with clarity. Stands up straight and establishes eye contact with th audience durin the presentation. Forms sentence correctly and	time with confidence. (5 mins). Shares content that is related to the topic using appropriate topic-related vocabulary. Shares ideas fluently and with clarity. Stands up straight and establishes eye contact with the audience	Speaks for a sustained amount of time with confidence (working towards PYPX). Shares content that is related to the topic. Shares ideas fluently and with clarity. Stands up straight and establishes eye contact with the audience during the presentation. Forms sentences correctly and
	Listens to stories with increasing	organize, sequence and	and expresses				confidently.		confidently.

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

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

	key events and	models they have			
	phrases in	created.			
	rhymes and				
s	stories.	Begins to listen to			
		and enjoy stories			
ι (()	Uses language to	read aloud with			
a	address their	less pictures.			
l r	needs, express				
	feelings and	Follows simple			
	opinions.	multistep			
		classroom			
N	Names	instructions.			
	classmates,				
	teacher, and	Distinguishes			
	familiar school	between			
	objects.	beginning, middle,			
	2	and ending sounds			
	Listens and	of words with			
	responds to	increasing			
	picture books,	accuracy.			
	showing				
	pleasure and	Predicts likely			
	demonstrating	outcomes when			
	their	listening to a story			
	understanding	read aloud.			
	through				
	gestures,				
	expressions,				
	and/or words.				
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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.
	Conceptua	l understandings and Grade le	evel indicators	
Visual language is all around us. The pictures, images, and symbols in our environment have meaning.	People use static and moving images to communicate ideas and information. Visual texts can immediately	Visual texts can expand our database of sources of information. Visual texts provide	Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves	The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their
We can enjoy and learn from visual language.	gain our attention. Viewing and talking about the images others have created helps	alternative means to develop new levels of understanding.	making an informed judgment about the intention of the message.	previous experiences, preferences and perspectives. Knowing about the techniques used

	us to understand and cr own presentations.		forms of enhance ideas an Differen produce				in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.		
KG1	KG2	KG3		Class 1	Class 2	Class 3	Class 4	Class 5	
ViewingBegins to respond to visual information showing understanding through play, gestures, and facial expressions.Begins to become aware of familiar sign and labels in school and familiar placesBegins to make personal connections to visual texts, fo example, a picture book	Responds to visual information showing understanding through play, gestures, and facial expressions. Begins to Recognize the familiar signs labels and s logos, (eg- pedestrian walking sign, emergency exit sign, no dogs allowed, identify) and find similarities	Begins to an to visual information showing understand through discussions questions a role play. Makes pers connection different vis texts and information Begins to recognize IG iconograph follow pron to access programs o activate dev (iPads).	n, ling ,, and sonal s to sual n. CT y and npts or	Confidently attends to visual information, showing understanding through discussions, questions and role play. Recognizes ICT iconography and follow prompts to access programs or activate devices (iPads). Relates to different contexts presented in visual texts according to their own experience. For example: "That looks like my uncles farm."	Views visual information and shows understanding by asking relevant questions. Begins to discuss their own feelings in response to visual messages, listen to other responses and realize that people react differently. Begins to view a range of visual language formats and discuss their	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). Interprets visual cues in order to analyze and make inferences about the intention of the message.	Recognizes and names familiar visual texts and explain why they are or are not effective. 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. Interprets visual cues in order to analyze and make inferences	Realizes that visual presentations have been created to reach out to an audience, and influence the audience in some way. Discusses the effects of visual presentations and how they influence the audience. Identifies elements and techniques that make advertisements, logos and symbols	

mak	king friends	personal	Shows	Observes and	For example:	Understands	intention of	draw on this
in a l	new	connections	appreciation in	discusses illustrations	film/video,	and explains	the message.	knowledge to
situa	lation.	to visual texts,	picture books by	in picture books and	posters, radio,	how visual		create their
		for example, a	selecting and "re-	simple reference	songs.	effects can be	Discusses	own visual
		picture book.	reading" familiar	books, commenting	-	used to reflect	and explains	effects.
			books.	on the information	Understands	a particular	visual	
		Listens to		being conveyed.	that text and	context.	images and	Examines and
		terminology	Begins to talk		illustrations		effects using	analyzes text and
		associated with	about their own	Confidently talks	work together	Views,	appropriate	illustrations in
		visual texts and	feelings in	about their own	to convey	responds to	terminology.	reference
		understand	response to visual	feelings in response to	information	and describes	For example:	materials (books
		terms such as	messages.	visual messages.	and begins to	visual	images,	and online text).
		color, shape and	-		explain how	information,	symbols,	''
		size.			this enhances	communicating	graphics,	
					understanding.	and	balance,	
		Shows			0	understanding	technique	
		appreciation in			Begins to	in oral, written	and	
		picture books by			observe and	and visual	composition.	
		selecting and "re-			discuss visual	form.		
		reading" familiar			presentations,		Discusses a	
		books, focusing			make	Discusses their	range of	
		on favorite pages.			suggestions	own feelings	different	
					about why	in response to	visual	
					they have	visual	language	
					been created.	messages and	formats,	
						realizes that	appreciate	
						people react	and describe	
						differently.	why	
						uncrently.	particular	
							formats are	
							selected to	
							achieve	
							particular	
							effects.	
							chects.	
							Understands	

							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.	Begins to use body language in role play to communicate ideas and feelings visually. Begins to realize that shapes, symbols and color have meaning in presentations. Uses some techniques to practice and develop handwriting, ICT, and presenting skills with support. Begins to apply skills to search for, record, and present information from a	Realizes that shapes, symbols and color have meaning and uses them in presentations. Uses actions and body language to re- enforce and add meaning to oral presentations. Uses a variety of techniques to practice and develop handwriting, ICT, and presenting skills.	Views visual information and shows understanding by asking relevant questions. Begins to discuss their own feelings in response to visual messages, listen to other responses and realize that people react differently.	Begins to prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications. Continues to practice designing posters and charts using shapes, colors, symbols, layout and fonts to achieve particular effects.	Designs posters and charts using shapes, colors, symbols, layout and fonts to achieve particular effects and explain how the desired effect is achieved. Independently views, responds to and describes visual information, communicating understanding in oral, written and visual form.	Applies knowledge of presentation techniques in original and innovative ways and explain their own ideas for achieving desired effects.

	variety of media			
	and text.			

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	Learners show an	Learners show an understanding	Learners show an understanding	Learners show an understanding of the
that print represents the real or	understanding that language	that text is used to convey	of the relationship between	strategies authors use to engage them.
the imagined world. They know	can be represented visually	meaning in different ways and	reading, thinking and reflection.	They have their favorite authors and can
that reading gives them	through codes and symbols.	for different purposes—they are	They know that reading is extending their world, both real	articulate reasons for their choices.
knowledge and pleasure; that it can be a social activity or an	They are extending their data bank of printed codes and	developing an awareness of context. They use strategies,	and imagined, and that there is a	Reading provides a sense of accomplishment, not only in the
individual activity. They have a	symbols and are able to	based on what they know, to	reciprocal relationship between	process, but in the access, it provides
concept of a "book", and an	recognize them in new	read for understanding. They	the two.	them to further knowledge about, and
awareness of some of its	contexts. They understand that	recognize that the structure and	Most importantly, they have	understanding of, the world.
structural elements. They use	reading is a vehicle for learning,	organization of text conveys	established reading routines and	
visual cues to recall sounds and	and that the combination of	meaning.	relish the process of reading.	
the words they are "reading" to	codes conveys meaning.	5		
construct meaning.				
	Concept	tual understandings and Grade	e level indicators	
Illustrations convey	The sounds of spoken	Different types of texts serve	Reading and thinking work together	Authors structure stories around
meaning.	language can be	different purposes.	to enable us to make meaning.	significant themes.
	represented visually.			
Print conveys meaning.		What we already know enables	Checking, rereading, and correcting	Effective stories have a structure,
	Written language works	us to understand what we read.	our own reading as we go enable us	purpose, and sequence of events (plot)
People read for pleasure.	differently from spoken		to read new and more complex	that help to make the author's intention
	language.	Applying a range of strategies	texts.	clear.
Stories can tell about imagined		helps us to read and understand		
worlds.	Consistent ways of recording	new texts.	Identifying the main ideas in the	Synthesizing ideas and information
Deinste die fermentiene een te li	words or ideas enable		text helps us to understand what	from texts leads to new ideas and
Printed information can tell	members of a language	Wondering about texts and	is important.	understanding.

about the real world.		People read to learn. The words we see and hear enable us to create pictures in our minds.		understand the 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	
There are established setting out print and books.								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: Re Red 2B Selects an reads favo texts for enjoymen	d re- orite	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 Recognize 100 HF wc	s first	Lexile: 150-300's Recognizes first 200- 300 HF words.	Lexile: 300-500's Recognizes first 300- 400 HF words.	Lexile 500-700's Recognizes first 400- 500 HF words.	Lexile- 700- 800's Recognizes all 500 HF words.	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 environmenta	 sound in words. Begins to read some simple words. Begins to apply 	With supp apply phot knowledge decode we (hand, cre park). Can read t correct so to phase 6	nic e to ords am, :he unds	Continues to apply phonic knowledge and skills as the root to decode words until automatic decoding has become embedded and	Applies knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. Reads further	Applies knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words.	Applies their growing knowledge of root words, prefixes, and suffixes (morphology and etymology) both to read aloud and to	Applies their growing knowledge of root words, prefixes, and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new
	(classroom) print. (e.g. name labels	phonic knowledge to decode words.	Phonics).		reading is more fluent.	exception words, noting the unusual	Reads further exception words,	understand the meaning of new words.	words. Works out

labels like "Chair")can accurately read by binding sounds taught.carurately read words by blending the taught sounds to phase 6.books closely matched to specific phonic knowledge, sounding out unfamiliarbetween speling and sound, and where these word.the 'meanings of unfamiliar words by using information info	and object	With support	Begins to	Reads aloud	correspondences	noting the	Works out	the
"Chair")read by blending blending sounds staught.words by blending the taught sounds the taught sounds the taught sounds to phase 6.matched to sound, and sound, and sound, and sound, and sound, and sound, and words occur in the occur in a word.meanings of unfamiliar words by using information from other sentences.of unfamiliar words by using unfamiliar words by using information from other sentences.of unfamiliar words by using information from other sentences.of unfamiliar words by using information from other sentences.of unfamiliar words by using information from other sentences.of unfamiliar words by using information from other sentences.of unfamiliar words by using information from other sentences.Recognizes and selects own mamed familiar words in text in actafer led activity.Can read sound apostrophe.Can sead sound and whout hesitation.Uses strategies the use of apostrophe recognizing that the same sound may be words.Uses from recognizing that the same sound may be of recognizing that the same sound may be to represent omitted inderesting of the alphabet.Matches sounds accurately by understands the using illustrations).Works out the meaning of unfamiliar words in text.Free sentences.Beeds accurately words in text in activity.Reads regular CVC understands the using activity.Reads regular CVC words of retters.Reads regular CVC regresent omitted increasing of the alphabet.Reads courtactions			•	books closely	between	•	the	meanings
blending sounds taught.the taught sounds to phase 6.heir improving phonic.sound, and where these occur in the words.between spelling and sound, and where these occur in the words.oftware words.unfamiliar words by using informationunfamiliar words by using informationReads 1- 2 words in environmental (classroom) print.Can read aloud. words in environmental (classroom) infit.Begins to read accurately.Uses strategies accurately.Uses strategies for working out the meaning of unfamiliar words in context.Uses strategies for working out the meaning of unfamiliar words in context.Uses strategies for working out the meaning of unfamiliar words in context.Sentences.Sentences.Recognizes and selects own name in print.and shows assorophe the use of a teacher led words.Reads accurately by blending the sounds taught so far the use of a teacher led words.Matches sounds accurately to a and sounds for letters.Matches sounds accurately to a and work out the use of sounds for letters.Matches sounds accurately to a and work out unfamiliar wordsMatches sounds accurately to a and work out the is aphabet.Matches sounds accurately to a and work out unfamiliar the is aphabet.Matches sounds accurately to a and work out unfamiliar the is aphabet.Matches sounds accurately the is aphabet.Matches sounds accurately and work out words in words in words in words in and one or more of its etters.Uses sounds for letters.Matek the sound	"Chair")		words by blending	matched to	spelling and	correspondences	meanings of	•
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1-3 of Jollytheir shape.syllables.of a word bycheck thePhonics.Phonics.suggestingmeaning of		Recognizes book			-			
Phonics. suggesting meaning of		0			0			
				-,				
			Begins to learn	Reads words	synonyms, using	words that		
sight/reading containing the context, the they have			•					
vocabulary. common suffixes. sentence, and read.				•		-		

		-	· · · · · · · · · · · · · · · · · · ·	1
Suggests rhyming	Can read most multi-	one or more of	Works out the	
words- ball/fall.	syllable words	its letters.	meanings of	
	containing taught		unfamiliar	
Attempts to use	sounds at phase 5	Practices putting	words using	
letters/ sound	(Jolly Phonics).	words in	context clues	
cues when		alphabetical	in the	
reading.	Reads further	order.	surrounding	
	tricky words		text.	
Begins to match	noting unusual	Begins to use		
written words	correspondence	dictionaries to		
with some familiar	between	check the		
objects and	spelling and	meaning of		
people (eg-	sound and	words that they		
cat/mom/son).	where these	have read.		
	occur in a			
Reads short	word.	Can usually draw		
familiar sentences		on their own		
in environmental	Organizes a group of	existing		
(classroom) print.	words with different	vocabulary to		
(,,	starting letters in	speculate on the		
With support,	alphabetical order (ex-	meaning of new		
draws on existing	apple, ball, cat, dog,).	words they		
vocabulary to		encounter and		
speculate on the	Discusses, clarifies and	explain the link		
meaning of new	questions the	they have		
words they	meanings of words,	noticed.		
encounter in	linking new meanings	noticeu.		
reading.	to known vocabulary.			
reauling.	to known vocabulary.			
Reading (and	Begins to guess the			
writing) Jolly	meaning of unknown			
phonics book 1-6.				
phonics book 1-0.	words by using the			
	surrounding text.			
	Dooding (and writing)			
	Reading (and writing)			
	Jolly phonics book.			

Comprehension-	Enjoys an	Can identify	Can listen	Listens to, discusses	Listens to and	Listens to and	Continues to	Continues to
Range of Reading	increasing	basic similarities	attentively to a	and expresses views	discusses a	discusses a	read and	read and discuss
Range of Reading	range of	and differences	wide range of	about a wide range of	range of fiction,	range of	discuss an	an increasingly
	books.	between their	short poems,	contemporary and	poetry, non-	fiction,	increasingly	wide range of
	50003.	own experiences	stories and non-	classic poetry, stories	fiction and	poetry, plays,	wide range of	fiction, poetry,
	Enjoys rhyming	and that of story	fiction.	and non-fiction at a	reference books	non-fiction	fiction, poetry,	plays, non-
	and rhythmic	characters and	netion.	level beyond that at	or textbooks.	and reference	plays, non-	fiction and
	activities.	demonstrates	Contributes	which they can read	of textbooks.	books or	fiction and	reference books
	activities.	understanding	relevant ideas	independently.	Reads books	textbooks.	reference	or textbooks.
	Listens and	through talk or	and thoughts to	independentiy.	that are	LEXIDOOKS.	books or	of textbooks.
	joins in with	role play with	discussion.		structured in	Reads books	textbooks.	Reads books
	stories.	support.	uiscussion.		different ways	that are	lexibooks.	that are
	3101103.	support.	Can identify basic		and reading for	structured in	Reads books	structured in
		Reads word	similarities and		a range of	different ways	that are	different ways
		family groups	differences		purposes.	and reading	structured in	and reading for
		(e.g. fat, cat,	between their		purposes.	for a range of	different ways	a range of
		sat).			Knows that	-	and reading	•
		satj.	own experiences and that of story		narrative books	purposes.	for a range of	purposes.
		Enjoys an	characters and		are structured in	Identifies		Makes
		increasing	demonstrates		different ways.	features that are	purposes.	comparisons within
		range of books.	understanding		unterent ways.	common to	Compares and	and across books.
		Talige of books.	through talk or			different	Contrasts within	
		Enjoys rhyming	role play.			versions of the	and across	Independently and
		and rhythmic	TOTE play.			same text.	books /texts and	confidently uses
		activities.				Same lext.	characters.	fiction and
		activities.				With support,	characters.	nonfiction books
		Listens and				uses fiction and	Independently	for particular
		joins in with				nonfiction books	uses fiction and	purposes.
		stories.				for particular	nonfiction books	purposes.
		stories.				purposes.	for particular	
						purposes.		
						Compares	purposes.	
						information		
						presented in		
						different texts		
						about the same		

						topic.		
Comprehension-	Joins in with	With support,	Can recall a few	Becomes increasingly	Increases their	Increases their	Increases	Increases their
	repeated	can recall	basic features of	familiar with and	familiarity with	familiarity with	their	familiarity with a
Familiarity with	refrains and	some basic	age- appropriate	retelling a wider	a wide range of	a wide range of	familiarity	wide range of
texts	anticipates key	features of	key stories and	range or stories.	books/texts.	books/texts.	with a wide	books, including
	events and	age-	traditional tales,	Tange of stories.	500037 (22(3)	DOOK3/ (EX13.	range of	modern fiction,
	phrases in	appropriate	retelling in order	Recognizes simple	Begins to	Identifies and	books/texts,	fiction, and books
	rhymes and	key stories and	and identifying	recurring literary	identify and	discusses	including	from other
	stories (ie	traditional	some characters.	language in stories and	discuss themes/	themes and	myths,	cultures and
	Brown Bear).	tales.	some characters.	poetry.	conventions in a	conventions in	legends and	traditions.
	brown bearj.	tales.	Can identify the	poetry.	range of writing.	a wide range	traditional	traditions.
	Looks at	With support,	predictable	Names author and	range of writing.	of writing.	stories,	Identifies and
	books	can identify	phrases in a text	illustrator of a story	Recognizes and	or writing.	modern	discusses themes
	independently.	predictable	and usually enjoys	and can define the	use the different	Reads a variety	fiction, fiction	and conventions
	independentiy.	phrases in a text	saying them aloud	roles of each.	parts of a book	of texts	from our	in and across a
	Handles books	and sometimes	with the class.	Toles of each.	(ex- title page,	independently.	literary	wide range of
	carefully.	joins in with	with the class.	Begins to navigate and	contents, and	independentiy.	heritage, and	writing.
	careruny.	them saying	Realizes that print	locate information in a	index).	Recognizes and	books from	witchig.
	Holds the book	them aloud with	contains a	text.	macky.	uses the	other cultures	Understands
	the correct	the class				different parts	and	reading/question
	way up and	through	message.	Names and identifies a	Begins to identify	of a book (ex-	traditions.	language (ex-
	turns pages.	pictures.	Focuses attention	full-stop (period),	when lines have	title page,		refer,
	turns pages.	pictures.	strategically	question mark,	been left	contents, and	Identifies and	clarification,
	Begins to	Beginning to be	looking at	exclamation mark and	out/reread when	index).	discusses	summarize,
	understand	aware of how	illustrations then	knows its purpose.	reading	index).	themes and	predict, passage,
	that print	stories are	at words.	kilows its purpose.	independently.		conventions in	article, heading,
	carries	structured.		Suggests some	independentiy.		and across a	title, etc).
	meaning and,	structureu.	Understands the	synonyms for words.			wide range of	
	in English, is	Identifies where	text by referring	synonyms for words.			writing.	Understands the
	read from left	a book begins.	to the	Identifies the tense of a				features of
	to right and		illustrations.	text.				different kinds of
	top to bottom.	Begins to						text (ex-
		identify letters	Decides the likely					Characterization,
		and words.	topic of a text by					and plot in
			using					narratives or
			using					narratives UI

Identifies that	Uses correct	title/illustrations			headings and visual
something is	handling skills-	and existing			information in
writing.	turning pages,	knowledge.			informative texts).
	looks at pictures.				
		Starts accurately			Takes notes and
	Begins to point	using terminology			records key
	to a word when	such as letter and			information from
	listening to a	word.			a range of texts
	text being read.				using facts and
		Identifies upper			opinion.
	Shows an	and lower case			
	awareness of	letters.			
	concepts of print				
	eg- run finger	Is aware that			
	over the text,	numbers, letters,			
	show left-right	icons, symbols			
	movement with	and words			
	return sweep,	represent printed			
	differentiate	text.			
	between the				
	picture and the				
	text.				
	Indicates printed				
	text where the				
	teacher should				
	start reading.				
	Begins to				
	understand that				
	numbers,				
	letters, icons,				
	symbols and				
	words represent				
	printed text.				
		1	1	1	

Comprehension		Demonstrates	Demonstrates an	Begins to build a	Prepares poems	Prepares	Prepares	Responds to
and Fluency		some	enthusiasm for	repertoire of poems	to perform,	poems and play	poems and/or	punctuation and
– Poetry,		enthusiasm for	listening and	and reciting some with	showing	scripts to read	plays to read	contexts and
performance,		listening and	responding to	appropriate intonation	understanding	aloud and to	aloud and to	adjusts expression
		responding to	rhymes.	to make the meaning	through	perform,	perform,	to enhance
and reading		rhymes and		clear.	intonation,	showing	showing	meaning when
aloud		poems and	Begins to read		tone, volume	understanding	understanding	reading aloud.
		sometimes	word by word.	Identifies and changes	and action.	through	through	
		joins in with		pitch for common		intonation,	intonation,	
		reciting some	Recognizes and	punctuation marks and	Attends to	tone, volume	tone and	
		by heart.	reads words and	question marks	periods /full-stops	and action.	volume so	
			phrases that are	correctly to modulate	when reading		that the	
		Is beginning to	repeated in text	reading.	aloud.	Recognizes	meaning is	
		read single	(e.g.: look at my			some different	clear to an	
		words.	car).		Begins to	forms of poetry	audience.	
					distinguish	and literary		
			Reads words or		between different	devices.	Responds to	
			sentences that		characters by		punctuation and	
			have not been		speaking in a	Reads aloud	contexts and	
			heard or read		different voice for	with increased	adjusts	
			before.		each when	fluency, pitch,	expression to	
					reading aloud.	and accuracy.	enhance	
			Reads aloud				meaning when	
			sentences that			Distinguishes	reading aloud.	
			have repeated			between		
			words.			different		
						characters by		
						speaking in a		
						different voice		
						for each when		
						reading aloud.		
Comprehension	Listens to	Listens to	Begins to answer	Can usually ask and	Checks that the	Checks that the	Checks that the	Checks that the
-	stories with	stories with	'how' and 'why'	answer 'how' and	text makes sense	text makes	text makes	text makes sense
Understanding	increasing	increasing	questions about	'why' questions about	to them,	sense to them,	sense to them,	to them,
	attention and	attention and	what they have	what they have read	discussing their	discussing their	discussing their	discussing their
	recall	recall	read and know	and know where to	understanding	understanding	understanding	understanding

		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	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	contrasts characters. Draws inferences such as inferring characters'	Draws inferences on characters' feelings,	Draws inferences on characters' feelings, motives and actions and

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

factures of	figurative	figurative	figureting	
features of	figurative	figurative	figurative	and considers the
organization and	language and	language, and	language, and	impact on the
presentation e.g.,	the impact on	considers the	considers the	reader.
beginning and ending	the reader.	impact on the	impact on the	
of a story, types of		reader.	reader.	Identifies how
punctuation.	Begins to			language,
	discuss the	Discusses the	Identifies how	structure and
Identifies some	meaning of	meaning of	language,	presentation
effective language	words and	words and	structure and	contribute to the
choices, e.g., 'slimy' is	phrases that	phrases that	presentation	meaning of a
a good word there.	capture interest	capture	contribute to	text.
	and	interest and	the meaning	
Recognizes that writers	imagination.	imagination.	of a text.	Identifies
have a purpose for				grammatical
writing and can make		Identifies how	Identifies	features and
predictions as to what	Expresses a	language,	grammatical	punctuation used
these are.	personal	structure and	features and	by the writer –
Recognizes	response to the	presentation	punctuation	rhetorical
subordination	writer's	contribute to	used by the	questions, varied
(when, if, that,	viewpoint or	the meaning of	, writer –	sentence lengths,
because) and	how it has an	a text.	rhetorical	varied sentence
coordination (or,	effect on the		questions,	starters.
but).	reader.	Comments on	varied	starters
Saty.	leaden	the writer's	sentence	
Knows the purpose of a	Recognizes	overall	lengths, varied	
sentence i.e.,	inverted	viewpoint and	sentence	
statement, question,	commas/	shares the	starters.	
	-	effect that this	starters.	
and exclamation.	quotation marks, when	has on the	Recognizes	
	,		•	
	used for direct	reader.	relative	
	speech.		clauses.	
			Recognizes	
			how indicating	
			degrees of	
			possibility can	
			possibility can	

Comprehension	Listens to and	Beginning to	Understand that	Explains how non-	Retrieves and	Retrieves and	be achieved by using modal verbs (might, should, possibly certainly etc.). Distinguishes	Distinguishes
– Non-fiction	comments on nonfiction texts read to them.	understand that information can be retrieved from books and	information can be retrieved from books and computers.	fiction books are used.	records information from non-fiction texts, making choices	records information from non-fiction texts, making	between statements of fact or opinion.	between statements of fact or opinion.
		computers.			about how to present.	choices about how to present.	Retrieves, records and presents information from non- fiction.	Retrieves, records and presents information from non-fiction.
							Selects useful reference material to conduct research.	
Comprehension – Discussing reading	Describes main story settings, events and principal characters. Shows an interest in	With support can express views about events or characters in the story and answer questions	Can sometimes contribute ideas to discussion; with prompts remembers significant events/key information;	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	Participates in discussions about books that are read to them and those they can read for themselves, taking turns and	Participates in discussions about books that are read to them and those they can read for themselves, taking turns and	Participates in discussions about books/texts read, building on their own and others' ideas and	Recommends books that they have read to their peers, giving reasons for their choices (Book Review).
	illustrations and print in books and print in the environment.	about why things happen. Shows an interest in	and, with support, follows rules for effective discussion.	what others say. Explains and discusses their understanding of books, poems and	listening to what others say.	listening to what others say. Discusses personality and	challenging views courteously.	Participates in discussions about books/texts read building

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

Enjoya listoning	storios boing	Read aloud	looking at contance	(before after	Compares and	Pagins to	themselves, other
Enjoys listening	stories being		looking at sentence	(before, after,		Begins to	
to stories being	read aloud.	repetitive phrases and sentences	content, and asking "does it make sense?"	because, until).	contrasts characters	compare and	texts, and world
read.	Talla a stam.		does it make sense?	Companyation		contrast	events.
.	Tells a story	that have some		Sequencing	within a single	characters in the	
Begins to	based on labeled	high frequency	Identifies errors when:	events up to 6	story.	book to	Uses a wide range
choose a picture	pictures or	words and simple	meaning is lost,	events.		themselves,	of strategies to
book and read	pictures only.	oral language	sentences are		Begins to use	other texts, and	locate
for pleasure.		patterns.	grammatically		skills such as	world events	information (e.g.:
	Attempts to		incorrect, letters and		skimming and	orally and in	skimming and
	"read" using a	Reads by	sounds do not match.		scanning to	writing.	scanning and
	combination of	matching what is			locate		graphic
	pictures, words,	said with what is	Actively participates in		information.	Begins to use	organizers).
	and letters.	written.	guided reading,			skills such as	
			observing and applying			skimming and	Paraphrases
	Participates in	Uses knowledge	reading behaviors and			scanning to	paragraphs, pages,
	shared reading,	of words/	interacting effectively			locate	and stories.
	joining in with	sentence	with the group.			information.	
	rhymes and	structures to					
	responds to	predict words.	Uses reading strategies			Begins to	
	simple	-	independently.			paraphrase	
	questions.	Uses reading				paragraphs,	
		strategies eg- look	Can tell the difference			pages, and	
	Reads aloud the	at illustrations,	between fiction and			stories.	
	written names	reread, read on,	nonfiction texts.				
	of some children	initial sounds,					
	of the class-	sounding out.	Shows literal				
	using the first	0	comprehension by				
	letter /visual	Participates in	retelling what they				
	features of the	learning	have read, identifying				
	word.	engagements	the main idea where				
		involving reading	explicitly stated.				
		aloud and reciting	complicity stated.				
		rhymes.	Completes simple cloze				
		Tryffics.	activities (fill-in the				
			missing words) where				
			missing words) where				

	words or pictures have
	or have not been given.
	Begins to recognize cause and effect in a piece of writing. Retells the key points, using character and setting description. Begins to find the main
	idea where explicitly
	stated.
	Completes sentences copied from the text.
	Paraphrases a sentence at their reading level.
	Sequences text/events up to 4 events taken directly from the text.
	Answers questions related to information explicitly stated.
	Orders steps from a procedural text.

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 Exp	ectation		
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
If speaking and listening to ommunicate. Theyare associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds orrange of purposes of language: that it inst informs, entertains, that each listener's p of what they hear is They are compiling re		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	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.	
	C	onceptual understandings a	nd Grade level indicators		
Writing conveys meaning.	People write to communicate.	We write in different ways for different purposes.	Writing and thinking work together to enable us to express	Stories that people want to read are built around themes to which they can make	
People write to tell about their experiences, ideas and	The sounds of spoken	The structure of different	ideas and convey meaning.	connections.	
feelings.	language can be	types of texts includes	Asking questions of ourselves and	Effective stories have a purpose and structure	
	represented visually	identifiable features.	others helps to make our writing	that help to make the author's intention clear.	
Everyone can express	(letters, symbols,		more focused and purposeful.		
themselves in writing.	characters).	Applying a range of			

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.		eas express ou others can to er's Thinking al characters life helps u characters en When writ choose and use them e	others can enjoy our writing.		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.	
	KG1	KG2	KG3	Class 1	Class 2	Class 3	Class 4	Class 5
Phonic and whole word spelling	Hears the initial soun in words. Recognizes part of owr name.	sounds in simple words and blend	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.	representing these by graphemes (letters), spelling many correctly.	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.		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

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

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

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

construct	Understands	captions.	on a basic level.	in order to	they are	purpose and	structure for
recounts				understand and	planning to	audience.	purpose and
pictures a	0 1 1	Is aware that	Writes narratives	learn from its	write in		audience.
captions.		writing and	about personal	structure,	order to	Usually draws on	
	Dictates	drawing differ.	experiences and	vocabulary and	understand	what they have	Draws
	captions for	0	those of others	grammar.	and learn	learned about how	imaginatively on
	pictures while	Uses simple	(real and	0	from its	authors develop	what they have
	teacher scribes.	language	fictional).	Understands	structure,	characters and	learned about
		structures (E.G.		and writes for	vocabulary	settings to help them	how authors
	Can assign	I see I like I	Can write about	different	and	to create their own.	develop
	meaning to own	can).	real events	purposes and	grammar.		characters and
	symbols.		(recounts).	across a		Expresses a	settings to help
		Begins to write		range of	Expresses a	viewpoint clearly	them to create
		about familiar	Can write a poem.	genres.	viewpoint	through writing.	their own.
		events,			through	_	
		personal	Can write for	Experiments	writing.	Writes a range of	Point of view
		experiences and	different purposes	with writing		texts	is mostly
		feelings.	(descriptions,	new text-	Writes a growing	independently.	sustained
			procedures,	types.	range of fiction		throughout
		Begins to read	captions,		and non-fiction	Uses the writing	writing.
		back own	recounts).	Begins to	texts.	cycle to compose	
		writing.		write a text		fictional texts.	Crafts a range
			Can read back	that is			of texts
			own writing.	organized		Composes non-	demonstrating
				and		fiction texts by	control over
				integrated		retrieving	all elements.
				around a		recording and	
				theme.		organizing	Uses the
						information	writing cycle
						appropriate to the	to compose
						purpose and	fictional texts.
						audience.	
							Composes
						Focuses on a	non-
						chosen topic and	fiction texts
						provides detail	by retrieving

							and examples. Writes about less familiar topics using a descriptive style. Writes a clear and engaging story (minimum 2 pages).	recording and organizing information appropriate to the purpose and audience. Writes texts that draw upon and organize information from a range of sources and combine parts of it. Organizes the structure of a writing more effectively (heading, subheading, bullet points, numerically).
Planning and	Begins to	Presents a set of	Plans a story by	Plans, draws or	Discusses and	Discusses and	Plans their writing	Plans their
drafting writing/ Sequencing	present a set of pictures in a	pictures in a logical	saying or drawing it first	says out loud what they are going to	records ideas.	records ideas.	by: noting and developing initial	writing by noting and development
Sequencing	logical	sequence.	using pictures	write about.	Begins to	Composes and	ideas, drawing on	initial ideas,
	sequence.		or symbols.		compose and	rehearses	reading and research	drawing on
				Writes down ideas	rehearses	sentences	when necessary.	reading and
			Attempts to	and/or key words,	sentences	(including		research when
			write short	including new	(including	dialogue),	Uses a wide range of	necessary.
			sentences in	vocabulary	dialogue),	progressively	devices to build	
			meaningful	With support can	progressively	building a varied and rich	cohesion within and	Uses a wide
			contexts.	decide on a topic	building a varied	and rich	across paragraphs	range of devices

With support	for writing and	and rich	vocabulary and	Writes pieces	to build cohesion
can compose a	say what they will	vocabulary and	an increasing	describing settings,	within and
sentence orally	write about.	an increasing	range of	characters and	across
ready to		range of	sentence	atmosphere and	paragraphs.
replicate it in	When writing	sentence	structures.	include speech that	
writing.	short narratives,	structures.		helps picture the	Writes pieces
	some ideas are		Plans narrative	character's	describing
Develops an	linked together.	Begins to	and non-fiction	personality or mood	settings,
awareness that		organize	text into	as well as moving the	characters and
writing a text	With support re-	paragraphs	paragraphs	action forward.	atmosphere and
usually has a	reads what they	around a theme.	before they		include speech
beginning and	have written to		begin to write.	Selects appropriate	that helps picture
an end.	check that it	Creates		grammar and	the character's
	makes sense.	narratives to	Creates	vocabulary,	personality or
Begins to use		include	narratives that	understanding how	mood as well as
correct time-	Can usually decide	settings,	include settings,	changes enhance	moving the
sequencing	on a topic for	characters	characters and	meaning.	action forward.
words with	writing and say	and plot.	plot.		
teacher	what they will			Uses further	Selects
prompting	write about.	Uses	Uses	organizational and	appropriate
(first, then,		headings and	headings and	presentational	grammar and
next, etc.).	When writing	sub- headings	sub-	devices to structure	vocabulary,
	short narratives,	in	headings,	text and to guide the	understanding
Presents 3 or	ideas are	information	bullet points	reader (for example,	how such
more words to	sequenced	writing.	and	headings, bullet	choices can
construct a	appropriately		underlining	points, underlining).	change and
logical	(beginning,	Encapsulates	in non-		enhance
sentence.	middle and end)	what they want	narrative	Beginning to vary	meaning.
	and is beginning	to say, sentence	writing.	sentence structure	
Begins to use	to be able to put	by sentence with		for effect.	Uses further
some of the "6	things right if it	support.	Can write 3-5		organizational
W's" (Who,	doesn't.		paragraphs	Can write 4-5	and
What, Where,		Begins to	containing 3	paragraphs with 4	presentational
When, Why,	Begins to use	develop	or more	or more well	devices to
How) to	correct time-	paragraphing	sentences in	developed	structure text
respond to	sequencing words	skills with	a logical	sentences.	and to guide the

questions.	with teacher	support	order with	Uses transition	reader (for
	prompting (first,	(beginning,	support for a	words/connectives	example,
	then, next, etc.).	middle, end).	main idea.	and paragraphs to	headings, bullet
				construct logical	points,
	Begins to use	Begins to	Begins to talk	order.	underlining).
	some of the "6	understand that	about steps		
	W's" (Who, What,	paragraphs have	needed to	Organizes ideas	Varies
	Where, When,	main ideas.	produce a	into sections such	sentence
	Why, How) to		draft and	as: paragraphs	structure for
	respond to	Sequences	make	bullet points,	effect.
	questions.	sentences so	decisions	numerically,	
		that ideas have	about the	where each	Selects
		cohesion and	final	section deals with	content and
		flow.	outcome	a set of related	form
			and key	ideas.	depending on
		Uses time	ideas		the purpose of
		sequencing	mentioned.	Writes a main idea	writing and
		words correctly		with more	can describe
		(first, then, next,	Uses	detailed	said purpose.
		etc.).	planning	supporting ideas	
			tools to map	that are clearly	
		Reflects on what	their writing	presented and	
		he/she wants to	developing	organized in a	
		tell the reader.	phrases	logical way.	
			sentences		
		Plans writing	and	Uses pronouns for	
		using key	paragraphs.	the flow of	
		words/phrases.		writing.	
		Begins to use		Write and	
		planning tools		organize texts in a	
		and graphic		logical order and	
		organizers.		sequence in terms	
		_		of time, topic,	
				details problem/	
				resolution.	

Editing writing	Can sometimes make comments	Contributes to jointly	Evaluates writing with the teacher	Assesses the effectiveness of	Assesses the effectiveness of	Plans drafts by mapping ideas into paragraphs. Assesses the effectiveness of	Assesses the effectiveness of
	on what they	constructed	and other pupils.	their own and	their own and	their own and	their own and
	have drawn.	texts, student's	Begins to re-read	others' writing	others' writing	others' writing and	others' writing
		writing.	to check that	and suggest improvements.	and suggest improvements.	suggest improvements.	and suggest improvements.
		Can sometimes	writing makes	improvements.	improvements.	improvements.	improvements.
	Begins to	make	sense and that	Begins to	Begins to	Gives feedback on	Gives feedback
	contribute	comments on	verb tenses are	propose	Propose changes	and edits	on and edits
	changes to	what they have	correctly and	changes to	to grammar and	vocabulary,	vocabulary,
	jointly	written.	consistently used.	grammar and	vocabulary to	grammar and	grammar and
	constructed			vocabulary to	improve	punctuation to	punctuation to
	texts, written by	Can listen and	Begins to	improve	consistency,	make writing	make writing
	the teacher.	sometimes	proofread to check for errors in	consistency,	including the accurate use of	clearer.	clearer.
		respond by making	spelling, grammar	including the accurate use of	pronouns in	Ensures the	Ensures the
		comments in	and punctuation	pronouns in	sentences with	consistent and	consistent and
		discussion with	(for sentences	sentences (with	less support.	correct use of tense	correct use of
		teacher about	punctuated	scaffolding).		throughout a piece	tense
		what they have	correctly).	0,	Proof-reads	of writing.	throughout a
		written.		Proof-reads	for spelling		piece of writing.
			With support can	for spelling	and	Proofreads for	
		Can read back	read written work	and	punctuation	spelling and	Proofreads
		what they have	to themselves or	punctuation	errors.	punctuation errors	for spelling
		written.	others to see if it	errors.	Desire to use	including the use of,	and
		Begins to check	makes sense.	Re-reads to	Begins to use time order	commas and hyphens for effect	punctuation errors
		for spacing and		check writing	words.	on purpose and	including the
		correct letter		makes sense and	Begins to	audience.	use of
		formation.		that verbs to	write in the		brackets,
				indicate time are	3 rd person.	Ensuring correct	commas and
				used correctly		subject and verb	hyphens for
				and consistently,	Writes a	agreement when	effect on

				including verbs in the continuous form. Begins to use connectives to link together and sequence ideas. Begins to use some different sentence structures (simple compound, complex).	combination of simple and compound sentences within a text to enhance writing and provide more detail.	using singular and plural and selects appropriate vocabulary to distinguish between formal and information writing. Uses correct time order words. Uses a variety of sentence/story starters (E.G., You're probably wondering/ One dark and gloomy night). Is able to write a combination of simple, compound, and complex sentences with a variety of sentence beginnings using consistent verb	purpose and audience. Ensuring correct subject and verb agreement when using singular and plural and selects appropriate vocabulary to distinguish between formal and informal and speech writing.
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,	consistent verb tense. Performs own work to a group with confidence using appropriate intonation,	Performs own work to a group with confidence using

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

			noun verb, noun	similes,	phrases to	re-)	ify)
			phrase,	personification,	convey	Uses precise	Uses precise
			statement,	alliteration,	complicated	topic/unit related	topic/unit
			question,	etc.).	information	vocabulary.	related
			exclamation,	etc.).	concisely.	vocabulary.	vocabulary.
			,	Explains what	concisery.	Write texts that	vocabulary.
			command, compound, suffix,	some of	Degine to use		Write texts
					Begins to use	use figurative	
			adjective, adverb,	these words	similes/	language.	that use
			tense (past,	mean: word	metaphors to		figurative
			present),	family, prefix,	help present a		language.
			apostrophe and	direct	message.		
			comma.	speech,			Uses a range
				consonant,	Attempts to		of vocabulary
			Uses a variety of	vowel,	use topic/unit-		effectively.
			sentence openers	inverted	related		
			to add interest to	commas.	vocabulary.		
			writing.				
				Defines	Experiments		
			Consistently uses	characters	using 5 senses		
			basic unit/topic	and settings	in their writing.		
			related vocabulary	using simple			
			from class lists	metaphors or			
			and brainstorms.	other			
				figurative			
				language.			
Grammar		Begins to join	Uses subordination	Begins to choose	Chooses	Adds information	Adds
		words and	in sentences (when,	nouns or	nouns or	to sentences using	information to
		clauses with	if, that, because).	pronouns	pronouns	relative clauses	sentences
		"and".	and co-ordination	appropriately for	appropriately	(e.g., who, which,	using relative
			in sentences (and,	clarity and	for clarity	that, where,	clauses (e.g.,
		Begins to	but, or).	cohesion and to	and cohesion	when).	who, which,
		identify vowels	Uses compound	avoid	and to avoid	/-	that, where,
		and consonants.	words (e.g.	repetition.	repetition.	Uses modal verbs or	when).
			whiteboard,	. specificiti		adverbs to indicate	
		Prints many	superman).	Understands the	Extends the	degrees of possibility.	Uses modal
		upper-and	Supermany.	use of the	range of		verbs or adverbs
		upper-anu	l		I alige UI	1	verus or auverus

lowercase	Begins to	suffixes , -er and	sentences with	Uses the perfect	to indicate
letters.	understand the	ness in nouns, -	more than one	tense (e.g., past and	degrees of
	use of the suffixes,	er, -est, -ful and	clause by using a	present).	possibility.
With guidance	-er and ness in	-less in	wider range of		
and support,	nouns, - er, -est, -	adjectives and	conjunctions,	Uses connectives	Uses the
distinguishes	ful and	the use of the -ly	including when,	to build cohesion,	perfect tense
between letters	-less in adjectives	to turn	if, because,	including	(e.g., past and
and other	and the use of the	adjectives into	although.	adverbials of time,	present).
symbols or	-ly to turn	adverbs.		place and number.	
shapes.	adjectives into		Uses		Uses passive
	adverbs.	Extends the	conjunctions,	Uses relative pronouns	verbs
Uses frequently		range of	adverbs and	(who, whose, whom,	appropriately.
occurring nouns	Uses sentences	sentences with	prepositions to	which, that).	
and verbs.	with different forms	more than one	express time	which, that j.	Uses devises to
	in writing (e.g.	clause by using a	and cause,		build cohesion,
With guidance	statements,	wider range of	included fronted	Uses possessive	including
and support,	questions,	conjunctions,	adverbials.	pronouns.	adverbials of
identifies objects	commands &	including when,			time, place and
or other symbols	exclamation).	if, because,	Uses the	Forms and uses the	number.
that represent		although.	present perfect	following verb tenses	
familiar nouns.	Uses present tense		tense of verbs in	(past, present, future:	Understands
	and past tense	Uses the present	contrast to the		the following
Forms regular	correctly and with	perfect tense of	past tense.	simple, perfect,	terminology:
plural nouns	growing	verbs in contrast		continuous).	subject,
orally by adding	consistently.	to the past	Uses the		object, active,
/s/ (e.g., dog,		tense.	correct form	Uses modal auxiliaries	passive,
dogs).	Prints all upper-		of 'a' or 'an'.	(e.g., can, may, must)	synonym,
	and lowercase	Uses the		to convey various	antonym,
Understands and	letters	correct form	Explains the	conditions.	ellipsis,
uses question	Writes letters from	of 'a' or 'an.'	function of	conditions.	hyphen,
words	own name.		nouns, pronouns,		colon, semi-
(interrogatives)	Begins to use	Uses		Orders adjectives	colon, bullet
(e.g., who, what,	common, proper	adjectives to	verbs, adjectives,	within sentences	points.
where, when,	and possessive	provide more	and adverbs in	according to	
why, how).	nouns.	information	general and their	conventional patterns	Explain the
·· ·		about nouns.	functions in	(e.g., a small red bag	function of
				(e.g., a sinaii rea bag	

With guidance	With guidance and	Begins to	particular	rather than a red small	conjunctions,
and support,	support, uses	recognize	sentences.	bag).	prepositions and
answers simple	familiar nouns (e.g.	singular and	sentences.	buy).	
questions (e.g.,	own name, Mom,	plural		_	interjections in
who, what).	dog) in isolation.	agreements	Uses noun + verb,	Use comparative and	general and their
-,,		for nouns	noun + adjective,	superlative adjectives	function in
Uses the most	Forms regular plural	through	and subject +	to describe people or	particular
frequently	nouns orally by	discussions.	verb + object	objects.	sentences.
occurring	adding /es/ (e.g.,		combinations in		
prepositions (e.g.,	wish, wishes).	Uses common,	communication.	Produce complete	Uses singular and
to, from, in, out,		proper and		sentences, recognizing	plural nouns with
on, off, for, of, by,	Uses countable /	possessive nouns.	Forms and uses	and correcting	matching verbs
with).	uncountable nouns		regular and	inappropriate	(e.g. Sam eats,
	with accuracy.	Uses some	irregular plural	fragments and run-ons.	dogs eat).
With guidance and support,	Uses singular and	collective nouns	nouns.	indginents and run ons.	uogo cutj.
demonstrates	plural nouns with	(e.g., group).	nouns.		Forms and uses
understanding of	matching verbs in	(e.g., group).	lless along	Use common	
common	basic sentences	Produces all	Uses plural	prepositions (e.g., to,	the perfect (e.g. I
prepositions: on,	(e.g. He hops; We	letters.	nouns.	from, in, out, on, off,	had walked; I have
off, in, out.	hop).			by, with).	walked; I will have
		Forms and uses	Uses abstract		walked) verb
Produces and	With guidance and	frequently	nouns (e.g.,	Correctly use	tenses.
expands	support, produces	occurring	childhood).	frequently confused	
complete	noun + verb or verb	irregular plural		words (e.g., <i>to, too,</i>	Uses verb tenses
sentences in	+ noun	nouns (e.g., <i>feet,</i>	Forms and use	two; there, their).	to convey various
shared language	combinations).	children, teeth,	the progressive		times, sequences,
activities.	Lloos norsonal	mice, fish).	(e.g., <i>I was</i>	Communicate using	states and
With guidance and support, links	Uses personal, possessive and	Uses frequently	walking; I am	grammatically	conditions.
two or more	indefinite pronouns	occurring nouns	walking; I will be	complete utterances.	
words together in	(e.g. <i>I, me, my they,</i>	(e.g., mom, dad,	walking) verb		Use correlative
communication.	them, their, anyone,	boy, girl).			
	everything).	~~'''''	tenses.		conjunctions (e.g.
	1- 51				either/or,
			Recognizes and		neither/nor).
			corrects		

	With guidance and	Uses reflexive	inappropriate	Use frequently
	support, uses	pronouns (e.g.,	shifts in verb	occurring
	familiar personal	myself, ourselves).	tense.	conjunctions: and,
	pronouns (e.g. <i>I, me</i>			but, or, for,
	and you).	Uses frequently occurring	Uses singular and	because.
	Uses verbs to	pronouns to refer	plural nouns with	
	convey a sense of	to self and others	matching verbs	
	past, present and	(e.g., we, they,	(e.g. Sam eats,	
	future (e.g. Yesterday I walked	him her, them)	dogs eat).	
	home; Today I walk home; Tomorrow I will walk home).	Uses relative adverbs (where, when, why).	Forms and uses regular and irregular verbs.	
			inegulai verbs.	
	With guidance and	Forms and used		
	support, uses familiar present	the past tense of frequently	Uses present and	
	tense verbs.	occurring	past tense verbs.	
	tense verbs.	irregular verbs		
	Uses frequently	(e.g., sat, hid,	Forms and uses	
	occurring	told).	the simple (e.g., I	
	adjectives.		walked; I walk; I	
	, ,	Uses frequently	will walk) verb	
	With guidance and support, uses	occurring verbs.	tenses.	
	familiar frequently occurring adjectives. (e.g. big,	Uses adjectives and adverbs and chooses between	Ensures subject- verb and	
	hot).	them depending	pronoun-	
		on what is to be	antecedent	
	Uses frequently	modified.	agreement.	
	occurring			
	conjunctions (e.g.	Uses frequently	Forms and uses	
	and, but ,or, so,	occurring	comparative and	
	because).	adjectives.	superlative	

	(e.g. articles, demonstratives).exp real com Uses frequently occurring prepositions (e.g.exp real com and occurring prepositions (e.g. <i>Uses frequently occurring beyond, the toward</i>). <i>Ittl the the during, beyond, the toward</i>). <i>With guidance and actu support, uses wat frequently occurring prepositions: in, Link <i>out, on, off.</i></i>	oduces, pands, and arranges mplete simpled d compound ntences (e.g., e boy watched e movie; The tile boy watched e movie; The tile boy watched be boy.adjectives and adverbs, and choose between them depending on what is to be modified.Uses coordinating and subordinating conjunctions.Uses coordinating and subordinating conjunctions.Produces utterances using three or more words.Produces utterances using three or more words.Produces simple, compound, and complex sentences.Asks simple questions.	
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		Uses 'this is / that is' and 'there is / there are' with accuracy. Uses 'I like / I don't like' accurately. Asks questions accurately.				
Punctuation	Begins to punctuate sentences with capital letters, full stops, question marks and exclamation marks although this is not always consistent.Capitalize the first word in a sentence and the pronoun I.Recognizes and names end punctuation.Writes a letter or letters for most	Can punctuate sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Begins to use capital letters for proper nouns and dates. Uses capital letters, full stops, question marks and explanation. Uses commas for lists. Locates first letter in own name when	Begins to use punctuation (quotation marks/ inverted commas) to indicate direct speech. Capitalizes holidays, product names, and geographic names along with other proper nouns. Uses commas in greetings and closing of letters Uses an apostrophe to form contractions.	Uses punctuation (quotation marks/ inverted commas) to indicate direct speech. Begins to use apostrophes to mark plural possession. Uses commas after fronted adverbials. Capitalizes appropriate words in titles	Uses brackets, dashes or commas to indicate parenthesis. Uses commas to clarify meaning or avoid ambiguity in writing. Continues to use punctuation (quotation marks/ inverted commas) to indicate direct speech. Uses commas and quotation marks to mark direct speech and quotations from a text. Uses a comma before a coordinating	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. Uses bullet points to list information and uses hyphens to avoid ambiguity. Uses punctuation to separate items in a series.

short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	 presented with name. Use commas to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. With guidance and support, recognize that letters are used to create words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	Generalizes learned spelling patterns when writing words (e.g., cage badge; boy boil). Identifies printed rhyming words with the same spelling pattern. Consults reference materials, including beginning dictionaries, as needed to check correct spellings. Consults print in the environment to support reading and spelling.	Capitalizes the first letter of a familiar place. Uses commas and quotation marks in dialogue. Uses an apostrophe to form and use possessives. 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>). Spells common high-frequency	conjunction in a compound sentence. Spells grade- appropriate words correctly, consulting references as needed. Spells words phonetically, drawing on knowledge of letter sound relationships, and/ or common spelling patterns.	Capitalizes names and the first word in a sentence. Uses a comma to separate an introductory element from the rest of the sentence. Uses a period (full stop) to mark the end of a sentence. Uses a comma to set off the words yes and no (e.g. <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g. <i>It's</i> <i>true, isn't it?</i>), and to indicate direct address (e.g. <i>Is</i>
	drawing on phonemic awareness and spelling	to support reading and	base words (e.g., sitting, smiled, cries, happiness). Spells common		question from the rest of the sentence (e.g. <i>It's</i> <i>true, isn't it?</i>), and to indicate direct
			Uses spelling patterns and generalizations (e.g., word		Uses underlining, quotation marks or italics to indicate titles of works.

	families, position-	Spells grade-
	based spellings,	appropriate words
	syllable patterns,	correctly,
	ending rules,	consulting
	meaningful word	references as
	parts) in writing	needed.
	words.	
		Spells untaught
	Uses spelling	words
	patterns in	phonetically,
	familiar words	drawing on letter-
	with common	sound
	spelling patterns	relationships and
	to spell words	common spelling
	with the same	patterns.
	spelling pattern.	
	Consults	
	reference	
	materials,	
	including	
	beginning	
	dictionaries, as	
	needed to check	
	and correct	
	spellings.	
	Consults print in	
	the environment	
	to support	
	reading and	
	spelling.	

Publishing	Experiments	Term 1- Uses	Presents writing in	Understands	Understands	Understands that	Understands
	with technology	5mm lines with	a neat and clean	that writing	that writing	writing will be	that writing
	to produce a	help lines	manner.	will be read	will be read	read by others and	will be read by
	message.	(Only teachers		by others and	by others	a final draft should	others and a
		write in	Begins to	a final draft	and a final	be written/ typed	final draft
		notebooks).	understand that	should be	draft should	neatly.	should be
			writing will be	written	be written		written/ typed
		Term 2- Uses	read by others	neatly.	neatly.	Names sources	neatly.
		6mm lines with	and a final draft			when writing with	
		help lines -	should be written	Experiments	Writes in	prompting.	Names
		students write	neatly.	with	print and		sources when
		in notebooks.		publishing	electronic	Uses available	writing.
			Rewrites	writing in	form.	technology more	
		Dates work with	sentences and	different		regularly and	Uses available
		prompting.	illustrates	forms	Names	consistently	technology
			appropriately.	including	sources	through the	more regularly
		Illustrates own		electronically.	when writing	writing process.	and
		writing.	Publishes writing		with		consistently
			in different	Is able to	prompting.	Uses layout and	through the
		Identifies some	formats (poster,	accurately		visuals to enhance	writing
		letters on a	book, story etc.).	date work.		the power of their	process.
		keyboard.				texts.	
							Selects and
						Selects and	publishes a
						publishes a range	range of texts
						of texts (2 per	(3 per term).
						term).	