CIPS Language Scope & Sequence 2014

Yr 5 (9-10s)

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 conventions associated with speaking and listening and the value of adhering to those conventions They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.	Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.	Learners show an understanding between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading	Learners demonstrate an understanding of story structure and are able to make critical judgements about their writing and the writing of others. They are able to rewrite to improve the quality of their writing.
Conceptual understandings	**Conceptual understandings**	**Conceptual understandings**	**Conceptual understandings**
• 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. • The grammatical structures of a language enable members of a language community to communicate with each other.	• Visual texts have the power to influence thinking and behaviour. • Interpreting visual texts involves making informed judgement about the intention of the message. • To enhance learning we need to be efficient and constructive users of the internet.	• 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. • Knowing what we aim to achieve helps us to select useful reference material to conduct research.	• Writing and thinking work together to enable us to express ideas and convey meaning. • Asking questions of ourselves and others helps to writing more focused and purposeful. • The way we structure and organise our writing helps others to understand and appreciate it. • Rereading and editing our own writing enables us to express what we want to say more clearly.

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Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
Attitudes Students enjoy listening. They listen appreciatively and responsively, presenting their own point of view and respecting the views of others.	**Attitudes** Students enjoy viewing, responding to and describing visual information, communicating understanding in oral, written and visual form.	**Attitudes** Students' enjoy reading. They also select their own reading material according to interest and purpose.	**Attitudes** Students experiment with different facets of writing, e.g. planning, drafting editing, spelling. Students enjoy writing and value it as a social practice.
Processes & Strategies • Listen for a specific purpose in a variety of situations. • Begins to paraphrase and summarize • Verbalize their thinking and explain their reasoning. • Use a range of specific vocabulary in different situation, indicating awareness that language is influenced by purpose, audience and content. • Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations. • Generate, develop and modify ideas and opinions through discussion • Listen and respond appropriately to instructions, questions and explanations. • Infer meanings, draw	**Processes & Strategies** • Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects. • Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, of facial expressions, speech bubbles, and word images to convey sound effects. • Realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience. • View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media. Processes and strategies	**Processes & Strategies** • Draws upon a wide knowledge base to comprehend, e.g. sight vocabulary, concept and Text-structure knowledge. • Uses a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate. • Determines unknown words by using word-identification strategies, e.g. decoding using phonemes, onset and rime. • Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression and loss of meaning. • Over relies on decoding single phonemes for word identification. • Sometimes self-corrects. • Generates key words for a	**Processes& Strategies** • 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, **Skills and conventions** • 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.

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conclusions and make judgments about oral presentations.
- Use an increasing vocabulary and more complex sentence structures with a high level of specificity
- Argue persuasively and justify a point of view.

Skills and conventions
- Is aware of the audience needs when responding, e.g. offers alternate viewpoints sensitively.
- Selects and sustains language style appropriate to a range of purposes, contexts and audiences.
- When listening, begins to explore and recognise structures and conventions that enable speakers to influence an audience e.g. statements of attitude, opinion, through tone and expression.
- Plans and rehearses speech for informal and formal purposes, e.g. adjusts speaking to communicate effectively and persuasively.

- Selects and uses strategies appropriate to the demands of the multimodal text and purpose of viewing, eg scanning, summarizing, synthesizing.
- Makes inferences about the ideas implicit in multimodal texts.
- Is able to determining the importance when selecting information from multimodal texts.
- Asks questions of self and others to clarify and extend understanding
- Uses self-monitoring strategies when viewing.

Skills and conventions
- Recognizes the codes and conventions that are used to achieve specific effects.
- Explains similarities and differences of identifying text features such as purpose, organisation and structure.
- Identifies a variety of multimodal texts from structural and organizational features.

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'.

Skills and conventions

- Recognizes a bank of frequently used words in different contexts, e.g. high frequency Words personally significant words.
- Recognizes all letters by name, and their regular sound.
- Explains how known text forms vary, by stating:
- purpose, e.g. procedures instruct
- some elements of organisation, e.g. procedures have headings
- some elements of structure, e.g. procedures List materials and steps.
- Uses knowledge of sentence structure and punctuation to aid comprehension.

- Knows all letters by name, and their common sounds.
- Knows simple letter patterns and the sounds they represent, e.g. sh, ch, ee
- Writes simple sentences using correct punctuation
- Discusses word formations and meaning, noticing similarities and differences.
- 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 . . . .
- Links ideas using conjunctions, e.g. and, then.
- Experiments with a variety of sentence beginnings.
- Experiments with the use of dialogue.
- Attempts to use varied punctuation, e.g. exclamation marks, questions marks, commas.
- May over generalize the use of print conventions, e.g. overuse of apostrophes.

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		- Explains the purpose of some simple organizational features of texts, e.g. headings, diagrams, chapters. - Recognizes the relationship signalled by simple conjunctions, e.g. the word 'because' signals that a reason is to follow. - Recognizes that one letter can represent different sounds, e.g. an, Amy, was. - Recognizes that one sound can be represented by different letters, e.g. beach, tree, me.	
Major teaching emphasis	**Major teaching emphasis**	**Major teaching emphasis**	**Major teaching emphasis**
Environment & Attitudes 1. Provide opportunities for relevant, challenging and purposeful communication. 2. Crete a supportive environment which values the diversity of students' speaking and listening development. 3. Encourage students to see the value of effective speaking and listening for community, school and family life.	**Environment & Attitudes** 1. Create a supportive classroom environment that provides access to a range of multimodal texts. 2. Encourage students to select their own multimodal text materials according to interest or purpose. 3. Foster students' enjoyment of purposeful viewing. 4. Encourage students to explore new technologies when viewing.	**Environment & Attitudes** 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.	**Environment & Attitudes** 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 writing, e.g. planning ,drafting editing, publishing 4. Encourage students to value writing as a social practice.

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Processes and strategies	Processes and strategies	Processes and strategies	Processes and strategies
• Teach students to plan and monitor their use of thinking strategies when speaking and listening, e.g. determine importance, compare information. • Provide opportunities for students to engage in sustained conversations and discussions. • Provide opportunities for students to choose appropriate processes and strategies, e.g. analyze the requirements of the task. • Teach students to select tools for listening, e.g. use graphic organizers to synthesize information from several texts.	• Teach students to analyse how text producers manipulate text features to achieve different purposes. • Provide opportunities for students to craft a range of multimodal texts for authentic purposes and audience. • Continue to teach students the metalanguage associated with viewing. • Teach students to select, evaluate and modify viewing strategies according to the purpose of the viewing. • Encourage students to reflect on the effectiveness of various ways they plan, produce and publish multimodal texts, e.g. using a evaluate and modify viewing strategies according to the purpose of the viewing. • Encourage students to reflect on the effectiveness of various ways they plan, produce and publish multimodal texts, e.g. using a visual diary.	• 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, check in publication dates. • Model self-reflection of strategies used in reading, and encourage students to do the same.	• Continue to build students' semantic, graphophonic and syntactic knowledge, e.g. grammatical knowledge, cultural knowledge. • Continue to teach strategies used throughout the writing process, e.g. determining importance. • 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 how to use proofreading and editing to refine their writing. • Continue to model a variety of publishing alternatives, highlighting the purpose and audience. • Teach students how to find record and organise 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.