

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3

	GRADE R	GRADE 1	GRADE 2	GRADE 3
LISTENING AND SPEAKING	<ul style="list-style-type: none"> • Listens to stories and acts these out • Listens and responds to simple questions • Listens to and repeats rhythmic patterns, and copies correctly • Listens to and recalls simple word sequences in order (e.g. big, beg, bag) • Names and points to parts of the body • Sings simple songs and does action rhymes • Talks about pictures in posters, theme charts, books etc • Matches and sorts things according to shape, colour etc • Participates in discussions and asks questions 	<ul style="list-style-type: none"> • Listens to stories and expresses feelings about the story • Listens to instructions and announcements and responds appropriately • Listens without interrupting, taking turns to speak and asking questions for clarification • Listens, enjoys and responds to picture and word puzzles, riddles and jokes • Talks about personal experiences and feelings • Tells a familiar story which has a beginning, middle and end • Answers closed and open-ended questions • Role plays different situations • Participates in class discussions • Uses terms such as sentence, capital letter, full stop 	<ul style="list-style-type: none"> • Listens to stories and poems and answers higher-order questions • Listens to a complex sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker, asking questions and commenting on what was heard • Talks about personal experiences and more general news • Tells a story that has a beginning, middle and end • Expresses feelings about a story or poem and gives reasons • Answers open-ended questions and justifies answer • Makes up own rhymes • Role plays different situations • Participates in discussions, and reports back on the group's work • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph 	<ul style="list-style-type: none"> • Listens for the main idea and for detail in stories and answers open-ended questions • Listens to a story and works out cause and effect • Expresses feelings about a text and gives reasons • Listens to a complex sequence of instructions and responds appropriately • Engages in conversation as a social skill, accepting and respecting the way others speak • Makes an oral presentation (e.g. tells personal news, describes something experienced, recounts an event) • Tells a short story with a simple plot and different characters • Uses language imaginatively (e.g. tells jokes and riddles) • Interviews people for a particular purpose • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark

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PHONICS	<ul style="list-style-type: none"> Identifies rhyming words in well known rhymes and songs such as Humpty Dumpty Begins to recognise that words are made up of sounds, e.g. the beginning letter(s) of their names Segments oral sentences into individual words Divides multisyllabic words into syllables Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word 	<ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Builds words using sounds learnt (e.g. words with. -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in, -un, -am) Uses consonant blends to build up and break down words (r and l blends) Recognises common consonant digraphs at the beginning and end of a word, e.g. sh, ch and th Recognises plurals ('s' and 'es') and word endings ('ing' and 'ed') aurally Groups common words into sound families 	<ul style="list-style-type: none"> Consolidates Grade 1 phonics Revises common consonant digraphs (sh, ch, th) at the beginning and end of words Recognises 'wh' at the beginning of a word Uses initial and final consonant blends to build up and break down words, , e.g. bl-a-ck, bri-ng, sa-ng 3-letter consonant blends at the beginning of words, e.g. str-ip, str-ap Recognises vowel digraphs, e.g. 'oo' as in moon, 'ee' as in tree, 'oa'; 'ea' short 'oo' as in book, 'ai' as in 'rain' Recognises 'silent e'/split digraph in words, for xample. tape Recognises at least 5 new vowel digraphs, e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc. Recognises common double consonants such as ll,at the end of words Recognises and uses suffixes such as -ly, -ies Spells words correctly using their phonic knowledge Builds words using the phonic sounds taught during the year. 	<ul style="list-style-type: none"> Consolidates Grade 1&2 phonics Recognises consonant digraphs at the beginning and end of words (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words Recognises 'silent e' or split digraphs in words (e.g. same, bite, note) Recognises vowels such as -ere, -air, -are Recognises and uses spelling patterns (e.g. -igh (high), -ough (tough), -eigh (neigh), -augh (caught)) Recognises and uses rhyming words (e.g. blow, flow, glow) Recognises that some sounds can be represented by a number of different spelling choices, e.g. ow (cow) ou (found), aw (draw), au (autumn); <i>tie, high, sky; few, blue</i> Recognises digraphs making /f/, e.g. 'ph' as in elephant) Recognises silent letters in words, i.e. 'k', 'l', 'b' 'w' Recognises hard and soft sounds of 'c' and 'g' Recognises and uses synonyms and antonyms Recognises and uses prefixes such as un-, re-) and suffixes such as -ful, -ness)

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PHONICS (contd)				<ul style="list-style-type: none"> • Uses words that are pronounced and spelt the same but have different meanings (homophones) • Uses words that sound the same but are spelt differently • Builds 3, 4 and 5-letter words • Sorts letters and words into alphabetical order • Spells words correctly using their phonic knowledge

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READING AND VIEWING	<p>Emergent Reading Skills</p> <ul style="list-style-type: none"> Recognises and points out common objects in pictures Arranges a set of pictures in such a way that they form a story Interprets pictures, e.g. makes up own story and 'reads' the pictures Acts out parts of a story, song or rhyme Holds the book the right way up and turns pages correctly Pretends to read and adopts a 'reading voice' Recognises own name and names of some other children in the class Begins to 'read' high frequency words seen in the classroom and at school, e.g. door, cupboard) <p>Shared Reading as a class with teacher</p> <ul style="list-style-type: none"> 'Reads' enlarged texts such as poems, Big Books, posters Makes links to own experience when reading with the teacher Describes characters in stories and gives opinions Predicts what will happen in a story through the pictures Answers questions based on the story read Draws pictures capturing main idea of the stories 	<p>Emergent Reading Skills</p> <ul style="list-style-type: none"> Develops book handling skills (holding the book and turning pages correctly) Interprets pictures to make up own story i.e. 'reads' the pictures Reads logos, labels and other words from environmental print Recognises own name and names of peers Reads labels and captions in the classroom Develops basic concepts of print including *Concept of a book *Concept of words and letters *Directionality - Start reading at front, end at back; read from left to right and top to bottom of a page <p>Shared Reading as a class with teacher</p> <ul style="list-style-type: none"> Reads Big Books or other enlarged texts Uses pictures and the book cover to predict what the story is about Discusses the story, identifying the main idea and characters Sequences the events in the story Recognises cause and effect in a story, e.g. The girl got into trouble because she broke a window 	<p>Shared Reading as a class with teacher</p> <ul style="list-style-type: none"> Reads Big Books or other enlarged texts (e.g. fiction and non-fiction books, poems and songs) Uses visual cues i.e. pictures and the cover of a book to predict what the story is about Identifies key details in what was read Expresses whether a story was liked and is able to justify the response, e.g. 'I didn't enjoy the story because...' Answers higher order questions based on the text read, e.g. 'In your opinion...' Discusses different cultures represented in stories Interprets pictures and other print media, e.g. photographs, calendars, advertisements; newspaper and magazine pictures, posters 	<p>Shared Reading as a class with teacher</p> <ul style="list-style-type: none"> Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, plays, dialogues and electronic texts (computer texts) Reads book and discusses the main idea, the characters, the 'problem' in the story, the plot and the values in the text Answers a range of higher order questions based on the passage read Reads different poems on a topic Uses visual cues to talk about a graphical text, e.g. advertisements, pictures, graphs, charts and maps Finds and uses sources of information, e.g. community members, library books Uses table of contents, index and page numbers to find information Uses key words and headings to find information in non-fiction texts Uses a dictionary to find new vocabulary and their meanings

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		<ul style="list-style-type: none">• Gives an opinion on what was read• Answers open-ended questions based on the passage read• Interprets information from posters, pictures and simple tables, e.g. a. calendar		

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READING AND VIEWING (contd)	<p>Independent Reading</p> <ul style="list-style-type: none"> Reads picture books 	<p>Group guided reading</p> <ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher i.e. the whole group reads the same story Uses phonics, context clues, structural analysis and sight words when reading Reads with increasing fluency and expression Monitors self when reading, both in the area of word recognition and comprehension. Shows an understanding of punctuation when reading aloud <p>Paired/Independent Reading</p> <ul style="list-style-type: none"> Reads own writing, starting to correct errors Reads independently books read in Shared Reading sessions, simple picture story books and books from the classroom reading corner. 	<p>Group guided reading</p> <ul style="list-style-type: none"> Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, i.e. whole group reads same text Uses sight words, phonics, contextual and structural analysis, and comprehension skills to make meaning Reads with increasing fluency and speed using correct pronunciation Uses self-correcting strategies when reading Monitors themselves when reading, both in the area of word recognition and comprehension <p>Paired/Independent Reading</p> <ul style="list-style-type: none"> Reads own and others writing Reads aloud to a partner Reads independently simple fiction and non-fiction books, poetry cards, comics Plays reading games and completes crosswords 	<p>Group guided reading</p> <ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher i.e. whole group reads the same text Uses phonics, contextual and structural analysis, when reading unfamiliar words Uses self-correcting strategies when reading Monitors self when reading, both in the area of word recognition and comprehension Uses diagrams and illustrations in text to increase understanding Reads with increasing fluency, speed and expression <p>Paired/Independent Reading</p> <ul style="list-style-type: none"> Reads own and others writing Reads aloud to a partner Reads independently simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions, magazines and comics

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HANDWRITING	<ul style="list-style-type: none"> Develops small muscle skills through finger play, e.g. play dough, screwing nuts onto bolts Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc Develops eye-hand co-ordination by playing eg catching and throwing, drawing and painting Traces simple outlines of pictures, patterns and letters in own name where the correct starting point and direction arrows are included on all letters Forms letters using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction Copies patterns, words and letters (using the correct starting point and direction when forming letters) Uses a range of writing tools, e.g. paintbrushes, wax crayons 	<ul style="list-style-type: none"> Practises holding and manipulating crayon and pencil Develops directionality: left to right; and top to bottom Develops hand-eye co-ordination by drawing patterns and tracing Copies and writes own name, short words and sentences Begins to write using drawings and copies letters, numbers, words and simple sentences Forms lower and upper case letters correctly and fluently Forms numerals correctly Copies and writes short sentences correctly with correct spacing Holds pencil and crayon correctly 	<p><i>Maintenance of the print script</i></p> <ul style="list-style-type: none"> Uses handwriting tools effectively, e.g. pencil, eraser, ruler Aligns writing on 17 mm ruled lines Forms upper and lower case letters correctly Writes words with correct spacing between letters and words Writes in print script all capitals and lower case letters Copies and writes one paragraph of between 3 - 4 lines from a printed text Copies and writes different formats of writing (short invitations such as birthday invitations; messages; lists etc Uses print script in all forms of written recording <p><i>Transition to a joined script or cursive writing</i></p> <ul style="list-style-type: none"> Copies and writes writing patterns in the joined script or cursive writing Copies and writes all lower case letters and commonly used capital letters in the joined script or cursive writing Copies, writes and reads short words in joined script or cursive writing Copies and writes short sentences in joined script or cursive writing. 	<p><i>Transition to a joined script or cursive writing</i></p> <ul style="list-style-type: none"> Uses handwriting tools effectively, e.g. pencil, eraser, ruler Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing Forms all lower and upper-case letters in joined script or cursive writing Writes short words in the joined script or cursive writing Transcribes words and sentences correctly in the joined script or cursive writing Makes transition to the joined script or cursive writing in all written recording (i.e. the date, own name; and own written texts) Copies written text from the board, textbooks, work cards etc. correctly Writes neatly and legibly with confidence and speed in a joined script or cursive writing Experiments with using a pen for writing

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WRITING	<ul style="list-style-type: none"> • Draws or paints pictures to convey a message • Copies known letters in own name to represent writing • 'Writes' from left to right and top to bottom • Contributes ideas for a class news book by means of drawings • Makes an attempt to write letters using squiggles, scribbles etc • Talks to own writing, e.g. 'reads' what squiggles 'say' • Makes own books and contributes to class book collection 	<ul style="list-style-type: none"> • Draws pictures to convey a message, e.g. draws about a personal experience • Contributes ideas for and helps to revise a class/group story (Shared Writing). • Copies one sentence of news from the board/chart correctly • Writes a message on a card such as a get well card • Writes and illustrates a caption or short sentence on a topic, e.g. to contribute to a book for the reading corner • Writes at least three sentences of own news or creative story using capital letters and full stops • Writes sentences using words containing the phonic sounds and common sight words already taught • With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing • Begins to use present and past tense correctly in writing • Forms the plurals of familiar words • Spells common words correctly • Uses prepositions correctly • Organises information into a simple graphic form (chart or timeline) • Builds own word bank and personal dictionary 	<ul style="list-style-type: none"> • Contributes ideas and words for a class story (Shared Writing) • Writes a simple poem • Writes an expressive text such as a birthday card or letter • Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration • Drafts, writes and 'publishes' own story of at least two paragraphs for others to read • Uses informational structures when writing, e.g. writes recipes • Organises information in a chart or table • Writes and illustrates sentences (4 - 6 sentences) on a topic to contribute to a book for the reading corner • Uses the writing process (drafting, writing and editing) • Uses correct punctuation (full stops, commas, question marks and exclamation marks) • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses present, past and future tenses correctly • Uses prepositions, nouns, verbs and pronouns correctly • Builds own word bank and personal dictionary • Uses a dictionary 	<ul style="list-style-type: none"> • Contributes ideas, words and sentences for a class story (Shared Writing) • Uses pre-writing strategies to gather information and plan writing • Writes a selection of short texts for different purposes, e.g. writes recounts, dialogues • Writes about personal experiences in different forms, e.g. writes a short newspaper article • Drafts, writes, edits and 'publishes' own story of at least two paragraphs (at least 12 sentences) for others to read • Writes and illustrates six to eight sentences on a topic to contribute to a book for the class library • Uses informational structures when writing, e.g. experiments, recipes • Keeps a diary for one week • Writes a simple book review • Sequences information and puts it under headings • Summarises and records information, e.g. using mind maps • Uses punctuation correctly, e.g. capital letters, full stops, commas, question marks, exclamation marks, inverted commas, apostrophes in contractions) • Uses conjunctions to form compound sentences • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary