Language Arts Planning Cycle Two

Year 1 Group 5		Year 2 Group 6	
Term 1		**Term 1**	
Oral Linguistic Skill **Listening and responding / Listening Comprehension**	**Target Behaviours**	**Oral Linguistic Skill** **Listening and responding / Listening Comprehension**	**Target Behaviours**
Review Cycle One Work • Listens attentively (with correct listening behaviours). • Demonstrates the ability to listen for a variety of purposes. (**pleasure, instruction, procedures**) • Listens and responds to what is heard by retelling or writing: ○ **summaries,** ○ **notes** ○ **own poetry** ○ **feedback to speaker** • Listens, restates and follows instructions (**include dictation**). • Listens and responds to group or class discussions *Suggested Genre* • ***traditional stories, fables, myths from different cultures*** • ***poetry (from different cultures, humorous, riddles, puns etc., poetry that appeals to the senses)***	3.1 (2, 4) 3.1(3) 3.1(1.8), 3.2(2.6.7) 3.2(1) 3.2(3)	**Review Group 5** • Listens attentively (with correct listening behaviours e.g. **showing respect for the ideas of others**). • Demonstrates the ability to listen for a variety of purposes: ○ **as a basis for writing and speaking** ○ **to determine group goals, tasks, responsibilities and progress** ○ **discussion** ○ **for instructions** • Listens and identifies the speaker's intent, attitude and purpose. • Listens and responds to what is heard. (**compares different versions of material given in narrative texts ; and gives an opinion**) • Listens critically to analyze and evaluate: • **facts/opinion** • **fiction/non-fiction** • **right/wrong behaviour** • **false/misleading information**	3.1 (2, 4) 3.1(2,3) 3.1(7) 3.1(8) 3.1(7)

• Listens critically: ○ to analyze and evaluate: ▪ ***use of language*** ▪ ***fact and opinion*** ▪ ***fantasy and reality*** ▪ ***story elements*** ○ to discriminate sounds: ▪ ***Review of sounds learnt in Cycle 1*** ▪ **vowel diagraphs** ▪ **regular vowel diphthongs** ▪ **3-letter consonant clusters** ▪ **'le'**	3.1(6)	• Listens and identifies factors that influence the message heard. (**language style**) • Listens and takes relevant notes on formal and informal presentations (**main points/key information**) *Suggested Genre* ○ ***Novels of different genre*** ○ ***Journalistic writing(newspapers)***	3.1(6,9) 3.2(8)
Speaking		**Speaking**	
• Speaks to acquire and convey information. • Uses speech for self-expression and literary response: Speech ○ **is appropriate to situation** ○ **has subject-verb agreement** ○ **is properly sequenced** ○ **has enriched vocabulary** • Uses speech to evaluate and analyze critically. • Uses speech for social interaction, (**uses conversation conventions**) • Assumes different roles in group discussions.	3.3 (1-5) 3.4(1-6) 3.5(1, 2) 3.6 (1) 3.6 (3)	**Review Group 5** • Speaks to acquire and convey information; develops effective questioning techniques. Makes formal presentations • Uses speech for self-expression and literary response: Speech ○ **is appropriate to situation** ○ **has subject-verb agreement** ○ **is properly sequenced** ○ **has enriched vocabulary** • Uses speech to evaluate and analyze critically. • Uses speech for social interaction (**uses conversation conventions**)	3.3(1, 5) 3.4(1-6) 3.5 (1 ,2) 3.6
Reading Skill ***Phonics and Decoding***		**Reading Skill** ***Phonics and Decoding***	

• Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence: ▪ **regular vowel diagraphs and diphthongs** ▪ **3-letter consonant clusters** ▪ **ending 'le**) ○ Syllabication (**prefixes {un, dis, re, pre,}**) ○ Word structure (**base/root words**) ○ Grammar (**verb and verb tense {review regular and introduce irregular e.g. see/saw, do/did, go/went, catch/ caught**) ○ Word meaning (**synonyms/antonyms; context clues**)	4.1 (1) (2) (3) (4) (5,6)	**Review Group 5** • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence (**review phonics taught previously**) ○ Syllabication (**two syllable words with double consonants; suffixes {al, ary, ic, ship, hood, ness, ment**) ○ Word structure (**base/root words**) ○ Grammar (**review group 5 and add**) ○ Word meaning (**homophones {to/ too /two; they're / their/ there; piece/peace ; synonyms/ antonyms; context clues**)	4.1 (1) (2) (3) (4) (5,6)
Fluency		***Fluency***	
• Reads developmentally appropriate ○ Sight words automatically ○ Texts accurately and smoothly at an appropriate pace ○ Texts with expression	4.1 (1) (2) (3)	**Review Group 5** • Reads developmentally appropriate ○ Sight words automatically ○ Texts accurately and smoothly at an appropriate pace ○ Texts with expression	4.1 (1) (2) (3)
Vocabulary Development		***Vocabulary Development***	
• Learns new vocabulary by direct and indirect ways: ○ **context clues** ○ **background knowledge** ○ **dictionaries** ○ **beginning to use word structure**	4.3 (1, 2, 3, 5, 6)	**Review Group 5** • Learns new vocabulary by direct and indirect ways: ○ **context clues** ○ **background knowledge** ○ **dictionaries**	4.3 (1, 2, 3, 5, 6)

• Uses new words accurately in oral and written language (**synonyms for high frequency words such as big, little, like, good, nice, said**)		○ **beginning to use word origins and derivations** • Uses new words accurately in oral and written language: ○ **synonyms for high frequency words such as went** ○ **adverbs with 'ly'** ○ **idioms** ○ **analogies** ○ **similes**	
Comprehension		***Comprehension***	
• Reads a variety of developmentally appropriate texts: ○ **stories with familiar settings** ○ **plays, poems {sensory}** ○ **informational books** ○ **non-chronological reports** ○ **dictionaries, thesauruse** • Links texts with personal experiences • Uses different comprehension strategies (**making predictions from graphic features {illustrations, diagrams}; context clues**) • Uses knowledge of text structures to understand the text (**content page, index, headings**) • Summarizes the main idea and detail from narrative and expository texts	4.4(1) 4.4(2) 4.4(3) 4.4(4) 4.4(6)	**Review Group 5** • Reads a variety of developmentally appropriate texts: ○ **historical stories** ○ **novels** ○ **plays, poems{based on common themes}** ○ **instructions** ○ **texts from newspaper and magazines** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text (**questioning; idiomatic expressions; synonyms and antonyms**) • Uses knowledge of text structures to understand the text (**lay out of newspapers/magazines**) • Summarizes the main idea and detail from	4.4(1) 4.4(3) 4.4(4) 4.4(6)

		narrative and expository texts	
Critical Analysis and Evaluation		***Critical Analysis and Evaluation***	
• Evaluates information read by identifying ○ **Essential and non-essential information.**	4.5(1)	**Review Group 5** • Evaluates information read by identifying ○ **Author's purpose** ○ **Themes** ○ **Fact, opinion and perspective** • Compares and contrasts the work of one /and/or different authors **{poets)**	4.5(1) 4.5(4) 5.1(8) 6.1(5)
Fictional Texts		***Fictional Texts***	
• Selects and reads literary works for personal enjoyment • Reads silently • Identifies and interprets story elements (**plot, setting {time and place}**) • Identifies and discusses various features of poems read (**rhyme**)	5.1(1) 5.1(3) 5.1(4) 5.1(7)	**Review Group 5** • Identifies the use of literary devises in a particular text (**opening sentences**) • Identifies and interprets story elements: ○ **plot** ○ **setting** ○ **character** ○ **problem and solution** • Identifies and discusses various features of poems read (**form and language; themes**)	5.1(5) 5.1(6) 5.1(7)
Informative Texts		***Informative Texts***	
• Scans an informative text and decides if the text is appropriate for the purpose of reading • Identifies, explains and uses text organizational features such as**:** ○ **table of content** ○ **index** ○ **chapter headings to retrieve information**	6.1(3) 6.1(3)	**Review Group 5** • Identifies, explains and uses text organizational features: ○ **headings** ○ **bullet points** ○ **captions, headlines** ○ **organization of articles** ○ **advertisements**	6.1(2) 6.1(4)

		• Distinguishes between relevant and irrelevant **{fact/opinion};** information from different texts **newspapers / magazines**	
Writing Skill		***Writing Skill***	
• Writes using the writing process 1. **prewriting** 2. **drafting** 3. **revising** 4. **editing with teacher** 5. **publishing** • Writes different types of texts on a variety of topics: • **using given story starters or pictures** • **descriptions** • **invitations** • **thank-you notes** • **begin to use paragraphing** • **make notes from informational texts by listing key words or points** • Writes legibly in manuscript and cursive (**begins to join loose cursive letters {diagonal and horizontal joins to letters without ascenders}**)	7.1(1-4) 7.1(6)	**Review Group 5** • Writes using the writing process 1. **Prewriting {brainstorming, notes, diagrams}** 2. **drafting** 3. **revising** 4. **peer and self-editing** 5. **publishing** • Writes for different purposes and audiences (**to instruct, responses to reading, informational paragraphs**) • Writes different types of texts on a variety of topics: (• **all sentence types {declarative, interrogative, imperative, exclamatory} with simple and complex subjects and predicates** • **character sketches** • **play scripts from known stories** • **poems based on personal experiences** • **newspaper style reports** • **clear instructions** • Writes legibly cursive script	7.1(1-4) 7.1(5) 7.1(6)

Grammar and Spelling		***Grammar and Spelling***	
• Applies rules of grammar when writing: ○ **Review Cycle One add:** ▪ **exclamation marks** ▪ **commas** ▪ **begin to identify speech marks function of verbs in a sentence** ▪ **verb tenses – regular and common irregular**	8.1(1)	• Applies rules of grammar when writing: ○ **capitalization:** ▪ **names of newspapers /magazines,** ▪ **works of art** ▪ **organizations** ▪ **1st word of quotes** ○ **commas and quotation marks in direct speech** ○ **commas for clauses** ○ **colon for time** ○ **verb tenses {present, past and future}** ○ **adverbs with 'ly'** ○ **verbs made from nouns and adjectives**	8.1(1)
• Spells words quickly and accurately when writing: (○ **grade appropriate words** ○ **decodable words {'le', vowel diagraphs/regular vowel diphthongs}** ○ **3-letter consonant clusters** ○ **spelling of verbs when adding 'ing;** ○ **words with common prefixe**)	8.1(2)		
• Uses a variety of spelling resources to support correct spelling (**dictionaries {alphabetizes beyond second letter}**)	8.1(3)	• Spells words quickly and accurately when writing: (○ **grade appropriate words** ○ **decodable words** ○ **adverbs with 'ly'** ○ **two-syllable words with double consonants** ○ **homophones** ○ **verbs with regular verb endings {s, ed, ing} and irregular tense changes** ○ **words with suffixes {al, ary, ship, hood, ness, ment}** ○ **verbs made from nouns and**	8.1(2)

		adjectives with the use of suffixes {e.g. solidify, deaden, dramatize}	
Viewing Skill		***Viewing Skill***	
• Demonstrates an understanding of the different messages conveyed by visual media (**describes main idea or message**)	10.1(1)	• Demonstrates an understanding of the different messages conveyed by visual media (**describes main idea or message**) • Identifies techniques used to convey messages in visual media: (○ **motion** ○ **animation** ○ **sound** ○ **images**	10.1(1) 10.1(2)
Mass Media		***Mass Media***	
• Defines and names different forms of mass media • Uses various techniques in multi-media projects (**Power Point presentations**)	11.1(1) 11.1(3)	• Defines and names different forms of mass media • Identifies and gives examples of the characteristics of different forms of mass media • Uses various techniques in multi-media projects (**Power Point presentations**)	11.1(1) 11.1(2) 11.1(3)
Linguistics		***Linguistics***	
• Recognizes that speech is influenced by situation and form • Recognizes that communication occurs in many ways (*Social Studies link*) • Recognizes that communication benefits from rules • Uses grammatical terms when discussing	12.1(4) 12.1(5) 12.1(6) 13.1(1)	• Recognizes that speech is influenced by situation and form • Recognizes that communication occurs in many ways (*Social Studies link*) • Recognizes that communication benefits from rules • Uses grammatical terms when discussing	12.1(4) 12.1(5) 12.1(6) 13.1(1)

spoken and written language		spoken and written language	

Year 1 Group 5		Year 2 Group 6	
Term 2		**Term 2**	
Oral Linguistic Skill **Listening and responding / Listening Comprehension**	**Target Behaviours**	**Oral Linguistic Skill** **Listening and responding / Listening Comprehension**	**Target Behaviours**
Review Term One • Listens attentively (with correct listening behaviours). • Listens and responds to what is heard by retelling or writing: ○ **summaries** ○ **notes** ○ **own poetry** ○ **feedback to speaker** • Listens, restates and follows instructions **(include dictation)**. • Listens and responds to group or class discussions *Suggested Genre* • ***traditional stories, stories with related***	3.1 (2, 4) 3.1(1.8), 3.2(2.6.7) 3.2(1) 3.2(3)	**Review and extend Term One** • Listens critically to analyze and evaluate: ○ **fact/opinion** ○ **relevant/irrelevant information** ○ **cause/effect** ○ **poetic structures and language** ▪ **figurative language,** ▪ **patterns of rhyme** ▪ **alliteration** ▪ **onomatopoeia** *Suggested Genre* • ***Adventure stories and novels*** • ***Stories in a series***	3.5

themes, fables, myths from different cultures • ***poetry (oral and performance poetry from different cultures)*** • Listens critically: ○ to analyze and evaluate: ▪ **how language is used in poetry {rhyme, pacing}** ▪ **story themes {good over evil, weak over strong, wise over foolish}** ▪ **behaviour of main characters {cause/effect**) ○ to discriminate sounds (**words with silent letters, contractions; hard/soft 'g'/'c'**)	3.1(6) 3.1(9)	• ***Classic and modern poetry*** • ***Information books on same or similar themes*** • ***Explanations***	
Speaking		***Speaking***	
Review Term One Work • Speaks to acquire and convey information (**uses who, what, when, where, why and how correctly**) • Prepares and presents oral presentations: ○ **conveys a clear main point** ○ **expresses ideas in a logical, sequenced manner,** ○ **uses specific vocabulary** • Uses speech for self-expression and literary response, communicating effectively: Speech: ○ **is appropriate to situation** ○ **has subject-verb agreement**	3.3 (1) 3.3(4) 3.4(1-6)	**Review and extend Term One Work** *Suggested Speech Activities* • ***Choral Speaking*** • ***Story telling*** • ***Event reporting*** • ***Class/group discussions (Literature Circles)*** • ***Project presentation*** • ***Debating***	

○ **is properly sequenced** ○ **has enriched vocabulary** • Uses speech for social interaction, (**uses conversation conventions**)	3.6 (3)		
Reading Skill ***Phonics and Decoding***		**Reading Skill** ***Phonics and Decoding***	
Review Term One • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence: ▪ **words with silent letters** ▪ **contractions** ▪ **hard/soft 'c'/'g'** ○ Syllabication (**suffixes {er, est, 'y', 'ly' 'ful', 'less}**) ○ Word structure (**base/root / compound words**) ○ Grammar: (▪ **adjectives {regular, comparative}** ▪ **nouns {common / proper, singular / plural / collective}** ○ Word meaning (**synonyms/antonyms; context clues**)	4.1 (1) (2) (3) (4) (5,6)	**Review and extend Term One Work** • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence (**review phonics taught previously**) ○ Syllabication (**suffixes added to words ending with 'f'; words with common endings**) ○ Word structure (**base/root words**) ○ Grammar (**verbs and verb tense {review regular and introduce common irregular e.g. see/saw, do/did, go/went, catch/caught}**) ○ Word meaning (**homophones {to/ too /two; they're / their/ there; piece/peace ; synonyms/ antonyms; context clues**)	4.1 (1) (2) (3) (4) (5,6)
Fluency - same as Term One		***Fluency - same as Term One***	
Vocabulary Development		***Vocabulary Development***	
Review Term One • Learns new vocabulary by direct and indirect ways: ○ **context clues**	4.3 (1, 2, 3, 5, 6)	**Review Group 5** • Learns new vocabulary by direct and indirect ways: ○ **context clues**	4.3 (1, 2, 3, 5, 6)

○ **background knowledge** ○ **dictionaries** ○ **word structure** • Uses new words accurately in oral and written language (**adjectives; addition of suffixes to generate new words**)		○ **background knowledge** ○ **dictionaries** ○ **beginning to use word origins and derivations** • Uses new words accurately in oral and written language: ○ **alternate words for 'got', 'nice', 'good' 'then'** ○ **gender words including those with 'ess'** ○ **suffixes added to nouns/verbs to make adjectives {wash*able*, hope*ful*, shock*ing*, hero*ic*, child*like*}**	
Comprehension		***Comprehension***	
Review Term One • Reads a variety of developmentally appropriate texts: (○ **traditional stories:** ▪ **stories with related themes** ▪ **fables** ▪ **myths from different cultures** ○ **poetry {oral and performance poetry from different cultures}** ○ **information books** ○ **instructions** ○ **dictionaries without illustrations;** ○ **thesauruses** • Links texts with personal experiences • Uses different comprehension strategies (**making predictions from graphic features**	4.4(1) 4.4(2) 4.4(3)	**Review Term One** • Reads a variety of developmentally appropriate texts: (○ **adventure stories and novels** ○ **stories in a series** ○ **classic and modern poetry** ○ **information books on same or similar themes** ○ **explanations** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text: ○ **questioning** ○ **idiomatic expressions** ○ **synonyms and antonyms** • Uses knowledge of text structures to	4.4(1) 4.4(3) 4.4(4)

{illustrations, diagrams}; context clues) • Uses knowledge of text structures to understand the text (**content page, index, headings**) • Summarizes the main idea and detail from narrative and expository texts	4.4(4) 4.4(6)	understand the text: ○ **scanning headings and content lists** ○ **language used** ○ **patterns of rhyme / language in poetry** • Summarizes the main idea and detail from narrative and expository texts	4.4(6)
Critical Analysis and Evaluation		***Critical Analysis and Evaluation***	
Review Term One • Evaluates information read by identifying: ○ **essential and non-essential information.** ○ **themes** ○ **character behaviour and views**	4.5(1)	**Review Term One** • Evaluates information read by identifying: ○ **author's purpose** ○ **themes** ○ **fact, opinion and perspective** • Compares and contrasts the work of one /and/or different authors (**poets' use of figurative language, patterns of rhyme and verse**)	4.5(1) 4.5(4) 5.1(8) 6.1(5)
Fictional Texts		***Fictional Texts***	
Review Term One • Identifies and interprets story elements (**themes, characters**) • Identifies and discusses various features of poems read (**rhyme, type**)	6.1(3)	**Review Term One** • Identifies the use of literary devises in a particular text (**use of expressive language and themes, text to suit audience**) • Identifies and interprets story elements (**how settings influence events, incidents and character behaviour**) • Identifies and discusses various features of poems read (**figurative language; patterns of rhyme {choruses, rhyming couplets, alternate line rhyme**)	5.1(5) 5.1(6) 5.1(7)
Informative Texts		***Informative Texts***	

Review Term One • Identifies, explains and uses text organizational features of *instructional texts:* ○ **lists,** ○ **numbered points,** ○ **diagram with arrows,** ○ **bullets, keys**) • Compares and contrasts *instructional texts* (**include IT and other media texts**)	6.1(3) 6.1(5)	**Review Term One** • Identifies, explains and uses text organizational features: ○ **headings,** ○ **content lists** ○ **explanatory texts:** ▪ **paragraphing** ▪ **verb tense** ▪ **use of time conjunctions** ▪ **cause and effect** ▪ **diagrams and other graphics** • Distinguishes between relevant and irrelevant **{fact/opinion};** information from different texts **newspapers / magazines**	6.1(2) 6.1(4)
Writing Skill		***Writing Skill***	
Review Term One • Writes using the writing process: 1. **prewriting** 2. **drafting** 3. **revising** 4. **editing with teacher** 5. **publishing** • Writes different types of texts on a variety of topics: • **simple paragraphs** • **character descriptions** • **alternative endings to known stories** • **instructions** • **friendly letters** • **makes clear notes**	7.1(1-4) 7.1(6)	**Review Term One** • Writes using the writing process 1. **Prewriting {brainstorming, notes, diagrams}** 2. **drafting,** 3. **revising** 4. **peer and self-editing** 5. **publishing** • Writes for different purposes and audiences (**explanations of a process from content areas**) • Writes different types of texts on a variety of topics: • **stories with imaginary settings** • **innovations on poetry read**	7.1(1-4) 7.1(5) 7.1(6)

• Writes legibly in manuscript and cursive (**begins to join loose cursive letters {diagonal and horizontal joins to letters with ascenders}**)		• **group stories** • **notes by deleting less important words** • **connected prose from notes** • **explanations** • Writes legibly in joined cursive script	
Grammar and Spelling		***Grammar and Spelling***	
Review Term One • Applies rules of grammar when writing: ○ **plurals with subject verb agreement;** ○ **correct use of adjectives** ○ **use of 1st , 2nd, and 3rd person** ○ **subject verb agreement** • Spells words quickly and accurately when writing: (○ **grade appropriate words** ○ **decodable words** ○ **words with similar spelling patterns e.g. light, fright** ○ **spelling changes with the addition of 's', 'er', 'est' and 'y'** ○ **silent letter words** ○ **compound words** ○ **contractions** ○ **common suffixes** • Uses a variety of spelling resources to support correct spelling (**dictionaries {alphabetizes beyond second letter and finding words in the correct part of the dictionary}**)	8.1(1) 8.1(2) 8.1(3)	**Review Term One** • Applies rules of grammar when writing: (○ **use of adjectives and adjectival phrases** ○ **comparative and superlative adjectives** ○ **scaled adjectives e.g. hot, warm, lukewarm, cool, cold** ○ **those with suffixes 'ish', 'er', 'est'** ○ **adjectives with adverbs {very, quite, more, most}** ○ **possessive apostrophe {singular and plural}** ○ **importance of word order in sentences** ○ **use of commas for clauses** • Spells words quickly and accurately when writing: ○ **grade appropriate words** ○ **decodable words** ○ **words ending in 'f' when suffixes are added** ○ **words with common endings as**	8.1(1) 8.1(2)

		'ight' ○ **prefixes 'al'** ○ **gender words** ○ **adjectives formed by suffixes added to nouns and verb**)	
Research Skill		***Research Skill***	
Review Term One • Uses different strategies to identify research topics with guidance • Gathers information for research from multiple sources (**internet search engines, informational texts; encyclopedias**) • Summarizes and organizes information collected (**completes a chart of information; underlines key words or phrases; lists 4 or 5 points; writes simple instructional texts**)	9.1(1) 9.1(3) 9.1(4)	**Review Term One** • Uses different strategies to identify research topics • Arranges prior knowledge in different ways (**graphic organizers, notes**) • Gathers information for research from multiple sources (**internet search engines, informational texts; encyclopedias**) • Summarizes and organizes information collected (**notes using numbered lists/bullets, headings**) • Presents research information in a variety of ways e.g. **wall chart, labeled diagram**	9.1(1) 9.1(2) 9.1(3) 9.1(4) 9.1(6)
Viewing Skill – same as Term One		***Viewing Skill – same as Term One***	
Mass Media – same as Term One		***Mass Media – same as Term One***	
Linguistics – same as Term One		***Linguistics – same as Term One***	

Year 1 Group 5		Year 2 Group 6	
Term 3		**Term 3**	
Oral Linguistic Skill **Listening and responding / Listening Comprehension**	**Target Behaviours**	**Oral Linguistic Skill** **Listening and responding / Listening Comprehension**	**Target Behaviours**
Review Term Two • Listens attentively (with correct listening behaviours). • Listens and responds to what is heard by retelling or writing. **({aspects of story opening, build-up, mood}, innovations on stories; book reports**) • Listens, restates and follows instructions **(include dictation**).	3.1 (2, 4) 3.1(1.8) 3.2(2.6.7) 3.2(1)	**Review and extend Term Two Work** • Listens critically to analyze and evaluate: ○ **fact/opinion** ○ **relevant/irrelevant information** ○ **cause/effect** ○ **social, moral and cultural issues** ○ **poetic structure, {rhythm, rhyme**	3.5

• Listens and responds to group or class discussions *Suggested Genre* • ***Adventure and mystery stories; stories by the same author*** • ***poetry (humorous, poetry that plays on language)*** • Listens critically: ○ to analyze and evaluate: ▪ **compare and contrast stories by the same author** ▪ **discuss characters' feelings behaviour and relationships** ▪ **how language is used** ▪ **patterns of sound in poetry e.g. onomatopoeia** ○ to discriminate sounds **(contractions; alliteration / onomatopoeia**)	3.2(3) 3.1(6) 3.1(9) 4.1(1)	**and language}** *Suggested Genre* • ***Adventure stories and novels*** • ***Stories in a series*** • ***Stories by the same author*** • ***Stories from other cultures*** • ***Poetry(haiku, cinquain, couplets, list poems, alphabet poems, epitaphs, conversational poems, rhyming poems, free verse)*** • ***Persuasive writing – adverts, flyers, circulars*** • ***Information books*** • ***Discussion texts – debates, editorials***	
Speaking - Same as Term Two		***Speaking - Same as Term Two***	
Reading Skill ***Phonics and Decoding***		**Reading Skill** ***Phonics and Decoding***	
Review Term Two • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence (**contractions**) ○ Syllabication (**prefixes {mis non, ex, co, anti}**) ○ Word structure (**base/root / compound words**)	4.1 (1) (2) (3)	**Review and extend Term One Work** • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence: ▪ **'v' and 'k'** ▪ **letter strings e.g. 'wa' in swat, water; 'wo' in worship, won; 'ss' in goodness, missile;**	4.1 (1)

○ Grammar: ▪ **pronouns {personal [1st, 2nd, 3rd person]},** ▪ **possessive** ▪ **subject verb agreement** ▪ **conjunctions** ○ Word meaning (**synonyms/antonyms; homonyms {same spellings with multiple meanings}; context clues**) • Uses a combination of word recognition skills and strategies to accurately decode unfamiliar words quickly	(4) (5) 4.1(6)	▪ **common letter strings with different sounds {'ou' in tough, trough, through, plough; hour, journey, could, route, four}** ○ Syllabication (**suffixes {ible, able, ive, tion, sion}**) ○ Word structure (**base/root words e.g. words with common roots e.g. advent, invent, prevent; press, pressure depress; phone, telephone, microphone**) ○ Grammar (**verbs tenses; conjunctions for argument {if….then, on the other hand…; finally; so}**) ○ Word meaning (**homophones {to/ too /two; they're / their/ there; piece/peace ; synonyms/ antonyms; context clues**)	(2) (3) (4) (5,6)
Fluency – Same as Term 2		***Fluency – Same as Term 2***	
Vocabulary Development		***Vocabulary Development***	
Review Term Two • Learns new vocabulary by direct and indirect ways: ○ **context clues** ○ **background knowledge** ○ **dictionaries** ○ **word structure** • Uses new words accurately in oral and written	4.3) 4. (1, 2, 3, 4,	**Review Term Two** • Learns new vocabulary by direct and indirect ways: ○ **context clues** ○ **background knowledge** ○ **dictionaries** ○ **uses word origins and derivations** • Uses new words accurately in oral and	4.3 (1, 2, 3, 5, 6)

language: (○ **synonyms for dialogue** ○ **homonyms with same spelling and multiple meanings** ○ **phrases used in letters** ○ **time sequence words** ○ **conjunctions** ○ **addition of prefixes to generate new words**	5,	written language: ○ **compound words {review}** ○ **diminutives formed by an addition of suffix 'ette' and prefix 'mini'** ○ **groups of words with common roots** ○ **words with suffixes 'ible', 'able', 'ive', 'tion', 'sion'**	
Comprehension		***Comprehension***	
Review Term Two • Reads a variety of developmentally appropriate texts: ○ **adventure and mystery stories** ○ **stories by the same author** ○ **Poetry {humorous, poetry that plays on language}** ○ **information books;** ○ **letters written for different purposes** ○ **alphabetic texts e.g. directories, encyclopedias** • Links texts with personal experiences • Uses different comprehension strategies (**making predictions from graphic features {illustrations, diagrams}; context clues**) • Uses knowledge of text structures to understand the text (**content page, index, headings**) • Summarizes the main idea and detail from narrative and expository texts	4.4(1) 4.4(2) 4.4(3) 4.4(4) 4.4(6)	**Review Term Two** • Reads a variety of developmentally appropriate texts: ○ **adventure stories and novels** ○ **stories that raise issues** ○ **stories by the same author** ○ **stories from other cultures** ○ **poetry {haiku, cinquain, couplets, list poems, epitaphs, conversational poems; rhyming poems, free verse** ○ **persuasive writing { adverts, flyers, circulars}** ○ **discussion texts {debates, editorials}** ○ **information books** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text (**questioning**) • Uses knowledge of text structures to understand the text:	4.4(1) 4.4(3) 4.4(4)

		○ **paragraphing** ○ **chapters** ○ **patterns of rhyme / rhythm / language {poetry}** ○ **persuasive vocabulary and style** • Summarizes the main idea and detail from narrative and expository texts **{advertisements, arguments, discussions}**	4.4(6)
Critical Analysis and Evaluation		***Critical Analysis and Evaluation***	
Review Term Two • Evaluates information read by identifying ○ **Essential and non-essential information.** ○ **Themes** ○ **Character behaviour and views** • Compares and contrasts the works of one and/or different authors	4.5(1) 4.5(4)	**Review Term Two** • Evaluates information read by identifying ○ **Author's purpose** ○ **Themes** ○ **Fact, opinion and perspective** ○ **Social, moral or cultural issues** • Compares and contrasts the work of one /and/or different authors (**poets' use of figurative language, patterns of rhyme and verse**)	4.5(1) 4.5(4) 5.1(8) 6.1(5)
Fictional Texts		***Fictional Texts***	
Review Term Two • Selects and reads literary works for personal enjoyment • Reads silently • Identifies and interprets story elements (**themes, characters, mood**) • Identifies and discusses various features of poems read (**sound patterns**) • Compares and contrasts literary works	5.1(1) 5.1(3) 5.1(4) 5.1(7) 5.1(8)	**Review Term Two** • Identifies the use of literary devises in a particular text (**use of paragraphs and chapters to collect, order and build ideas**) • Identifies and interprets story elements (**dilemmas faced by the characters / moral of story**) • Identifies and discusses various features of poems read: ○ **type of poem**	5.1(5) 5.1(6) 5.1(7)

		○ **use of rhythm** ○ **patterns of rhyme {choruses, rhyming couplets, alternate line rhyme}**)	
Informative Texts		***Informative Texts***	
Review Term Two • Scans an informative text (**indexes, directories and IT sources**) and decides if the text is appropriate for the purpose of reading • Identifies, explains and uses text features • Compares and contrasts texts (**include IT and other media texts**)	6.1(1) 6.1(3) 6.1(5)	**Review Term Two** • Identifies, explains and uses text organizational features of (**ordering of points in arguments with supporting graphics; persuasive language and style of advertisements**) • Applies thinking skills to interpret facts and ideas from informational texts	6.1(2) 6.1(6)
Writing Skill		***Writing Skill***	
Review Term Two • Writes using the writing process 1. **prewriting,** 2. **drafting,** 3. **revising,** 4. **editing with teacher,** 5. **publishing** • Writes different types of texts on a variety of topics: • **innovations on known stories** • **write a 1st person account e.g. a story character** • **book reports / reviews** • **poetry that uses sounds to create effects**	7.1(1-4) 7.1(6)	**Review Term Two** • Writes using the writing process 1. **Prewriting {brainstorming, notes, diagrams}** 2. **drafting** 3. **revising** 4. **peer and self-editing,** 5. **publishing** • Writes for different purposes and audiences: • **to explore issues and dilemmas raised in stories read** • **to present a point of view {letter, report or script}** • **to summarize the key ideas from a chapter or paragraph**	7.1(1-4) 7.1(5)

• **letters** • **alphabetically ordered lists** • **extended notes** • **summaries** • Writes legibly in joined cursive script ensuring consistency in letter size and proportions and spacing between words and letters		• Writes different types of texts on a variety of topics (**alternative endings to known stories; to write long stories; poems with different styles; advertisements; summaries**) • Writes legibly in manuscript and cursive script	7.1(6)
Grammar and Spelling		***Grammar and Spelling***	
Review Term Two • Applies rules of grammar when writing: ○ **different types of sentences with direct and indirect objects** ○ **commas to mark parts of a sentence** ○ **pronouns with subject verb agreement** ○ **correct use of pronouns {personal and possessive}** ○ **use of 1st , 2nd, and 3rd person pronouns with subject verb agreement** ○ **speech marks** ○ **conjunctions {if, so, while, though, since, when}** ○ **words and phrases that signal time changes {first, then, after, meanwhile, from, where}** • Spells words quickly and accurately when writing: ○ **grade appropriate words** ○ **decodable words**	8.1(1)

○ **words with similar spelling patterns e.g. light, fright** ○ **words with prefixes {mis, non, ex, co, anti}** ○ **contractions** ○ **dialogue synonyms {shouted, cried, yelled}** ○ **homonyms with same meanings;** ○ **time sequence words** ○ **conjunctions {while, though, since, when}** • Uses a variety of spelling resources to support correct spelling (**dictionaries {alphabetizes beyond second letter and finding words in the correct part of the dictionary}**)	8.1(3)	○ **common letter strings with different sounds {'ou' in tough, through, plough, hour, journey, could, route, four}** ○ **it's and its**	
Research Skill – Review and extend Term Two		***Research Skill – Review and extend Term Two***	
Viewing Skill – Review and extend Term Two		***Viewing Skill – Review and extend Term Two***	
Mass Media – Review and extend Term Two		***Mass Media - Review and extend Term Two***	
Linguistics – Review and extend Term Two		***Linguistics – Review and extend Term Two***	
Technical Vocabulary Apostrophe, definition, homonym, root word, singular, suffix Adjective, bullet points, conjunction, formal language, grammar / structure, informal language, collective / common / proper noun, personal / possessive pronoun, verb, verb tense, 1st / 2nd /3rd person Alliteration, audience, bibliography, dialogue, encyclopedia, fable, legend, myth, onomatopoeia, parable, purpose of writing, sequence, structure, thesaurus, traditional story		**Technical Vocabulary** Diminutive, font, homophone, simile Adverb, comparative / superlative adjective, clause, colon, conjunction, hyphen, paragraph, phrase, possessive apostrophe, semi-colon Abbreviate, argument, chorus, cinquain, debate, debate, discussion, editorial, epitaph, fantasy adventure, free verse, haiku, jingle, monologue, narrative, opinion, persuasive writing, play script, rhyming couplet, science fiction, stanza, summary, voice	

Year 3 - Group 7		**Year 4 - Group 8**	
Term 1		**Term 1**	
Oral Linguistic Skill **Listening and responding / Listening Comprehension**	**Target Behaviours**	**Oral Linguistic Skill** **Listening and responding / Listening Comprehension**	**Target Behaviours**
Review Year Two		**Review Year Three**	

• Listens attentively (with correct listening behaviours i.e. showing respect for the ideas of others). • Demonstrates the ability to listen for a variety of purposes. (**as a basis for writing and speaking; to determine group goals, tasks, responsibilities and progress**) • Listens and identifies the speaker's intent, attitude, perspective and purpose • Listens and responds to information heard **(compares the structure of different stories and poems**) • Listens critically to analyze and evaluate (**features of good story openings; poetic style, form and themes**) • Listens and identifies factors that influence the message heard (**language style**) • Listens and takes relevant notes on formal and informal presentations (**main points / key information**) *Suggested Genre* • ***Novels and stories of different genre*** • ***Play scripts*** • ***Recounts (events, activities, visits, news reports)*** • ***Instructional texts (rules, recipes, directions, instructions)***	3.1 (2, 4) 3.1(3) 3.1(7) 3.1(1.8), 3.2(7) 3.1(6,9) 3.2(8)	• Listens attentively: ○ **maintaining eye contact** ○ **appropriate posture** ○ **no distraction/interruptions** ○ **providing immediate feedback etc.** • Demonstrates the ability to listen for a variety of purposes. (**as a basis for writing and speaking; to determine group goals, tasks, responsibilities and progress**) • Identifies the language of different genes • Identifies and analyzes persuasive techniques • Listens and identifies the speaker's intent, attitude, perspective and purpose • Listens and responds to information heard Listens, critically to analyze and evaluate (**tone, mood, key emotions; fact /opinion**) • Listens and identifies factors that influence the message heard: ○ **language style** ○ **word choice** ○ **setting** ○ **non-verbal communication** • Listens and takes relevant notes on formal and informal presentations (**main points/key information**) *Suggested Genre* • ***Classics*** • ***Poetry by established poets*** • ***Drama including adapted***	3.1 (2, 4) 3.1(3) 3.1(5) 3.1(6) 3.1(7) 3.1(8) 3.2(7) 3.1(9) 3.2(8)

		Shakespearian plays • ***Adaptations of classics on television /DVD*** • ***Autobiography / biography, diaries*** • ***Journalistic writing*** • ***Non-chronological reports***	
Speaking		**Speaking**	
Review Year Two • Speaks to acquire and convey information:. ○ **effective questioning** ○ **interviews** ○ **speeches** ○ **presentations** ○ **narratives** ○ **group discussion** • Uses speech for self-expression and literary response: Speech ○ **is appropriate to situation** ○ **has subject-verb agreement; is properly sequenced;** ○ **has enriched vocabulary** ○ **compares different stories and poems** • Uses speech to evaluate and analyze critically (**evaluates literature by referring to details and examples from the text; gives opinion**) • Uses speech for social interaction, (**uses conversation conventions; adapts language to suit the audience or situation**)	3.3 3.4 3.5 3.6	**Review Year Three** • Speaks to acquire and convey information: ○ **effective questioning** ○ **interviews** ○ **speeches** ○ **debates** ○ **presentations** ○ **dram;** ○ **group discussion** • Uses speech for self-expression and literary response: Speech ○ **is appropriate to situation** ○ **has subject-verb agreement** ○ **is properly sequenced** ○ **has enriched vocabulary** ○ **compares different stories and poems** • Uses speech to evaluate and analyze critically: ○ **evaluates literature by referring to details and examples from the text** ○ **gives opinion** ○ **compares / contrasts**	3.3 3.4 3.5

		○ **features of non-chronological reports** ○ **points of view** • Uses speech for social interaction, (**uses conversation conventions; adapts language to suit the audience or situation**)	3.6
Reading Skill ***Phonics and Decoding***		**Reading Skill** ***Phonics and Decoding***	
Review Year Two • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence (**properties of words ending in vowels {not 'e''**) ○ Syllabication (**prefixes {auto, bi, trans, tele, circum}**) ○ Word structure (**review spelling patterns of plural words; roots of words (sign, signature, signal**) ○ Grammar (**word order; commas marking grammatical boundaries; colon to signal a list**) ○ Word meaning: ▪ **adverbs** ▪ **idiomatic phrases** ▪ **similes** ▪ **analogies** ▪ **sets of synonyms that identify shades of meaning e.g. angry, irritated, frustrated, upset**	4.1 (1) (2) (3) (4) (5,6)	**Review Year Three** • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence (**unstressed vowel sounds in multi-syllabic**) ○ Syllabication (**prefixes {aero, aqua, audi, bi, con, cred, duo, log(o)(y), hyd {ro}{ra}, in, micro, oct, photo, prim, sub, teller, tri, ex}; suffixes {clude, scribe, scope**) ○ Word structure (**roots of words**) ○ Grammar (**active passive verbs**) ○ Word Meaning • Uses a combination of word recognition skills and strategies to accurately decode unfamiliar words quickly (**including word origins and derivations**)	4.1 (1) (2) (3) (4) (5) (6)
Fluency		***Fluency***	

• Reads developmentally appropriate ○ Sight words automatically ○ Texts accurately and smoothly at an appropriate pace ○ Texts with expression	4.1 (1) (2) (3)	• Reads developmentally appropriate ○ Sight words automatically ○ Texts accurately and smoothly at an appropriate pace ○ Texts with expression	4.1 (1) (2) (3)
Vocabulary Development		***Vocabulary Development***	
Review Year Two • Learns new vocabulary by direct and indirect ways: ○ **word structure** ○ **word origins and derivatives** ○ **context clues** ○ **background knowledge** ○ **reference texts {dictionaries, glossaries, thesauruses, encyclopedias}** ○ **electronic devises** • Uses new words accurately in oral and written language: ○ **adverbs** ○ **idiomatic phrases** ○ **similes** ○ **analogies** ○ **sets of synonyms that identify shades of meaning e.g. angry, irritated, frustrated, upset**)	4.3 (1, 2, 3, 5, 6)	**Review Year Three** • Learns new vocabulary by direct and indirect ways: ○ **word structure** ○ **word origins and derivatives** ○ **context clues** ○ **background knowledge** ○ **reference texts {dictionaries, glossaries, thesauruses, encyclopedias}** ○ **electronic devises** • Uses new words accurately in oral and written language • Identifies specific vocabulary that causes comprehension difficulties	4.3 (1, 2, 3, 5, 6) 4.3(7)
Comprehension		***Comprehension***	
Review Year Two • Reads a variety of developmentally	4.4(1)	**Review Year Three** • Reads a variety of developmentally	4.4(1)

appropriate texts: ○ **novels and stories of different genre** ○ **play scripts** ○ **recounts {events, activities, visits, news reports}** ○ **instructional texts {rules, recipes; directions, instructions}** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text (**questioning; rereading; word substitutions**) • Uses knowledge of text structures, grammar, phonics and vocabulary to understand the text: ○ **opening,** ○ **pace,** ○ **build-up,** ○ **sequence,** ○ **conflict and resolution;** ○ **features of recounted texts** ▪ **introduction,** ▪ **chronological sequence, illustrations,** ▪ **use of connecting conjunctions** ○ **purpose, layout and organization of instructional texts** ○ **synonyms, prefixes, word roots, idiomatic phrases** • Summarizes the main idea and detail from	4.4(3, 7) 4.4(4, 5) 4.4(6)	appropriate classics texts: ○ **classics** ○ **poetry by established poets** ○ **drama including adapted Shakespearian plays** ○ **adaptation of classics on television /DVD** ○ **autobiography / biography, diaries,** ○ **journalistic writing, non-chronological reports** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text (**questioning; rereading; word substitutions**) • Uses knowledge of text structures, grammar, phonics and vocabulary to understand the text (**biography / autobiography, non-chronological reports, reference mater**) • Summarizes the main idea and detail from narrative and expository texts • Demonstrates comprehension of texts in different ways (**dramatization, posters, time-lines**)	4.4(3, 7) 4,4(4,5) 4.4(6) 4.5(6)

narrative and expository texts • Demonstrates comprehension of texts in different ways	4.5(6)		
Critical Analysis and Evaluation		***Critical Analysis and Evaluation***	
Review Year One • Evaluates information read by identifying ○ **Essential and non-essential information.** ○ **Author's purpose** ○ **Themes** ○ **Fact, opinion and perspective** • Makes and supports judgement about ideas and concepts presented in the text read • Analyzes ideas and concepts presented in the text and compares it to personal experiences and knowledge • Compares and contrasts the works of one and/or different authors (**poets' use of figurative language, patterns of rhyme and verse**)	4.5(1) 4.5(2) 4.4(2) 4.5(3) 4.5(4) 5.1(8) 6.1(5)	**Review Year Three** • Evaluates information read by identifying ○ **Essential and non-essential information** ○ **Author's purpose** ○ **Themes** ○ **Fact, opinion and perspective** • Makes and supports judgement about ideas and concepts presented in the text read • Analyzes ideas and concepts presented in the text and compares it to personal experiences and knowledge • Compares and contrasts the works of one and/or different authors	4.5(1) 4.5(2) 4.4(2) 4.5(3) 4.5(4) 5.1(8) 6.1(5)
Fictional Texts		***Fictional Texts***	
Review Year Two • Selects and reads literary works for personal enjoyment • Reads and interprets narrative texts from a variety of genre (**novels and stories of different genre; play scripts, poems**) • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation	5.1(1) 5.1(2) 5.1(3) 5.1(4)	**Review Year Three** • Selects and reads literary works for personal enjoyment • Reads and interprets narrative texts from a variety of genre (**novels and stories of different genre; play scripts, poems**) • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation	5.1(1) 5.1(2) 5.1(3) 5.1(4)

• Identifies the use of literary devises in a particular text: ○ **openings** ○ **dramatic conventions in play scripts** ○ **pace, build up, sequence complication and resolution of plot** ○ **poetic style** • Identifies and interprets story elements (**presentation of characters and their relationship with others**) • Identifies and discusses various features of poems read: ○ **type of poem** ○ **style and form** ○ **themes** ○ **content**	5.1(5) 5.1(6) 5.1(7)	• Identifies the use of literary devises in a particular) • Identifies and interprets story elements: ○ **plot,** ○ **setting** ○ **character** ○ **central problem and solution** ○ **character traits, actions and point of view** • Identifies and discusses various features of poems read • Compares and contrasts literary works • Uses previous readings and personal experiences to understand and compare literature	5.1(5) 5.1(6) 5.1(7) 5.1(8) 5.1(9)
Informative Texts		***Informative Texts***	
Review Year Two • Scans an informative text (**indexes, directories and IT sources**) and decides if the text is appropriate for the purpose of reading • Identifies, explains and uses text features • Compares and contrasts texts (**include IT and other media texts**)	6.1(1) 6.1(3) 6.1(5)	**Review Year Three** • Scans an informative text to decide if the text is appropriate for the purpose of reading • Identifies, explains and uses text features (**graphics**) and organizational features (**table of content etc.**) • Distinguishes between relevant and irrelevant information • Applies thinking skills to interpret facts and ideas from informational texts	6.1(1) 6.1(2,3) 6.1(4) 6.1(6)

Writing Skill		***Writing Skill***	
Review Year Two		**Review Year Three**	
• Writes using the writing process: 1. **Prewriting {brainstorming, notes, diagrams}** 2. **drafting,** 3. **revising** 4. **peer and self-editing** 5. **publishing**	7.1(1-4)	• Writes using the writing process: 1. **Prewriting {brainstorming, notes, diagrams}** 2. **drafting,** 3. **revising** 4. **peer and self-editing** 5. **publishing**	7.1(1-4)
• Writes for different purposes and audiences: • **to record ideas, reflections and predictions about books** • **to write new scenes or characters into a story** • **to convey feelings about poems** • **to write play scripts** • **to write recounts based on a familiar topic or personal experience** • **to write instructional texts** • **to make notes using simple abbreviations**	7.1(5)	• Writes for different purposes and audience: • **Characteristics of good writing** ▪ **has clear ideas / content** ▪ **organized** ▪ **has voice** ▪ **has a variety of different length sentences** ▪ **follows writing convention**	7.1(5)
• Writes different types of texts on a variety of topics: • **reflections** • **play script** • **recounts** • **instructions;** • **notes**	7.1(6)	• Writes different types of texts on a variety of topics: • **narratives** • **summaries of narratives read** • **play scripts from narratives read** • **biographies** • **autobiographies** • **newspaper articles for a class newspaper / magazine;** • **poetry {experimenting with personification}** • **notes**	7.1(6)
• Writes legibly in joined cursive script with			

proper spacing between letters and words		• Writes legibly in cursive script	
Grammar and Spelling		***Grammar and Spelling***	
Review Year Two • Applies rules of grammar when writing: ○ **use of correct word order for type of sentence** ○ **Standard English** ○ **direct and reported speech** ○ **punctuation marks** ○ **verbs {past tense in recounts, imperative form in instructions}** ○ **use of auxiliary verbs {have, was, shall, will}** ○ **in different languages** • Spells words quickly and accurately when writing: ○ **grade appropriate words;** ○ **decodable words** ○ **words ending in vowels {not 'e'}** ○ **plural spelling patterns {review rules}** ○ **words with prefixes 'auto', 'bi', 'trans', 'tele', 'circum'**	8.1(1) 8.1(2)	**Review Year Three** • Applies rules of grammar when writing: ○ **capitalization** ○ **punctuation {colon, semi-colon, brackets, dashes, commas}** ○ **usage {active and passive verbs; conjunctions}** ○ **complex sentences** • Spells words quickly and accurately when writing: ○ **grade appropriate words** ○ **decodable words** ○ **conjunctions {therefore, furthermore}** ○ **word roots with prefixes and suffixes**	8.1(1) 8.1(2)
Research Skill		***Research Skill***	
Review Year Two • Uses different strategies to identify research topics with guidance (**categorizing, browsing printed media**) • Arranges prior knowledge in different ways (**graphic organizers, notes**) • Gathers information for research from	9.1(1) 9.1(2) 9.1(3)	**Review Year Three** • Uses different strategies to identify research topics with guidance: ○ **categorizing** ○ **browsing printed media** ○ **developing questions** ○ **discussion**	9.1(1)

multiple sources (**internet search engines, informational texts; encyclopedias**) • Summarizes and organizes information collected: ○ **notes** ○ **graphic organizers** ○ **summaries** ○ **use of quotations** • Complies and formats research • Presents research information in a variety of ways (**wall chart, labelled diagram**)	9.1(4) 9.1(5) 9.1(6)	• Arranges prior knowledge in different ways (**graphic organizers, notes**) • Gathers information for research from multiple sources (**internet search engines, informational texts; encyclopedias**) • Summarizes and organizes information collected: ○ **notes** ○ **graphic organizers** ○ **summaries** ○ **use of quotations** • Complies and formats research • Presents research information in a variety of ways (**wall chart, labelled diagram**)	9.1(2) 9.1(3) 9.1(4) 9.1(5) 9.1(6)
Viewing Skill		***Viewing Skill***	
Review Year Two • Demonstrates an understanding of the different messages conveyed by visual media (**describes main idea or message**) • Identifies techniques used to convey messages in visual media • Identifies techniques used to create an atmosphere and / or mood	10.1(1) 10.1(2) 10.1(3)	**Review Year Three** • Demonstrates an understanding of the different messages conveyed by visual media (**describes main idea or message**) • Identifies techniques used to convey messages in visual media(**identifies hidden and overt messages**) • Identifies techniques used to create an atmosphere and / or mood • Identifies stereotyping in visual media • Identifies symbols used in visual media	10.1(1) 10.1(2) 10.1(3) 10.1(4) 10.1(5)
Mass Media		***Mass Media***	

Review Year Two		Review Year Three	
• Defines and names different forms of mass media • Identifies and gives examples of the characteristics of different forms of mass media • Uses various techniques in multi-media projects (**Power Point presentations**)	11.1(1) 11.1(2) 11.1(3)	• Defines and names different forms of mass media • Identifies and gives examples of the characteristics of different forms of mass media • Identifies and uses the form of mass media suited to a particular purpose • Uses various techniques in multi-media projects (**Power Point presentations**) • Identifies and gives examples of the basic elements of advertising in mass media	11.1(1) 11.1(2) 11.1(3) 11.1(4) 1.1(5)
Linguistics		***Linguistics***	
Review Year Two		**Review Year Three**	
• Demonstrates an understanding that language can determine relationships between persons in the community • Recognizes that speech is influenced by situation and form(**social language conventions, word usage**) • Recognizes that communication occurs in many ways (***Social Studies link***) • Recognizes that communication benefits from rules • Uses grammatical terms when discussing spoken and written language	12.1(1) 12.1(4) 12.1(5) 12.1(6) 13.1(1)	• Demonstrates an understanding that language can determine relationships between persons in the community • Identifies the history and characteristics of languages in the community (***Social Studies link***) • Recognizes that speech is influenced by situation and form(**social language conventions, word usage**) • Recognizes that communication occurs in many ways (***Social Studies link***) • Recognizes that communication benefits from rules (**Rules of written and oral communication**) • Uses grammatical terms when discussing spoken and written language	12.1(1) 12.1(2,3) 12.1(4) 12.1(5) 12.1(6) 13.1(1)

		• Recognizes linguistic techniques (**suspense; flashbacks; emotive writing**) and uses them in own writing • Recognizes differences between literal and figurative use of language in texts • Uses literal and figurative in writing • Compares and contrasts the elements of different languages	13.1(2) 13.1(3) 13.1(4) 13.1(5)

Year 3 - Group 7		Year 4 - Group 8	
Term 2		**Term 2**	
Oral Linguistic Skill **Listening and responding / Listening Comprehension**	**Target Behaviours**	**Oral Linguistic Skill** **Listening and responding / Listening Comprehension**	**Target Behaviours**
Review Term One • Listens attentively (**with correct listening behaviours i.e. showing respect for the ideas of others and providing appropriate feedback to the speaker**). • Listens critically to analyze and evaluate (**difference between literal and figurative language**) • Listens and identifies factors that influence the message heard (**in poetry**) • Listens and takes relevant notes on formal and informal presentations (**main points / key information**) *Suggested Genre* • ***Traditional stories (myths, legends, fables)*** • ***Long poems (for choral speaking)***	3.1 (2, 4) 3.2(7) 3.1(6,9) 3.2(8)	**Review and extend Term One** • Listens attentively to a variety of speakers: ○ **maintaining eye contact** ○ **appropriate posture** ○ **no distraction/interruptions providing immediate feedback etc.** • Demonstrates the ability to listen for a variety of purposes. (**as a basis for writing and speaking; to determine group goals, tasks, responsibilities and progress**) • Identifies the language of different genes • Identifies and analyzes persuasive techniques • Listens and identifies the speaker's intent, attitude, perspective and purpose • Listens and responds to information heard • Listens, critically to analyze and evaluate:	3.1 (2, 4) 3.1(3) 3.1(5) 3.1(6) 3.1(7) 3.1(8) 3.2(7)

• ***Non-chronological reports; explanations (from other content areas)*** • Listens critically: ○ To analyze and evaluate (**use of language between narrators and authors**) ○ To discriminate meaning (**homophones**)		○ **tone** ○ **moo,** ○ **key emotions** ○ **fact /opinion** • Listens and identifies factors that influence the message heard: ○ **language style** ○ **word choice** ○ **setting** ○ **non-verbal communication** • Listens and takes relevant notes on formal and informal presentations (**main points/key information**) *Suggested Genre* • ***Established stories and novels from different genre (mystery, humour, science fiction, historical, fantasy)*** • ***A range of poetic forms (limericks, cinquain, haiku, riddles, free verse)*** • ***Poems in other forms (hymns, songs, advertisements)*** • ***Discussion texts*** • ***Formal writing (public notices, documents)***	3.1(9) 3.2(8)
Speaking		**Speaking**	
Review and extend Term One • Speaks to acquire and convey information:	3.3	**Review and extend Term One** • Speaks to acquire and convey information: (	3.3

○ **effective questioning;** ○ **interviews** ○ **speeches** ○ **presentations;** ○ **narratives;** ○ **group discussion** • Uses speech for self-expression and literary response communicating effectively: ○ **choral speaking of long poems** ○ **other speech** ▪ **is appropriate to the situation** ▪ **has subject-verb agreement** ▪ **is properly sequenced** ▪ **has enriched vocabulary** ▪ **compares different stories and poems** • Uses speech to evaluate and analyze critically (**evaluates literature by referring to details and examples from the text; gives opinion**) • Uses speech for social interaction, (**uses conversation conventions; adapts language to suit the audience or situation**)	3.4 3.5 3.6	○ **effective questioning** ○ **interviews** ○ **speeches** ○ **debates** ○ **presentations** ○ **drama** ○ **group discussion** • Uses speech for self-expression and literary response, communicating effectively: Speech: • **is appropriate to situation** • **has subject-verb agreement** • **is properly sequenced** • **has enriched vocabulary** • **compares different stories and poems** • Uses speech to evaluate and analyze critically: ○ **evaluates literature by referring to details and examples from the text** ○ **gives opinion** ○ **features of non-chronological reports** ○ **analyzes points of view in discussion texts** • Uses speech for social interaction, (**uses conversation conventions; understands and uses formal language**)	3.4 3.5 3.6
Reading Skill ***Phonics and Decoding***		**Reading Skill** ***Phonics and Decoding***	
Review Term One • Decodes unfamiliar, developmentally	4.1	**Review Term One** • Decodes unfamiliar, developmentally	4.1

appropriate words by: ○ Letter sound correspondence (**review of words with long/short 'oo'; common word strings 'ough'**) ○ Syllabication (**with 'full' as a suffix; addition of 'ing' to words with short vowels followed by a single consonant e.g. hum – humming; soft 'c'**) ○ Word structure (**homophones**) ○ Grammar (**reordering sentences; reviewing conventions of Standard English; commas for clauses**) ○ Word meaning (**onomatopoeia e.g. trickle, smash, splash**)	(1) (2) (3) (4) (5,6)	appropriate words by: ○ Letter sound correspondence (**unstressed vowel sounds in multi-syllabic words**) ○ Syllabication (**review all rules**) ○ Word structure (**roots of words; formal language**) ○ Grammar (**active / passive verbs**) ○ Word meaning • Uses a combination of word recognition skills and strategies to accurately decode unfamiliar words quickly (**including word origins and derivations**)	(1) (2) (3) (4) (5) (6)
***Fluency** – review and extend Term One*		***Fluency** – review and extend Term One*	
Vocabulary Development		***Vocabulary Development***	
Review Term One • Learns new vocabulary by direct and indirect ways: ○ **word structure,** ○ **word origins and derivatives** ○ **context clues** ○ **background knowledge,** ○ **reference texts {dictionaries, glossaries, thesauruses, encyclopedias}** ○ **electronic devises** • Uses new words accurately in oral and written language:	4.3 (1, 2, 3, 5, 6)	**Review Term One** • Learns new vocabulary by direct and indirect ways: ○ **word structure** ○ **word origins and derivatives** ○ **context clues** ○ **background knowledge** ○ **reference texts {dictionaries, glossaries, thesauruses, encyclopedias}** ○ **electronic devises}** • Uses new words accurately in oral and written language (**proverbs, active and**	4.3 (1, 2, 3, 5, 6)

○ **antonyms {adjectives and adverbs}** ○ **onomatopoeia** ○ **expressions from regular speech {idioms, sayings**)		**passive word forms, formal official language**) • Identifies specific vocabulary that causes comprehension difficulties	4.3(7)
Comprehension		***Comprehension***	
Review Term One • Reads a variety of developmentally appropriate texts: (○ **traditional stories {myths, legends, fables}** ○ **long poems {for choral speaking}** ○ **non-chronological reports** ○ **explanations {from other content areas}** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text (**questioning; rereading; word substitutions**) • Uses knowledge of text structures, grammar, phonics and vocabulary to understand the text (**features of texts; literal and figurative language differences**) • Summarizes the main idea and detail from narrative and expository texts • Demonstrates comprehension of texts in different ways	4.4(1) 4.4(3, 7) 4.4(4, 5) 4.4(6) 4.5(6)	**Review Term One** • Reads a variety of developmentally appropriate texts: ○ **established stories and novels from different genre {mystery, humour, science fiction, historical, fantasy}** ○ **a range of poetic forms {limericks, cinquain, haiku, riddles, free verse}** ○ **poems in other forms {hymns, songs, advertisements}** ○ **discussion texts** ○ **formal writing {public notices, documents}** • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text (**questioning; rereading; word substitutions**) • Uses knowledge of text structures, grammar, phonics and vocabulary to understand the text • Summarizes the main idea and detail from narrative and expository texts • Demonstrates comprehension of texts in different ways (**dramatization, posters, time- lines**)	4.4(1) 4.4(3, 7) 4.4(4, 5) 4.4(6) 4.5(6)

Critical Analysis and Evaluation		*Critical Analysis and Evaluation*	
Review and extend Term One • Evaluates information read by identifying ○ **essential and non-essential information.** ○ **themes** ○ **fact, opinion and perspective** • Makes and supports judgements about ideas and concepts presented in the text read • Analyzes ideas and concepts presented in the text and compares it to personal experiences and knowledge • Compares and contrasts the works of one and/or different authors (**different genre, different types of poems; different sources**)	4.5(1) 4.5(2) 4.4(2) 4.5(3.4) 5.1(8) 6.1(5)	**Review Term and extend Term One** • Evaluates information read by identifying ○ **essential and non-essential information** ○ **themes** ○ **fact, opinion and perspective** • Makes and supports judgements about ideas and concepts presented in the text read:(○ **narratives** ○ **poetry** ○ **arguments** ○ **official documents** • Analyzes ideas and concepts presented in the text and compares it to personal experiences and knowledge • Compares and contrasts the works of one and/or different authors	4.5(1) 4.5(2) 4.4(2) 4.5(3.4) 5.1(8) 6.1(5)
Fictional Texts		*Fictional Texts*	
Review and extend Term One • Selects and reads literary works for personal enjoyment • Reads and interprets narrative texts from a variety of genre (**traditional stories {myths, legends, fables}; long poems {for choral speaking}**) • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation • Identifies the use of literary devises in a	5.1(1) 5.1(2) 5.1(3) 5.1(4) 5.1(5)	**Review and extend Term One** • Selects and reads literary works for personal enjoyment • Reads and interprets narrative texts from a variety of genre: (○ **established stories and novels from different genre {mystery, humour, science fiction, historical, fantasy}** ○ **a range of poetic forms {limericks, cinquain, haiku, riddles, free verse};** ○ **poems in other forms {hymns,**	5.1(1) 5.1(2)

particular text (**myths, legends and fables; poetic style**) • Identifies and interprets story elements • Identifies and discusses various features of poems read: ○ **ballad** ○ **sonnet** ○ **rap** ○ **narrative poem**	5.1(6) 5.1(7)	**songs**) • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation • Identifies the use of literary devises in narrative texts • Identifies and interprets story elements: ○ **plot** ○ **setting** ○ **character** ○ **central problem and solution** ○ **character traits; actions and point of view** • Identifies and discusses various features of poems read (**manipulation of words, moods, feelings and attitudes; humorous verse**) • Compares and contrasts literary works • Uses previous readings and personal experiences to understand and compare literature	5.1(3) 5.1(4) 5.1(5) 5.1(6) 5.1(7) 5.1(8) 5.1(9)
Informative Texts		***Informative Texts***	
Review and extend Term One • Scans an informative text and decides if the text is appropriate for the purpose of reading • Identifies, explains and uses text organizational features • Distinguishes between relevant and irrelevant information in expository texts • Compares and contrasts information from	6.1(1) 6.1(2, 3) 6.1(4) 6.1(5)	**Review and extend Term One** • Scans text to decide if it is appropriate for the purpose of reading • Identifies, explains and uses text features (**graphics**) and organizational features (**table of content etc.**) of discussion texts and in examples of formal documents • Distinguishes between relevant and	6.1(1) 6.1(2, 3) 6.1(4)

different texts • Applies thinking skills to interpret facts and ideas from informational texts	6.1(6)	irrelevant information • Applies thinking skills to interpret facts and ideas from informational texts	6.1(6)
Writing Skill		***Writing Skill***	
Review and extend Term One • Writes using the writing process 1. **Prewriting {brainstorming, notes, diagrams}** 2. **drafting** 3. **revising** 4. **peer and self-editing** 5. **publishing** • Writes for different purposes and audiences: • **to write own versions of texts read** • **to convert personal notes into notes for others to read** • **to cite references, quotes etc.** • Writes different types of texts on a variety of topics: • **own legends,** • **myths,** • **fable,** • **poems** • **reports and explanatory texts** • Writes legibly in joined cursive script with consistent proportional sizing of letters and proper spacing between letters and words	7.1(1-4) 7.1(5) 7.1(6)	**Review and extend Term One** • Writes using the writing process 1. **prewriting {brainstorming, notes, diagrams}** 2. **drafting** 3. **revising** 4. **peer and self-editing** 5. **publishing** • Writes for different purposes and audiences **Characteristics of good writing –** • **has clear ideas/content** • **organized** • **has voice** • **has a variety of different length sentences** • **follows writing conventions** • Writes different types of texts on a variety of topics: • **complex sentences** • **contraction of complex sentences** • **short extracts** • **sequels** • **additional episodes,** • **alternative endings based on what was read**	7.1(1-4) 7.1(5) 7.1(6)

		• **an extended piece of writing using one genre;** • **commentaries and summaries on a literary work** • **effective arguments** • **a balanced account of a controversial issue stating both views /opinions**	
Grammar and Spelling		***Grammar and Spelling***	
Review and extend Term One • Applies rules of grammar when writing: ○ **use of correct word order for type of sentence** ○ **Standard English** ○ **punctuation marks** ○ **use of pronouns** • Spells words quickly and accurately when writing: ○ **grade appropriate words** ○ **'ful' as a suffix** ○ **soft 'c'** ○ **suffix 'ing' with short vowel words** ○ **'ough'** ○ **'oo'** ○ **homophones** ○ **possessive pronouns** ○ **suffix 'cian'** ○ **onomatopoeia** • Uses a variety of spelling resources to support correct spelling	8.1(1) 8.1(2) 8.1(3)	**Review and extend Term One** • Applies rules of grammar when writing (**formal official language; usage {active and passive verbs}; complex and contracted sentences in notes**) • Spells words quickly and accurately when writing: ○ **grade appropriate words** ○ **decodable words** ○ **word roots with prefixes and suffixes** ○ **words with unstressed vowels**	8.1(1) 8.1(2)

Research Skill – Review and extend Term One		*Research Skill – Review and extend Term One*	
Viewing Skill		***Viewing Skill – Review and extend Term One***	
Review and extend Term One • Demonstrates an understanding of the different messages conveyed by visual media (**describes main idea or message**) • Identifies techniques used to convey messages in visual media • Identifies techniques used to create an atmosphere and / or mood • Identifies symbols used in visual media	10.1(1) 10.1(2) 10.1(3) 10.1(5)		
Mass Media – Review and extend Term One		***Mass Media - Review and extend Term One***	
Linguistics – Review and extend Term One		***Linguistics – Review and extend Term One***	

Year 3 - Group 7		**Year 4 - Group 8**	
Term 3		**Term 3**	
Oral Linguistic Skill **Listening and responding / Listening Comprehension**	**Target Behaviours**	**Oral Linguistic Skill** **Listening and responding / Listening Comprehension**	**Target Behaviours**
Review Term Two • Listens attentively: ○ **Correct listening behaviours** ▪ **showing respect for the ideas of others** ▪ **providing appropriate**	3.1 (2, 4)	**Review and extend Term Two** • Listens attentively to a variety of speakers: ○ **maintaining eye contact** ○ **appropriate posture** ○ **no distraction/interruptions** ○ **providing immediate feedback etc.**	3.1 (2, 4) 3.1(3)

feedback to the speaker • Listens critically to analyze and evaluate (**points of view**) • Listens and identifies factors that influence the message heard (**in persuasive language**) • Listens and takes relevant notes on formal and informal presentations (**main points / key information**) *Suggested Genre* • ***Novels, stories from different cultures*** • ***Performance and choral poetry*** • ***Persuasive writing*** • ***IT sources*** • Listens critically: ○ To identify and analyze persuasive techniques • Listens and identifies the speaker's intent, attitude and perspective	3.2(7) 3.1(6,9) 3.2(8) 3.1(6) 3.1(7)	• Demonstrates the ability to listen for a variety of purposes. (**as a basis for writing and speaking; to determine group goals, tasks, responsibilities and progress**) • Identifies the language of different genes • Identifies and analyzes persuasive techniques • Listens and identifies the speaker's intent, attitude, perspective and purpose • Listens and responds to information heard • Listens, critically to analyze and evaluate: ○ **tone** ○ **mood** ○ **key emotions** ○ **fact /opinion** • Listens and identifies factors that influence the message heard: ○ **language style** ○ **word choice** ○ **setting** ○ **non-verbal communication** • Listens and takes relevant notes on formal and informal presentations (**main points/key information**) *Suggested Genre* • ***Established works by significant children's authors*** • ***Poetry by significant poets*** • ***Explanations from other content areas***	3.1(5) 3.1(6) 3.1(7) 3.1(8) 3.2(7) 3.1(9) 3.2(8)

		• ***Non-chronological reports from other content areas*** • ***Reference texts (including IT)***	
Speaking		**Speaking**	
Review and extend Term Two • Speaks to acquire and convey information: ○ **effective questioning** ○ **interviews** ○ **speeches** ○ **presentations** ○ **narratives** ○ **group discussion** • Uses speech for self-expression and literary response communicating effectively: ○ **choral speaking of long poems;** ○ **other speech is appropriate to the situation** ○ **has subject-verb agreement** ○ **is properly sequenced** ○ **has enriched vocabulary** ○ **compares different stories and poems** • Uses speech to evaluate and analyze critically (**persuades or expresses an opinion: supports a position with appropriate details and examples**) • Uses speech for social interaction, (**uses conversation conventions; adapts language to suit the audience or situation; assumes**	3.3 3.4 3.5 3.6	**Review and extend Term Two** • Speaks to acquire and convey information: ○ **effective questioning** ○ **interviews** ○ **speeches** ○ **debates** ○ **presentations** ○ **drama** ○ **group discussion** • Uses speech for self-expression and literary response communicating effectively: Speech ○ **is appropriate to the situation** ○ **has subject-verb agreement** ○ **is properly sequenced** ○ **has enriched vocabulary** ○ **compares different stories and poems** • Uses speech to evaluate and analyze critically: ○ **evaluates literature by referring to details and examples from the text** ○ **gives opinion** ○ **compares/contrasts features of non-chronological report** ○ **analyzes points of view in discussion**	3.3 3.4 3.5

different roles in group discussion)		**texts** • Uses speech for social interaction, (**uses conversation conventions; understands and uses formal language**)	3.6
Reading Skill ***Phonics and Decoding***		**Reading Skill** ***Phonics and Decoding***	
Review Term Two • Decodes unfamiliar, developmentally appropriate words by: ○ Syllabication (**addition of suffixes to CVCe words e.g. take- taking / hope- hopeful**) ○ Word structure (**prepositions**) ○ Grammar: ▪ **verb tense changed by adding 'ed' or 'ing'** ▪ **verbs changed to nouns with the addition of suffixes e.g. 'ion', 'ism, 'ology'** ▪ **nouns changed to verbs with the addition of suffixes 'ise/ize', 'ify', 'en**)	4.1 (2) (3) (4)	**Review Term Two** • Decodes unfamiliar, developmentally appropriate words by: ○ Letter sound correspondence (**unstressed vowel sounds in multi-sylabic words**) ○ Syllabication (**review**) ○ Word structure (**roots of words, formal language**) ○ Grammar (**active/passive verbs**) ○ Word meaning	4.1 (1) (2) (3) (4) (5,6)
Fluency – review and extend Term Two		***Fluency – review and extend Term Two***	
Vocabulary Development		***Vocabulary Development***	
Review Term Two • Learns new vocabulary by direct and indirect ways: ○ **word structure** ○ **word origins and derivatives** ○ **context clues**	4.3 (1, 2, 3, 5, 6)	**Review Term Two** • Learns new vocabulary by direct and indirect ways: ○ **word structure** ○ **word origins and derivatives** ○ **context clues**	4.3 (1, 2, 3, 5, 6)

background knowledge ○ **reference texts {dictionaries, glossaries, thesauruses, encyclopedias}** ○ **electronic devises** • Uses new words accurately in oral and written language: ○ **everyday words from other languages e.g. spaghetti, barbeque, boutique** ○ **acronyms** ○ **verbs from nouns** ○ **nouns from verbs** ○ **prepositions** ○ **words with prefixes 'in', 'im', 'ir', 'il', 'pro', 'sus'**		○ **background knowledge** ○ **reference texts {dictionaries, glossaries, thesauruses, encyclopedias}** ○ **electronic devises** • Uses new words accurately in oral and written language • Identifies specific vocabulary that causes comprehension difficulties	4.3(7)
Comprehension		***Comprehension***	
Review Term Two • Reads a variety of developmentally appropriate texts: ○ **novels** ○ **stories from different cultures** ○ **performance and choral poetry** ○ **persuasive writing** ○ **IT sources** • Links texts with personal experiences and background knowledge • Uses different comprehension strategies to monitor and reflect on his/her understanding of the text:	4.4(1) 4.4(2) 4.4(3)	**Review Term Two** • Reads a variety of developmentally appropriate texts: ○ **established works by significant children's authors** ○ **poetry by significant poets;** ○ **explanations from other content areas** ○ **non-chronological reports from other content areas** ○ **reference texts {including IT}** • Uses different comprehension strategies to monitor and reflect on his/her	4.4(1) 4.4(3,7)

○ **questioning;** ○ **rereading** ○ **reading on** ○ **word substitution** • Uses knowledge of text structures, grammar, phonics and vocabulary to understand the text (**persuasive language; bias; half-truths**) • Summarizes the main idea and detail from narrative and expository texts • Demonstrates comprehension of texts in different ways	4.4(4) 4.4(6) 4.4(9)	understanding of the text (**questioning; rereading; word substitutions**) • Uses knowledge of text structures, grammar, phonics and vocabulary to understand the text • Summarizes the main idea and detail from narrative and expository texts • Demonstrates comprehension of texts in different ways (**dramatization, posters, time-lines**)	4.4(4,5) 4.4(6) 4.4(9)
Critical Analysis and Evaluation – Review and extend Term Two		***Critical Analysis and Evaluation – Review and extend Term Two***	
Fictional Texts		***Fictional Texts***	
Review and extend Term Two • Selects and reads literary works for personal enjoyment • Reads and interprets narrative texts from a variety of genre: ○ **novels;** ○ **stories from different cultures** ○ **performance and choral poetry** ○ **persuasive writing** ○ **IT sources** • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation • Identifies the use of literary devises in a particular text • Identifies and interprets story elements (**character relationships; attitudes and**	5.1(1) 5.1(2) 5.1(3) 5.1(4) 5.1(5) 5.1(6)	**Review and extend Term Two** • Selects and reads literary works for personal enjoyment • Reads and interprets narrative texts from a variety of genre: ○ **established works by significant children's authors** ○ **poetry by significant poets** • Reads silently • Reads aloud from a variety of genre using proper pronunciation and intonation • Identifies the use of literary devises in narrative texts • Identifies and interprets story elements: ○ **plot,** ○ **setting** ○ **character**	5.1(1) 5.1(2) 5.1(3) 5.1(4) 5.1(5) 5.1(6)

beliefs) • Identifies and discusses various features of poems read	5.1(7)	○ **central problem and solution character traits, actions and point of view** • Identifies and discusses various features of poems read: ○ **manipulation of words** ○ **moods** ○ **feelings and attitudes** ○ **humorous verse** • Compares and contrasts literary works • Uses previous readings and personal experience to understand and compare literature	5.1(7) 5.1(8) 5.1(9)
Informative Texts		***Informative Texts***	
Review and extend Term Two • Scans an informative text and decides if the text is appropriate for the purpose of reading • Identifies, explains and uses text organizational features: ○ **headlines** ○ **fonts** ○ **bold print** ○ **persuasive language** ○ **bias** ○ **half-truths** • Distinguishes between relevant and irrelevant information in expository texts • Compares and contrasts information from different texts: ○ **newspapers**	6.1(1) 6.1(2, 3) 6.1(4) 6.1(5)	**Review and extend Term Two** • Scans an informative text and decides if the text is appropriate for the purpose of reading • Identifies, explains and uses text features (**graphics**) and organizational features (**table of content etc.**) of explanations, non-chronological reports and reference texts • Distinguishes between relevant and irrelevant information • Applies thinking skills to interpret facts and ideas from informational texts	6.1(1) 6.1(2, 3) 6.1(4) 6.1(6)

○ **flyers** ○ **leaflets** ○ **brochures; advertisements magazines** • Applies thinking skills to interpret facts and ideas from informational texts	6.1(6)		
Writing Skill		***Writing Skill***	
Review and extend Term Two • Writes using the writing process: 1. **prewriting {brainstorming, notes, diagrams}** 2. **drafting** 3. **revising,** 4. **peer and self-editing** 5. **publishing** • Writes for different purposes and audiences • Writes different types of texts on a variety of topics: • **sentences with clauses;** • **from a character's point of view; reading journals;** • **performance poetry** • **point of view on a specific issue** • **notes for a debate to persuade others** • Writes legibly in joined cursive script with consistent proportional sizing of letters and proper spacing between letters and words	7.1(1-4) 7.1(5) 7.1(6)	**Review and extend Term Two** • Writes using the writing process • **prewriting {brainstorming, notes, diagrams}** • **drafting** • **revising** • **peer and self-editing** • **publishing** • Writes for differ different purposes and audiences: • **Characteristics of good writing:** ▪ **has clear ideas /content** ▪ **has voice** ▪ **has a variety of sentences which are different lengths** ▪ **follows writing conventions** • Writes different types of texts on a variety of topics: • **complex sentences** • **reading journals** • **summaries of books or parts of books**	7.1(1-4) 7.1(5) 7.1(6)

		• **synopsis of texts** • **book reviews** • **text comparisons** • **poems based on none theme** • **impersonal writing** • Writes legibly in joined cursive script	
Grammar and Spelling		***Grammar and Spelling***	
Review and extend Term Two • Applies rules of grammar when writing (**use of correct word order for type of sentence; Standard English; punctuation marks; prepositions; conjunctions to join clauses**) • Spells words quickly and accurately when writing: ○ **grade appropriate words;** ○ **addition of suffixes to CVCe e.g take-taking / hope-hopeful; words ending in 'y' e.g. fly-flies; fly-flying; shy/shyly;** ○ **use of rule 'i before 'e' except after 'c' and exceptions (e.g. receive)** ○ **verb tense changed by adding 'ed' or 'ing';** ○ **verbs changed to nouns with the addition of suffixes e.g. 'ion', 'ism', 'ology';** ○ **nouns changed to verbs with the addition of suffixes e.g. 'ise/ize', 'ify', 'en';** ○ **Everyday words from other**	8.1(1) 8.1(2)	**Review and extend Term Two** • Applies rules of grammar when writing: ○ **narratives** ○ **recounts** ○ **instructional texts** ○ **reports** ○ **explanatory notes** ○ **persuasive texts** ○ **arguments** • Spells words quickly and accurately when writing: ○ **grade appropriate words** ○ **decodable words** ○ **word roots with prefixes and suffixes** ○ **words with unstressed vowels)**	8.1(1) 8.1(2)

languages e.g. spaghetti, barbeque, boutique • Uses a variety of spelling resources to support correct spelling	8.1(3)		
Research Skill – Review and extend Term Two		***Research Skill – Review and extend Term Two***	
Viewing Skill – Review and extend Term Two		***Viewing Skill – Review and extend Term Two***	
Mass Media		***Mass Media - Review and extend Term Two***	
Review Year Two • Defines and names different forms of mass media • Identifies and gives examples of the characteristics of different forms of mass media • Uses various techniques in multi-media • Identifies and gives examples of the basic elements of advertising in mass media	11.1(1) 11.1(2) 11.1(3) 11.1(5)	***Linguistics – Review and extend Term Two*** **Technical Vocabulary** Mnemonic, proverb, word derivation Asterisk, complex sentence. Hypothesis, impersonal language, parenthesis/bracket, commas, dashes, active/passive voice Anecdote, appendix/appendices, autobiography, biography, commentary, footnote, journalistic writing, limerick, narrator, obituary, personification, riddle, synopsis, view point	
Linguistics			
Review Term Two • Demonstrates an understanding that language can determine relations between persons in the community • Recognizes that speech is influenced by situation and form (**social language conventions; word usage**) • Recognizes that communication occurs in many ways (*Social Studies link*) • Recognizes that communication benefits from rules (**Rules of written and oral**	12.1(1) 12.1(4) 12.1(5) 12.1(6)		

communication) • Communicates effectively • Uses grammatical terms when discussing spoken and written language • Recognizes differences between literal and figurative use of language in texts • Uses literal and figurative use of language appropriate to the reader and purpose of writing	12.1(7) 13.1(1) 13.1(3) 13.1(4)	
Technical Vocabulary Acronym, cliché, idiom, metaphor. Slang Dialect, imperative verb, preposition, direct/reported speech, Standard English, subject Ballad, chronological sequence, complication, edit, extract, imagery, novel, point of view, quotation, resolution, rhyme, plan, sonnet, stage direction		