

CIPS Language Scope & Sequence 2014

Yr 1 (5-6s)

Strand 1: Oral Language	Strand 2: Visual	Strand 3a : Written	Strand 3b: Written
Listening & Speaking	Viewing & Presenting	Reading	Writing
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
Learners show an understanding of the value of speaking and listening to communicate. They recognize 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.	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.	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.	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.
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings
<ul style="list-style-type: none"> • Spoken words connect us with others. • People listen and speak to share thoughts, feelings and stories. • People ask questions to learn from others 	<ul style="list-style-type: none"> • Visual language is all around us. • The pictures, images, and symbols in our environment have meaning. • We can enjoy and learn from visual language. 	<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. 	<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 them.
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
Attitudes Students speak and listen to each other as well as adults in familiar social setting.	Attitudes Students will understand that images and language interact to convey ideas, values and beliefs.	Attitudes Students enjoy reading and select their own reading material according to interest and purpose.	Attitudes Students enjoy writing and value it as a social practice.

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<u>Processes & Strategies</u>	<u>Processes & Strategies</u>	<u>Processes & Strategies</u>	<u>Processes & Strategies</u>
<ul style="list-style-type: none"> - relies on personal experience as a stimulus for speaking and listening. - uses a limited range of processes and strategies when speaking. E.g. uses repetition. - uses a limited range of processes and strategies when listening. - Relies on copying and approximating to compose spoken language. - requires some adult support to interpret spoken language. - talks about thinking with others e.g. I think - asks and answers questions seeking clarification. - follows one step at a time short, simple instructions e.g. for playing a game, completing a classroom task. - shows understanding of spoken language in personal ways, e.g. responds with some relevant comments. - Can demonstrate 	<ul style="list-style-type: none"> - Relies on a range of familiar strategies to make meaning, e.g. connecting, predicting. - Predicts plot development based on cause and effect relationships in texts ,e.g. the animals find the riverbed is dry and go searching for water. - Predicts future actions of familiar characters, e.g. the hero will solve the problem. 	<ul style="list-style-type: none"> - Draws upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text-structure knowledge. - Determines unknown words by using word-identification strategies, e.g. decoding using phonemes, onset and rime. - Over relies on decoding single phonemes for word identification. - Sometimes self-corrects whilst reading signs and classroom displays. - Generates key words for a specific purpose from a text that may or may not be supported by pictures- - Shows a growing understanding of the use of cues and strategies that is reflected in responses about the reading process, e.g. 'I slowed down when I came to a hard word'. 	<ul style="list-style-type: none"> - Identifies and uses knowledge of similar-sounding words to spell. - Shares ideas for writing with peer or teacher. - Participates in group brainstorming activities to elicit ideas before writing. - Identifies possible spelling errors after completing writing. - Responds to requests for elaboration or clarification of written ideas. - Reads back own writing to clarify meaning. - Experiments with various ways to publish texts,(under teacher's guidance) <p style="color: red; text-align: center;">(TO CLARIFY)</p>

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<p>understanding of orally presented events/stories by responding in oral, written or visual form.</p> <ul style="list-style-type: none"> - Respond to what is said by asking questions or making connections. - Actively listen in small and large groups for increasing periods of time - Use simple sentence structures & simple connectives to link ideas. - <p><u>Skills & conventions</u></p> <ul style="list-style-type: none"> - Uses a small range of vocabulary - Responds to spoken language in ways appropriate to home language or culture. - May ask many questions - Uses some directional language, e.g. in, up, down, on, out. 	<p><u>Skills and conventions</u></p> <ul style="list-style-type: none"> • Distinguishes written words from images. • Recognises familiar symbols in relation to codes and conventions ,e.g. smiley face. • Recognises some viewed texts through simple codes and conventions,e.g. audio code – the theme music for favourite TV show. • Makes use of images to ‘read’ simple picture books and signs. • Produces simple multimodal texts, e.g draws, makes pictures. 	<p><u>Skills and conventions</u></p> <ul style="list-style-type: none"> • Recognises a bank of frequently used words in different contexts, e.g. high frequency Words personally significant words. • Recognises all letters by their regular sound. 	<p><u>Skills and conventions</u></p> <ul style="list-style-type: none"> • Experiments with words drawn from a variety of sources, e.g. literature, media, oral language of peers • Spells and uses a small bank of known words correctly. • Knows all letters by name, and their common sounds. • Writes simple sentences using capital letters and fullstops. • Transfers to writing, words encountered in speaking and listening, viewing or reading. • Is beginning to use ‘book’ language where appropriate, e.g. Once upon a time • Often writes in the first person.
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<ul style="list-style-type: none"> - Begins to use words to describe characteristics, e.g. big truck. - Communicates to meet own needs. - Recognises meaning from familiar language, tone of voice and facial expression in familiar situations. - Uses everyday terms related to their experiences and some subject-specific words. - Relies on simple sentences or uses simple connectives to link ideas. - <i>Retells familiar stories.</i> 			
Major teaching emphasis	Major teaching emphasis	Major teaching emphasis	Major teaching emphasis
<p>Environment & Attitude</p> <ol style="list-style-type: none"> 1. Provide opportunities for relevant, challenging and purposeful communication.(listening to stories) 2. Create a supportive environment which values the diversity of students' speaking and listening development (in their home languages) 3. Encourage students to see the value of effective listening and speaking for community, school and family life. 	<p>Environment & Attitude</p> <ol style="list-style-type: none"> 1. Create a supportive classroom environment that provides access to a range of multimodal texts. 2. Foster students' enjoyment of purposeful viewing. <p><u>Processes & strategies</u></p> <ol style="list-style-type: none"> 1. Teach students strategies for comprehending and producing multimodal texts, e.g. connecting, predicting, comparing. 2. Provide opportunities for 	<p>Environment & Attitude</p> <ol style="list-style-type: none"> 1. Create a supportive classroom environment that nurtures a community of readers. 2. Jointly construct, and frequently refer to, meaningful environmental print. 3. Foster students' enjoyment of reading. 4. Encourage students to take risks with confidence. 5. Encourage students to select their own reading material according to interest and purpose. <p><u>Processes and strategies</u></p>	<p>Environment & Attitude</p> <ol style="list-style-type: none"> 1. Create a supportive classroom environment that nurtures a community of writers. 2. Foster students' enjoyment of writing. 3. Encourage students to experiment with different facets of writing, e.g. planning, drafting, editing, publishing 4. Encourage students to value writing as a social practice. <p><u>Processes and strategies</u></p> <ol style="list-style-type: none"> 1. Continue to build students' semantic, graph phonic and

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<p>4. Teach students to share personal comments after listening</p> <p>5. Build knowledge of common topics to which students can relate e.g. toys, families, community</p> <p><u>Processes & strategies</u></p> <p>1. Model language to describe thinking.</p> <p>2. Involve children in conversations with family members and others.</p> <p>3. Model the language and behaviours of listening, e.g. let's listen to the music. Would you like to hear this story?</p> <p>4. Model strategies to adjust communication, e.g. self-correct to clarify meaning, rephrase if not understood.</p>	<p>students to produce a small range of multimodal texts for specific purposes, e.g a poster to persuade.</p>	<p>1. Continue to build students' knowledge within the cues, e.g. grammatical and cultural knowledge.</p>	<p>syntactic knowledge, e.g. grammatical knowledge, cultural knowledge</p> <p>2. Continue to teach strategies used throughout the writing process, e.g. determining importance.</p> <p>3. Continue to teach spelling strategies, e.g. using visual memory.</p> <p>4. Teach students to plan for writing in a variety of ways, e.g. brainstorming, classifying.</p> <p>5. Teach students how to use proofreading and editing to refine their writing.</p> <p>6. Continue to model a variety of publishing alternatives, highlighting the purpose and audience.</p> <p>7. Teach students how to find, record and organise information from texts, e.g. note making, note taking.</p> <p>8. Model how to reflect on the writing process and products, and encourage students to do the same.</p>
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Blue writing means added this year

Yellow highlight means "HWEQ" unit