

# Language

## Reading

### K2

#### 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 organising 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.

Listen to and demonstrate comprehension by talking about significant ideas in a text

Know that print carries a message but may 'read' their own writing and unfamiliar texts differently each time

### Contextual Understanding

Identify and talk about familiar characters or people from texts

Describes main story settings, events and principal characters.

### Conventions

Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words

Knows that print, in English, is read from left to right and top to bottom

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 on the strategy of connecting to comprehend e.g. connects text to self

Hear and say the initial sound in words.

Segment the sounds in simple words and blend them together and knows which letters represent some of them.

Link sounds to letters, naming and sounding the letters of the alphabet.

Begin to read words and simple sentences.

Continue a rhyming string.

### Possible Report Comments

#### Use of Text

Enjoys an increasing range of books and knows that they can be used to find out information.

Knows that writing carries a message.

#### Contextual Understanding

Shows understanding of the main features of books they have listened to or read.

#### Conventions

Recognises the difference between symbols, numbers, letters and words.

#### Processes and Strategies

Hears and says the initial sound in words.

Links sounds to letters, naming and sounding the letters of the alphabet.

Uses the letter sounds they know to read simple words.

Begins to read words and simple sentences.

## Writing

### K2

#### 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

Experiment with familiar forms of writing e.g. lists, captions, re-tells, books

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels, captions with increasing accuracy.

### Contextual Understanding

Create illustrations to match their own written text.

Identify and talk about characters from literary texts

Attempts to write short sentences in meaningful contexts.

### Conventions

Begin to demonstrate an awareness of directionality

Use known letters or approximations of letters to represent writing

Write using simple language structures i.e. I like... I see...

Demonstrate one to one correspondence between written and spoken word e.g. word pointing when reading back their own writing.

Begin to break the flow of speech into words.

### Processes and Strategies

Voice thoughts before "writing"

Rely upon personal experiences as a stimulus for "writing"

Hear and say the initial and final sounds in words when writing.

Segment the sounds in simple words and blend them together when writing

### Possible Report Comments

#### Use of Text

Uses some sounds correctly and in sequence when writing.

Uses some clearly identifiable letters in their writing.

Experiments with familiar forms of writing e.g. lists, captions, recounts, books

Attempts to write short sentences.

#### Contextual Understanding

Draws pictures to accompany their mark making

#### Conventions

Forms lowercase letters accurately

Reads back their writing, pointing to each word.

Writes using simple language structures.

### Processes and Strategies

Talks about what they are going to write, before they write.

Writes simple words using the sounds they can hear.

## Listening and Speaking

### K2

#### 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

Tell their own stories using words, gestures, and objects/artefacts

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.?).

Developing understanding of simple concepts (e.g. big/little).

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

Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

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

Beginning to understand 'why' and 'how' questions.

Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

Maintain attention, concentrate and sit quietly during appropriate activity

Two-channelled attention - can listen and do, for short span

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...?)

### 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

Ask questions

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

Attend to spoken texts that are personally significant

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

Builds up vocabulary that reflects the breadth of their experiences.

Maintain conversation in context

Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words

### Processes and Strategies

Join 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

Retell a simple past event in correct order (e.g. went down slide, hurt finger).

Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

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

Use intonation, rhythm and phrasing to make the meaning clear to others.

Link statements and sticks to a main theme or intention.

Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

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

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

## Possible Report Comments

### Use of Text

Listens to what others say and responds appropriately.

Listens to stories, carefully, anticipates key events and responds with relevant comments.

Answers 'how' and 'why' questions about their experiences and in response to stories or key events

Communicates their ideas to small groups with increasing detail and awareness of the listener.

### Contextual Understanding

Listens and responds to others in conversation or discussion

Uses spoken language to express their feelings and opinions and explain their ideas.

### Conventions

Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Uses vocabulary appropriate to the situation and audience.

### Processes and Strategies

Develops their own narratives and explanations by connecting ideas or events.

Uses talk to connect ideas, explain what is happening, and anticipating what might happen next, recall and relive past experiences.



## Viewing and Presenting

### K2

#### 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

Make meaning from personally significant multi-modal texts, e.g. picture books, catalogues and TV programs

Make use of images to 'read' simple picture books and signs

Produce simple multimodal texts e.g. draws using a paint package, tells a story using an app

### Contextual Understanding

Express personal views about characters or people in different media texts

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

Observe visual cues that indicate context; show understanding by matching pictures with context

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## Conventions

Select and incorporate colours, shapes, symbols and images into visual presentations

Listen to terminology associated with visual texts and understand terms such as colour, shape, size

## Processes and Strategies

Use simple strategies to make meaning from visual texts e.g. pictorial cues, predicting, connecting

## Possible Report Comments

### Use of Text

Presents their ideas in a variety of ways e.g. using a software package, creating a poster, singing a song, writing

### Contextual Understanding

Expresses personal views about characters or people in different media texts

## Conventions

Understands how colours, shape and size can be used in visual presentations e.g. posters

## Processes and Strategies

Uses simple strategies to make meaning from visual texts by using picture cues