

CIPS Language Scope and Sequence 2015

Reception (4-5 Yrs) (formatting as for Yr 3)

Oral Language	Visual	Written	Written
Listening and Speaking	Viewing and Presenting	Reading	Writing
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
<p>Students show understanding of the value of listening and speaking to communicate. They show an understanding that sounds are associated with objects, events and ideas, 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. They are aware that an object or symbol may have different sounds or words associated with it in different languages</p>	<p>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.</p>	<p>Learners show an understanding that print represents the real or 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. They show understanding that language can be represented visually through codes and symbols.</p>	<p>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. They 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.</p>
Conceptual Understandings	Conceptual Understandings	Conceptual Understandings	Conceptual Understandings
<ul style="list-style-type: none"> • People listen and speak to share thoughts and feelings • People ask questions to learn from others • The sounds of a language are a symbolic way of representing ideas and objects • People communicate using different languages • Everyone has the right to speak and to be listened to 	<ul style="list-style-type: none"> • Visual Language is all around us • The pictures, images, and symbols in our environment have meaning • People can enjoy and learn from visual language • People use static and moving images to communicate ideas and information • Viewing and talking about the images others have created helps us to understand and create our own presentations 	<ul style="list-style-type: none"> • 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 • The sounds of spoken language can be represented visually • People read to learn • The words we see and hear enable us to create pictures in our minds 	<ul style="list-style-type: none"> • 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 themselves • People write to communicate • The sounds of a spoken language can be represented visually (letters, symbols, characters)
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>Behaviours which are indicators of how learners are constructing meaning; possibilities for learning</p>	<p>Behaviours which are indicators of how learners are constructing meaning; possibilities for learning</p>	<p>Behaviours which are indicators of how learners are constructing meaning; possibilities for learning</p>	<ul style="list-style-type: none"> • Behaviours which are indicators of how learners are constructing meaning; possibilities for learning

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<ul style="list-style-type: none"> • Children listen with understanding to environment sounds, directions and conversations • Children converse effectively in their home language for a variety of purposes relating to real experiences and different audiences • Uses gestures, actions, body language and/or words to communicate needs and to express ideas • Listen to and respond to picture books showing pleasure, and demonstrating their understanding through gestures expression and/or words • Name classmates, teachers and familiar classroom and playground objects • Use single words and two word phrases in context • Join In with poems, rhymes, songs and repeated phrases in shared books • Understand simple questions and respond with actions or words • Tell their own stories using words, gestures, and objects/artefacts • Follow directions and routines using context cues and oral instruction • Begin to communicate in more than one language • Listen and respond in small or large groups for increasing periods of time • Follow classroom instructions showing understanding • Describe personal experiences • Distinguish beginning and ending sounds of words with increasing accuracy • Predict likely outcomes when listening to texts read aloud 	<ul style="list-style-type: none"> • Children interpret and respond to visual text • they create their own visual text for their own visual purposes • Reveal their own feelings in response to visual presentations, for example by showing amusement, curiosity, surprise • Observe visual cues that indicate context; show understanding by matching pictures with context • Recognise familiar class signs, labels and logos, for example pedestrian walking sign. Emergency exit sign, no dogs allowed: identify similarities and differences • Select and incorporate colours, shapes, symbols and images into visual presentations • Show their understanding that visual messages influence our behaviour • Show appreciation of illustrations in picture books by selecting and rereading familiar books focusing on favourite pages • Attend to visual information showing understanding through discussion, role play, illustrations • Talk about their own feelings in response to visual messages • Relate to different contexts presented in visual texts according to their own experiences, for example, “that looks like my uncle’s farm.” • Locate familiar visual texts in magazines, advertising catalogues and connect them with associated products • Use body language in mime and role play to communicate ideas and feelings visually • Observe and discuss illustrations in picture books and in simple reference books, commenting on the information being conveyed 	<ul style="list-style-type: none"> • Children demonstrate emergent reading skills • Enjoy listening to stories • Choose and ‘read’ picture books for pleasure • Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) • Recognise their own first name • Listen attentively and respond to stories read aloud • Distinguish between pictures and written text, for example can point to a picture when asked • Handle books, showing an understanding of how a book works for example, cover, beginning, directional movement, end • Join in with chants, poems, songs, word games and clapping games gaining familiarity with the sounds and patterns of the language of instruction • Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group • Understand sound-symbol relationships and recognise familiar sounds/symbols/words of the language community • Participate in shared reading, posing and responding to questions and joining in the refrains • Make connections between personal experience and storybook characters 	<ul style="list-style-type: none"> • Children demonstrate emergent writing skills • Experiments with writing using different writing implements and media • Differentiate between illustrations and written text • Use their own experience as a stimulus when drawing and “writing” • 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 party • Show curiosity and ask questions about written language • Participate in shared writing, observing the teachers writing and making suggestions • Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction • Begin to discriminate between letters/characters, numbers and symbols • Show an awareness of sound-symbol relationships and begin to recognise the way that some familiar sounds can be recorded • Write their own name independently • Discriminate between types of code, for example, letters, numbers, symbols, words/characters
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How best will they learn? Major teaching emphasis

Listening and speaking	Viewing and presenting	Reading	Writing
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<p>Processes and strategies</p> <ul style="list-style-type: none"> • Model language to describe thinking • Model the language and behaviours of listening e.g. let's listen to the music, would you like to hear this story <p>Environment and Attitude</p> <ul style="list-style-type: none"> • Create a supportive environment which values the diversity of students listening and speaking development (in their home languages) • Encourage students to see the value of effective listening and speaking for community, school and family life <p>Use of texts</p> <ul style="list-style-type: none"> • Provide authentic opportunities for students to participate in planned and unplanned speaking and listening • Teach students the metalanguage associated with listening and speaking and encourage its use e.g. speak, listen, hear, listener, speaker, take turns, think • Teach students to make connections with their existing knowledge of common topics <p>Contextual understanding</p> <ul style="list-style-type: none"> • Provide effective feedback to students about their speaking and listening • Model and discuss how to include relevant information when speaking • Draw students attention to the way ideas and feelings are communicated through listening and speaking <p>Conventions</p> <ul style="list-style-type: none"> • Develop and extend students vocabulary for different purposes • Teach listening and speaking behaviours that support meaning making e.g. asking clarifying questions, seeking confirmation, providing sufficient detail 	<p>Processes and strategies</p> <ul style="list-style-type: none"> • Teach students to select multimodal texts for different purposes e.g. DVD for information, interactive book for pleasure • Model how to reflect on the viewing process and encourage students to do the same <p>Environment and Attitude</p> <ul style="list-style-type: none"> • Foster students enjoyment of purposeful viewing <p>Use of texts</p> <ul style="list-style-type: none"> • Encourage students to respond to texts, focusing on the meaning of images and print • Provide opportunities for students to read and view a variety of multimodal texts e.g. web page <p>Contextual understanding</p> <ul style="list-style-type: none"> • Provide opportunities for students to talk about multimodal texts and relate them to their own experiences <p>Conventions</p> <ul style="list-style-type: none"> • Provide opportunities for students to explore the use of the five semiotic systems: Linguistic, Visual, Audio, Gestural, and Spatial 	<p>Processes and strategies</p> <ul style="list-style-type: none"> • Teach comprehension strategies e.g. connecting, comparing • Use varied, integrated methods to help students recognise letters e.g. using the letters of their name • Build students' knowledge within the cues e.g. sound-symbol relationships, topic knowledge <p>Environment and Attitude</p> <ul style="list-style-type: none"> • Jointly construct and frequently refer to meaningful environmental print • Foster students enjoyment of reading • Encourage students to select their own reading material according to interest and purpose <p>Use of texts</p> <ul style="list-style-type: none"> • Provide opportunities for students to 'read' and 're-read' a variety of texts both literary and informational • Model reading behaviours such as book handling, distinguishing words from pictures, selecting texts • Encourage students to respond to texts in a variety of ways focusing on the meaning of print and pictures <p>Contextual understanding</p> <ul style="list-style-type: none"> • Provide opportunities for students to talk about texts, relating them to their own experiences <p>Conventions</p> <ul style="list-style-type: none"> • Teach students the terminology associated with books, such as cover, title, author, illustrator • Teach students the concepts of print, e.g. print carries meaning, directionality 	<p>Processes and strategies</p> <ul style="list-style-type: none"> • Model simple publishing alternatives, e.g. text and illustration • Model writing in a variety of genres e.g. lists, messages, dictated stories <p>Environment and Attitude</p> <ul style="list-style-type: none"> • Foster students enjoyment of writing • Encourage students to experiment with different facets of writing, e.g. using known letters, composing messages <p>Use of texts</p> <ul style="list-style-type: none"> • Expose students to a range of text forms pointing out purpose, e.g. recipes tell how to make something. • Provide opportunities for students to 'write' a range of texts for authentic purposes and audiences. Model the connection between oral and written language, e.g. what is said can be written down. <p>Contextual understanding</p> <ul style="list-style-type: none"> • Discuss that writing has a purpose and an intended audience. <p>Conventions</p> <ul style="list-style-type: none"> • Provide opportunities for students to develop and use new vocabulary. • Teach students the conventions of print e.g. directionality • Build phonological awareness and graphophonic knowledge, such as: – recognising, matching and generating rhymes – listening for sounds in words – linking letter names with their sounds, focusing on the regular sound
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