

**CIPS Language Scope & Sequence illustrating conceptual, learner outcomes, attitudinal and skill development continuum Draft 27 Feb 2014**

**Year 3 (7-8 yrs)**

<b>Strand 1: Oral Language Listening &amp; Speaking</b>	<b>Strand 2: Visual Viewing &amp; Presenting</b>	<b>Strand 3a: Written Reading</b>	<b>Strand 3b: Written Writing</b>
<b>Overall Expectations</b>	<b>Overall Expectations</b>	<b>Overall expectations</b>	<b>Learner outcomes</b>
communicate effectively in structured and unstructured situations; shares own ideas, stories and point of view; asks questions; listen <b>appreciatively</b> and responsively to others	create and respond to a range of visual text demonstrating evidence of how text and illustrations work together to convey information/ideas, <b>understand that visual text can provide factual information and increase understanding</b>	Learners now recognize an increasing bank of sight words ; they use a range of strategies for reading unfamiliar texts; develop awareness of personal taste and literary preferences and chooses from both fiction and non-fiction to read for pleasure	in addition to personal narratives, begins to write about a range of topics for a variety of purposes using a range of literary forms
<b>Conceptual understandings</b>	<b>Conceptual understandings</b>	<b>Conceptual understandings</b>	<b>Conceptual understandings</b>
<ul style="list-style-type: none"> <li>• People listen and speak to share experiences, thoughts, ideas, opinions and feelings.</li> <li>• People ask questions to learn from others.</li> <li>• Everyone has the right to speak and be listened to.</li> <li>• Active listening involves resisting distractions, waiting for ones turn and respecting contributions from others</li> </ul>	<ul style="list-style-type: none"> <li>• We can enjoy and learn, share and justify opinions and feelings from visual language</li> <li>• The pictures, images, and symbols in our environment have meaning and helps to develop new levels of understanding</li> <li>• Visual texts come in a variety of forms (e.g. pictures, photographs, cartoons, billboards etc) and are used to present different types of information</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and thinking work together to enable us to make meaning</li> <li>• We can use multiple strategies to make meaning from print</li> <li>• We read for different purposes: to learn as well as for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.</li> <li>• People write to communicate.</li> <li>• Everyone can express themselves in writing.</li> <li>• Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</li> </ul>
<b>Learner Outcomes(possible indicators)</b>	<b>Learner Outcomes</b>	<b>Learner Outcomes</b>	<b>Learner Outcomes</b>
<b>Attitudes</b> demonstrate <i>curiosity</i> and <i>commitment</i> in communicating; demonstrates <i>respect</i> for the efforts of others to communicate	<b>Attitudes</b> enjoys creating & responding to visuals; demonstrate appreciation of illustrations	<b>Attitudes</b> Enjoys reading ; demonstrates commitment to the process; is appreciative of books and particular authors	<b>Attitudes</b> Enjoys writing and is willing to put effort into the process
<b>Communicates orally to</b> <ol style="list-style-type: none"> <li>1. demonstrate understanding of orally presented events/stories by responding in oral, written or visual form</li> <li>2. <b>participate in choral presentations and memorize poems and songs to do so</b></li> <li>3. talk about own thinking</li> </ol>	<b>Communicates visually to</b> <ol style="list-style-type: none"> <li>1. make personal connections to visual texts</li> <li>2. use body language in mime and role play to communicate ideas and feelings</li> <li>3. show understanding that visual messages helps us to reflect and share our ideas and opinions</li> </ol>	<b>Processes &amp; Strategies</b> <ol style="list-style-type: none"> <li>1. make predictions, inferences and anticipate possible outcomes</li> <li>2. participate in shared reading, posing and responding to questions</li> <li>3. uses pictures and text to identify main ideas in fiction and non-fiction books</li> <li>4. make connections between personal</li> </ol>	<b>Processes &amp; Strategies</b> <ol style="list-style-type: none"> <li>1. Learn about elements of craft from published work</li> <li>2. illustrate their own writing and contribute to a class book or collection of published writing</li> <li>3. uses simple and compound sentences</li> <li>4. begins to vary vocabulary to add interest</li> <li>5. Begins to organize ideas before</li> </ol>

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<p>4. use language to recount, explain, inquire and compare</p> <p>5. respond to what is said by others by asking questions seeking information and/or clarification; or by making connections</p> <p><b>Oral conventions</b></p> <p>6. actively listen in small and large groups for increasing periods of time, resisting distractions, mentally holding information, waiting for ones turn and making eye contact with the speaker</p> <p>7. follow short one step oral instructions</p> <p>8. use everyday terms related to personal experience and some Uol specific words</p> <p>9. use simple sentence structures &amp; simple connectives to link ideas</p>	<p>4. develop a range of writing/calligraphy styles with the use a variety of implements to practise and develop handwriting and presentation skills.(U.o.I WWTP)</p> <p><b>Skills &amp; conventions</b></p> <p>5. select and use suitable shapes, colors, symbols and layout for visuals</p> <p>6. comparing <u>different range</u> visuals including the illustrations of different illustrators</p> <p>7. <u>develop understanding that purpose, audience and context will influence the choice of the form of text</u></p>	<p>experience and storybook characters and simple information texts (Uol WWA)</p> <p>5. recognize works by particular authors and illustrators</p> <p>6.</p> <p><b>Skills &amp; Conventions:</b></p> <p>7. applies in new contexts an increasing bank of high-frequency and high-interest words</p> <p>8. apply a range of word attack strategies phonetic, contextual and visual</p> <p>9. use parts of book for information gathering purposes(contents and index)</p> <p>10. participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group</p>	<p>writing (rehearing with a peer, brainstorming, jotting)</p> <p>6. Organize ideas in sequence e.g. simple narratives with beginning, middle and end; finds, records and organizes information appropriate to purpose)</p> <p>7. Engage confidently with the writing, values own efforts and begins to write for sustained periods of time</p> <p><b>11. Skills &amp; conventions</b></p> <p>8. Capitalize proper nouns and "I" and first words in sentences</p> <p>9. Use commas in greetings and closing of letters</p> <p>10. Recognize and use contractions</p> <p>11. uses an increasing range of strategies to spell unknown words</p> <p>12. write an increasing number of frequently used words or ideas independently</p> <p>13. demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>Audience</p>
<p style="text-align: center;"><b>Major teaching emphasis</b></p>	<p style="text-align: center;"><b>Major teaching emphasis</b></p>	<p style="text-align: center;"><b>Major teaching emphasis</b></p>	<p style="text-align: center;"><b>Major teaching emphasis</b></p>
<p><b>Environment and attitude</b></p> <ul style="list-style-type: none"> <li>-provide opportunities for relevant, challenging and purposeful listening and speaking</li> <li>-create a supportive environment which values the diversity of students listening and speaking development</li> <li>-encourage students to value effective listening and speaking for school, family and community life</li> </ul> <p><b>Process and strategies</b></p> <ul style="list-style-type: none"> <li>-teacher will ensure that listening and speaking by adults and children is balanced</li> <li>-provide daily opportunities for students to: listen, talk; engage in small groups; and in sustained conversations with peers and adults</li> <li>-teach a range of planning tools for</li> </ul>	<p><b>Environment and attitude</b></p> <ul style="list-style-type: none"> <li>-provide access to a range of visual texts</li> <li>-encourage students to select their own visuals according to interest and purpose</li> <li>-foster students' enjoyment of purposeful viewing</li> <li>-encourage students to explore new technologies when viewing</li> <li>-continue to expose students to a range of visual text/graphic organizers and discuss the features and structure of each</li> </ul> <p><b>Process and strategies</b></p> <ul style="list-style-type: none"> <li>-teach students a variety of ways to plan and produce visual text e.g. create a storyboard for a slide show</li> <li>-model how to reflect on the viewing process and encourage students to do the same</li> </ul>	<p><b>Environment and attitude</b></p> <ul style="list-style-type: none"> <li>-create an environment that nurtures a community of readers (a place to read, books, time)</li> <li>-foster students' enjoyment of reading</li> <li>-encourage students to take risks with confidence</li> <li>-encourage students to select their own reading material according to interest and purpose</li> <li>-highlight particular authors and illustrators</li> </ul> <p><b>Process and strategies</b></p> <ul style="list-style-type: none"> <li>-start and end the day by reading aloud to the class</li> <li>-provide them with multiple opportunities during the day for individual and group reading for different purposes e.g. daily DEAR (start with 5 mins build up to 15 mins)</li> </ul>	<p><b>Environment &amp; Attitudes</b></p> <ol style="list-style-type: none"> <li>1. Create a supportive environment that nurtures a community of writers</li> <li>2. Foster student enjoyment of writing</li> <li>3. Encourage students to experiment with facets of writing (lists, story genre, vocabulary)</li> </ol> <p><b>Process and strategies</b></p> <ul style="list-style-type: none"> <li>-continue to build students' Language, phonetic and syntactic Knowledge</li> <li>-continue to teach spelling strategies e.g. using visual memory</li> <li>-teach students to plan for writing in a variety of ways e.g., brain storming, classifying</li> <li>-teach students to use proof reading and</li> </ul>

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<p>speaking e.g. how to share idea (think/pair/share), how verbalise own thinking (see, think, wonder) -teach planning tools that focus listening before, during and after activities e.g. identify key ideas record ideas in graphic organizer -model responses to miscommunication e.g. how to stop, rephrase and check for comprehension -teach conversational skills e.g. turn taking, confirmation and clarification -teach skills of listening and responding in whole class, partner and small group discussions e.g. how to disagree agreeably -teach students how to identify relevant information about new and familiar topics</p>		<p>-students read as homework daily -consolidate known comprehension strategies (e.g. use of illustrations) and teach additional strategies e.g. skimming and scanning -teach word identification strategies e.g. reading on and rereading -continue to build students sight vocabulary topic words/signal words -continue to build phonological awareness and word knowledge 1.recognising that a sound can be represented by different letters or letter combinations 2.recognising letter combinations and the different sounds they represent 3.recognising how word parts and words work 4.teach the use of conventions of print e.g. commas and quotation marks -provide opportunities for students to share and justify opinions and feelings about texts e.g. characters, events and information -model self-reflection on strategies used in reading and encourage students to do the same 12. participate in readers theatre (taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems)</p>	<p>editing to refine their writing -teach students how to find, record and organize information from texts e.g. note making, note taking -model how to reflect on the writing process and products and encourage students to do the same -provide opportunities for students to develop, refine and use new vocabulary -continue to build the bank of words they can spell automatically -continue to build phonological awareness e.g. representing the same sound with different letters or letter combinations e.g. beach, me, ski, thief -model simple ways to proof read and edit e.g. Adding words or punctuation</p>
			<p><b>Writing Genre</b> <b>1.Fictional</b> <b>2.Expository non-fiction</b> (News stories, personal letters, how to – recipes, instructions, reports)</p>