

## Language and Communication Planning Cycle One

Year 1 – Group 1		Year 2 – Group 2	
		Review skills from Group 1	
TERM 1		TERM 1	
<b>Attitude</b> <ul style="list-style-type: none"> <li>Develops a positive attitude to his/her native language and is tolerant to other people's native languages.</li> </ul>	<b>Target Behaviours</b> 1.1; 2.1	<b>Attitude</b> <ul style="list-style-type: none"> <li>Developing a positive attitude to his/her native language and is tolerant to other people's native languages.</li> </ul>	<b>Target Behaviours</b> 1.1; 2.1
<b>Oral Linguistic Skill</b> <b>Listening</b> <ul style="list-style-type: none"> <li>Listens attentively               <ul style="list-style-type: none"> <li>To repeat and respond to a speaker or presentation</li> <li>To follow <b>simple one step oral</b> instructions</li> <li>To respond to literature (appreciative listening and picture discussion – <b>enumeration</b>)</li> <li>To discriminate between environmental sounds (auditory discrimination{<i>ensure that the words used do not start with a blend</i>})</li> <li>To discriminate between initial and final consonants (auditory discrimination)</li> <li>To identify rhyming words and syllables in words</li> </ul> </li> </ul>	3.1  3.2  3.3  3.4  3.6  3.6	<b>Oral Linguistic Skill</b> <b>Listening</b> <ul style="list-style-type: none"> <li>Listens attentively               <ul style="list-style-type: none"> <li>To repeat and respond to a speaker or presentation</li> <li>To follow <b>simple two/three step oral</b> instructions</li> <li>To respond to literature (appreciative listening and picture discussion – <b>enumeration, description and association</b>)</li> <li>To discriminate between environmental sounds (auditory discrimination)</li> <li>To discriminate between initial and final consonants- not 'qu' and 'x' and medial short vowels (auditory discrimination)</li> </ul> </li> </ul>	3.1  3.2  3.3  3.4  3.6  3.6

<p style="text-align: center;"><b>Oral Linguistic Skill</b> <b>Speaking</b></p> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>) – Speech patterns – <i>My name is ....; This is a ....; I am a ....; Good morning/afternoon and social courtesies i.e. please, thank-you</i></li> <li>Appropriate speaking behaviours / conventions</li> <li>Appropriate language for particular context/situation</li> <li>Questions – <i>use of how, what, when, where, who, why to ask and complete sentences to answer</i></li> </ul>	<p style="text-align: center;">3.8</p> <p style="text-align: center;">3.9</p> <p style="text-align: center;">3.10</p> <p style="text-align: center;">3.11</p>	<p style="text-align: center;"><b>Oral Linguistic Skill</b> <b>Speaking</b></p> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>) <i>verbs to have, to say, to go, to be</i></li> <li>Appropriate speaking behaviours / conventions</li> <li>Appropriate language for particular context/situation</li> <li>Questions – <i>use of how, what, when, where, who, why to ask and complete sentences to answer</i></li> </ul>	<p style="text-align: center;">3.8</p> <p style="text-align: center;">3.9</p> <p style="text-align: center;">3.10</p> <p style="text-align: center;">3.11</p>
<p style="text-align: center;"><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>Demonstrates a positive attitude toward books</li> <li>Reads for enjoyment</li> <li>Pre-reading skills (developed in Shared Reading) <ul style="list-style-type: none"> <li>Visual perception and discrimination</li> <li>Book awareness and book terms (e.g. <i>beginning, book, cover, end, line, page, story</i>)</li> <li>Picture reading – <b>Enumeration</b></li> </ul> </li> <li>Print and word awareness <ul style="list-style-type: none"> <li>Environmental print</li> <li>Tracking (<i>left to right and return sweep</i>)</li> <li>Identifying letters in words</li> </ul> </li> </ul>	<p style="text-align: center;">4.1</p> <p style="text-align: center;">4.2</p> <p style="text-align: center;">4.3</p> <p style="text-align: center;">4.4</p>	<p style="text-align: center;"><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>Demonstrates a positive attitude toward books</li> <li>Reads for enjoyment</li> <li>Pre-reading skills (Shared Reading) <ul style="list-style-type: none"> <li>Develop visual perception and discrimination</li> <li>Develop book awareness and book terms</li> <li>Picture reading – <b>Enumeration, description and association</b></li> </ul> </li> <li>Print and word awareness <ul style="list-style-type: none"> <li>Review Year 1 and build sight word knowledge</li> <li>Sequence letters of the alphabet</li> </ul> </li> <li>Phonological Awareness <ul style="list-style-type: none"> <li>Using initial sounds as clues to aid word</li> </ul> </li> </ul>	<p style="text-align: center;">4.1</p> <p style="text-align: center;">4.2</p> <p style="text-align: center;">4.3</p> <p style="text-align: center;">4.4</p> <p style="text-align: center;">4.5</p>

<ul style="list-style-type: none"> <li>○ Identifying spaces between words</li> <li>○ Matching spoken to printed words</li> <li>○ Sight words (<i>Names and from reader</i>)</li> <li>• Phonological Awareness <ul style="list-style-type: none"> <li>○ Upper and lower case letters</li> <li>○ Sound/letter correspondence (<i>consonants</i>)</li> <li>○ Syllables (<i>clapping names of children</i>)</li> </ul> </li> <li>• Vocabulary building – theme and sight words; some time and position words from Math (<i>antonyms e.g. day/night; in/out; up/down</i>); Instructional words</li> <li>• Fluent reading (<i>known letters and letter sounds; words in isolation and context; understanding of print</i>)</li> </ul>	<p>4.5</p> <p>4.6</p> <p>4.7</p>	<p>recognition</p> <ul style="list-style-type: none"> <li>○ Isolation of phonemes</li> <li>• Vocabulary building – <i>theme and sight words; some time and position words from Math; Instructional words</i></li> <li>• Fluent reading (<i>known letters and letter sounds; words in isolation and context; understanding of print</i>)</li> <li>• Comprehension of narrative texts (<b><i>main idea/detail; prediction; reality/fantasy</i></b>)</li> <li>• Identification of literary elements (<b><i>setting, character, rhyme</i></b>)</li> <li>• <i>Terms used are for the teacher NOT the children</i></li> </ul>	<p>4.6</p> <p>4.7</p> <p>5.1</p> <p>5.2</p>
<p style="text-align: center;"><b>Writing Skill</b></p> <ul style="list-style-type: none"> <li>• Uses writing and drawing tools with control and confidence (<b>Fine motor skill development activities</b>) <ul style="list-style-type: none"> <li>○ Selects writing tools and writes independently</li> <li>○ Uses various stages of writing for</li> </ul> </li> </ul>	<p>7.1</p> <p>7.3</p>	<p style="text-align: center;"><b>Writing Skill</b></p> <ul style="list-style-type: none"> <li>• Develop use of writing and drawing tools</li> <li>• Develop use of writing conventions (<i>e.g. correct formation of manuscript letters</i>)</li> <li>• Teacher-aided collaborative writing activities</li> <li>• Uses spelling conventions (<i>invented, some known words and names</i>)</li> </ul>	<p>7.1</p> <p>7.2</p> <p>8.1</p> <p>7.3; 7.4</p>

<p>communication (<i>drawing, scribbling – letter-like forms</i>)</p> <ul style="list-style-type: none"> <li>○ Understands the relationship between the spoken and written word</li> <li>○ Practices handwriting patterns</li> </ul>	<p>7.4; 7.5</p> <p>7.2</p>	<p><b>Viewing Skill</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between fact and fantasy in visual/audio media</li> </ul>	<p>8.3</p> <p>10.2</p>
<p><b>Mass Media</b> (<i>Link with Technology</i>)</p> <ul style="list-style-type: none"> <li>• Uses the tools and instruments of the mass media</li> </ul>	<p>11.1</p>	<p><b>Mass Media</b> (<i>Link with Technology</i>)</p> <ul style="list-style-type: none"> <li>• Uses the tools and instruments of the mass media</li> <li>• Identifies the different types of mass media and their functions</li> </ul>	<p>11.1</p> <p>11.2</p>
<p><b>Linguistics</b></p> <ul style="list-style-type: none"> <li>• Identifies ways in which communication takes place (<i>symbols, verbal, non-verbal, media</i>)</li> <li>• Uses correct language structures when communicating orally.</li> </ul>	<p>12.1</p> <p>13.1</p>	<p><b>Linguistics</b></p> <ul style="list-style-type: none"> <li>• Develop understanding on how communication takes place</li> <li>• Uses correct language structures when communicating orally (<b><i>distinguishing between formal and informal situations</i></b>)</li> </ul>	<p>12.1</p> <p>13.1</p>

Year 1 – Group 1		Year 2 – Group 2	
TERM 2		TERM 2	
Attitude Review and develop work from Term 1	Target Behaviours 1.1; 2.1	Attitude Review and develop work from Term 1	Target Behaviours 1.1; 2.1
<b>Oral Linguistic Skill</b> <b>Listening</b> Review and develop work from Term 1		<b>Oral Linguistic Skill</b> <b>Listening</b> Review and develop work from Term 1 <ul style="list-style-type: none"> <li>Listens attentively <ul style="list-style-type: none"> <li>To respond to literature (<i>appreciative listening and picture discussion – enumeration and sequencing of story pictures</i>)</li> <li>To discriminate between initial and final consonants and medial short vowels</li> </ul> </li> </ul>	3.1 3.2  3.6
<b>Speaking</b> Review and develop work from Term 1 <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>) – <ul style="list-style-type: none"> <li><i>Stress subject/verb agreement</i></li> <li><i>Retelling of stories</i></li> </ul> </li> </ul>	3.8	<b>Speaking</b> Review and develop work from Term 1 <ul style="list-style-type: none"> <li>Speaks clearly and fluently in <b>complete sentences (enunciation, pronunciation and intonation)</b> – <ul style="list-style-type: none"> <li><i>Use of pronouns in speech</i></li> <li><i>Telling of address/phone number / parent's full names</i></li> </ul> </li> </ul>	3.8
<b>Reading Skill</b> Review and develop work from Term 1 <ul style="list-style-type: none"> <li>Pre-reading skills (Shared Reading) <ul style="list-style-type: none"> <li>Picture reading – <i>Enumeration and sequencing of story pictures</i></li> </ul> </li> <li>Print and word awareness <ul style="list-style-type: none"> <li>Sight words (<i>Categories of words e.g. colours, numbers and words from</i></li> </ul> </li> </ul>	4.3  4.4	<b>Reading Skill</b> Review and develop work from Term 1 <ul style="list-style-type: none"> <li>Phonological Awareness <ul style="list-style-type: none"> <li><i>Using invented spellings with initial consonants and final consonants</i></li> </ul> </li> </ul>	4.5

<i>reader)</i>			
<b>Writing Skill</b> <b>Review and develop work from Term 1</b>		<b>Writing Skill</b> <b>Review and develop work from Term 1</b> <ul style="list-style-type: none"> <li>• Develop use of writing conventions e.g. <b>correct formation of manuscript letters</b></li> <li>• Teacher-aided and peer collaborative writing activities</li> <li>• Uses spelling conventions (<b>invented, some known words, names and decodable words</b>)</li> </ul>	8.3
<b>Mass Media</b> ( <i>Link with Technology</i> ) <b>Review and develop work from Term 1</b> <ul style="list-style-type: none"> <li>• Identifies the different types of mass media and their functions</li> </ul>	11.2	<b>Mass Media</b> ( <i>Link with Technology</i> ) <b>Review and develop work from Term 1</b>	
<b>Linguistics</b> <b>Review and develop work from Term 1</b>		<b>Linguistics</b> <b>Review and develop work from Term 1</b>	

Year 1 – Group 1		Year 2 – Group 2	
TERM 3		TERM 3	
Attitude Review and develop work from Term 2	Target Behaviours 1.1; 2.1	Attitude Review and develop work from Term 2	Target Behaviours 1.1; 2.1
Oral Linguistic Skill <i>Listening</i> Review and develop work from Term 2		Oral Linguistic Skill <i>Listening</i> Review and develop work from Term 2	
<i>Speaking</i> Review and develop work from Term 2	3.8	<i>Speaking</i> Review and develop work from Term 2 <ul style="list-style-type: none"> <li>Speaks clearly and fluently in <b>complete sentences</b> (enunciation, pronunciation and intonation) – <ul style="list-style-type: none"> <li><i>Use of questions</i></li> </ul> </li> </ul>	3.8
<i>Reading Skill</i> Review and develop work from Term 2	4.3 4.4	<i>Reading Skill</i> Review and develop work from Term 2 <ul style="list-style-type: none"> <li>Phonological Awareness <ul style="list-style-type: none"> <li><i>Identification of vowels and their sounds</i></li> <li><i>Blending of phonemes</i></li> </ul> </li> <li>Fluent reading (<b>simple picture books</b>)</li> <li>Reads expository texts for information</li> <li>Critically analyzes information read (relating text to previous knowledge)</li> </ul>	4.5  4.7 6.1 6.2
<i>Writing Skill</i> Review and develop work from Term 2		<i>Writing Skill</i> Review and develop work from Term 2 <ul style="list-style-type: none"> <li>Selects writing material and chooses to write independently (<i>journal writing</i>)</li> <li>Teacher-aided, peer and group collaborative writing activities</li> </ul>	7.3; 7.5  7.4





Year 3 – Group 3		Year 4 – Group 4	
TERM 1		TERM 1	
Review skills learnt in Group 2		Review skills learnt in Group 3	
<b>Attitude</b> <ul style="list-style-type: none"> <li>Developing a positive attitude to his/her native language and is tolerant to other people's native languages.</li> </ul>	<b>Target Behaviours</b> 1.1; 2.1	<b>Attitude</b> <ul style="list-style-type: none"> <li>Developing a positive attitude to his/her native language and is tolerant to other people's native languages.</li> </ul>	<b>Target Behaviours</b> 1.1; 2.1
<b>Oral Linguistic Skill</b> <b>Listening</b> <ul style="list-style-type: none"> <li>Listens attentively               <ul style="list-style-type: none"> <li>To repeat and respond to oral stimuli and/ or presentations</li> <li>To follow simple <b>multi-step</b> oral instructions</li> <li>To respond to literature (appreciative listening)</li> <li>To listen critically to evaluate ideas and details presented orally (<b>to compare and contrast poems, story settings, characters, beginnings /endings</b>)</li> <li>To discriminate between long and short vowels <b>CVC - CVCe), consonant blends e.g. sl, br, st (auditory discrimination)</b></li> <li>To identify rhyming words and syllables in words</li> </ul> </li> </ul>	3.1 3.2 3.3 3.4 3.5 3.6 3.6	<b>Oral Linguistic Skill</b> <b>Listening</b> <ul style="list-style-type: none"> <li>Listens attentively               <ul style="list-style-type: none"> <li>To repeat and respond to oral stimuli and / or presentations</li> <li>To follow simple multi-step oral instructions</li> <li>To respond to literature (appreciative listening)</li> <li>To listen critically to evaluate ideas and details presented orally (<b>to compare and contrast, to identify main idea, make inferences, to identify cause and effect</b>)</li> <li>To discriminate between <b>vowel digraphs/diphthongs, consonant digraphs, syllables in multisyllabic words, (auditory discrimination)</b></li> </ul> </li> </ul>	3.1 3.2 3.3 3.4 3.5 3.6
<b>Speaking</b> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>); <b>Complete sentences with</b></li> </ul>	3.8	<b>Speaking</b> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>) ; <b>Learning and reciting poetry; use</b></li> </ul>	3.8

<b>subject verb agreement, Standard English, proper word order, use of describing words and new vocabulary</b> <ul style="list-style-type: none"> <li>• Appropriate speaking behaviours / conventions</li> <li>• Appropriate language for particular context/situation</li> <li>• Formulation and answering of questions in various contexts and situations</li> <li>• Communicates applying a Christ-like perspective</li> </ul>	<p>3.9</p> <p>3.10</p> <p>3.11</p> <p>3.12</p>	<b>of plural nouns, raising of voice at end of questions and for exclamations, explanations</b> <ul style="list-style-type: none"> <li>• Appropriate speaking behaviours / conventions</li> <li>• Appropriate language for particular context/situation</li> <li>• Formulation and answering of questions in various contexts and situations</li> <li>• Communicates applying a Christ-like perspective</li> </ul>	<p>3.9</p> <p>3.10</p> <p>3.11</p> <p>3.12</p>
<p><b><i>Reading Skill</i></b></p> <ul style="list-style-type: none"> <li>• Is developing a positive attitude toward books</li> <li>• Reads for enjoyment</li> <li>• Print and word awareness <ul style="list-style-type: none"> <li>○ <b>Using semantic, phonetic and pictorial clues for word identification.</b></li> </ul> </li> <li>• Phonological Awareness <ul style="list-style-type: none"> <li>○ <b>long and short vowels CVC - CVCe)</b></li> <li>○ <b>consonant blends e.g. sl, br, st</b></li> <li>○ <b>spelling patterns</b></li> </ul> </li> <li>• Vocabulary building – <b>theme, content areas and sight words; describing words</b></li> <li>• Fluent reading (<b>stories with familiar settings; stories and poems with simple patterned and repetitive patterns</b>)</li> <li>• Comprehension of narrative texts <ul style="list-style-type: none"> <li>○ <b>making predictions from picture and/or text</b></li> <li>○ <b>context clues</b></li> </ul> </li> </ul>	<p>4.1</p> <p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>5.1</p>	<p><b><i>Reading Skill</i></b></p> <ul style="list-style-type: none"> <li>• Is developing a positive attitude toward books</li> <li>• Reads for enjoyment</li> <li>• Print and word awareness <ul style="list-style-type: none"> <li>○ <b>Using semantic, phonetic and pictorial clues for word identification.</b></li> <li>○ <b>linking words e.g. after, meanwhile, before, during, then, next, after</b></li> </ul> </li> <li>• Phonological Awareness <ul style="list-style-type: none"> <li>○ <b>Soft / hard 'g' and 'c'</b></li> <li>○ <b>vowel digraphs/diphthongs (e.g. oo [long and short], oy, ow)</b></li> <li>○ <b>consonant digraphs including 'ph'</b></li> <li>○ <b>syllables ( e.g. 'ed' / 'ing') in multisyllabic words</b></li> <li>○ <b>contractions</b></li> <li>○ <b>homophones</b></li> </ul> </li> <li>• Vocabulary building – <b>theme, content areas and sight words</b></li> <li>• Fluent reading (<b>stories and poems with</b></li> </ul>	<p>4.1</p> <p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p>

<ul style="list-style-type: none"> <li>○ skipping words and rereading</li> <li>• Literary elements- <b>story settings and sequenced events</b></li> <li>• Reads expository texts for information (<b>signs and captions around the school, simple instructions</b>)</li> <li>• Critically analyzes information read (<b>relating text to previous knowledge</b>)</li> </ul>	<p>5.2</p> <p>6.1</p> <p>6.2</p>	<p><b>familiar settings; commas and exclamation marks)</b></p> <ul style="list-style-type: none"> <li>• Comprehension of narrative texts <ul style="list-style-type: none"> <li>○ <b>time and sequential relationships</b></li> <li>○ <b>cause and effect</b></li> <li>○ <b>conclusions</b></li> </ul> </li> <li>• Literary elements- <b>story themes in stories and rhymes and alliterative patterns in poems</b></li> <li>• Reads expository texts for information (<b>instructions</b>)</li> <li>• Critically analyzes information read (<b>relating text to previous knowledge; author's purpose; main idea/detail; fact / opinion</b>)</li> </ul>	<p>5.1</p> <p>5.2</p> <p>6.1</p> <p>6.2</p>
<p><b><i>Writing Skill</i></b></p> <ul style="list-style-type: none"> <li>• Formation of letters /Writing conventions e.g. <b>correct formation of lower case letters that can be joined later (one -stroke)</b></li> <li>• Writes independently (<b>simple sentences including questions</b>)</li> <li>• Teacher-aided collaborative writing activities (<b>patterned stories/ poems as models; innovations from Shared Reading; captions, simple lists, simple instructions</b>)</li> <li>• Revising, checking publishing activities</li> <li>• Uses grammar conventions (<b>capitalization of I and at the beginning of a sentence; pronouns, plural and singular nouns, introduce subject / verb agreement</b>)</li> <li>• Uses spelling conventions (<b>words from reading, content areas, decodable words, spelling patterns</b>)</li> </ul>	<p>7.2, 8.1</p> <p>7.3 / 7.5</p> <p>7.4 / 7.5</p> <p>7.6</p> <p>8.2</p> <p>8.3</p>	<p><b><i>Writing Skill</i></b></p> <ul style="list-style-type: none"> <li>• Formation of letter / Writing conventions e.g. cursive script <ul style="list-style-type: none"> <li>○ <b>diagonal joins e.g. ai, ar, un</b></li> <li>○ <b>horizontal joins e.g. ou, vi, wi</b></li> <li>○ <b>diagonal joins to tall letters e.g. ab, ut, it</b></li> <li>○ <b>horizontal joins e.g. to tall letters ol, wh, ot</b></li> </ul> </li> <li>• Writes independently (<b>simple stories using story maps/frames; character descriptions, simple instructions with &gt;1 step, thank-you notes; recounts</b>)</li> <li>• Teacher-aided collaborative writing activities (innovations from Shared Reading)</li> <li>• Revising, checking publishing activities</li> <li>• Uses grammar conventions (capitalization names, headings, titles; punctuation comma in</li> </ul>	<p>7.2, 8.1</p> <p>7.3 / 7.5</p> <p>7.4 / 7.5</p> <p>7.6</p> <p>8.2</p>

		list, introduce language of time • Uses spelling conventions ( <b>decodable words, homonyms, multisyllabic decodable words, plurals with 's' / 'es' verbs ending with 'ed' / 'ing'</b> )	8.3
<b>Viewing Skill</b> • Tells the main idea or message of information viewed or heard • Distinguishes between <b>fact and fantasy</b> in visual/audio media	10.1 10.2	<b>Viewing Skill</b> • Tells the main idea or message of information viewed or heard • Distinguishes between <b>fact and fantasy, right and wrong</b> in visual/audio media	10,1 10.2
<b>Mass Media</b> (Link with Technology) • Developing the use of the tools and instruments of the mass media • Identifies the different types of mass media and their functions	11.1 11.2	<b>Mass Media</b> (Link with Technology) • Developing the use of the tools and instruments of the mass media • Identifies the different types of mass media and their functions	11.1 11.2
<b>Linguistics</b> • Develop understanding on how communication takes place • Uses correct language structures(link with speaking) when communicating orally ( <b>distinguishing between formal and informal situations</b> )	12.1 13.1	<b>Linguistics</b> • Develop understanding on how communication takes place • Uses correct language structures (link with speaking) when communicating orally ( <b>distinguishing between formal and informal situations</b> )	12.1 13.1

Year 3 – Group 3		Year 4 – Group 4	
TERM 2		TERM 2	
Attitude Review and develop work from Term 1	Target Behaviours 1.1; 2.1	Attitude Review and develop work from Term 1	Target Behaviours 1.1; 2.1
<b>Oral Linguistic Skill</b> <b>Listening</b> <b>Review and develop work from Term 1</b> <ul style="list-style-type: none"> <li>Develop discrimination between <b>long and short vowels CVC - CVCe</b>), add <b>beginning 3-letter consonant clusters</b> e.g. <b>str</b> and <b>ending consonant blends</b> e.g. <b>st, ck, ng, nd, lp</b> (auditory discrimination)</li> </ul> <i>*Help the students to blend with the blends and clusters and identify these blends and clusters for spelling.</i>	3.6	<b>Oral Linguistic Skill</b> <b>Listening</b> <b>Review and develop work from Term 1</b> <ul style="list-style-type: none"> <li>Develop discrimination vowel between               <ul style="list-style-type: none"> <li><b>r-controlled vowels</b> e.g. <b>ar, er, ir, or, ur</b></li> <li><b>vowel digraphs/diphthongs</b></li> <li><b>final 'y'</b></li> <li><b>syllables in multisyllabic words</b> including words with prefixes '<b>un</b>', '<b>dis</b>' (negatives e.g. <b>unwell, disobey</b>)</li> </ul> </li> </ul> <i>*Help the students to blend with the r-controlled vowels and identify these phonemes for spelling.</i>	3.6
<b>Speaking</b> <b>Review and develop work from Term 1</b> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>) when retelling stories heard or read or during role-play add telephone conversations</li> <li>Engages freely in conversation using language appropriate to the particular context or situation e.g. <b>telephone / web cam conversations , different characters in a role play</b></li> </ul>	3.8           3.10	<b>Speaking</b> <b>Review and develop work from Term 1</b> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (<b>enunciation, pronunciation and intonation</b>), emphasis <b>verb 'to have' / 'to be' and singular/plural nouns</b></li> <li>Engages freely in conversation (<b>in all domain areas; summarizing; compare and contrast</b>)</li> </ul>	3.8           3.10
<b>Reading Skill</b> <b>Review and develop work from Term 1</b>		<b>Reading Skill</b> <b>Review and develop work from Term 1</b>	

<ul style="list-style-type: none"> <li>• Phonological Awareness <ul style="list-style-type: none"> <li>○ Develop long and short vowels CVC - CVCe)</li> <li>○ 3-letter consonant blends e.g. str</li> <li>○ Final consonant blends</li> <li>○ Consonant digraphs including 'ph'</li> <li>○ Soft 'g' 'c'</li> <li>○ Contractions</li> <li>○ Spelling patterns</li> </ul> </li> <li>• Fluent reading (traditional stories and rhymes, action verses and rhymes and plays)</li> <li>• Comprehension of narrative texts <ul style="list-style-type: none"> <li>○ Demonstrated by retelling giving main points in sequence</li> <li>○ Causes and reasons for story events</li> </ul> </li> <li>• Literary elements- basic story elements including theme</li> <li>• Reads expository texts for information (non-fiction books, dictionaries, newspaper headlines)</li> <li>• Critically analyzes information read <ul style="list-style-type: none"> <li>○ relating text to previous knowledge</li> <li>○ Understanding features in expository texts that help to find information e.g. titles, contents page, pictures, labeled diagrams, front/back covers, indexes; alphabetical order in dictionaries/word books</li> </ul> </li> </ul>	<p>4.5</p> <p>4.7</p> <p>5.1</p> <p>5.2</p> <p>6.1</p> <p>6.2</p>	<ul style="list-style-type: none"> <li>• Phonological Awareness <ul style="list-style-type: none"> <li>○ r-controlled vowels e.g. ar, er, ir, or, ur</li> <li>○ vowel digraphs/diphthongs</li> <li>○ final 'y'</li> <li>○ syllables in multisyllabic words</li> </ul> </li> <li>• Fluent reading ( traditional stories and poems from other cultures)</li> <li>• Comprehension of narrative texts <ul style="list-style-type: none"> <li>○ Able to predict story ending from known beginning</li> <li>○ Main idea, supporting details, cause/effect</li> <li>○ Drawing conclusions</li> <li>○ Sequencing</li> <li>○ Text and graphics</li> </ul> </li> <li>• Literary elements <ul style="list-style-type: none"> <li>○ Comparison of basic story elements (settings and influence on events and behaviour; identification / description of main characters)</li> <li>○ Patterns of rhythm and rhyme and sound patterns in poetry</li> </ul> </li> <li>• Reads expository texts for information (alphabetically ordered texts; explanations)</li> <li>• Critically analyzes information read <ul style="list-style-type: none"> <li>○ Locates words in alphabetically ordered texts by initial letter</li> <li>○ Reads flow charts and cyclical diagrams</li> <li>○ Formulates drama from stories read</li> </ul> </li> </ul>	<p>4.5</p> <p>4.7</p> <p>5.1</p> <p>5.2</p> <p>6.1</p> <p>6.2</p>
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<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p> <ul style="list-style-type: none"> <li>Writes independently (<b>character profiles based on reading with illustrations and captions; innovations on stories read; recounts of trips/visits</b>)</li> <li>Teacher-aided collaborative writing activities (<b>stories/ poems as models; innovations from Shared Reading; information about familiar people, objects e.g. parents, favourite food, pets; labeling diagrams/drawings; menus, recipes</b>)</li> <li>Uses grammar conventions (<b>capitalization of I and at the beginning of a sentence; end punctuation –full stop/period, pronouns, plural and singular nouns, introduce subject / verb agreement</b>)</li> <li>Uses spelling conventions (<b>words from reading, content areas, decodable words, spelling patterns, common reversals e.g. saw/was, plurals with s</b>)</li> </ul>	<p style="text-align: center;">7.3 / 7.5</p> <p style="text-align: center;">7.4 / 7.5</p> <p style="text-align: center;">8.2</p> <p style="text-align: center;">8.3</p>	<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p> <ul style="list-style-type: none"> <li>Writes independently (<b>simple stories [from given beginnings], character descriptions, recounts of events/trips, thank-you notes; diagrams and charts for non-fiction writing, opinion writing</b>)</li> <li>Uses grammar conventions (<b>subject-verb agreement nouns, pronouns and verbs; present and past tense verbs, commas in lists, abbreviations</b>)</li> <li>Uses spelling conventions (<b>words from reading, content areas, decodable words [with sounds learnt], spelling patterns, compound and multi-syllabic words from reading, antonyms (known)</b>)</li> </ul>	<p style="text-align: center;">7.3/7.5</p> <p style="text-align: center;">8.2</p> <p style="text-align: center;">8.3</p>
<p style="text-align: center;"><b>Viewing Skill</b></p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p>		<p style="text-align: center;"><b>Viewing Skill</b></p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p>	
<p style="text-align: center;"><b>Mass Media</b> (Link with Technology)</p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p>		<p style="text-align: center;"><b>Mass Media</b>(Link with Technology)</p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p>	
<p style="text-align: center;"><b>Linguistics</b>(Link with structure)</p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p>		<p style="text-align: center;"><b>Linguistics</b></p> <p style="text-align: center;"><b>Review and develop work from Term 1</b></p>	

Year 3 – Group 3		Year 4 – Group 4	
TERM 3		TERM 3	
Attitude Review and develop work from Term 2	Target Behaviours 1.1; 2.1	Attitude Review and develop work from Term 2	Target Behaviours 1.1; 2.1
<p><b>Oral Linguistic Skill</b> <b>Listening</b> <b>Review and develop work from Term 2</b></p> <ul style="list-style-type: none"> <li>Develop discriminate between               <ul style="list-style-type: none"> <li>long vowel pairs e.g. ai, ay, ea, ee, oa</li> <li>beginning consonant qu</li> <li>ending consonant x</li> <li>Ending consonants e.g. ll, ss, ff, (auditory discrimination)</li> </ul> </li> </ul> <p><i>*Help the students to blend with the sounds and identify these sounds for spelling</i></p>	3.6	<p><b>Oral Linguistic Skill</b> <b>Listening</b> <b>Review and develop work from Term 2</b></p> <ul style="list-style-type: none"> <li>Develop discriminate between               <ul style="list-style-type: none"> <li>irregular vowel diagraphs e.g. 'ea' as in head and regular vowel pair as in bean</li> <li>Vowel diagraphs au, aw and review short 'oo'</li> <li>spelling pattern 'ear' as in hear and r-controlled vowels</li> </ul> </li> </ul> <p><i>*Help the students to blend with the sounds and identify these sounds for spelling</i></p>	3.6
<p><b>Speaking</b> <b>Review and develop work from Term 2</b></p> <ul style="list-style-type: none"> <li>Speaks clearly and fluently in complete sentences (enunciation, pronunciation and intonation) <b>using nouns and suitable descriptive words, verbs and suitable adverbs and subject/verb agreement</b></li> <li>Engages freely in conversation using language appropriate to the particular context or situation</li> </ul>	<p>3.8</p> <p>3.10</p>	<p><b>Speaking</b> <b>Review and develop work from Term 2</b></p> <ul style="list-style-type: none"> <li>Develop question construction, <b>use of homonyms and some irregular past tense verbs e.g. caught, saw, went in speech.</b></li> <li>Reciting poems like tongue twisters, alliterative verse and riddles</li> <li>Procedures</li> <li>Comparison of two stories</li> <li>Story telling</li> </ul>	3.8
<p><b>Reading Skill</b> <b>Review and develop work from Term 2</b></p>		<p><b>Reading Skill</b> <b>Review and develop work from Term 2</b></p>	



<ul style="list-style-type: none"> <li>Phonological Awareness <ul style="list-style-type: none"> <li>long vowel pairs e.g. ai, ay, ea, ee, oa</li> <li>beginning consonant qu</li> <li>ending consonant x</li> <li>Ending consonants e.g. ll, ss, ff,</li> <li>Contractions</li> <li>Compound words</li> </ul> </li> <li>Fluent reading (traditional stories, poems, informational texts, realistic fiction) with expression.</li> <li>Comprehension of narrative texts <ul style="list-style-type: none"> <li>Prediction from the cover, pages, pictures etc.</li> <li>Demonstrated by retelling giving main points in sequence</li> <li>Compare and contrast stories with same theme, different settings</li> </ul> </li> <li>Literary elements- basic story elements including theme</li> <li>Reads expository texts for information (recounts of events)</li> <li>Critically analyzes information read <ul style="list-style-type: none"> <li>Uses text to find answers to questions</li> <li>Uses different books to find information about the same topic</li> </ul> </li> </ul>	<p>4.5</p> <p>4.7</p> <p>5.1</p> <p>5.2</p> <p>6.1</p> <p>6.2</p>	<ul style="list-style-type: none"> <li>Phonological Awareness <ul style="list-style-type: none"> <li>irregular vowel diagraphs e.g. 'ea' as in head and regular vowel pair as in bean</li> <li>Vowel diagraphs au, aw and review short 'oo'</li> <li>spelling pattern 'ear' as in hear and r-controlled vowels</li> </ul> </li> <li>Fluent reading (extended stories, fantasy, fairy tales, folk tales, riddles, tongue twisters and humorous poems, informational texts, biographies)</li> <li>Comprehension of narrative texts (comparing different versions of stories, main idea/detail, understanding characters, conclusions, cause and effect)</li> <li>Critically analyzes information read <ul style="list-style-type: none"> <li>Begin to scan non-fiction books for specific information (teacher-guided work)</li> <li>Comparing question types in texts.</li> <li>Text and graphic features and story structure</li> <li>Fact opinion</li> <li>Sequencing</li> <li>Compare and contrast</li> </ul> </li> </ul>	<p>4.5</p> <p>4.7</p> <p>5.1</p> <p>6.2</p>
<p><b>Writing</b></p> <p><b>Review and develop work from Term 2</b></p> <ul style="list-style-type: none"> <li>Writes independently (stories with simple settings, sequenced recounts linked to personal experiences e.g. a trip, poems,</li> </ul>	<p>7.3 / 7.5</p>	<p><b>Writing</b></p> <p><b>Review and develop work from Term 2</b></p> <ul style="list-style-type: none"> <li>Formation of letter / Writing conventions e.g. cursive script. <b>Develop joining of all lower-case letters</b></li> </ul>	<p>7.2 / 8.1</p>

<b>friendly letters / notes)</b> <ul style="list-style-type: none"> <li>Teacher-aided collaborative writing activities (<b>stories/ poems as models; innovations from Shared Reading, class books about shared experiences</b>)</li> <li>Uses grammar conventions (<b>capitalization for titles e.g. Mr., Miss, headings, book titles, emphasis e.g. NO; end punctuation – question marks, exclamation marks; correct word order</b>)</li> <li>Uses spelling conventions (<b>words from reading, content areas, decodable words, spelling patterns, verbs with ‘ed’ and ‘ing’, homophones</b>)</li> </ul>	7.4 / 7.5	<ul style="list-style-type: none"> <li>Writes independently - encourage the writing of longer stories</li> <li>Teacher-aided collaborative writing activities - <b>include creating riddles, humorous verse, alliterative sentences/ tongue twisters, non-chronological reports ( link with theme), informational paragraphs, research, opinion writing</b></li> <li>Uses grammar conventions - review <ul style="list-style-type: none"> <li><b>capitalization and use of commas in lists</b></li> <li><b>use of past tense verbs taught</b></li> <li><b>adjectives</b></li> <li><b>adverbs</b></li> <li><b>possessive nouns</b></li> <li><b>possessive pronouns</b></li> </ul> </li> <li>Uses spelling conventions (<b>words from reading, content areas; decodable words; homographs, homophones; synonyms for known vocabulary; suffixes ‘ful’, ‘ly’, ‘er /est’, ‘tion’, ‘ture’</b>)</li> </ul>	7.3 / 7.5
	8.2		7.4 / 7.5
	8.3		8.2
			8.3
<b>Viewing Skill</b> Review and develop work from Term 2		<b>Viewing Skill</b> Review and develop work from Term 2	
<b>Mass Media</b> (Link with Technology) Review and develop work from Term 2		<b>Mass Media</b> (Link with Technology) Review and develop work from Term 2	
<b>Linguistics</b> (Link with structure) Review and develop work from Term 2		<b>Linguistics</b> (Link with structure) Review and develop work from Term 2	
<b>Technical Vocabulary</b> Consonant/vowel; letter sound-initial/medial/middle/final; lower case/common, upper case/capital; singular/plural; spelling pattern		<b>Technical Vocabulary</b> Antonym, compound word, diagraph, prefix, synonym  Bold print, comma, exclamation mark, italics, punctuation	

<p>Full stop/period/question mark; sentence/question</p> <p>Author; caption; character; contents; diagram; dictionary; fiction/non -fiction; homophone; illustrator, index; instruction; label; layout; list; play; poem; predict; report; setting; sign</p>	<p>Explanation, fact, flow chart, glossary, heading. key phrase, key words, nonsense poem, notes, poet, publisher, riddle, scan, setting, skim, story plot, sub-heading, theme, tongue-twister, verse</p>