



**ISOP PYP
LANGUAGE
SCOPE AND SEQUENCE**

ISoP PYP Language Scope and Sequence has been developed on the basis of:

- The IB PYP Language Scope and Sequence
- The Polish National Curriculum for Language (Polish)
- The National Curriculum in England - English programmes of study: key stages 1 and 2

LANGUAGE IN THE PYP

<p>What the PYP believes about learning language</p>	<p>Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners’ inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point should always be learners’ prior experience and current understanding. Some of the factors that will influence language development include similarities among language groups, exposure to the language, aptitude for the language, maturity, motivation, and both teaching and learning styles. The rate of language development varies from one learner to another, and depends on the significance of the language being learned to the learner. In all language learning situations it is necessary to identify the learner’s current developmental phase in order to plan learning experiences that will build on existing capability and understanding so as to support the learner’s progression onto the next developmental phase. In the PYP, language learning takes place in authentic contexts and is dynamic, challenging and relevant. Through the transdisciplinary units of inquiry and conceptual learning, students are encouraged to construct linguistic meaning using a range of strategies, make connections across content and make ongoing cultural discoveries. Through a literature-rich environment with numerous experiences in language learning the curriculum builds on students’ prior knowledge and understanding.</p>
<p>Language in a transdisciplinary programme</p>	<p>Language is involved in all learning that goes on in a school, in both the affective and effective domains. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. In the “knowledge” area of the PYP, language is the most significant connecting element across the school’s curriculum, both within and outside its transdisciplinary programme of inquiry. It is the school’s responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme. Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners’ inquiries and the sharing of their learning. When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.</p>

STRANDS OF LANGUAGE IN THE PYP

<p>Oral language- listening and speaking</p>	<p>Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, it is important to acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive. Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. A balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places). In an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which “inner speech” (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding.</p>
<p>Visual language- viewing and presenting</p>	<p>Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced programme with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills. Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel. Opportunities that invite students to explore the function and construction of images facilitate the process of critically analysing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students.</p>
<p>Written language- reading</p>	<p>Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader’s purpose for reading, the reader’s prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials. Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another’s situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Teachers should provide a balance between fiction and non-fiction, to meet the range of learning needs and interests of their students. Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and</p>

	developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers
Written language-writing	<p>Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared his or her message in such a way that others can appreciate it, the writer’s intention has been achieved. Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer’s ability to communicate his or her intention and share meaning takes precedence over accuracy and the application of skills. Accuracy and skills grow out of the process of producing meaningful communication. Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.</p>

Grade K Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings: Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p> <p>Learners will develop an understanding that: -</p>	<p>Conceptual understandings: Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</p> <p>Learners will develop an understanding that: -</p>	<p>Conceptual understandings: Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world.</p> <p>Learners will develop an understanding that: -</p>	<p>Conceptual understandings: Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing.</p> <p>Learners will develop an understanding that: -</p>
<ol style="list-style-type: none"> 1. Use gestures, actions, body language and/or words to communicate needs or express ideas. 2. Begin to communicate with teachers to express needs and feelings and share ideas. 3. Begin to communicate with peers to express needs and feelings and share ideas. 4. Name classmates, teachers and familiar classroom and playground objects. 5. Use single words, two-word phrases, simple sentences in context. 6. Listen and respond to picture books, showing pleasure, and demonstrating understanding through gestures, expression and/or words. 7. Begin to understand simple questions and respond with actions or words 8. Join in with poems, rhymes, songs and repeated phrases in shared books. 9. Begin to control volume, pitch and speed of vocal expressions 10. Begin to recognise rhythm in spoken words. 11. Begin to identify, say, segment and blend various units of speech sounds. 	<ol style="list-style-type: none"> 1. Begin to attend to visual information showing understanding through play, gestures, facial expression. 2. Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise. 3. Make personal connections to visual texts, for example, a picture book about children making friends in a new situation. 4. Observe visual cues that indicate context; show understanding by matching pictures with context. 5. Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences. 6. Recognizes own name. 7. Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions. 8. Select and incorporate colours, shapes, symbols and images into visual presentations. 9. Show appreciation of illustrations in picture books by selecting and rereading 	<ol style="list-style-type: none"> 1. Enjoy listening attentively to traditional stories, fairy tales, a wide range of poems, and non-fiction books. 2. Choose and “read” picture books for pleasure. 3. Begins to locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting). 3. Show curiosity and ask questions about pictures or text. 5. Begins to participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity. 6. Attempts to make connections to their own experience when listening to/or “reading” texts. 7. Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words. 8. Recognize their own first name. 9. Begin to recognise the letters of the alphabet. 10. Begin to express opinions about the meaning of a story. 	<ol style="list-style-type: none"> 1. Experiment with writing using different writing implements and medi. 2. Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party. 3. Differentiate between illustrations and written texts. 4. Use their own experience as a stimulus when drawing and “writing”. 5. Show curiosity and ask questions about written language. 6. Participate in shared writing, observing the teacher’s writing and making suggestions. 7. Listen and respond to shared books, observing conventions of print. 8. Begin to discriminate between letters, numbers and symbols. 9. Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded. 10. Begin to recognize digits. 10. Write their own name independently. 11. Begin to correctly grip a pencil for writing.

	<p>familiar books, focusing on favourite pages.</p> <p>10. Looks at books independently.</p>	<p>11. Begin to predict what might happen next</p> <p>12. Begin to handle books, showing an understanding of how a book works, for example, cover, beginning.</p> <p>14. Know that in English, books are read from left to right and top to bottom.</p> <p>13. Begin to join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds.</p>	
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Grade K2 Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings: Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p> <p>Learners will develop an understanding that: -</p>	<p>Conceptual understandings: People use static and moving images to communicate ideas and information. The pictures, images, and symbols in our environment have meaning. Viewing and talking about the images others have created helps us to understand and create our own presentations</p> <p>Learners will develop an understanding that:</p>	<p>Conceptual understandings: Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.</p> <p>Learners will develop an understanding that: -</p>	<p>Conceptual understandings: Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.</p> <p>Learners will develop an understanding that: -</p>
<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Communicate with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities 2. Follow classroom instructions and two-step directions, showing understanding. 3. Interact in more extended ways with less teacher intervention. 4. Begin to make increasingly confident oral presentations 5. Listen attentively and enjoy stories read aloud; show understanding by responding in oral or visual form. 6. Memorize and join in with poems, rhymes and songs. 7. Begin to recognize a range of purposes and audiences for spoken language and consider how own speaking and listening are adjusted in different situations. 8. Participate in creative dramatics. 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Attend to visual information showing understanding through discussion, role play, illustrations 2. Talk about their own feelings in response to visual messages; show empathy for the way others might feel. 3. Relate to different contexts presented in visual texts according to their own experiences. 4. Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products. 5. Use body language in mime and role play to communicate ideas and feelings visually. 6. Observe visual cues that indicate context; show understanding by matching pictures with context. 7. Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages. 8. Select and incorporate colours, 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Enjoy listening attentively to different types of texts*> 2. Choose and “read” picture books for pleasure. 3. Attempt to read aloud simple books independently (books that are consistent with their developing phonic knowledge and that do not require using other strategies to work out words.) 3. Locate and respond to aspects of interest in self- selected texts (pointing, examining pictures closely, commenting). 4. Show curiosity and ask questions about pictures or texts. 5. Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity. 6. Make connections to their own experience when listening to/or “reading” texts. 7. Begin to discriminate between visual 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Experiment with writing using different writing implements and media. 2. Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party. 3. Differentiate between illustrations and written texts. 4. Use their own experience as a stimulus when drawing and “writing”. 5. Show curiosity and ask questions about written language. 6. Participate in shared writing, observing the teacher’s writing and making suggestions. 7. Listen and respond to shared books, observing conventions of print. 8. Discriminate between letters, numbers and symbols. 9. Develop awareness of sound–symbol relationships*. 10. Begin to recognize and form digits. 10. Write their own name

<p>9. Continue recognising rhymes, syllables and sounds (phonemes) in spoken words</p> <p>10. Understand the variability of sound-letter matches.</p> <p>11. Distinguish beginning, medial and ending sounds of words with increasing accuracy.</p> <p>12. Realize that people speak different languages.</p>	<p>shapes, symbols and images into visual presentations.</p> <p>9. Begin to make short presentations using some introduced text structures and language, for example opening statements.</p>	<p>representations such as symbols, numbers, ICT iconography, letters and words.</p> <p>8. Express opinions about the meaning of a story, the events described, the characters, attempt to predict what might happen next.</p> <p>9. Begin to retell stories, with some appropriate use of the language of the story.</p> <p>10. Begin to indicate in printed text where the teacher should start reading.</p> <p>11. Handle books, showing an increasing understanding of how a book works, for example, cover, contents.</p> <p>12. Understand how print is organized and read.</p> <p>13. Begin to be aware of the way stories are structured.</p> <p>14. Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds.</p> <p>15. Learn and recite simple poems.</p> <p>16. Recognise the letters of the alphabet and know there are lower and upper case letters.</p> <p>17. Begin to blend sounds to read CVC, CCVC, CVCC words.</p> <p>18. Attempt to sound out some elements of unfamiliar words.</p> <p>19. Begin to read a range of common words on sight*.</p> <p>20. Read labels, lists, captions to find information.</p> <p>Text types*: real life stories, traditional</p>	<p>independently.</p> <p>11. Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>12. Begin to form upper and lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>13. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>14. Begin to spell simple words (e.g. CVC, CCVC, CVCC)</p> <p>15. Segment spoken words into sounds before choosing graphemes to represent sounds.</p> <p>16. Begin to attempt to spell unfamiliar words phonetically plausible way using their knowledge of phoneme-grapheme correspondence.</p> <p>sound-symbol relationships*: all graphemes and their most common phonemes.</p>
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		<p>tales from different cultures, fantasy stories, a wide range of poems (classical and contemporary), plays, and non-fiction: non-chronological reports, simple recounts, instructions.</p> <p>Common sight words*: for example, the, a, do, to, I, you, is, me, she, he, go, no, are, was, of, put, like have, has, am, and.</p>	
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Grade 1 Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings: The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>	<p>Conceptual understanding: People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Conceptual understandings: The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Conceptual understandings: People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.</p>
<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Use a variety of oral language appropriately with increasing confidence. 2. Use grammatical rules of the language of instruction with increased confidence (learners may overgeneralize at this stage) 3. Describe personal experiences. 4. Work in groups and discuss ideas. 5. Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail. 6. Listen with increasing concentration and consideration. 7. Pick out main events and relevant points. 8. Increase their ability to anticipate and predict. 10. Demonstrate active listening by asking questions, having eye contact and using appropriate body language in a variety of situations. 11. Recognize a range of purposes and audiences for spoken language and consider how own speaking and listening can be adjusted in different 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Attend to visual information showing understanding through discussion, role play, illustrations. 2. Talk about their own feelings in response to visual messages; show empathy for the way others might feel. 3. Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm. 4. Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products. 5. Show their growing understanding that visual messages influence our behavior. 6. Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip. 7. Use body language in mime and role play to communicate ideas and feelings visually. 8. Begin to realize that shapes, symbols and colours have meaning and include them in presentations. 9. Use a variety of implements to 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Begin to select and reread favourite texts for enjoyment. 2. Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts. 3. Continue participating in shared reading, posing and responding to questions and joining in the refrains. 4. Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes. 5. Enjoy listening to and reading different types of texts* 6. Read poems and comment on words, sounds, rhyme and rhythm. 7. Identify story settings and characters. 8. Talk about what happens at the beginning, the middle and the end of the story. 9. Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. 10. Read with increased accuracy, fluency, expression and understanding 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Begin to enjoy writing and value their own efforts. 2. Segment spoken words into sounds before choosing graphemes to represent sounds. 3. Attempt to spell unfamiliar words in phonetically plausible way using their knowledge of phoneme-grapheme correspondence. 4. Begin to compose a sentence orally before writing it. 5. Begin to sequence sentences to form short, simple passages. 6. Begin to join words and clauses using and. 7. Write informally about their own ideas, experiences and feelings initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..." 8. Write simple story books using some formulaic language, e.g. Once upon a time. 9. Attempt to write simple information texts with labels, captions, lists, questions, and instructions. 10. Read their own writing to the

<p>situations.</p> <p>12. Begin to recognize that different types of predictable spoken texts have different organizational patterns and features.</p> <p>13. Distinguish beginning, medial and ending sounds of words with increasing accuracy.</p> <p>14. Count phonemes in words with increased confidence.</p> <p>15. Talk about the stories, writing, pictures and models they have created.</p> <p>16. Begin to give three and four-step directions.</p>	<p>practise and develop handwriting and presentation skills.</p> <p>10. Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed.</p> <p>11. Through teacher modelling, begin developing awareness of terminology used to tell about visual effects, for example, features, layout, border, frame</p> <p>12. View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film version of a story.</p> <p>13. Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story.</p> <p>14. Observe visual images and begin to appreciate, and be able to express that they have been created to achieve particular purposes.</p> <p>15. Begin to predict how different audiences might respond to specific media texts.</p> <p>16. Begin to identify, with the support and direction, whose point of view is presented in a simple media text and suggests a possible alternative perspective.</p> <p>17. Begin to make short presentations using some introduced text structures and language for example opening statements.</p>	<p>self-selected and teacher-selected texts at an appropriate level.</p> <p>11. Continue making connections between personal experience and storybook characters.</p> <p>12. Have a secure knowledge of the basic conventions of English in printed text, for example, orientation, directional movement, layout, spacing, punctuation.</p> <p>13. Begin to identify, initially with support and direction, the speaker and the point of view presented in a text.</p> <p>14. Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography, labels.</p> <p>15. Begin to use simple reference materials (low level reference books, posters, charts, labelled diagrams, word walls, etc).</p> <p>16. Respond speedily with the correct sound to graphemes for all 40+ phonemes*, including, where applicable, alternative sounds for graphemes.</p> <p>17. Begin to read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught, including, where applicable, alternative sounds for graphemes.</p> <p>18. Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings</p> <p>19. Read words with contractions and begin to understand that the apostrophe represents the omitted</p>	<p>teacher and classmates, realizing that what they have written remains unchanged.</p> <p>11. Re-read their own writing to see if what they wrote makes sense.</p> <p>12. Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions.</p> <p>13. Create illustrations to match their own written text.</p> <p>14. Write an increasing number of high frequency words independently.</p> <p>15. Attempt to spell words containing each of the 40+ phonemes already taught.</p> <p>16. Attempt to spell unfamiliar words in phonetically plausible way using their knowledge of 40+* phonemes.</p> <p>17. Begin to spell days of the week.</p> <p>18. Form digits 0-9.</p> <p>19. Name the letters of the alphabet in order.</p> <p>20. Identifying vowels and consonants and distinguishing between them.</p> <p>21. Add s and es to plural nouns and third person singular.</p> <p>22. Know that prefix -un, -dis changes the meaning of verbs, nouns and adjectives.</p> <p>23. Begin to add -ing, -ed, -er to verbs when no change is needed.</p> <p>24. Begin to add -er and -est to adjectives where no change is needed to the root word.</p> <p>25. Spell words with -ful, -ly.</p> <p>26. Begin to independently use present</p>
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		<p>letter (s).</p> <p>20. Begin to instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols.</p> <p>21. Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>22. Decode regular multisyllabic words that contain taught GPCs.</p> <p>23. Begin to use semantic clues and syntax to expand vocabulary when reading.</p> <p>24. Begin to find answers to questions by reading a section of a text.</p> <p>25. Begin to order words alphabetically by initial letters.</p> <p>26. Begin to locate words in simple dictionaries.</p> <p>40+ phonemes*: s, t, p, n, m, a, e, i, o, g, d, c k, r, h, u, ai, ee, igh, b, f, l, j, v, oa, oo, ar, w, x, y, z, qu, or, ur, ow, oi, ch, sh, th, ng, ear, air, ure, er</p> <p>Text types*: simple real life stories, traditional tales from different cultures, different stories by the same author, longer stories, a wide range of poems (classical and contemporary), plays, and non-fiction: non-chronological reports, explanations, reference texts , instructions.</p>	<p>and past tenses accurately and more consistently.</p> <p>27. Use spacing between words.</p> <p>28. Begin to punctuate* sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>29. Begin to use a capital letter for names of people, places, the days of the week, and I.</p> <p>30. Sit correctly at the table, holding the pencil comfortably and correctly.</p> <p>31. Control over letter size and shape, correct grip, clear ascenders and descenders.</p> <p>32. Form letters conventionally and legibly, with an understanding as to why this is important within a language community.</p> <p>33. Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>34. Write from memory simple sentences dictated by the teacher that include high frequency words, common exception words and punctuation taught so far.</p> <p>40+ phonemes*: s, t, p, n, m, a, e, i, o, g, d, c k, r, h, u, ai, ee, igh, b, f, l, j, v, oa, oo, ar, w, x, y, z, qu, or, ur, ow, oi, ch, sh, th, ng, ear, air, ure, er</p> <p>Punctuation*: full stop, question mark or exclamation mark, capital letters</p>
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			(beginning of sentence, for names, for personal pronoun I) suffixes* : -s, -es (plural) prefixes* :-un, -dis
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Grade 2 Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings: Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Conceptual understanding: Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Conceptual understandings: Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>Conceptual understandings: We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>
<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Listen attentively and speak with increasing accuracy in small and large group interactions. 2. Express thoughts, ideas and opinions and discuss them, respecting contributions from others. 3. Listen to a variety of oral presentations including stories, poems, rhymes and reports; respond with confidence and detail. 4. Pick out main events and relevant points in oral texts. 5. Retell familiar stories in sequence. 6. Anticipate and predict experiences listening to text read out loud. 7. Begin to paraphrase and summarize 8. Listen reflectively to stories read aloud in order to identify story structures and ideas. 9. Use language for a variety of personal purposes. 10. Participate in a variety of dramatic activities including: role play, puppet theatre, and dramatization of familiar stories and poems. 11. Use language with increasing 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. View visual information and show understanding by asking relevant questions and discussing possible meaning. 2. Discuss their own feelings in response to visual messages; listen to other responses, beginning to realize that people react differently. 3. Realize that visual information reflects and contributes to the understanding of context. 4. Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography. 5. Observe and discuss familiar and unfamiliar visual messages; begin to make judgments about effectiveness. 6. Discuss personal experiences that connect with visual images. 7. Use actions and body language to reinforce and add meaning to oral presentations. 8. With growing confidence select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles. 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Begin to develop personal preferences, selecting books for pleasure and information. 2. Read texts at an appropriate level, more independently, with growing confidence and understanding. 3. Begin to recognize a range of different text types* 4. Read and comment on different books by the same author. 5. Identify and explain the basic structure of a story— beginning, middle and end; begin to use storyboards or comic strips to communicate elements. 6. Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses. 7. Realize that there is a difference between fiction and non-fiction and, with teacher guidance, use books for particular purposes, eg. to find answers to questions.. 8. Recognize and use the different parts of a book, for example, title page, contents, index. 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Engage more confidently with the process of writing. 2. Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high- frequency words, common exception words, high- interest words 3. Segment spoken words into phonemes* and attempt to represent these by 40+ graphemes and G2 GPCs with increased accuracy. 4. Understand how to use strategies for spelling words including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters 6. Begin to spell words with contracted forms. 7. Uses and spells common compound words. 8. Recognise homophones* and know to how to use in context to identify correct spelling 9. Distinguish between known homophones and near-homophones. 10. Begin to use possessive apostrophe

<p>confidence to explain, inquire and compare.</p> <p>12. Recognize patterns in the language of instruction and use increasingly accurate grammar.</p> <p>13. Begin to understand that language use is influenced by its purpose and the audience.</p> <p>14. Understand and use specific vocabulary with growing accuracy to suit different purposes.</p> <p>15. Begin to use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support inferences with evidence from the text.</p> <p>16. Count phonemes in words.</p> <p>17. Follow multi-step instructions.</p>	<p>9. Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding.</p> <p>10. With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful.</p> <p>11. With growing accuracy and confidence begin to use appropriate terminology to discuss visual texts, for example, logos, fonts, foreground, background.</p> <p>12. View a range of visual language formats and begin discussing their effectiveness, for example, film/video, posters, drama.</p> <p>13. Begin to realize that effects are selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance.</p> <p>14. Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.</p> <p>15. Begin to identify overt and implied messages in simple media texts.</p>	<p>9. Note different layouts and settings of a page (e.g. lists, charts, bullet points).</p> <p>10. Understand sound–symbol relationships* and apply reliable phonetic strategies when decoding print.</p> <p>11. Begin to read most high frequency words and common exception words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>12. With growing independence use a range of strategies to self-monitor and self-correct.</p> <p>13. Wonder about texts and ask questions to try to understand what the author is saying to the reader, what are the character's motives.</p> <p>14. Attempt to discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways.</p> <p>15. Discuss their own experiences and relate them to fiction and non-fiction texts.</p> <p>16. Understand and use the terms “fact”, “fiction”, “non-fiction”.</p> <p>17. Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view..</p> <p>18. Begin to explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and presenting help make sense of what they read.</p> <p>19. Begin to use the knowledge of</p>	<p>(singular).</p> <p>11. Use apostrophe in contractions more independently.</p> <p>12. Write about a range of topics for a variety of purposes, using literary forms* and structures modelled by the teacher and/or encountered in reading.</p> <p>13. Consider what to write before beginning by planning and saying out loud, writing down ideas and key words.</p> <p>14. Use graphic organizers to plan writing, for example, Mind Maps®, storyboards.</p> <p>15. Begin to organize ideas in a logical sequence.</p> <p>16. Use appropriate writing conventions, for example, word order.</p> <p>17. Use increasingly accurate grammatical constructs.</p> <p>18. Use present and common past verbs with growing accuracy.</p> <p>19. Begin to add -ing, -ed, -er to verbs when no change is needed.</p> <p>20. Begin to form nouns using suffixes*</p> <p>21. Begin to form adjectives using suffixes*.</p> <p>22. Understands that adjectives can be changed into adverbs by adding -ly.</p> <p>23. Begins to use subordination*and co-ordination* in writing.</p> <p>24. Begin to expand noun phrases with adjectives, eg. the blue butterfly.</p> <p>25. Begin to introduce simple dialogue using said, asked.</p> <p>26. Begin to understand the basic conventions of punctuating dialogues with speech marks.</p>
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		<p>homophones*.</p> <p>20. Begin to use the knowledge of prefixes* and suffixes* to understand the meaning of unfamiliar words.</p> <p>21. Begin to use knowledge of antonyms and synonyms.</p> <p>22. Prepare poems to read aloud and to recite by heart, showing understanding through intonation, tone, volume.</p> <p>23. Read aloud with expression (also play-scripts and dialogue).</p> <p>Grade 2 GPCs: revised and consolidated Grade 1 GPCs and: dge, ge, g, j; s sound spelled c before e, i, y; kn, gn; wr, -le at the end of words; -el after m, n, r, s, v, w, s; -al at the end of words; -il at the end of words; y as in cry; o as in other; a before l and ll; a after w and qu; s as in usual; or after w; ar after w; -tion,</p> <p>prefixes*: un-, dis-</p> <p>suffixes*: -ment, -ness, -ful, -less, -ly</p> <p>Homophones and near homophones, for example: there/their/they;’re; here/hear; see/sea; sun/son; to/two/too; be/bee</p> <p>Text types*: letters, poetry, real life stories, myths and legends, adventure stories, plays, stories, novels, reports, articles, instructions, reference texts.</p>	<p>27. Begin to use simple organisational devices such as headings and sub-headings in non-fiction writing.</p> <p>28. Begin to divide text into paragraphs.</p> <p>29. Understand the function of a statement, question, exclamation and command.</p> <p>30. Use simple and begin to use compound and some complex sentences.</p> <p>31. Use the progressive form of verbs in the present and past tense to mark action in progress more accurately.</p> <p>32. Proofread their own writing and make some corrections, additions, revisions and improvements.</p> <p>33. Use feedback from teachers and other students to improve their writing.</p> <p>34. Use familiar and new punctuation* more independently and accurately.</p> <p>35. Write legibly, and in a consistent style.</p> <p>36. Form lower-case letters of the correct size relative to one another.</p> <p>37. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>38. Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>39. Use spacing between words that reflects the size of letters.</p> <p>40. Begin to use more independently a dictionary, a thesaurus and word banks</p>
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			<p>to extend their use of language.</p> <p>41. With teacher guidance, publish written work, in handwritten form.</p> <p>43. Begin to use knowledge of simple abbreviations.</p> <p>44. Write from memory simple sentences dictated by the teacher that include high frequency words, common exception words and punctuation taught so far.</p> <p>40+ phonemes*: s, t, p, n, m, a, e, i, o, g, d, c k, r, h, u, ai, ee, igh, b, f, l, j, v, oa, oo, ar, w, x, y, z, qu, or, ur, ow, oi, ch, sh, th, ng, ear, air, ure, er</p> <p>Grade 2 GPCs*: revised and consolidated Grade 1 GPCs and: dge, ge, g, j; s sound spelled c before e, i, y; kn, gn, wr; -le at the end of words; -el after m, n, r, s, v, w, s; -al at the end of words; -il at the end of words; y as in cry; o as in other; a before l and ll; a after w and qu; s as in usual; or after w; ar after w; -tion;</p> <p>prefixes*: un-, dis-</p> <p>suffixes*: -ment, -ness, -ful, -less, -ly, -er, -est,</p> <p>punctuation*: full stop, question mark or exclamation mark, comma to separate lists, apostrophe for singular possession and contractions, speech marks,</p> <p>subordination*: when, if, that, because</p>
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			<p>co-ordination*: or, and, but</p> <p>Homophones and near homophones, for example: there/their/they; re; here/hear; see/sea; sun/son; to/two/too; be/bee</p> <p>Parts of speech*: noun, pronoun, verb, adjective, adverb,</p> <p>literary forms*: real and fictional narratives about personal experience, and about others, writing about real events, poetry, letters, stories, simple narratives with a beginning, middle and end, portraits of characters, settings in stories, simple play-scripts.</p>
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Grade 3 Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings:</p> <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Conceptual understandings:</p> <p>Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual understandings:</p> <p>Different types of texts serve different purposes. Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. The structure and organization of written language influences and conveys meaning.</p>	<p>Conceptual understandings:</p> <p>We write in different ways for different purposes. It enables us to express ideas and convey meaning, Applying a range of strategies helps us to express ourselves and asking questions make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand it. Rereading and editing our own writing enables us to express what we want to say clearly.</p>
<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. Listen appreciatively and responsively, presenting their own point of view and respecting the views of others. 2. Listen for a specific purpose in a variety of situations. 3. Identify and expand on main ideas in familiar oral texts. 4. Identify and expand on main ideas in familiar oral texts. 5. Continue developing oral presentations in pairs and groups with increased confidence. 6. Continue developing ability to to argue persuasively and politely and defend a point of view. 7. Explain and discuss their own writing with peers and adults. 8. Paraphrase and summarize. 9. Begin to organize thoughts and feelings before speaking. 10. Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context. 11. Begin to realize that grammatical 	<p>Learner outcomes:</p> <ol style="list-style-type: none"> 1. View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media. 2. Begin to identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel. 3. Begin to analyse and interpret the ways in which visual effects are used to establish context. 4. Begin to realize that cultural influences and personal experiences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols. 5. With growing understanding show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning. 6. Begin to apply knowledge of 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Read a variety of text types* for pleasure, instruction and information; begin to reflect regularly on reading and set future goals. 2. Distinguish between fiction and non-fiction and select books appropriate to specific purposes. 3. Recognize the author’s purpose, for example, to inform, entertain, persuade, instruct. 4. Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters. 5. Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome. 6. Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories. 7. Investigate how setting and characters are built up from details. 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Begin to write independently and with growing confidence, demonstrating a personal voice as a writer. 2. Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing. 3. Organize paragraphs around one theme. 4. Extend narratives by creating settings, characters, plot. 5. Show awareness of different audiences and adapt writing appropriately. 6. Select vocabulary and begin supporting details to achieve desired effects. 7. Organize ideas in a logical sequence. 8. Begin to extend the range of sentences with more than one clause by using conjunctions*. 9. Begin to express time and cause by incorporating conjunctions*, adverbs* and prepositions*. 10. In non-narrative writing use

<p>structures can be irregular and begin to use them appropriately. and consistently.</p> <p>12. Use oral language appropriately, confidently and with increasing accuracy.</p> <p>13. Begin to recognize that different forms of grammar are used in different contexts</p> <p>14. Appreciate that language is not always used literally; begin to understand and use figurative language*.</p>	<p>presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects.</p> <p>7. Begin to navigate the internet in response to verbal and visual prompts with growing confidence and familiarity.</p> <p>8. Begin to use ICT to prepare their own online presentations.</p> <p>9. Begin to analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism.</p> <p>10. Identify the intended audience and purpose of a visual presentation.</p> <p>11. Reflect on ways in which understanding the intention of a visual message can influence personal responses.</p>	<p>8. Read, recite poems and recognise meaning in figurative language*.</p> <p>9. Read and perform playscripts.</p> <p>10. Compare and contrast poems and investigate poetic features.</p> <p>11. Use reference texts with increasing independence and responsibility.</p> <p>12. Begin to identify relevant, reliable and useful information and decide on appropriate ways to use it.</p> <p>13. Begin to identify key words and key information in passages.</p> <p>14. Understand how paragraphs and chapters are used to organize ideas.</p> <p>15. Investigate how persuasive writing is used to convince readers.</p> <p>14. Begin to identify fact and opinion.</p> <p>15. Access information from a variety of texts* both in print and begin to access information online.</p> <p>16. Know when and how to use the internet and multimedia resources for research.</p> <p>17. Understand that the internet must be used with the approval and supervision of a parent or teacher.</p> <p>18. Automatically reads and understands high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts.</p> <p>19. Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic (meaning) clues; syntactic (language structure) cues.</p> <p>20. Further understand sound-symbol</p>	<p>headings and sub-headings.</p> <p>11. Reread, edit and revise to improve their own writing, for example, content, language, organization.</p> <p>12. Use two or three letters of a word to check its spelling in a dictionary.</p> <p>13. Realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?”</p> <p>14. Respond to the writing of others sensitively.</p> <p>15. Use appropriate punctuation* to support meaning.</p> <p>16. Use knowledge of written code patterns to accurately spell high frequency and familiar words.</p> <p>17. Use further prefixes* and suffixes* and understand how to add them.</p> <p>18. Begin to use the possessive apostrophe with regular and irregular</p> <p>19. plurals accurately.</p> <p>20. Use correct spelling of homophones.</p> <p>21. Understand when to double last letter when adding suffixes -ing, -er, en.</p> <p>22. Use a range of strategies to record words and ideas of increasing complexity.</p> <p>23. Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing.</p> <p>24. Begin to use synonyms to avoid repetitions.</p> <p>25. Work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and</p>
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		<p>relationships* and apply reliable phonetic strategies when decoding print.</p> <p>21. Explain, in conversations with peers and/or in a reader's notebook, how their skills in listening, speaking, writing, viewing and presenting help them make sense of what they have read.</p> <p>22. Use knowledge of roots, affixes*, synonyms and antonyms, homophones* and near-homophones.</p> <p>Text types*: historical stories, stories set in imaginary worlds, stories from various cultures, real life stories with issues/dilemmas, poetry and plays including imaginary; newspapers and magazines, reference texts, explanations, persuasion including advertisements</p> <p>Reference texts* for example, newspapers, magazines, journals, comics, graphic books, non-fiction books, e-books, blogs, wikis, online dictionaries.</p> <p>Figurative language*: metaphor, personification, similes, alliteration, idioms</p> <p>prefixes*: in-, un-, dis-, mis-, in-, il-, im-, in-, re-, sub-, inter-, super-, anti-, -auto,</p>	<p>editors.</p> <p>Work independently, to produce written work that is legible and well presented, written either by hand or in digital format.</p> <p>26. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left out.</p> <p>27. Understand the difference between plagiarism and using their own words.</p> <p>28. Begin to paraphrase.</p> <p>Parts of speech*: noun, pronoun, verb, adjective, adverb, preposition, conjunctions</p> <p>Figurative language*: metaphor, personification, similes, alliteration, idioms</p> <p>punctuation*: commas (after fronted adverbials and to mark meaning out meaning within sentences) , apostrophe (plural possession), speech marks (direct speech)</p> <p>prefixes*: in-, un-, dis-, mis-, in-, il-, im-, in-, re-, sub-, inter-, super-, anti-, -auto,</p> <p>suffixes*: -ation, -ly, -ous,</p> <p>Sound-symbol relation*: y like myth, -sure, ture, -sion, -ion, -ian, -tion, -ssion, , sion, -cian, ch as in echo, ch as in chef,</p>
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		<p>suffixes*: -ation, -ly, -ous,</p> <p>Sound-symbol relation*: y like myth, -sure, ture, -sion, -ion, -ian, -tion, -ssion, , sion, -cian, ch as in echo, ch as in chef, gue as in league, que as in antique, sc as in science, ei as in vein, eigh as in neighbour, ey as in they</p> <p>homophone/near-homophones: accept/except, brake/break, meat/meet, scene/seen, weather/whether</p>	<p>gue as in league, que as in antique, sc as in science, ei as in vein, eigh as in neighbour, ey as in they</p> <p>homophone/near-homophones: accept/except, brake/break, meat/meet, scene/seen, weather/whether</p> <p>conjunctions*: when, if, because, although</p> <p>adverbs*: then, next, soon, therefore</p> <p>prepositions*: before, after, during, in, because of</p> <p>literary forms*: narratives, longer stories, descriptions, explanations, arguments, newspaper-style reports, instructions, non-chronological reports, letter, summaries, book reviews, , recounts</p> <p>Grammar: use of a, an; past and present tense</p>
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Grade 4 Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings:</p> <p>Spoken language can be used to persuade and influence people. Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Conceptual understanding</p> <p>The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual understandings:</p> <p>Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Synthesizing ideas and information from texts leads to new ideas and understandings. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>	<p>Conceptual understandings:</p> <p>Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know and reflect on different perspectives. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>
<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Participate appropriately as listener and confident speaker, in discussions, conversations, debates and group presentations. 2. Generate, develop and modify ideas and opinions through discussion. 3. Listen and respond appropriately to instructions, questions and explanations. 4. Infer meanings, draw conclusions and make judgments about oral presentations. 5. Use an increasing vocabulary and more complex sentence structures with a high level of specificity. 6. Argue persuasively and justify a point of view. 7. Show open-minded attitudes when listening to other points of view. 8. Paraphrase and summarize when communicating orally. 9. Understand and use figurative language such as simile, personification and metaphor. 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media. 2. Begin to identify factors that influence personal reactions to visual texts. 3. Design visual texts with the intention of influencing the way people think and feel. 4. Analyse and interpret the ways in which visual effects are used to establish context 5. Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects. 6. Begin to realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Read a wide range of texts with confidence, independently and with understanding. 2. Use a range of strategies to solve comprehension problems and deepen the understanding of a text. 3. Understand sound-symbol relationships* and apply reliable strategies when decoding print. 4. Use knowledge of roots, affixes*, synonyms and antonyms, homophones* and near-homophones. 5. Work in cooperative groups to locate and select texts appropriate to purpose and audience. 6. Identify genre* and explain elements and literary forms that are associated with different genres. 7. Identify and explain elements of different recounts*. 8. Identify and describe elements of a story - plot, setting, characters, theme - 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Begin to write with growing independence and confidence, showing the development of their own voice and style. 6. Use planning, drafting, editing and reviewing processes with growing independence and with increasing competence. 2. Write using a range of text types* in order to communicate effectively, 3. Adapt writing according to the audience and begin to demonstrate the ability to engage and sustain the interest of the reader. 4. Map out writing to plan structure, organize ideas, eg. paragraphs, sections, chapters. 5. Use a range of devices to enhance cohesion within and between paragraphs, e.g. adverbials. 6. Use organizational and presentational devices* to structure texts and guide

<p>10. Use oral language to formulate and communicate possibilities and theories.</p> <p>11. Use standard grammatical structures with increased competence in appropriate situations.</p> <p>12. Use register, tone, voice level and intonation to enhance meaning.</p> <p>13. Appreciate that people speak and respond according to personal and cultural perspectives.</p> <p>14. Use speech responsibly to inform, entertain and influence others.</p> <p>15. Reflect on communication to monitor and assess their own learning.</p> <p>16. Verbalize their thinking and explain their reasoning.</p> <p>17. Reflect on variations in speech, and appropriate use of standard English.</p> <p>18. Use standard grammatical structures competently in appropriate situations.</p> <p>19. Use complex sentence structure with correct grammar and vocabulary</p> <p>20. Analyse oral texts and explain how specific elements in them contribute to meaning.</p>	<p>the use of particular colours or symbols</p> <p>7. Realize that individuals interpret visual information according to their personal experiences and different perspectives.</p> <p>8. With growing confidence use body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning.</p> <p>9. Continue growing and applying knowledge of presentation techniques in original and innovative ways.</p> <p>10. Explain their own ideas for achieving desired effects.</p> <p>11. Examine and analyse text and illustrations in reference material, including online text, attempting to explain how visual and written information work together to reinforce each other and make meaning more explicit.</p> <p>12. With growing confidence navigate the internet in response to verbal and visual prompts with growing confidence and familiarity.</p> <p>13. Use technology to prepare their own presentations.</p> <p>14. Begin to use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion.</p> <p>15. Analyse composition of visual presentations.</p> <p>16. Select examples to explain how to</p>	<p>and explain how they contribute to its effectiveness.</p> <p>9. Read books* that are structured in different ways and read them for a range of purposes.</p> <p>10. Further understand and analyse how paragraphs and chapters are created and linked.</p> <p>11. Identify main characteristics of non-fiction text types.</p> <p>12. Prepare poems and plays to read aloud, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>13. Learn a wider range of poetry (eg narrative poems) by heart.</p> <p>14. Appreciate, discuss and begin to evaluate how authors use language, including figurative language* considering the impact on the reader, e.g. how characters and settings are presented.</p> <p>15. Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence based on more than one point in the text.</p> <p>16. Compare and contrast the plots within and across books, commenting on effectiveness and impact.</p> <p>17. Compare and evaluate the print and film version of a novel or play.</p> <p>18. Further distinguish between statements of fact and opinion, and reach their own conclusions about what represents valid information.</p>	<p>the reader.</p> <p>7. Use imaginary and figurative language* to evoke imaginative responses.</p> <p>8. Record ideas, reflections, predictions about books.</p> <p>9. Draft and write letters for real purposes.</p> <p>10. Use knowledge of how to write a play script to produce own ones, including note to guide performances</p> <p>11. Write new chapters or characters into a known story.</p> <p>12. Begins to approach stories from different perspectives.</p> <p>13. Maintain consistent viewpoint when writing.</p> <p>14. Write new versions of known stories, using structures from reading.</p> <p>15. Begin to use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood.</p> <p>16. Understand the importance of noting and developing initial ideas before beginning to write.</p> <p>17. Use simple abbreviations when note taking.</p> <p>18. Begin to use more appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.</p> <p>19. Use tenses consistently and with growing accuracy throughout a piece of writing</p> <p>20. Begin to ensure subject and verb agreement when using singular and</p>
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	<p>achieve a particular impact, for example, dominant images, use of colour, texture, symbolism.</p> <p>17. Identify the intended audience and purpose of a visual presentation; begin to identify overt and subliminal messages.</p> <p>18. Reflect on ways in which understanding the intention of a visual message can influence personal responses.</p> <p>19. Attempt to identify who produces various media texts, the reason for their production, how they are produced, and how they are funded.</p> <p>20. Begin to identify, with the support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers.</p> <p>21. Can discuss a newspaper report and tell how the words and pictures work together to convey a particular message.</p> <p>22. Can identify some aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters.</p> <p>23. Realizes that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance</p>	<p>19. Identifying how language, structure and presentation contribute to meaning.</p> <p>20. Consistently and with growing confidence use a range of resources to find information.</p> <p>21. Continue to use the internet responsibly and knowledgeably, appreciating its uses and limitations.</p> <p>22. Summarise the main ideas drawn from more than one paragraph, and identify key details that support the main ideas.</p> <p>23. Provide accurate textual reference from more than one point in the text to answer questions.</p> <p>24. Further develop note-taking to extract key information and to group and link ideas.</p> <p>25. Note the use of persuasive devices, in print and other media.</p> <p>26. Explore the features of texts which are about events and experiences.</p> <p>27. Differentiate between formal and impersonal writing.</p> <p>28. Predict what might happen from details stated and implied.</p> <p>29. Express personal responses to reading, with reference to the text.</p> <p>Text types*: novels and longer stories, fables, myths and legends, stories from various cultures and traditions, older literature including traditional tales, poetry (free verse, narrative poems) and</p>	<p>plural.</p> <p>21. Distinguish between the language of speech and writing and beginning to use the appropriate register.</p> <p>22. Critique the writing of peers sensitively; offer constructive suggestions.</p> <p>23. Vary sentence structure and length.</p> <p>24. Use standard spelling for most words and use appropriate resources to check spelling.</p> <p>25. Understand how to use banks of known words, word origins, root words, suffixes* and prefixes*, morphemes, spelling pattern*s and generalisations to learn and spell new words, for example technical words and words adopted from other languages.</p> <p>26. Use a dictionary, thesaurus, spellchecker more confidently and effectively to check accuracy, extend vocabulary and enrich their writing.</p> <p>27. Spell words with silent letters with growing accuracy, eg. solemn, knight</p> <p>28. Investigate the spelling of word-final unstressed vowels, eg unstressed er in butter.</p> <p>29. Spell and make correct use of possessive pronouns, eg my, mine</p> <p>30. Apply the rules for doubling consonants and investigate patterns in the use of single and double consonants, eg -ful,- full.</p> <p>31. Apply spelling patterns for pluralisation, eg -s, -es, -y/-ies, -f/ves.</p> <p>32. Begins to use synonyms to enrich writing and investigate shades of</p>
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		<p>plays including film narrative and dramatic convention, modern fiction, fiction from literary heritage, simple biographies and autobiographies, reference books, internet applications, websites, newspapers, magazines, letters, instructions,, diaries, journalists writing, arguments and discussion.</p> <p>figurative language*: metaphor, personification, similes, alliteration, idioms</p> <p>prefixes*: in-, un-, dis-, mis-, in-, il-, im-, in-, re-, sub-, inter-, super-, anti-, -auto, -pre,</p> <p>suffixes*: - able, -ably, -ibly</p> <p>homophones/near-homophones*: eg, advice/advise, practice/practise, heard/herd</p> <p>sound-symbol relation*: -ce, -cial, -tial, -ant, -ance, -ancy, -ation, -ent, -ence, -ency, -ant, -ance, -ancy, -ation, able after -ce and -ge, ei after c, ough.</p>	<p>meaning.</p> <p>33. Use knowledge of prefixes to create opposites.</p> <p>34. Qualify verbs using adverbs, eg in a dialogue.</p> <p>35. Use commas after fronted adverbials.</p> <p>35. Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>36. Write legibly, fluently and with increased speed.</p> <p>37. Use joined up writing when appropriate.</p> <p>38. Choose to publish written work in handwritten form or in digital format independently.</p> <p>39. Use written language as a means of reflecting on their own learning.</p> <p>40. Identify and describe elements of a story—setting, plot, character, theme.</p> <p>41. Locate, organize, synthesize and present written information obtained from a variety of valid sources with increasing independence.</p> <p>43. Use a range of tools and techniques to produce written work that is attractively and effectively presented.</p> <p>44. Continue to distinguish between homophones and other words that are often confused</p> <p>Text types*: narrative, instructional, persuasive letters, reading logs, non-chronological reports, explanations, commentary, play scripts, alternative chapters, newspaper articles, recounts,</p>
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			<p>character descriptions, emails.</p> <p>Figurative language*: metaphor, personification, similes, alliteration, idioms</p> <p>organizational and presentational devices*: e.g. headings, bullet points, underlining, highlighting</p> <p>prefixes*: in-, un-, dis-, mis-, in-, il-, im-, in-, re-, sub-, inter-, super-, anti-, -auto, -pre,</p> <p>suffixes*: - able, -ably, -ibly; converting nouns, adjectives, verbs using suffixes -ate, -ise, -ify</p> <p>Sentence*: relative clauses beginning with: who, which, where, when, whose, that or an omitted relative pronoun</p> <p>adverbs*: to indicate degrees of possibility, e.g. perhaps, surely</p> <p>Modals: to indicate degrees of possibility, eg. might, should, will, must</p> <p>Adverbials: of time, eg later; of place, eg. nearby; of number, eg secondly.</p> <p>Spelling patterns*:: -ce, -cial, -tial, -ant, -ance, -ancy, -ation, -ent, -ence, -ency, -ant, -ance, -ancy, -ation, able after -ce and -ge, ei after c, ough, -ful, full.</p> <p>Punctuation: inverted commas in direct</p>
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			speech, apostrophes to mark plural possession; brackets, dashes, parentheses, commas to clarify meaning or avoid ambiguity, colons, hyphens
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Grade 5 Learning Outcomes

Oral language Listening and Speaking	Visual language Viewing and Presenting	Written language Reading	Written language Writing
<p>Conceptual understandings:</p> <p>Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.</p>	<p>Conceptual understandings:</p> <p>The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual understandings:</p> <p>Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author’s intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>	<p>Conceptual understandings:</p> <p>Stories that people want to read are built around themes to which they can make connections. Effective stories have purpose and structure that help to make the author’s intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>
<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Participate appropriately as listener and speaker, in discussions, conversations, debates, and group presentations. 2. Generate, develop and modify ideas and opinions through discussion. 3. Listen and respond appropriately to instructions, questions and explanations. 4. Infer meanings, draw conclusions and make judgments about oral presentations. 5. Use an increasing vocabulary and more complex sentence structures with a high level of specificity. 6. Speak confidently in formal and informal contexts. 7. Reflect on variations in speech, and appropriate use of standard English 8. Argue persuasively and justify a point of view. 9. Paraphrase and summarize when communicating orally. 	<p>24. Learner outcome:</p> <ol style="list-style-type: none"> 1. Analyse a range of visual texts, showing understanding through oral, written and visual media. 2. Analyse and interpret the ways in which visual effects are used to establish context 4. Understand that cultural and personal influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols 5.. Present how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to influence meaning. 6.. Apply knowledge of presentation techniques in creative ways. 7. Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Read a wide range of texts with confidence, fluently, independently and with understanding. 2. Use a range of strategies to solve comprehension problems and deepen the understanding of a text. 3. Understand all taught sound–symbol relationships* and apply reliable strategies when decoding unfamiliar words. 4. Use knowledge of roots, affixes*, synonyms and antonyms, homophones* and near-homophones. 5. Work in cooperative groups to locate and select texts appropriate to purpose and audience. 6. Identify genre* and explain elements and literary forms that are associated with different genres. 7. Identify and explain elements of different recounts*. 8. Identify and describe elements of a story - plot, setting, characters, theme - 	<p>Learner outcome:</p> <ol style="list-style-type: none"> 1. Use planning, drafting, editing and reviewing processes independently and with increasing competence; research where necessary. 2. Use different genres as models for writing. 3. Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood. 4. Write independently and with confidence, showing the development of their own voice and style using a range of text types*. 5. Use written language as a means of reflecting on their own learning. 6. Use organisational and presentational devices* to structure text and to guide the reader 7. Ensure the consistent and correct use of tense throughout a piece of writing.

<p>10. Understand and use figurative language such as simile, personification, metaphor, hyperbole, onomatopoeia, alliteration. puns.</p> <p>11. Use oral language to formulate and communicate possibilities and theories.</p> <p>12. Use standard grammatical structures competently in appropriate situations.</p> <p>13. Use register, tone, voice level and intonation to enhance meaning.</p> <p>14. Appreciate that people speak and respond according to *--personal and cultural perspectives.</p> <p>15. Use speech responsibly to inform, entertain and influence others.</p> <p>16. Begin to adapt non-verbal gestures to suit content and audience.</p> <p>17. Reflect on communication to monitor and assess their own learning.</p> <p>18. Prepare, practice and improve a spoken presentation or performance.</p> <p>19. Reflect on communication to monitor and assess their own learning</p> <p>20. Reflect on communication to monitor and assess their own learning.</p> <p>21. Is able to listen to instructions while working on tasks, and follow those instructions</p> <p>22. Is able to listen and interrupt only at the most appropriate times.</p>	<p>make meaning more explicit.</p> <p>12. Navigate the internet in response to verbal and visual prompts with confidence and familiarity.</p> <p>13. Use technology to prepare their own presentations.</p> <p>14. Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion.</p> <p>15. Analyse the selection and composition of visual presentations.</p> <p>16. Select examples to explain how to achieve a particular impact, for example, dominant images, use of colour, texture, symbolism.</p> <p>17. Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages.</p> <p>18. Reflect on ways in which understanding the intention of a visual message can influence personal responses.</p> <p>19. Use appropriate body language when presenting.</p> <p>20. Project voice clearly and slowly when speaking, using intonation and pause.</p>	<p>and explain how they contribute to its effectiveness.</p> <p>9. Understand aspects of narrative structure, e.g. the handling of time.</p> <p>10. Understand how a writer evokes mood, e.g. suspense.</p> <p>9. Read books* that are structured in different ways and read them for a range of purposes.</p> <p>10. Understand and analyse how paragraphs and chapters are structured and linked.</p> <p>11. Recognise main characteristics of a range of non-fiction text types.</p> <p>12. Explore autobiography and biography, first and third person narration.</p> <p>13. Identify how poets manipulate and play with words and sounds.</p> <p>14. Interpret poems in which meanings are implied and multilayered.</p> <p>15. Appreciate, discuss and begin to evaluate how authors use language, including figurative language* considering the impact on the reader, e.g. how characters and settings are presented.</p> <p>16. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence based on more than one point in the text.</p> <p>17. Compare and contrast the plots within and across books, commenting on effectiveness and impact.</p> <p>18. Compare and evaluate the print and</p>	<p>8. Use appropriate paragraphing to organize ideas.</p> <p>9. Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader.</p> <p>10. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>11. Recognize and use figurative language* to enhance writing,</p> <p>12. Identify and describe the elements of an extended story - setting, plot, character, theme.</p> <p>13. Develop an idea throughout a piece of writing, e.g. link the end to the beginning.</p> <p>14. Argue a case in writing, developing points logically and convincingly in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>15. Integrate dialogue to convey character and advance the action.</p> <p>16. Summarize different texts in a set number of words.</p> <p>17. Proof-read for spelling and punctuation errors</p> <p>18. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>19. Assess the effectiveness of their own and others' writing.</p>
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		<p>film version of a novel or play.</p> <p>19. Distinguish between statements of fact and opinion, and reach their own conclusions about what represents valid information.</p> <p>20. Identifying how language, structure and presentation contribute to meaning.</p> <p>20. Consistently and with growing confidence use a range of resources to find information.</p> <p>21. Use the internet responsibly and knowledgeably, appreciating its uses and limitations.</p> <p>22. Summarise main ideas drawn from more than one paragraph, and identify key details that support the main ideas.</p> <p>23. Provide accurate textual reference from more than one point in the text to answer questions.</p> <p>24. Use note-taking to extract key information and to group and link ideas.</p> <p>25. Note the use of persuasive devices, in print and other media.</p> <p>26. Explore the features of texts which are about events and experiences.</p> <p>27. Differentiate between formal and impersonal writing.</p> <p>28. Predict what might happen from details stated and implied.</p> <p>29. Express personal responses to reading, with reference to the text.</p> <p>Text types*: novels set at an age-level of 11, fantasy, myths, legends, extended narratives, stories with</p>	<p>20. Present written work in handwritten or in digital format independently.</p> <p>21. Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>22. Vary sentence structure and length.</p> <p>23. Use connectives* to clarify relationships between ideas.</p> <p>24. Use standard spelling for most words and use appropriate resources to check spelling.</p> <p>25. Use word endings with various spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion,- ance, -ence.</p> <p>26. Apply spelling rules* and their exceptions.</p> <p>27. Continue to distinguish between homophones and other words which are often confused</p> <p>28. Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>29. Use active and passive verbs to affect the presentation of information in a sentence.</p> <p>30. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically; explore word origins and the use of words from other languages.</p> <p>31. Understanding that language changes over time.</p> <p>32. Use a dictionary, thesaurus, spellchecker more confidently and effectively to check accuracy, extend vocabulary and enrich their writing.</p>
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		<p>flashbacks, science fiction, mystery, historical novel, poetry and plays, including imaginary, books from various cultures and traditions instructions, recounts (including autobiography and biography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.</p> <p>figurative language*: metaphor, personification, similes, alliteration, idioms, puns, hyperbole, onomatopoeia.</p> <p>prefixes*: in-, un-, dis-, mis-, in-, il-, im-, in-, re-, sub-, inter-, super-, anti-, -auto, -pre, -ir, -ad,- ap, -af, -al</p> <p>suffixes*: -able, -ably, -ibly, -ment, -ness, -ful, -less, -ly, -ation, -ly, -ous</p> <p>homophones/near-homophones*: eg, advice/advise, practice/practise, heard/herd</p> <p>sound-symbol relation*: -ce, -cial, -tial, -ant, -ance, -ancy, -ation, -ent, -ence, -ency, -ant, -ance, -ancy, -ation, able after -ce and -ge, ei after c, ough.</p>	<p>33. Identify clauses in a complex sentence</p> <p>34. Use relative clauses beginning with who, which, where, when, whose</p> <p>35. Understand differences between word classes.</p> <p>36. Use conditional sentences accurately.</p> <p>37. Source materials and place them in a Works Cited/Bibliography.</p> <p>38. Applies knowledge of formal and informal writing.</p> <p>39. Begin to use subjunctive forms such as, If I were.</p> <p>40. Distinguish the main clause and other clauses in a complex sentence</p> <p>figurative language*: metaphor, personification, similes, alliteration, idioms, puns, hyperbole, onomatopoeia, proverbs and sayings.</p> <p>Text types*: extended stories, narrative, instructions, persuasive letters, reading logs, journals, non-chronological reports, balanced report on a controversial issue, argument, explanations, commentary, play scripts, newspaper articles, recounts, poems, emails, biography, autobiography, stories retold from a different perspective.</p> <p>connectives*: therefore, although, however</p>
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			<p>sound-symbol relation*: -ce, -cial, -tial, -ant, -ance, -ancy, -ation, -ent, -ence, -ency, -ant, -ance, -ancy, -ation, able after -ce and -ge, ei after c, ough.</p> <p>Punctuation: inverted commas in direct speech, apostrophes to mark plural possession; brackets, dashes, parentheses, commas to clarify meaning or avoid ambiguity, semi-colons, colons, ellipses, bullet points</p> <p>adverbs*: to indicate degrees of possibility, e.g. perhaps, surely</p> <p>Modals: to indicate degrees of possibility, eg. might, should, will, must</p> <p>organizational and presentational devices*: e.g. headings, sub-headings, columns, tables, bullet points, underlining, highlighting</p>
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