

CIPS Language Scipe and Sequence 2015

Yr 4 (8-9s)

Strand 1 : Oral Language Listening & Speaking	Strand 2: Visual Viewing & Presenting	Strand 3a: Written Reading	Strand 3b: Written Writing
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions.	Learners show open-mindedness about the use of a range of visual text resources to access information. They are able to use visual imagery to present factual information, or to tell a story.	Learners show an understanding of the relationship between reading, thinking and reflection. They have established reading routines and relish the process of reading.	Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They also demonstrate an understanding of story structure.
Conceptual Understandings	Conceptual Understandings	Conceptual Understandings	Conceptual Understandings
<ul style="list-style-type: none"> • Spoken communication is different from written communication – it has its own set of rules • Taking time to reflect on what we hear and say helps us to make informed judgements and form new opinions. • Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. 	<ul style="list-style-type: none"> • Different visual techniques produce different effects and are used to present different types of information. • Visual texts have the power to influence thinking and behaviour. • Interpreting visual texts involves making an informed judgement about the intention of the message. • To enhance learning we need to be efficient and constructive users of the internet. 	<ul style="list-style-type: none"> • The structure and organisation of written language influences and conveys meaning. • Reading and thinking work together to enable us to make meaning. • Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. • Identifying the main ideas in the text helps us to understand what is important. 	<ul style="list-style-type: none"> • When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas. • Writing and thinking work together to enable us to express ideas and convey meaning. • Asking questions of ourselves and others helps to make our writing more focused and purposeful • The way we structure and organize our writing helps others to understand and appreciate it.

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Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
Attitudes Demonstrates an increasing awareness of the needs of their audience. Engages in relevant, challenging and purposeful communication	Attitudes View, respond to and describe visual information, communicating understanding in oral, written and visual form.	Attitudes Reads a variety of books for pleasure, instruction and information, reflects regularly on reading and set future goals.	Attitudes Writes independently and with confidence, demonstrating a personal voice as a writer.
<p style="text-align: center;">Communicates orally to</p> <ol style="list-style-type: none"> 1. Listen appreciatively and responsively, presenting their own point of view and respecting the views of others 2. Listen for specific purpose in a variety of situations 3. Listen reflectively to stories read aloud in order to identify story structures and ideas 4. Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations. 5. Begin to paraphrase and summarise. <p><u>Oral conventions</u></p> <ol style="list-style-type: none"> 6. Listens to share and compare information 7. Listens to give explanations, draw conclusions, present an argument. 8. Listens for words that signal 	<p style="text-align: center;">Communicates visually to</p> <ol style="list-style-type: none"> 1. View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama 2. Realise that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance. 3. . 4. Describe personal reactions to visual messages; reflect on why others may perceive the images differently. 5. Understand and explain how visual effects can be used to reflect a particular context. <p><u>Skills and conventions</u></p> <ol style="list-style-type: none"> 6. Recognise and name familiar visual texts and explain why they are or are not effective, for example, advertising logos, labels, signs, and billboards. 7. Discusses multimodal texts with 	<p style="text-align: center;">Learning to read in order to:</p> <ol style="list-style-type: none"> 1. Recognise the author’s purpose , for example, to inform, entertain, persuade, instruct 2. Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome. 3. Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories. <p><u>Learning about reading</u></p> <ol style="list-style-type: none"> 4. Draws upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text-structure knowledge. 5. Uses a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate. 6. . 	<p style="text-align: center;">Learning to write</p> <ol style="list-style-type: none"> 1. Show awareness of different audiences and adapt writing appropriately 2. Select vocabulary and supporting details to achieve desired effects. 3. Organise ideas in a logical sequence 4. Read, edit and revise to improve writing, for example, content, language, and organisation. <p><u>Learning about writing</u></p> <ol style="list-style-type: none"> 5. Use a range of strategies to record words/ideas 6. Check punctuation, variety of sentence starters, spelling, and presentation. 7. Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing. 8. Transfers to writing words encountered in speaking and listening, viewing and reading.

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<p>fact or opinion.</p> <p>9. Uses a variety of processes and strategies when listening. E.g. asks questions to seek confirmation.</p> <p>10. Uses scaffolds to plan listening strategies, e.g. graphic organizers, talk diary.</p>	<p>attention to main ideas and supporting detail, e.g. in information texts – key information, in literary texts – main character and setting.</p> <p>8. Discusses possible reasons for choices of images in different texts, e.g. advertisements, DVD cover.</p> <p>9. Uses skimming to identify different text forms.</p> <p>10. Uses scanning to locate specific information</p> <p>11. Is able to summarise events or actions from a multimodal text.</p>	<p>7. Determines unknown words by using word-identification strategies, e.g. decoding using phonemes, onset and rime.</p> <p>8. Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression and loss of meaning.</p> <p>9. Recognizes a bank of frequently used words in different contexts, e.g. high –frequency words, personally significant words.</p> <p>10. Recognizes the relationship signaled by simple conjunctions, e.g. the word ‘because’ signals that a reason is to follow.</p> <p>11. Understands that authors’ and illustrators select information to suit a purpose and an audience.</p>	<p>9. Spells and uses known words correctly.</p> <p>10. Writes simple and compound sentences correctly</p> <p>11. Experiments with words drawn from a variety of sources, e.g literature, media, oral language of peers.</p> <p>12. Links ideas using a variety of conjunctions.</p> <p>13. Attempts to use varied punctuation, e.g exclamation marks, question marks, commas.</p> <p>14. Experiments with the use of dialogue.</p>
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Major teaching emphasis	Major teaching emphasis	Major teaching emphasis	Major teaching emphasis
<p>Environment & attitude</p> <ul style="list-style-type: none"> • Provide opportunities for relevant, challenging and purposeful communication. • Create a supportive environment which values the diversity of students' speaking and listening development (in their home languages). • Encourage students to see the value of effective listening and speaking for community, school and family life. <p>Processes & Strategies</p> <ul style="list-style-type: none"> • Provide opportunities for students to reflect on thinking strategies used for speaking and listening, e.g. encourage students to set goals to improve speaking and listening, consider evidence to support an opinion, think through an issue before raising it with others. • Provide opportunities for students to engage in sustained conversations and discussions, e.g. how to build on the ideas of others, paraphrasing, giving and seeking opinions. • Teach students to select planning tools to help them to 	<p>Environment & attitude</p> <ul style="list-style-type: none"> • Create a supportive classroom environment that provides access to arrange of multimodal texts. • Encourage students to select their won multimodal text materials according to interest or purpose. • Foster students' enjoyment of purposeful viewing. • Encourage students to explore new technologies when viewing. <p>Processes & strategies</p> <ul style="list-style-type: none"> • Continue to teach students strategies for comprehending and producing multimodal texts, e.g. inferring, summarizing, synthesizing. • Model how to reflect on the viewing process and encourage students to do the same. • Continue to teach students a variety of ways to plan and produce multimodal texts, e.g. create a storyboard for a slide show. • Continue to expose students to a range of multimodal texts and discuss the features and structure of each. 	<p>Environment & attitude</p> <ul style="list-style-type: none"> • Create a supportive classroom environment that nurtures a community of readers. • Jointly construct, and frequently refer to, meaningful environmental print • Foster students' enjoyment of reading. • Encourage students' to take risks with confidence. • Encourage students' to select their own reading material according to interest or purpose. <p>Processes & strategies</p> <ul style="list-style-type: none"> • Continue to build students' knowledge within the cues. E.g. grammatical and cultural knowledge. • Consolidate known comprehension strategies and teach additional strategies, e.g. skimming, scanning. • Teach word-identification strategies, e.g. reading on, re-reading. • Continue to teach students how to locate, select and evaluate texts, e.g. identifying different sources of information, checking publication dates. 	<p>Environment & attitude</p> <ul style="list-style-type: none"> • Create a supportive classroom environment that nurtures a community of writers. • Foster students' enjoyment of writing. • Encourage students to experiment with different facets of writing, e.g. planning, editing, spelling • Encourage students to value writing as a social practice. <p>Processes & Strategies</p> <ul style="list-style-type: none"> • Continue to build students' semantic, graphophonic and syntactic knowledge. • Continue to teach strategies used throughout the writing process, e.g. determining importance • Continue to teach spelling strategies. • Teach students to plan for writing in a variety of ways using graphic organisers. • Teach students how to use proofreading and editing to refine their writing. • Provide opportunities for students to develop, refine and use new vocabulary • Continue to build the bank of words students can

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<p>speaking effectively in a range of contexts.</p> <ul style="list-style-type: none"> • Teach students to use scaffolds to plan for listening, e.g. how to make accurate notes, how to summarize key ideas from a spoken text. • Provide opportunities for students to participate in extended talk. • Teach students to extend ideas logically and coherently in spoken texts to suit a particular purpose. • Teach students to include relevant details and information of interest to their listeners when speaking. • Teach students how to contribute to discussions of matters that interest or affect them. • Teach the use of devices and discuss how they influence meaning, e.g. volume, tone, pace, emphasis, vocabulary choice, amount of detail, type of examples provided. 	<ul style="list-style-type: none"> • Provide opportunities for students to respond to multimodal texts using both explicit and implicit information to make connections. 	<ul style="list-style-type: none"> • Continue to build phonological awareness , graphophonic and work knowledge • Teach the use of conventions of print, e.g. commas, quotation marks. • Continue to build students' knowledge of different text forms e.g. purpose, structure, organisation and language features. 	<p>automatically spell and use, e.g. topic words, signal words.</p> <ul style="list-style-type: none"> • Build students 'knowledge about words and word parts, e.g. contractions, suffixes. • Continue to build phonological awareness and graphophonic knowledge. • Continue to teach the use of punctuation. • Continue to teach the parts of speech and their relationships, e.g. subject-verb agreement. • Teach children to construct and manipulate sentences, e.g. expanding, reducing and transforming. • Continue to build knowledge of different text forms, emphasizing : • Purpose • Text structure • Text organisation • Language features
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