

# Language

## Reading

### Year 1

#### 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 an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

#### IB Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognise them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys 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.

#### First Steps Experimental Phase

In this phase, readers use memory of familiar, predictable texts and their developing sound- symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited and known vocabulary and supportive illustrations.

#### 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.

#### Conceptual Understandings IB2

The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words/ideas enable member of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our mind.

## Learning outcomes

### Use of Text

Read and demonstrate comprehension of texts by, recalling some ideas explicit in a text, identifying the topic of a text and responding to questions

Demonstrate that print remains constant, e.g. when listening to familiar stories, notice when the reader leaves out or changes parts, transfer knowledge of familiar words from one context to another

Maintain the storyline when 'reading' familiar texts

With assistance, locate and select texts appropriate to purpose or interest

Participate in shared reading, joining in with rhymes, refrains and repeated texts

Read texts at an age appropriate level with understanding

### Contextual Understanding

Express opinions about the meaning of a story

Talk about the ways different people or characters are represented in texts

Demonstrate that print and illustrations combine to carry the message

Identify the role of the author and illustrator of a text

### Conventions

Identify the letters of the alphabet by name and sound

Recognise a word as a unit of print with space on either side

Demonstrate understanding of the concepts and conventions of print, e.g. left to right, top to bottom, spacing, capital letters and full stops

Read and understand familiar print from the immediate environment, e.g. signs, advertisements, logos, ICT iconography

Recognise a small bank of known words in different contexts, e.g. high frequency and high interest words

Identify and generate rhyming words when listening to a text

### Processes and Strategies

Determine unknown words by using a small range of word-identification strategies e.g. sounding out, predicting using beginning letters and/or pictures.

Begin to draw upon a small knowledge base to comprehend, e.g. topic knowledge, sentence patterns and sound-symbol relationships

Use a small range of strategies to comprehend, e.g. prediction, connection

### Possible Report Comments

#### Use of Text

Participate in shared reading, joining in with rhymes, refrains and repeated texts

Read texts at an age appropriate level with understanding

#### Contextual Understanding

Express opinions about the meaning of a story

Demonstrate that print and illustrations combine to carry the message

#### Conventions

Identify the letters of the alphabet by name and sound

Identify and generate rhyming words when listening to a text

Recognise a small bank of known words in different contexts, e.g. high frequency and high interest words

### Processes and Strategies

Determine unknown words by some word-identification strategies, e.g. sounding out, predicting using beginning letters and/or pictures

Use some knowledge and strategies to comprehend, e.g. topic knowledge, sentence patterns, sound-symbol relationships, prediction, connection

## Writing

### Year 1

#### 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 purposeful act, with both individual and collaborative aspects.

#### IB Phase 2

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

#### 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.

#### First Steps Experimental Phase

In this phase, writers are aware that speech can be written down. Experimental writers rely on familiar topics to generate a variety of texts such as greeting cards, lists and letters. They demonstrate an understanding of one-to-one correspondence by representing most spoken words in their written text. These words may consist of one, two or three letters, and reflect their developing sound-symbol relationship.

#### Conceptual Understandings IB1

Writing conveys meaning. People write to tell about their experiences, feelings and ideas. Everyone can express themselves in writing. Talking about stories and pictures helps other people to understand and enjoy them.

#### Conceptual Understandings IB2

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.

## Learning outcomes

### Use of Text

Use writing with the intention of communicating a message

Read their own writing to others, realizing that what have written remain unchanged

Experiment with familiar forms of writing, e.g. list, captions, retells

Choose to write as play, or informal situations, e.g. filling in forms in a pretend post office, writing a menu or wish list for a party

Begin to write informally about their own ideas, experiences and feelings using simple sentence structures, e.g. I like, I can

Contribute to shared writing, observing the teacher's writing and making suggestion

### Contextual Understanding

Provide reasons why people write, e.g. remember to say thank you

Create illustrations to match their own written text

Show curiosity and ask questions about written language

Express a personal opinion within a written text

Talk about how characters and events are represented in texts

### Conventions

Discriminate between letters/ characters, numbers, symbols and words

Demonstrate an awareness of directionality and spacing

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

Know all letters by name and their common sound

Use visual memory to accurately write some key personal words and some high frequency words

Use vocabulary drawn from their own oral language or encountered in their reading and other classroom activities

Form all upper-case and lower-case letters and numerals correctly

Use capital letters and full stops to begin and end sentences

Compose simple sentences

### Processes and Strategies

Voice thoughts before and during writing

Use their own experience as a stimulus when drawing and writing

Begin to draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound-symbol relationships

Use a limited range of strategies to spell, e.g. sounding out, sight words

Use words from the environment in own writing, e.g. word wall

### Possible Report Comments

#### Use of Text

Use writing to communicate a message

Experiment with familiar forms of writing, e.g. lists, captions, retells

Begin to write informally about their own ideas, experiences and feelings using simple sentence structure, e.g. I like, I can

## Contextual Understanding

Provide reasons why people write, e.g. remember to say thank you

Create illustrations to match with their own written text

## Conventions

Know all letters by name and their common sound

Write high frequency and high interest words

Form all upper-case and lower-case letters and numerals correctly

Start to use capital letters and full stops to begin and end sentences

Compose simple sentence

## Processes and Strategies

Use their own experience as a stimulus when drawing and writing

Use sounding out and sight words as strategies to spell

## Additional documentation to support learning of Spelling

### Year 1

#### Morphology

Recognise and understand the morphemes in compound words where the base words are common and the pronunciation of the base words remains the same in the compound word e.g. football, Sunday

Recognise and know how to use inflectional suffixes that mark tense, e.g. play-ed and play-ing

Recognise and know how to use inflectional suffixes that mark plurals –with 's', e.g. dog-s and cat-s

Recognise and know how to use inflectional suffixes that mark the third person – with 's', e.g. she play-s, she run-s

Recognise and know how to use derivational prefixes with an obvious meaning and which do not change the pronunciation or spelling of the base word, e.g. ful

#### Phonology graphology

Know that spoken sounds and words can be written down using letters of the alphabet, e.g. attempting to 'sound out' words as they write

Use the most common single graphemes for consonant sounds in the initial, medial and final position of the word

Use the most common single graphemes for short vowel sounds, e.g. h-a-t, m-u-m

Recognise and use onset and phonically regular rime patterns to spell words with the same rime pattern, e.g. c-at, h-at

Recognise and use phonically regular one-syllable words, e.g. in, on, had

## Orthography

Recognise lower case and upper case letters as different representations of the same letter

Recognise and use the letters of the alphabet to represent sounds and meaning

## Etymology

Recognise words come from other languages in common and familiar words, e.g. pizza

Recognise words can come from people's names (eponyms), e.g. pavlova

Recognise words can represent sounds (onomatopoeia), e.g. moo, meow

## Visual

Know how to write some high-frequency sight words and known words that may not be phonically regular, e.g. of, the, have

## Listening and Speaking

### Year 1

#### 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.

#### IB Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognisant about the high degree of variability of language and its uses.

#### 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.

#### First Steps Early Phase

In this phase, students use their own variety of English Language to communicate needs, express ideas and ask questions. They understand spoken language relating to personal and social interest and respond in their own way. They are becoming aware of appropriate ways of interacting in familiar situations.

#### 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.

#### Conceptual Understandings IB2

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.

## Learning outcomes

### Use of Text

Listen to texts read aloud and show understanding by responding in oral, written or visual form

Memorise and join in with poems, rhymes and songs

Follow classroom instructions, showing understanding

### Contextual Understanding

Describe personal experiences

Obtain simple information from accessible spoken texts



Predict likely outcomes when listening to texts read aloud

Talk about the writing, pictures and models they have created

### Conventions

Distinguish beginning, medial and ending sounds of words with increasing accuracy

Structure simple spoken texts appropriately

Interpret simple commands and questions

Rely on simple sentences to communicate ideas

### Processes and Strategies

Use a range of high frequency, topic-specific and personal content words to create meaning

Use a limited range of processes and strategies when speaking, e.g. use repetition

### Possible Report Comments

#### Use of Text

Listen to texts read aloud and show understanding by responding in oral, written or visual form

Follow classroom directions and routines

#### Contextual Understanding

Talk about own writing, pictures and models

#### Conventions

Distinguish beginning, middle and ending sounds of words

Structure a simple sentence correctly

#### Processes and Strategies

Use a range of high frequency and topic specific words

## Viewing and Presenting

### Year 1

#### 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.

#### IB Phase 2

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

#### 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.

#### First Steps Early Phase

Students make meaning and respond to a small range of visual texts. They demonstrate their awareness of text features used in a range of visual texts such as picture books. They understand that texts are created by people to represent real or imaginary experiences. Students demonstrate their awareness of conventions and symbols used in a range of visual texts such as picture books, cartoons, advertisements and web pages. They recognise and interpret some specific conventions of visual texts, such as camera shot, use of colour, and music.

#### 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.

#### Conceptual Understandings IB2

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.

## Learning outcomes

### Use of Text

Show their understanding that visual messages influence our behaviour

Discuss favourite aspects of multimodal texts and identify features that appeal to them

Make predictions based on both images and print

Make simple inferences from information and images in texts

Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products

### Contextual Understanding

Make links to own experiences when viewing a visual text

Recognise familiar signs, labels and logos, e.g. pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences

Attend to visual information showing understanding through discussion, role play and illustrations

Select appropriate multimodal texts for a small range of purposes

Recognise that texts represent real or imaginary experiences

Make connections between own experiences and ideas and information in texts

### Conventions

Recognise use of symbols in relation to familiar conventions of semiotic systems

Recognise the beginning of some viewed texts through simple cues when making meaning from multimodal texts

Identify a sequence of events by using image clues

Use simple codes and conventions of the semiotic system when creating multimodal texts

Use body language in mime and role play to communicate ideas and feelings visually

### Processes and Strategies

Use a limited range of strategies for comprehending and producing multi-modal text, e.g. inferring and comparing

Predict plot development based on cause and effect relationships in texts

Predict future actions of characters

### Possible Report Comments

#### Use of Text

Discuss favourite aspects of multimodal texts and identify features that appeal to them

#### Contextual Understanding

Discuss images, commenting on the information being conveyed, e.g. illustrations and diagrams

#### Conventions

Identify and compare familiar signs, labels and logos

#### Processes and Strategies

Recognise and compare colours, shapes, symbols and images in visual presentations, e.g. road signs