

Year 2 (6-7s)

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 communicate effectively in structure and unstructured situations; present own ideas, stories and point of view ; listen appreciatively and responsively to those of others	Learners create and respond to a range of visual text demonstrating evidence of ho text and illustrations work together to convey information /ideas.	Learners develop awareness of personal taste and literary preferences and choose books to read for pleasure.	In addition to personal narratives, learners begins to write about a range of topics for a variety of purposes using a range of literary forms
Conceptual understanding	Conceptual understanding	Conceptual understanding	Conceptual understanding
<ul style="list-style-type: none"> • People listen and speak to share thoughts and feelings • People ask questions to learn from others. • Everyone has the right to speak and be listened to • Active listening involves resisting distractions waiting for one’s turn; express thoughts, ideas and opinions, respecting contributions from others. 	<ul style="list-style-type: none"> • We can enjoy and learn from visual language • The pictures, images and symbols in our environment have meaning • Visual texts can immediately gain our attention. 	<ul style="list-style-type: none"> • People read to learn as well as for pleasure • The words we see and hear enable us to create pictures in our mind. • Reading and thinking work together to enable us to make meaning 	<ul style="list-style-type: none"> • Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing. • People write to communicate • Everyone can express themselves in writing • Thinking about storybook characters and people in real life helps us to develop characters in our own stories.
Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
<u>Attitudes</u> Demonstrate intention and persistence in communicating; demonstrates respect for the efforts of others to communicate	<u>Attitudes</u> Enjoys creating & responding to visuals; demonstrate appreciation of illustrations.	<u>Attitudes</u> Enjoys reading; demonstrates commitment to the process; is appreciative of books and authors	<u>Attitudes</u> Enjoys writing and is willing to put effort into the process.

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<p>Communicates orally to</p> <ol style="list-style-type: none"> 1. Listen effectively for a range of familiar purposes. 2. Can demonstrate understanding of orally presented events/stories by responding in oral, written or visual form. 3. Memorize poems and songs and participates in choral presentation. 4. Talks about own thinking. 5. Use language to recount, explain, inquire and compare. 6. Respond to what is said by asking questions or making connections. <p><u>Oral conventions</u></p> <ol style="list-style-type: none"> 7. Actively listen in small and large groups for increasing periods of time, resisting distractions, mentally holding information and waiting for one's turn. 8. Use everyday terms related to personal experience and some UOI specific words 9. Use simple sentence structures & simple connectives to link ideas. 	<p>Communicates visually to</p> <ol style="list-style-type: none"> 1. Make personal connections to visual texts e.g. a family history timeline 2. Use body language in mime and role play to communicate ideas and understandings. 3. Show understanding that visual messages influence our behaviours. 4. Develop range of writing/calligraphy styles with the use of a variety of implements to practise and develop handwriting and presentation skills <p><u>Skills and conventions</u></p> <ol style="list-style-type: none"> 5. Select and use suitable shapes, colors, symbols and layout for visuals. 6. Comparing visuals including the illustrations of different illustrators. 	<p>Learning to read</p> <ol style="list-style-type: none"> 1. Make predictions, inferences and anticipate possible outcomes 2. Participate in shared reading, posing and responding to questions. 3. Participate in readers theatre (taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems) 4. Make connections between personal experience and storybook characters. <p><u>Learning about reading</u></p> <ol style="list-style-type: none"> 5. Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group. 6. Applies in new contexts an increasing bank of high-frequency and high-interest words. 7. Apply a range of word attack strategies, phonetic, contextual and visual 8. Use parts of book for information gathering purposes (content and index) 9. Recognise works by particular authors and illustrators 	<p>Learning to write</p> <ol style="list-style-type: none"> 1. Learn about elements of craft from published work. 2. Illustrate their own writing and contribute to a class book or collection of published writing 3. Uses simple sentences 4. Begins vary vocabulary to add interest 5. Begins to organise ideas before writing (rehearsing with a peer brainstorming, jotting) 6. Organise ideas in sequence e. g simple narratives with beginning, middle and end, finds, records and organises information appropriate to purpose. 7. Engage confidently with the writing values own efforts and begin to write for sustained periods of time. <p><u>Skills and conventions</u></p> <ol style="list-style-type: none"> 8. Capitalize proper nouns and "I" and first words in sentences. 9. Use commas in greetings and closing of letters. 10. Recognize and use contractions. 11. Uses an increasing range of strategies to spell unknown words. 12. Write an increasing number of frequently used words or ideas independently 13. Demonstrate an awareness of the conventions of a written text, example, sequence, spacing, directionality.
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Major teaching emphasis	Major teaching emphasis	Major teaching emphasis	Major teaching emphasis
<p>Environment and attitude</p> <ul style="list-style-type: none"> • Provide opportunities for relevant, challenging and purposeful listening and speaking • Create a supportive environment which values the diversity of students listening and speaking development • Encourage students to value effective listening and speaking for school, family and community life <p>Processes and strategies</p> <ul style="list-style-type: none"> • Teacher will listen more a talk less • Provide daily opportunities for students to; listen, talk, engage in small groups, and in sustained conversations with peers ad adults • Teach a range of planning tools for speaking e. g how to share ideas (think/pair/share) • Teach planning tools that focus listening before, during and after activities e.g. identify key ideas in graphic organizer. 	<p>Environment and attitude</p> <ul style="list-style-type: none"> • Provide access to a range of visual texts • Encourage students to select their own visuals according to interest and purpose. • Foster students’ enjoyment of purposeful viewing • Encourage students to explore new technologies when viewing • Continue to expose students to a range of visual text / graphic organizers and discuss the features and structure of each. <p>Processes and strategies</p> <ul style="list-style-type: none"> • Teach students a variety of ways to plan and produce visual text e.g. create a storyboard for a slide show • 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"> • Create an environment that nurtures a community of readers (a place to read books, time) • Foster students’ enjoyment of reading • Encourage students to take risks with confidence • Encourage students to select their own reading material according to interest and purpose. <p>Processes and strategies</p> <ul style="list-style-type: none"> • Start and end the day by reading aloud to the class. • Provide them with multiple opportunities during the day for individual and groups reading for different purposes e.g. daily DEAR (start with 5 minutes build up to 15 minutes) • Students read as homework daily • Consolidate known comprehension strategies (e.g. use of illustrations) and teach additional strategies e.g. skimming and scanning. 	<p>Environment and attitude</p> <ul style="list-style-type: none"> • Create a supportive environment that nurtures a community of writers. • Foster student enjoyment of writing • Encourage students to experiment with facets of writing (lists, story genre, vocabulary) <p>Processes and strategies</p> <ul style="list-style-type: none"> • Continue to build students’ language, phonetic and syntactic knowledge • Continue to teach spelling strategies e.g. using visual memory • Teach students to plan for writing in a variety of ways e.g. brainstorming, classifying. • Teach students to use proof reading and editing to refine their writing • Teach students how to find record and organise information from texts e.g. note making, note taking.