

Language

Reading

K1

IB Phase 1

Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and are aware of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

First Steps Role Play Phase

Readers in this phase display reading-like behaviours when interacting with texts such as picture books, traditional tales and simple informational texts. They rely heavily on topic knowledge, pictures and memorisation when 'reading' texts previously heard. Although Role Play readers may begin to identify their own name or parts of it, they are yet to match spoken and written words.

Conceptual Understandings IB1

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.

Learning outcomes

Use of Text

Listen to and join in with stories and poems, one to one and also in small groups.

Look at books independently.

Enjoy an increasing range of books.

Know that information can be retrieved from books and computers.

Display reading-like behaviour, e.g. showing an understanding of how a book works, for example, cover, beginning, directional movement, end, holds book right way up, clicks mouse to see new window

Listen to stories with increasing attention and recall

Contextual Understanding

Make links to own experience when listening to or 'reading' texts, e.g. points to illustrations saying "I had a party."

Describe main story settings, events and principal characters

Conventions

Distinguish between pictures and written text

Know repetitive patterns in very familiar stories

Recognise own name or part of it, in print

Join in with repeated refrains and anticipates key events and phrases in rhymes and stories

Enjoy rhyming and rhythmic activities

Recognise rhythm in spoken words.

Recognise familiar words and signs such as own name and advertising logos.

Processes and Strategies

Rely upon knowledge of topic and text organisation such as pictures when 'reading'

Possible Report Comments

Use of Text

Listens to and joins in when sharing information books, stories, rhymes and poems one to one and also in small groups.

Demonstrates a developing understanding of how books work by handling books appropriately, starting at the beginning and turning the pages one by one.

Contextual Understanding

Makes connections between books and their own, real life, experiences.

Conventions

Recognises their own name in print.

Recognises the difference between pictures and written text.

Processes and Strategies

Uses picture cues to tell a story.

Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

Writing

K1

IB Phase 1

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

First Steps Role Play Phase

In this phase, writers emulate adult writing by experimenting with marks to represent written language. Role Play writers are beginning to understand that writing is used to convey meaning or messages; however, as understandings about sound-symbol relationships are yet to develop, their messages are not readable by others. Role Play writers rely heavily on topic knowledge to generate text.

Conceptual Understandings IB1

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.

Learning outcomes

Use of Text

Distinguish between different marks they make

Sometimes give meanings to marks as they draw, write and paint

Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wishlist for a party.

Demonstrate awareness that writing and drawing are different

Know that print carries a message, but may read writing differently each time

Make random marks on paper or screen.

Make horizontal, circular or linear scribbles with some breaks

Write their own name independently

Contextual Understanding

State purpose or audience for own writing e.g. this is a card for Dad

Conventions

Experiment with writing using different writing implements and media

Differentiate between illustrations and written text

Write letters randomly or as strings on the page

Draw lines and circles using gross motor movements

Begin to show some control in use of tools and equipment

Use one handed tools and equipment

Manipulate objects with increasing control

Begin to use anti-clockwise movements and re-trace vertical lines

Begin to form recognisable letters

Processes and Strategies

Copy print from the environment

Ask questions about printed words, signs and messages

Use letters from own name to generate writing

Possible Report Comments

Use of Text

Independently makes marks and can say what they written.

Writes their own name independently using a capital letter for the first letter of their name.

Contextual Understanding

Makes marks and talks about who or what the writing is for.

Conventions

Shows increasing control when using a writing tool to make marks.

Begins to form recognisable letters

Writes letters randomly or as strings on the page

Processes and Strategies

Copies print from the environment

Uses letters from their own name to generate writing

Listening and Speaking

K1

IB Phase 1

Learners show an understanding of the value of speaking and listening to communicate. They recognise that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

First Steps Beginning Phase

In this phase, children use the language of the home and community to communicate with familiar others. They often rely on non-verbal cues to convey and comprehend spoken language. Their speech may be characterised by short utterances and they may require support in unfamiliar settings.

Conceptual Understandings IB1

Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others

Learning outcomes

Use of Text

Listen and respond to picture books demonstrating their understanding through gestures, expression and/or words

Understand simple questions and respond with actions or words

Follow classroom directions and routines, using context

Shows interest in playing with sounds, songs and rhymes.

Single channeled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.

Listens to others one to one or in small groups, when conversation interests them.

Develop understanding of simple concept (e.g. big/little)

Respond to simple instructions, e.g. to get or put away an object

Respond to instructions involving a two-part sequence

Maintain attention, concentrate and sit quietly during appropriate activity

Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.'

Understand 'who', 'what', 'where' in simple questions (e.g. who's that/can? What's that? Where is...?)

Understand the use of objects (e.g. 'What do we use to cut things?')

Contextual Understanding

Use gestures, action, body language and/or words to communicate needs and to express ideas

Use single words and two word phrases in context

Interact effectively with peers and adults in familiar social settings

Use language to address their needs, express feelings and opinions

Use oral language to communicate during classroom activities, conversations and imaginative play

Use mother tongue to express needs and explain ideas

Listens and responds to others in a range of contexts and varied subject matters.

Conventions

Realise that people speak different languages

Use a small range of vocabulary

Ask questions

Responds to spoken language in ways appropriate to home language or culture

Attends to spoken texts that are personally significant

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Holds a conversation, jumping from topic to topic.

Beginning to use more complex sentences to link thoughts (e.g. using and, because).

Builds up vocabulary that reflects the breadth of their experiences.

Experiment of a range of tenses (e.g. play, playing, will play, played)

Processes and Strategies

Names classmates, teachers and familiar classroom and playground objects

Joins in with poems, rhymes, songs and repeated phrases in shared reading experiences

use own grammar style as part of the process of developing grammatical awareness

Use talk when pretending that objects stand for something else in play, e.g, 'This box is my castle.'

Use gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.

Use simple sentences (e.g.' Mummy gonna work.')

Uses language to imagine and recreate roles and experiences in play situations.

Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

Begin to use word endings (going, cats)

Possible Report Comments

Use of Text

Follows simple classroom directions and routines.

Listens to others one to one or in small groups, when conversation interests them.

Listens to stories with increasing attention and recall.

Beginning to understand 'what' and 'why' questions

Contextual Understanding

Communicates needs to adults and friends.

Use words and simple phrases to communicate.

Conventions

Uses complex sentences linking their thoughts with 'and' or 'because'.

Experiments with a range of tenses e.g. play, playing, will play, played

Uses please and thank you.

Processes and Strategies

Name classmates, teachers and familiar classroom and playground objects

Joins in with poems, rhymes, songs and repeated phrases in shared reading experiences

Viewing and Presenting

K1

IB Phase 1

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

First Steps Beginning Phase

Students make simple interpretations from visual texts. They demonstrate their emerging awareness of symbols, codes and conventions. Students use visual cues to predict and construct meaning as they interact with a range of texts, e.g. illustrations, colour, facial expressions. They respond to visual texts through making connections and creative play.

Conceptual Understandings IB1

Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.

Learning outcomes

Use of Text

Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise
Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages

Contextual Understanding

Make personal connections to visual texts, for example, a picture book about children making friends in a new situation
Recognise common signs and symbols used in the environment e.g. stop signs, exit signs
State purpose or audience for own multimodal texts e.g. I have made this e-card for Nana
Attend to visual information showing understanding through play, gestures, facial expressions
Observe visual cues that indicate context; show understanding by matching pictures with context

Conventions

Use body language to communicate and to convey understanding, e.g. pointing, gesturing, facial expressions

Distinguish written words from visual images

Show awareness of some of the codes and conventions of semiotic system, when making meaning, e.g. colour, shape

Processes and Strategies

Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television

Predict what a text might be about, using visual cues

Possible Report Comments

Use of Text

Shows their own feelings in response to visual presentations e.g. showing amusement, curiosity, surprise

Contextual Understanding

Makes personal connections to visual texts such as an e-book

Conventions

Uses body language to communicate and to convey understanding, e.g. pointing, gesturing, facial expressions

Processes and Strategies

Predicts what a text might be about using visual cues