

## What the PYP believes about learning language

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). An appreciation of these aspects of language learning may help teachers better understand and enhance students' learning. However, these three aspects are so inextricably linked they are best not thought of as discrete processes.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the IB Primary Years Programme (PYP), it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners—for example, learners may be able to read, write and spell words correctly in isolation but may not be able to read, write or spell those same words in other contexts. Learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired.

The language profiles of students in PYP schools may be complex and diverse; however, the influence of mother-tongue development is significant for all learners. It is acknowledged that development of mother-tongue language is crucial for cognitive development, and in maintaining cultural identity. Success in mother-tongue development is a strong predictor of long-term academic achievement, including acquisition of other languages.

The complex processes involved in language learning represent a series of developmental continuums. A teacher is able to identify where on those continuums a student is positioned to better design appropriate, contextualized learning experiences—to move the student from one development phase to the next. In this way, the learner is able to build on established skills and understanding, while being supported to meet appropriate challenges to extend their learning within their "zone of proximal development" (Vygotsky 1999), which may be represented by more than one phase.



In PYP schools all students have the opportunity to learn more than one language from at least the age of 7. Every learner benefits from having access to different languages, and, through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness. For these reasons it could be argued that bilingualism, if not multilingualism, is the hallmark of a truly internationally minded person and that this requirement should be central to all three IB programmes. However, to accept this premise one would have to argue in support of the reciprocal position, that a monolingual person has a limited capacity to be internationally minded.

This is not the position the PYP has chosen to adopt. As well as the learning of an additional language, the other elements of the PYP framework that contribute to international-mindedness are described in *Making the PYP happen: A curriculum framework for international primary education (2007)*. Most IB World Schools implementing the PYP, particularly state or national system primary schools, would struggle to create a learning community where bilingualism was a realistic goal—indeed, it would be an impossibility in most cases. Consequently, the strategic goal of the IB to broaden access to its programmes would be in conflict with the notion of IB World Schools having bilingualism as a goal for all of their students.

Effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world, and with the self. Such learning is relevant, engaging, challenging and significant. Exposure to and experience with languages, with all their richness and diversity, creates an inquisitiveness about life and learning, and a confidence about creating new social interactions. Language provides a vehicle for learners to engage with the world and, in an IB World School, to relate to, and accept, responsibility for the mission of the IB to “help to create a better and more peaceful world”.

#### Language in a transdisciplinary programme

Language is involved in all learning that goes on in a school, in both the affective and effective domains. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. In the “knowledge” area of the PYP, language is the most significant connecting element across the school’s curriculum, both within and outside its transdisciplinary programme of inquiry. It is the school’s responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme. In PYP schools there should be opportunities for students to negotiate their roles. Literacy, including oral and visual literacy as well as the ability to read and write, becomes increasingly important as greater demands are placed on learners as participants in the learning process.

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. For example, this may include: a series of books read as an author study; regional fairy tales as part of a unit of inquiry with a particular social



studies emphasis; discussing a scientist's biography or a newspaper article to front-load a science investigation; early years counting stories as reinforcement for mathematics development; and the comparison and practice of illustration techniques to encourage the development of art skills.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners' inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point should always be learners' prior experience and current understanding.

When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

IBO Language Scope and sequence guide 2009

## **IICS Primary LITERACY Guiding Principles**

### **Early Years to Grade 6**

1. 1 ½ hours literacy a day in all classes. This includes both standalone and transdisciplinary.

The reading emphasis will focus on building comprehension through explicit teaching of skills and strategies.

Reading will be taught through reading aloud (modeled), independent, guided and shared reading experiences. Small, guided reading groups will focus on the explicit teaching of skills and strategies.

2. Formal Running records to occur officially three times per year, administered by the Support team.
3. Informal running records/conferences should become a weekly practice of homeroom teachers as formative assessment. In upper grades, the running record will be an individual anecdotal record.



4. Bonnie Campbell Hill continuums used to assess reading and writing three times per year in all grades.

5a. Phonemic awareness and phonics programme to be explicitly taught Early Years to Grade 3. Grades 4-6 to differentiate according to student need.

5b. A spelling inquiry lesson to occur at least once per week, preferably related to the current unit of inquiry.

6. Read aloud to minimum 4 times per week, preferably with links to the unit of inquiry.

7. The D'Nealian Handwriting scheme for handwriting is to be explicitly taught Early Years to Gr2.  
In Gr3 - 5 classes, the expectation is that handwriting is legible. Teachers differentiate appropriately.

8. Keyboard Skills are built into the homework programme from Grade 3.  
The aim is that students should be touch typing before they leave primary.

# Language Continuums

## Strand: Oral Language:

### Listening and Speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual Understanding</p> <p>Spoken words connect us with others.</p> <p>People listen and speak to share thoughts and feelings.</p> <p>People ask questions to learn from others.</p>	<p>Conceptual Understanding</p> <p>The sounds of language are a symbolic way of representing ideas and objects.</p> <p>People communicate using different languages.</p> <p>Everyone has the right to speak and be listened to.</p>	<p>Conceptual Understanding</p> <p>Spoken language varies according to the purpose and audience.</p> <p>People interpret messages according to their unique experiences and ways of understanding.</p> <p>Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Conceptual Understanding</p> <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.</p> <p>Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.</p> <p>The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Conceptual Understanding</p> <p>Spoken language can be used to persuade and influence people.</p> <p>Metaphorical language creates strong visual images in our imagination.</p> <p>Listeners identify key ideas in spoken language and synthesize them to create their own understanding.</p> <p>People draw on what they already know in order to infer new meaning from what they hear.</p>

Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>Students:</p> <ul style="list-style-type: none"> <li>- interact effectively with peers and adults in familiar social settings.</li> <li>-use movement (gestures, actions, body language) to communicate needs and express ideas.</li> <li>- use words to communicate needs and express ideas.</li> <li>-Use appropriate word order in simple sentences.</li> <li>-begin to anticipate and predict when listening to texts read aloud.</li> <li>-begin to speak clearly in order to be understood.</li> <li>-begins to use language in imaginative and dramatic play.</li> <li>-realise that people speak different languages.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- listen and respond in small or large groups for increasing periods of time.</li> <li>- listen to stories, poems, rhymes, songs, instructions, questions and explanations; show understanding by responding in oral, written or visual form.</li> <li>- memorize and join in with poems, rhymes and songs, showing an awareness of rhythm and rhyme.</li> <li>- begin to understand that language is influenced by purpose and audience.</li> <li>- appreciate and relate to different voice tones.</li> <li>- listen effectively in order to follow and respond to classroom instructions, showing understanding.</li> <li>- begin to give instructions,</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- listen and respond appropriately in small and large groups.</li> <li>- listen and respond with details to different types of oral presentations. (stories, poems, rhymes, and reports).</li> <li>- ask and answer questions appropriately.</li> <li>- identify and retell main events in sequence in oral texts.</li> <li>- give instructions, directions and messages and respond to them when given by others.</li> <li>- make predictions when listening to texts read out loud.</li> <li>- express and defend thoughts, ideas and opinions with others respectfully.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- listen appreciatively and responsibly, presenting their own point of view and respecting the views of others.</li> <li>- listen appropriately for a sustained period and for a variety of purposes (e.g. to seek information, to gain knowledge, for instructions, to identify story structures and ideas and for enjoyment) and respond appropriately.</li> <li>- use discussions to generate, develop, modify and present ideas.</li> <li>- prepare and deliver an individual or small group presentation for a variety of purposes</li> <li>- use a range of specific vocabulary to suit different purposes (e.g. descriptive, comparative, persuasive)</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</li> <li>- generate, develop and modify ideas and opinions through discussion</li> <li>- understand how language can influence points of view and the responses of others</li> <li>- give complex instructions, directions and messages, listen and respond appropriately to instructions, questions and explanations</li> <li>- infer meanings, draw conclusions and make judgments about oral presentations</li> <li>- use an increasing vocabulary and more complex sentence</li> </ul>

<ul style="list-style-type: none"> <li>-use the mother tongue(with translation if necessary) to express needs and explain ideas.</li> <li>-realise that word order can change from one language to another.</li> <li>-follow classroom directions and routines, using context cues.</li> <li>-begins to use language for discussions and conversations.</li> <li>-shows and awareness of rhythm and rhyme.</li> <li>-begins to identify differences in letter sounds.</li> <li>- listen and respond to various media (picture books, rhyme, songs, instructions) and demonstrate understanding.</li> <li>-listen and respond to stories, poems, rhymes, songs, instructions,</li> </ul>	<p>directions and messages.</p> <ul style="list-style-type: none"> <li>- listen effectively in order to retell , sequence and describe past events.</li> <li>- describe personal experiences.</li> <li>- use language to connect new experiences to what they already know.</li> <li>- speak clearly in order to be understood.</li> <li>- realize the importance of language to fulfil their needs, gain information from spoken texts, express feelings etc.</li> <li>- identify differences in letter sounds.</li> <li>- distinguish beginning, medial and ending sounds of words with increasing accuracy.</li> <li>- follow two-step directions.</li> <li>- anticipate and predict likely outcomes when</li> </ul>	<ul style="list-style-type: none"> <li>- participate in a variety of dramatic activities (role play, puppet theater, dramatization of familiar poems and stories).</li> <li>- recognize patterns in language and use them accurately when speaking.</li> <li>- choose the appropriate vocabulary, voice tone, volume and intonation based on the purpose or audience.</li> <li>- hear and distinguish differences between languages.</li> <li>- recognize that words have various meanings based on context.</li> <li>-collate my thoughts and feelings before I speak.</li> <li>- use simple and compound sentences with appropriate word order.</li> <li>- hear the beginning, middle and end of words, including</li> </ul>	<ul style="list-style-type: none"> <li>- begin to paraphrase and summarize main ideas.</li> <li>- begin to argue persuasively and defend a point of view.</li> <li>- begin to use irregular grammatical structures appropriately and consistently.</li> <li>- use language confidently, appropriately and with increasing accuracy including giving instructions, directions and messages.</li> <li>- organize thoughts and feelings before speaking.</li> <li>- verbalise their thinking and explain their reasoning.</li> <li>- recognise that different forms of grammar are used in different contexts.</li> <li>- use register, tone and voice level appropriately and purposefully</li> <li>- appreciate that language</li> </ul>	<p>structures with a high level of specificity</p> <ul style="list-style-type: none"> <li>- argue persuasively and justify a point of view that is not necessarily their own</li> <li>- show open-minded attitudes when listening to other points of view</li> <li>- paraphrase and summarize when communicating orally</li> <li>- understand and use figurative language such as simile, personification and metaphor</li> <li>- use oral language to formulate and communicate possibilities and theories</li> <li>- use standard grammatical structures competently in appropriate situations</li> <li>- use register, tone, voice level and intonation to enhance meaning</li> <li>- appreciate that people</li> </ul>
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<p>questions and explanations.</p> <ul style="list-style-type: none"> <li>-talks about own stories, writing, pictures and models.</li> <li>-listen effectively in order to follow instructions.</li> <li>-begin to listen effectively in order to retell, sequence and describe past events.</li> <li>-begin to ask questions and give appropriate answers.</li> <li>- name familiar things (teachers, friends, classroom objects).</li> <li>- listen in small and large groups for an increasing amount of time.</li> <li>-use language to connect new experiences to prior knowledge.</li> </ul>	<p>listening to texts read aloud.</p> <ul style="list-style-type: none"> <li>- ask questions to gain information and respond to inquiries directed to themselves or to the class.</li> <li>- use oral language to communicate during classroom activities, conversations and imaginative play.</li> <li>- talk about the stories, writing, pictures and models they have created.</li> <li>- use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).</li> <li>- use appropriate word order in sentences and begin to use compound sentences.</li> </ul>	<p>blends and digraphs.</p> <ul style="list-style-type: none"> <li>- hear and use rhyming words.</li> </ul>	<p>is not always used literally.</p> <ul style="list-style-type: none"> <li>- develop an active interest and respect for other languages</li> <li>- use a wide vocabulary and accurate sentence structures</li> </ul>	<p>speak and respond according to personal and cultural perspectives</p> <ul style="list-style-type: none"> <li>- use speech responsibly to inform, entertain and influence others</li> <li>- reflect on communication to monitor and assess their own learning</li> <li>- communicate in more than one language</li> </ul>
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# Visual Language:

**Viewing** (The receptive processes) and **Presenting** (The expressive processes) NB: *Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics.*

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual Understanding</p> <p>Visual language is all around us</p> <p>The <b>pictures, images</b> and <b>symbols</b> in our environment have meaning.</p> <p>We can enjoy and learn from visual language.</p>	<p>Conceptual Understanding</p> <p>Visual texts can expand our database of sources of information.</p> <p>Visual texts provide alternative means to develop new levels of understanding.</p> <p>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.</p> <p>Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Conceptual Understanding</p> <p>Visual texts have the power to influence thinking and behaviour.</p> <p>Interpreting visual texts involves making an informed judgment about the intention of the message.</p> <p>To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual Understanding</p> <p>The aim of commercial media is to influence and persuade viewers.</p> <p>Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</p> <p>Knowing about the technique used in visual texts helps us to interpret presentations and create our own visual effects.</p> <p>Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>	<p>Conceptual Understanding</p> <p>The aim of commercial media is to influence and persuade viewers.</p> <p>Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</p> <p>Knowing about the technique used in visual texts helps us to interpret presentations and create our own visual effects.</p> <p>Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding</p>

Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>Students:</p> <ul style="list-style-type: none"> <li>- show that we understand visual information through our reactions (Body language, gestures, facial expression and emotions)</li> <li>-use body language to communicate and to convey understanding; for example, pointing, gesturing, facial expressions.</li> <li>-observe visual cues that indicate context; show understanding by matching pictures with context.</li> <li>-show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages.</li> <li>- recognise familiar signs, labels and logos and demonstrate understanding through matching pictures with</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- show understanding and share ideas by asking relevant questions when viewing visual information.</li> <li>- share feelings about visual texts and listen to others' respectfully.</li> <li>- use visual information to better understand contexts and make inferences.</li> <li>- name different types of visual texts and discuss what makes them effective and ineffective. (magazines, advertising, logos, labels, signs, ICT iconography)</li> <li>- use actions and body language to enhance oral presentations.</li> <li>- make a visual presentation stand out by using shapes, colors, symbols, layout and lettering.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- understand that signs, symbols and icons carry meaning and can be effective or ineffective.</li> <li>- understand that communication involves visual as well as verbal features.</li> <li>- use and experience a range of communications media, (e.g. drama, video, photography, computers web-based applications, texts with different types of layout) to locate, present and record information</li> <li>- search for, record and present information from a variety of media and texts including newspapers.</li> <li>- select the appropriate presentation format for their work and a particular audience</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>- view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media</li> <li>- identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel</li> <li>- analyse and interpret the ways in which visual effects are used to establish context</li> <li>- identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects</li> <li>- realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media</li> <li>- identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel</li> <li>- analyse and interpret the ways in which visual effects are used to establish context</li> <li>- identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects</li> <li>- realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols</li> </ul>

<p>context.</p> <ul style="list-style-type: none"> <li>- make personal connections to visual texts.</li> <li>- when using communication technology to present, demonstrate, chose appropriate colours, shapes and symbols.</li> <li>- locate and use appropriate ICT iconography to activate different devices.</li> <li>- views and listens to media and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- explain how visual information enhances non-fiction texts.</li> <li>- find information on the internet and present it in a personally meaningful way with guidance.</li> <li>-use accurate language to discuss the parts of a visual presentation (logos, font, foreground, background, impact).</li> <li>-use different communication media (drama, video, photography, computers, texts with different types of layouts).</li> </ul>	<ul style="list-style-type: none"> <li>- understand that not everything they see is useful or relevant and know how to make discerning choices and make inferences about the intention of the message</li> <li>- demonstrate an understanding of the basic elements of a posters and other visual presentations (shapes, colors, symbols, layout and fonts) and use those elements to create effective posters and presentations for a particular audience.</li> <li>- explore and use visual communication in order to express their own ideas and interpret the ideas of others</li> <li>- explain how personal experiences can add to the meaning of a selected film/movie and write or illustrate a personal response.</li> </ul>	<p>symbols</p> <ul style="list-style-type: none"> <li>- realize that individuals interpret visual information according to their personal experiences and different perspectives</li> <li>- show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning</li> <li>- apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</li> <li>- examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit</li> <li>- navigate the internet in</li> </ul>	<ul style="list-style-type: none"> <li>- realize that individuals interpret visual information according to their personal experiences and different perspectives</li> <li>- show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning</li> <li>- apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</li> <li>- examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit</li> <li>- navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare</li> </ul>
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		<ul style="list-style-type: none"> <li>- understand that the form and quality of the presentation of their work reflects their thinking and attitude.</li> <li>- describe personal reactions to visual messages and reflect on why others may perceive the images differently</li> <li>- interpret body language for meaning in dramatic performances</li> </ul>	<ul style="list-style-type: none"> <li>response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations</li> <li>- use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion</li> <li>- analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism</li> <li>- identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages</li> <li>- reflect on ways in which understanding the intention of a visual message can influence personal responses</li> </ul>	<ul style="list-style-type: none"> <li>their own presentations</li> <li>- use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion</li> <li>- analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism</li> <li>- identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages</li> <li>- reflect on ways in which understanding the intention of a visual message can influence personal responses</li> </ul>
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# Written Language:

## Reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual Understanding</p> <p>Illustrations convey meaning.</p> <p>Print conveys meaning.</p> <p>People read for pleasure.</p> <p>Stories can tell about imagined worlds.</p> <p>Printed information can tell about the real world.</p> <p>There are established ways of setting print and organizing books.</p>	<p>Conceptual Understanding</p> <p>The sounds of spoken language can be represented visually.</p> <p>Written language works differently from spoken language.</p> <p>Consistent ways of recording words or ideas enable members of a language community to communicate.</p> <p>People read to learn.</p> <p>The words we see and hear enable us to create pictures in our minds.</p>	<p>Conceptual Understanding</p> <p>Different types of texts serve different purposes.</p> <p>What we already know enables us to understand what we read.</p> <p>Applying a range of strategies helps us to read and understand new texts.</p> <p>Wondering about texts and asking questions helps us to understand the meaning.</p> <p>The structure and organization of written language influences and conveys meaning.</p>	<p>Conceptual Understanding</p> <p>Reading and thinking work together to enable us to make meaning.</p> <p>Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Conceptual Understanding</p> <p>Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.</p> <p>Synthesizing ideas and information from texts leads to new ideas and understanding.</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act</p>

Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>Students:</p> <ul style="list-style-type: none"> <li>- show enjoyment when hearing a story.</li> <li>- choose something to “read” (familiar book, poem, story pattern).</li> <li>- find and respond to interesting things read (a picture, a comment).</li> <li>- understand that print has meaning.</li> <li>- ask questions about books.</li> <li>- listen and respond during a read aloud (story, poem, song).</li> <li>- make connections to own life when hearing or reading texts.</li> <li>- understand the difference between letters, numbers, pictures and symbols.</li> <li>- actively participate in</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- select, read and re-read familiar texts (charts, books, personal writing, songs).</li> <li>- understand that print has meaning.</li> <li>- participate in shared reading posing and responding to questions and joining in the refrains.</li> <li>- participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group.</li> <li>- listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes.</li> <li>- use meaning, visual, contextual and memory cues, and cross-check cues against each other when necessary. (Teacher</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- identify letter names and sounds and recognise the sound/symbol relationship.</li> <li>- read/recognise word endings, common contractions and many sight words.</li> <li>- understand what an author and illustrator does.</li> <li>- recall the plot of a story.</li> <li>- discuss characters and story events.</li> <li>- identify genre of books (fiction, non-fiction, poetry, plays, fantasy)</li> <li>- use non-fiction books to find specific information. (including using title page, table of contents, index, etc)</li> <li>- select books at their level.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- read a variety of books for pleasure, instruction and information and reflect on my reading, setting goals for what I need to do next.</li> <li>- read silently for increasingly longer periods of time (20 – 30 minutes)</li> <li>- read text aloud with fluency, expression and with regard to punctuation</li> <li>- participate in literature discussions with guidance.</li> <li>- understand and respond to the ideas, feelings and attitudes expressed in the various texts, showing empathy for characters.</li> <li>- recognise the author’s purpose for example to inform, to entertain to instruct.</li> <li>- make connections to personal experiences, other</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres.</li> <li>- work in cooperative groups to locate and select texts appropriate to purpose and audience.</li> <li>- read a wide range of texts (and genres) confidently, independently and with understanding.</li> <li>- seek recommendations and opinions about literature from others.</li> <li>- use a range of strategies to solve comprehension problems and deepen their understanding of a text.</li> <li>- identify and describe elements of a story – plot,</li> </ul>

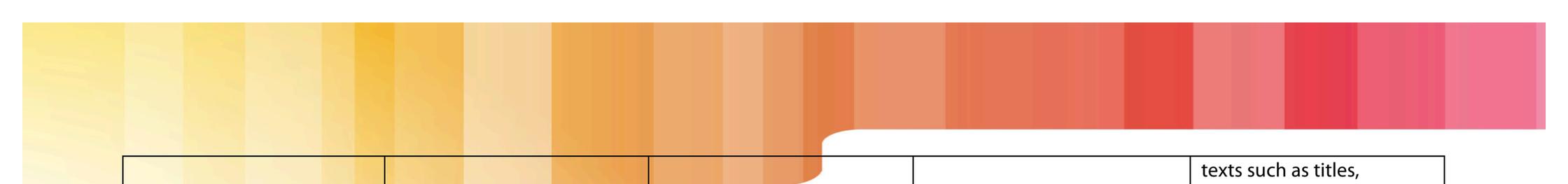
<p>shared reading and read-aloud situations.</p> <ul style="list-style-type: none"> <li>- read own name.</li> <li>- make predictions about a story and share opinions about what a story means.</li> <li>-begin to use a variety of strategies to decode text (prior knowledge, visual and memory cues)</li> <li>- identify what a character is feeling.</li> <li>-understand concepts of print (front, back, left to right, where the words begin).</li> <li>- understand that print has meaning.</li> <li>- know most letter names and some letter sounds.</li> <li>- read and understand some environmental print (signs, logos).</li> </ul>	<p>monitors miscues to identify strategies used and strategies to be developed)</p> <ul style="list-style-type: none"> <li>- use a variety of strategies to to make meaning of texts. (directionality, illustrations, phonics, self-correction, context, prediction, memory, syntax, rereading, punctuation and reading on).</li> <li>- listen, make meaningful predictions and answer questions when listening to a text.</li> <li>- independently read for short periods (5 - 10 minutes)</li> <li>- read and understand familiar environmental print (signs, logos).</li> <li>- make connections between personal experience and storybook characters.</li> <li>- explain feelings and ideas about literature during class</li> </ul>	<ul style="list-style-type: none"> <li>- read books at their level fluently, using expression and correct punctuation.</li> <li>- recognize different types of texts including letters, poems, plays, stories, novels, reports and articles.</li> <li>- retell the main ideas of a story including the beginning, middle and end.</li> <li>- make predictions and inferences and explain my reasoning.</li> <li>- make connections to books with things that have happened in their life and explain them. (begin to respond to and make personal connections with facts, characters and situations in literature).</li> <li>- Explain feelings and ideas about literature during class discussions.</li> <li>- Use a variety of reading strategies to make meaning of texts: picture cues, phonics, self-correction,</li> </ul>	<p>authors, books and perspectives.</p> <ul style="list-style-type: none"> <li>- make inferences while reading to build and show my understanding</li> <li>- make predictions while reading to build and show my understanding</li> <li>- begin to recognise and understand figurative language (similes, metaphors, personification, onomatopoeia)</li> <li>- choose reading materials at appropriate level and express preferences.</li> <li>- distinguish between different genres (fiction, non-fiction, fables, biographies, plays, poetry, fantasy fiction, realistic fiction)</li> <li>- understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome.</li> <li>- recognize and use the</li> </ul>	<p>setting, characters, theme, conflict – and explain how they contribute to its effectiveness.</p> <ul style="list-style-type: none"> <li>- recognise and understand literary devices (personification, alliteration, onomatopoeia, similes, metaphors).</li> <li>- recognise and understand figurative language, for example, similies, metaphors, idioms.</li> <li>- appreciate authors' use of language and interpret meaning beyond the literal.</li> <li>- make inferences and be able to justify them.</li> <li>- generate in depth responses and sustain small group literature discussions</li> <li>- participate in class, group or individual author studies, gaining an in-depth understanding of</li> </ul>
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	<p>discussions with guidance.</p> <ul style="list-style-type: none"> <li>- differentiate letters and sounds and connect letters to the sounds they make.</li> <li>- know most letters and sounds and recognise the sound/symbol relationship.</li> <li>- instantly recognise and use an increasing bank of high-frequency and high interest words, characters or symbols.</li> <li>- see self as a reader and participate in learning engagements involving reading aloud.</li> <li>- act out /perform a part of a text.</li> <li>- identify the beginning, middle and end of a story.</li> <li>- recall the plot and the characters of a story with guidance.</li> <li>- understand the role of the author and the illustrator.</li> </ul>	<p>context, word structure cues, prediction, an increasingly developed sight vocabulary, memory, punctuation, syntax, re-reading)</p> <ul style="list-style-type: none"> <li>- Begin to explain own reading strategies with guidance'</li> <li>- Actively participate in shared reading, guided reading and read-aloud situations.</li> <li>- use and explain strategies to self-correct when reading so the text makes sense (picture cues, meaning cues, sentence cues, phonics, memory, punctuation, syntax, rereading, reading on, cross-checking one cue source against another).</li> <li>- compare and contrast characters and story events with support.</li> <li>- use alphabetical order to</li> </ul>	<p>different parts of a book (contents page, index, glossary, dedication page, copyright page)</p> <ul style="list-style-type: none"> <li>- Begin to use appropriate resources to find information with guidance (reference books, computer and web-based applications, non-fiction texts, charts and maps) with increasing independence and responsibility.</li> <li>- use skimming and scanning to find specific information before attempting to read in detail.</li> <li>- identify relevant reliable and useful information and decide on appropriate ways to use it.</li> <li>- identify main idea, recognize cause and effect, demonstrate understanding of the difference between fact and opinion with guidance.</li> <li>- increase vocabulary by using context information,</li> </ul>	<p>the work and style of a particular author and appreciating what it means to be an author.</p> <ul style="list-style-type: none"> <li>- understand that authors use words and literary devices to evoke mental images.</li> <li>- appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing.</li> <li>- compare and contrast the plots of two different but similar novels, commenting on effectiveness, impact, author style and purpose.</li> <li>- recognise, analyse and evaluate an author's style and purpose</li> <li>- critically evaluate their own choices in books and distinguish and appreciate commendable or notable</li> </ul>
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	<p>- read own writing, with support.</p>	<p>find words in a dictionary.</p> <ul style="list-style-type: none"> <li>- read independently for 15-20 minutes.</li> <li>- use a variety of strategies to comprehend texts read</li> <li>- use/learn new words by making connections to words I already know.</li> <li>- tell the difference between fact and opinion.</li> <li>- read and follow simple written directions.</li> </ul>	<p>other reading strategies and resources (e.g. dictionary, thesaurus) with guidance.</p> <ul style="list-style-type: none"> <li>- follow multi-step written directions independently.</li> </ul>	<p>literature</p> <ul style="list-style-type: none"> <li>- understand that words can evoke mental images</li> <li>- use specific vocabulary to comment on and analyse poetry (line, couplet, stanza, rhyme scheme etc).</li> <li>- show awareness that poems have layers of meaning and that they need to be read and reread, and questioned and reflected on to yield their meaning.</li> <li>- be aware that poems are open to a range of interpretations.</li> <li>- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding.</li> <li>- locate, organize and synthesise information from a variety of sources including the library/media centre, the internet, people</li> </ul>
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in the school, family, the immediate community or the global community.

- use the internet responsibly and knowledgeably, appreciating its uses and limitations.
- distinguish between fact and opinion and reach their own conclusions about what represents valid information.
- consistently and confidently use a range of resources to find information and support their inquiries.
- independently select the appropriate reading strategy for the purpose of the activity (e.g. scanning, skimming, rereading).
- generate new questions after reading and connect these to prior knowledge and experience.
- use parts of informational



				<p>texts such as titles, subheadings, bold, italics, captions, text boxes, tables of contents, glossary and index.</p> <ul style="list-style-type: none"><li>- use resources (e.g. dictionary and thesaurus) to increase vocabulary.</li><li>- set reading challenges and goals</li></ul>
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# Written Language:

## Writing

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual Understanding</p> <p>Writing conveys meaning.</p> <p>People write to tell about their experiences, ideas and feelings.</p> <p>Everyone can express themselves in writing.</p> <p>Talking about our stories and pictures helps other people to understand and enjoy them.</p>	<p>Conceptual Understanding</p> <p>People write to communicate.</p> <p>The sounds of spoken language can be represented visually (letters, symbols, characters).</p> <p>Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.</p> <p>Written language works differently from spoken language.</p>	<p>Conceptual Understanding</p> <p>We write in different ways for different purposes.</p> <p>The structure of different types of texts includes identifiable features.</p> <p>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</p> <p>Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</p> <p>When writing, the words we choose and how we choose</p>	<p>Conceptual Understanding</p> <p>Writing and thinking work together to enable us to express ideas and convey meaning.</p> <p>Asking questions of ourselves and others helps to make our writing more focused and purposeful.</p> <p>The way we structure and organize our writing helps others to understand and appreciate it.</p> <p>Rereading and editing our own writing enables us to express what we want to</p>	<p>Conceptual Understanding</p> <p>Stories that people want to read are built around themes to which they can make connections.</p> <p>Effective stories have a purpose and structure that help to make the author's intention clear.</p> <p>Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.</p> <p>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p>

		to use them enable us to share our imaginings and ideas.	say more clearly.	Through the process of planning, drafting, editing and revising, our writing improves time.
<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- differentiate between numbers, letters, symbols and drawings.</li> <li>- participate in shared writing (books, rhymes, poems and songs)</li> <li>-show curiosity and ask questions about written language.</li> <li>- match most letters to sounds</li> <li>- demonstrate an awareness of letter-sound relationships.</li> <li>- write their name</li> <li>- experiment with writing using different implements and mediums</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- engage confidently with the process of writing.</li> <li>-choose own writing topics.</li> <li>- write about observations and experiences.</li> <li>- write text to match their own illustrations.</li> <li>-write 1-2 sentences about a topic.</li> <li>- write short non-fiction pieces (simple facts about a topic) with guidance.</li> <li>- use capital letters, full stops and question marks correctly.</li> <li>- write about a range of topics for a variety of purposes, using literary forms and structures</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- engage confidently with the process of writing</li> <li>- choose own writing topics.</li> <li>- write about observations and experiences.</li> <li>- write pieces that self and others can read.</li> <li>- write short non-fiction pieces with guidance.</li> <li>- write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading.</li> <li>- use graphic organizers to plan writing, for example, Mind Maps®, storyboards to organize ideas in a logical</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- write independently and with confidence, demonstrating a personal voice as a writer.</li> <li>- writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing.</li> <li>- show awareness of different audiences and adapt vocabulary and writing appropriately with guidance.</li> <li>- write descriptive, narrative and informational paragraphs with guidance</li> <li>- write poetry using</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- write independently and with confidence, showing the development of their own voice and style</li> <li>- write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive (Compose different forms of poetry, including free verse and those with specific structure.)</li> <li>- use complex literature-response writing.</li> <li>- adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader</li> <li>- use appropriate</li> </ul>

<ul style="list-style-type: none"> <li>- incorporate writing in play</li> <li>- write or draw from personal experience and tell about them.</li> <li>- listen and respond to shared books (observing conventions of print)</li> <li>-Use their own experience as a stimulus when drawing and “writing”</li> <li>Mechanics of writing:</li> <li>- write random recognizable letters to represent words</li> <li>- rely primarily on pictures to convey meaning</li> <li>- discriminate between text and pictures.</li> <li>- make marks other than drawing on paper (scribbles)</li> <li>- begin to demonstrate an awareness of directionality</li> <li>- begin to use conventional</li> </ul>	<ul style="list-style-type: none"> <li>modeled by the teacher and/or encountered in reading.</li> <li>- use simple graphic organisers to plan writing, for example, Mind maps, storyboards.</li> <li>- organise ideas in a logical sequence when writing simple narratives with a beginning, middle and end.</li> <li>- use appropriate writing conventions, for example, word order as required by the English language.</li> <li>- use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high interest words.</li> <li>- write an increasing number of high frequency words or ideas independently.</li> <li>- use increasingly accurate</li> </ul>	<ul style="list-style-type: none"> <li>sequence.</li> <li>- write simple narratives with a beginning, middle and end.</li> <li>- use appropriate writing conventions, for example, word order, as required by the language(s) of instruction</li> <li>- use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words</li> <li>- use increasingly accurate grammatical constructs</li> <li>- write legibly, and in a consistent D’Nealian manuscript style using consistent spaces between words.</li> <li>- proofread their own writing and make some corrections and improvements</li> <li>- show knowledge of, and a willingness to use an appropriate writing process</li> </ul>	<ul style="list-style-type: none"> <li>carefully chosen language with guidance</li> <li>- write non-fiction pieces with guidance (reports, lists, letters)</li> <li>- write fiction with a clear beginning, middle and end</li> <li>- write about feelings and opinion</li> <li>- increase use of visual strategies, spelling rules and knowledge of word parts to spell correctly</li> <li>- use writing criteria for effective writing to set own writing goals with guidance</li> <li>- select vocabulary and supporting details to achieve desired effects.</li> <li>- use paragraphs, with guidance, to organise ideas in a logical sequence.</li> <li>- reread, edit and revise to</li> </ul>	<ul style="list-style-type: none"> <li>paragraphing to organize idea (Use transitional sentences to connect paragraphs)</li> <li>- use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</li> <li>- use planning, drafting, editing and reviewing processes independently and with increasing competence</li> <li>- critique the writing of peers sensitively; offer constructive suggestions (Incorporates suggestions from others about own writing)</li> <li>- vary sentence structure and length beginnings and endings</li> <li>- demonstrate an increasing understanding of how grammar works. Use appropriate punctuation and grammar (e.g. parenthesis, hyphens, commas, semi-colons, colons, apostrophes, quotation marks)</li> </ul>
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<p>pencil-grasp</p> <ul style="list-style-type: none"> <li>- recognize some names and words in context</li> <li>- use illustrations to tell stories</li> <li>- rhyme and play with words</li> <li>- participate in group reading (books, rhymes, poems and songs)</li> <li>- demonstrate an awareness of directionality</li> <li>- print legible upper and lower case letters</li> <li>- use conventional pencil-grasp</li> <li>- write 'words' to describe or support pictures.</li> <li>- use pictures and print to convey meaning</li> <li>- copy signs, labels, names and words (environmental print)</li> <li>- match most letters to</li> </ul>	<p>grammatical constructs.</p> <ul style="list-style-type: none"> <li>- demonstrates an awareness of the conventions of written text, for example, sequence, directionality.</li> <li>- begins to write legibly and in a consistent style of the D'Nealian manuscript using upper and lower case.</li> <li>- use spaces between words consistently.</li> <li>- begin to show some knowledge of, and a willingness to use an appropriate writing process (prewriting-any gathering of information or drawings, drafting, editing, publishing.)</li> <li>- begin to read and reread their own written texts for themselves and others.</li> <li>- use feedback from teachers and other students to improve their writing.</li> <li>- begin to use word banks</li> </ul>	<p>(<b>prewriting</b> which includes brainstorming, webbing, researching, planning, discussion, drawings, any gathering of information; <b>drafting; revising</b> –begin to reread their written work in order to make revisions and improve their writing; <b>conferencing</b> – listen to other's writing and offer feedback; <b>editing</b>, begin to <b>publish</b> own work)</p> <ul style="list-style-type: none"> <li>- use feedback from teachers and other students to improve their writing</li> <li>- use a dictionary, a thesaurus and word banks to extend their use of language.</li> <li>- begin to recognise and use more complex language and vocabulary.</li> <li>- organise ideas in a logical sequence in fiction and non-fiction writing with guidance</li> <li>- begin to compose different forms of poetry.</li> <li>- recognise and use a range</li> </ul>	<p>improve their own writing, for example, content, language , organisation.</p> <ul style="list-style-type: none"> <li>- begin to edit and proofread own and peers' writing before completing a final copy</li> <li>- respond sensitively to the writing of others.</li> <li>- use appropriate punctuation to support meaning, for example commas, quotation marks and apostrophes with guidance.</li> <li>- use knowledge of written code patterns to accurately spell high-frequency and familiar words.</li> <li>- use a range of strategies to record words/ideas of increasing complexity.</li> <li>- realise that writers ask questions of themselves and identify ways to</li> </ul>	<ul style="list-style-type: none"> <li>- use standard spelling for most words and use appropriate resources to check spelling</li> <li>- use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</li> <li>- choose to publish written work in handwritten form or in digital format independently in a polished format</li> <li>- use written language as a means of reflecting on their own learning</li> <li>- recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration</li> <li>- identify and describe elements of a story—setting, plot, character, theme (Create plots with problems and solution)(Develop the main characters and describe</li> </ul>
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<p>sounds</p> <ul style="list-style-type: none"> <li>- use beginning consonants to make words</li> <li>- pretend to read own writing</li> <li>- see self as writers</li> <li>- take risks with writing</li> </ul>	<p>to extend their use of language.</p> <ul style="list-style-type: none"> <li>- participate in teacher conferences with teachers recording progress and noting new learning goals.</li> <li>- participates in shared and guided writing, observing the teacher's model, asking questions and offering suggestions.</li> <li>- with teacher guidance, publish written work in handwritten form or digital format.</li> </ul>	<p>of different text formats (e.g. letters, lists, recipes, stories, poetry, plays)</p> <ul style="list-style-type: none"> <li>- write a variety of non-fiction pieces (e.g. facts about a topic, letters, lists with guidance)</li> <li>- begin to write a descriptive, narrative or information paragraph with a topic sentence, supporting details and closing sentence</li> <li>- use simple sentences and begin to write compound sentences.</li> <li>- use capital letters, full stops, question marks and exclamation marks appropriately.</li> <li>- use commas and apostrophes with guidance.</li> <li>- add description and detail with guidance.</li> <li>- with teacher guidance, publish written work, in handwritten form or in digital</li> </ul>	<p>improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?"</p> <ul style="list-style-type: none"> <li>- check/edit for punctuation, variety of sentence starters, spelling, grammar and presentation with guidance.</li> <li>- use prewriting which includes brainstorming, webbing, researching, planning, discussion, drawings, and gathering of information,</li> <li>- use drafting for fiction and non-fiction pieces</li> <li>- revise for clarity and to enhance ideas with guidance.</li> <li>- publish writing in a polished format</li> <li>- use compound sentences with increasing accuracy</li> <li>- begin to use complex</li> </ul>	<p>detailed settings in their stories)</p> <ul style="list-style-type: none"> <li>- use dialogue to enhance character development appropriately</li> <li>- locate, organize, synthesize and present written information obtained from a variety of valid sources</li> <li>- use a range of tools and techniques to produce written work that is attractively and effectively presented</li> <li>- begin to write organised and fluent non-fiction including simple bibliographies</li> <li>- use a variety of note-taking and study skills to comprehend oral and written text and gather information during research</li> <li>- write organised, fluent and detailed non-fiction independently</li> <li>- integrate information on a topic from a variety of</li> </ul>
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		format.	<p>sentences in their writing</p> <ul style="list-style-type: none"> <li>- use capital letters, full stops, question marks, exclamation marks appropriately</li> <li>- begin to use literary devices such as similes, metaphors, onomatopoeia, personification and alliteration.</li> <li>- begin to recognise and understand figurative language (personification, onomatopoeia)</li> <li>- write engaging stories that have a recognizable and appropriate structure</li> <li>- develop stories with plots that include problems and solutions with guidance</li> <li>- introduce and develop characters appropriately</li> <li>- revise stories using description and details</li> </ul>	<p>resources</p> <ul style="list-style-type: none"> <li>- construct charts, graphs and tables to convey information when appropriate</li> <li>- sets goals and identifies strategies to improve writing in different genres</li> <li>- recognize and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb, prepositions and conjunctions)</li> <li>- produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.</li> <li>- uses correct pen grip and maintains correct body position</li> <li>- uses finger movements to control the pen while sliding forearm across the paper</li> <li>- writes fluently with appropriate size, slope and</li> </ul>
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			with guidance	spacing
			<ul style="list-style-type: none"> <li>- begin to write organised fiction and non fiction (e.g. research, reports, letters, summaries, chapters, persuasive essay, poetry)</li> <li>- vary beginnings and endings of sentences with guidance</li> <li>- use capital letters, full stops, question marks and exclamation marks appropriately</li> <li>- use commas, quotation marks and apostrophes correctly.</li> <li>- show individuality and creativity in writing style</li> <li>- use descriptive language and dialogue with guidance</li> <li>- use main parts of speech appropriately (noun, verb, adjective, adverb)</li> <li>- begin to use graphic</li> </ul>	<ul style="list-style-type: none"> <li>- practises calligraphic flourishes that enhance written text when appropriate</li> <li>- experiments with writing instruments and media, eg calligraphy pens, brushes, inks.</li> <li>- use descriptive language, details, similes and imagery to enhance ideas</li> <li>- use voice to evoke an emotional response from readers</li> <li>- complete a bibliography to list resources</li> <li>- show competency in word processing</li> <li>- locates and uses thesaurus</li> <li>- varies font and layout to suit particular audience and purpose</li> <li>- chooses appropriate graphics to accompany text</li> <li>- designs and organises</li> </ul>

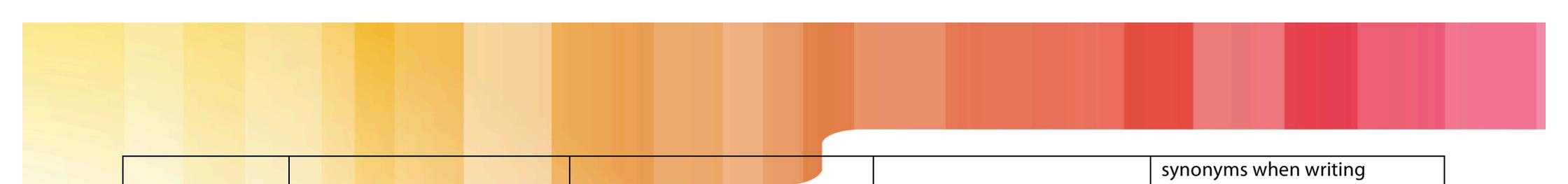
			<p>organisers to take notes in a variety of contexts.</p> <ul style="list-style-type: none"> <li>- use resources (thesaurus, word lists) to make writing more effective with guidance</li> <li>- use conferencing to seek feedback on writing</li> <li>- use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing.</li> <li>- use a variety of note taking strategies for collecting and organizing ideas, details and information</li> <li>- work co-operatively with a partner to discuss and improve each other's work, taking the roles of authors and editors.</li> <li>- work independently to produce written work that is legible and well presented, written either by hand or in digital</li> </ul>	<p>information for a web page</p> <ul style="list-style-type: none"> <li>- locates and uses columns or borders when appropriate</li> <li>- adds graphics, changes spacing and style when publishing</li> <li>- uses word processing programs to design school/class newspaper, importing graphics and written texts from a range of sources</li> <li>- uses multimedia authoring software to create published works incorporating text, graphics, sound, animation</li> <li>- creates texts that incorporate graphics or tables when appropriate.</li> </ul>
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			<p>format.</p> <ul style="list-style-type: none"><li>- print a consistent, legible style using D'Nealian manuscript.</li><li>- begin to develop a fluent and legible cursive style using the D'Nealian cursive style.</li><li>- write using consistent shape, size, slope and formation in the D'Nealian cursive style.</li><li>- use correct pencil grip and maintains correct body position.</li><li>- use relaxed posture and maintains finger movements and arm slide during cursive script patterns.</li></ul>	
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## Spelling

Phase 1 Conceptual Understanding	Phase 2 Conceptual Understanding	Phase 3 Conceptual Understanding	Phase 4 Conceptual Understanding	Phase 5 Conceptual Understanding
<p>Learning Outcomes</p>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- Use beginning, middle and ending sounds to write words.</li> <li>- Spell most sight words correctly.</li> <li>- Use phonetic spelling to write independently.</li> <li>- Use growing awareness of sound segments (phonemes, rhymes) to write words.</li> <li>- Begin to use some common spelling patterns.</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- identify letter names and sounds and recognise the sound/symbol relationship.</li> <li>- read/recognise word endings, common contractions and many sight words.</li> <li>- Spell an increasing number of sight words correctly and move towards conventional spelling.</li> <li>- Use phonetic spelling to write independently.</li> <li>- Begin to use some common spelling patterns</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- Use knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</li> <li>- Spell high frequency words correctly in own writing</li> <li>- Use known letter patterns when attempting to spell unknown words</li> <li>- Write words containing less common digraphs and letter combinations</li> <li>- Use knowledge of familiar letter patterns when attempting to spell unknown words.</li> <li>- Identify possible spelling errors in own writing, eg by</li> </ul>	<p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of language devices such as metaphors, similies, homographs, idioms etc.</li> <li>- Demonstrate an understanding of grammar and how it affects sentence structure.</li> <li>- Inquire co-operatively into word origins and grammar.</li> <li>- Mount their own inquiry into spelling patterns and their purpose.</li> <li>- Show, understand and use more complex vocabulary in writing and reading.</li> <li>- Use a range of sources to reinforce and extend their</li> </ul>

			<p>circling or underlining doubtful words.</p> <ul style="list-style-type: none"> <li>- Discuss strategies used for spelling difficult words.</li> <li>- Delete or add words, adds information and re- reads work to clarify meaning.</li> <li>- Self-correct words that do not look right.</li> <li>- Begin to apply the Real Spelling Learner's Toolbox to justify a possible word.</li> <li>- Begin to identify the base word, prefix and suffixes when spelling words.</li> <li>- Begin to inquire make sense of spelling rules.</li> <li>- Begin to construct word matrixes with guidance.</li> <li>- Use spell check as one strategy for checking spelling.</li> <li>- Begin to use a dictionary to spell unfamiliar words.</li> </ul>	<p>English vocabularies.</p> <ul style="list-style-type: none"> <li>- Spells needed words correctly with effective strategies for attempting and checking unknown words</li> <li>- Uses knowledge of word meanings as a spelling strategy consistently makes informed attempts at spelling using a multi-strategy approach</li> <li>- Uses knowledge of word parts, eg prefixes, suffixes, compound words, to spell unknown words</li> <li>- Uses knowledge of base words to construct new words</li> <li>- Uses visual and phonological strategies such as recognition of common letter patterns and critical features of words</li> <li>- Checks own attempts using a dictionary or spell check recognises most misspelt words in own writing and uses a variety of resources for correction</li> <li>- Uses a thesaurus to find</li> </ul>
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				<p>synonyms when writing</p> <ul style="list-style-type: none"><li>- Demonstrates an awareness of the limitations of spell check features in word processing programs.</li></ul>
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The following text type scope and sequence is taken directly and modified from New South Wales K-6 English Syllabus, 1997.

## Scope and Sequence of Text Types

For the purpose of this scope and sequence, texts are grouped and defined in particular categories. It is important to note that any such classification is to some extent arbitrary and that there is always likely to be overlap between ways of grouping and defining text types (see tables below).

### Categories of texts

Texts can be classified into the broad categories of literary and factual texts. Both categories include media texts, which can be either literary or factual in orientation. They also include all forms of electronic text.

The categories of texts indicated above can be further subdivided into different text types.



The categories of texts indicated above can be further subdivided into different text types.

TEXT TYPES	
ORAL AND WRITTEN	
LITERARY TEXTS	FACTUAL TEXTS

Narrative	Factual description
Literary recount	Information report
Observation	Procedure
Literary description	Procedural recount
Personal response	Factual recount
Review	Explanation
	Exposition
	Discussion

## LITERARY TEXTS

## FACTUAL TEXTS

This list is not exhaustive but indicates a range of text types that are crucial to students' learning in the primary school curriculum and to participating effectively in the wider community. It does not include traditional story types such as myths and legends, as these may be either recounts or narratives.

It is important to note that these text types are somewhat idealised for teaching purposes. In real life, we often find 'mixed' texts. A narrative, for example, might include a description of the setting; a procedure for an investigation might conclude with an explanation of the scientific principle involved.



Text types and their structures should not be seen as straitjackets but as starting points. When students understand that:

- different types of texts exist,
- texts serve different purposes,
- texts are typically structured in particular ways and
- texts have characteristic grammatical features,

then students are in a better position to create and manipulate texts and combine elements in a purposeful way.

It is not intended that all text types be taught fully and systematically in each stage. **Teachers will focus on those that are most relevant to the units in the Program of Inquiry.** It is probable, however, that most of the text types will be encountered to some degree within the Program of Inquiry.

## LITERARY TEXTS

Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response.

There are a wide variety of literary texts, many of which may overlap, as in the case of narrative poetry, drama, and poetic uses of language in prose.

Literary texts are an important part of the language program. The engagement of a student with a literary text can be a powerful and evocative experience that shapes the student's imagination and thought. Reading quality literature can have a significant impact on how students see and relate to the world around them.

While literary texts are commonly thought of in terms of books, they may also be transmitted through other media such as magazines, film, radio, television and computers and in different combinations of these media.



## FACTUAL TEXTS

Factual texts are those that present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Factual texts appear in all cultures.

Factual texts may be spoken or written and may include visual elements. In spoken texts an important part of the meaning may derive from facial expression, from gesture or from the use of technology. In written texts, meaning is also contained in visual elements such as graphs, maps, photographs, grids, diagrams, drawings and labels.

Whether written or spoken, factual texts present their content from a particular perspective. However, the perspective or point of view of the writer or speaker may not be overtly stated. Factual texts may suppress the point of view in an attempt to appear objective.

Although factual texts may purport to present accurate, objective information, they are not simply objective representations of reality. Rather, they are constructions of reality, created by a writer or speaker.

Many of the written texts that students will encounter in their schooling, and indeed throughout their lives, will be factual. Teachers need to ensure that students are equipped with the skills and knowledge to create and interpret factual texts. Students need to learn about the ways in which these texts construct and present information and knowledge about a subject. Students should be encouraged to explore the ways in which the factual texts they encounter are similar to and different from those described in the syllabus.

While factual texts are commonly associated with print, they may also be spoken. Types of factual text such as procedure, discussion, exposition and recount may be in spoken forms.

Factual texts are also commonly found in media forms. They are shaped by the particular technology of the medium of transmission. The medium of transmission may at times appear to lend authority to the information in the text. For instance, 'news' is often presented as if it were an accurate 'information report' rather than a highly subjective recount. On television, for example, the camera, in particular, determines the point of view that an audience may have on the subject by such things as the type and angle of the shot.

## Literary Texts by Phase

### **Narrative:**

**SOCIAL PURPOSE:** To entertain, create, stimulate emotions, motivate, guide, teach. *eg some picture books, short stories, novels, some ballads, fairy/folk tales, some myths, fables, legends, and some song lyrics, films, videos, television programs.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher reads aloud a variety of narratives. Teacher explicitly models narrative stages.</p> <p>Students retell and act stories/poems heard.</p> <p>Students jointly construct elementary narratives with teacher.</p> <p>Students read and retell familiar stories.</p> <p>Students talk about visual images (where applicable).</p>	<p>Teacher and students read a range of narratives. Teacher explicitly models the different stages of narrative.</p> <p>Students learn poems and are involved in group recitations.</p> <p>Students dramatise parts of narrative.</p> <p>Students jointly construct longer narratives, use visual images to illustrate texts. Focus on development of complication and its evaluation. This focus assists students to develop a critical orientation through understanding that evaluation positions the reader to regard the events in a particular way.</p>	<p>Teachers and students focus on retellings of a variety of narratives, oral anecdotes, drama presentations.</p> <p>Students jointly and independently construct narratives and script writing of narrative.</p> <p>Teacher deconstructs and models stages. Focus on development of resolution appropriate for complication. Focus on role of evaluation in predicting how resolution will be achieved and how readers are positioned in relation to characters and events.</p> <p>Students read a variety of narratives.</p>	<p>Students listen to more diverse, longer narratives.</p> <p>Students read a variety of less familiar contemporary and traditional narratives.</p> <p>Students jointly and independently construct narratives.</p> <p>Teacher deconstructs and models stages. Focus on role of dialogue in character development and how it can guide action in narrative.</p> <p>Students develop a critical literacy in respect of character development and subject matter</p>

### **Literary Recount:**

**SOCIAL PURPOSE:** To entertain by dealing with a sequence of events that establish a relationship between a writer/reader/speaker/ listener. *eg some picture books, short stories, some fables and myths, autobiographies, humorous stories, some poems, films, videos, television programs.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher reads a range of recounts and explicitly models recount stages.</p> <p>Students give elementary oral recounts of shared experience.</p> <p>Students and teacher jointly construct recounts — spoken and written. By developing an understanding of the staging of recount, students learn about its social purpose.</p> <p>Students write recounts.</p>	<p>Students tell and listen to personal recounts about familiar events.</p> <p>Teacher deconstructs stages of recount.</p> <p>Students read and write personal recounts.</p> <p>Teacher and students jointly, then students independently, construct recounts with all stages.</p>	<p>Students give longer recounts about less familiar events.</p> <p>Teacher and students jointly, then students independently, construct more involved recounts, eg autobiographical recounts, from different points of view.</p> <p>Focus on evaluation in recount and how it positions the reader to regard events in a particular way.</p> <p>Also focus on character development..</p>	<p>Students give longer, more involved recounts.</p> <p>Oral recounts are more clearly developed.</p> <p>Teacher and students jointly, then students independently, construct and read recounts. Focus on character development and development of critical literacy in respect of values and attitudes incorporated in the text.</p>

**Observation:**

SOCIAL PURPOSE: To record events and respond to them in a personal way. Observation does not have a sequence of events. *eg early writing of children, some picture books, some poems.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
Teacher explicitly models the stages of observation.  Students and teacher jointly construct spoken and written observations using familiar topics.  Students write observations.	Students and teacher jointly construct text.  Students write brief texts about familiar topics.  Students read observations	In this stage, students and teachers should be focusing on recount and narrative rather than observation.	In this stage, students and teachers should be focusing on recount and narrative rather than observation.

### **Literary Description:**

SOCIAL PURPOSE: To describe, in literary terms, natural, physical, cultural and individual phenomena. *eg some picture books, some poems.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
Students give brief descriptions of familiar people, animals.  Students listen to teacher explicitly model stages of description.  Students and teacher jointly construct descriptions.	Students give oral descriptions of familiar people, places, things.  Students listen to simple descriptions of people, places, things.  Students jointly and independently construct and read simple descriptions of familiar people and things.	Students give descriptions of less familiar people, places, things.  Students listen to descriptions of unfamiliar people, places, things.  Students jointly and independently construct and read fuller descriptions of people, animals, objects, places.	Students give more detailed descriptions of a range of settings, people etc.  Students jointly and independently construct and read more detailed descriptions.

### **Personal Response:**

SOCIAL PURPOSE: To summarise and respond personally to a text.*eg response to text activities in classroom contexts such as English and Creative Arts.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
Students give spoken personal responses to literary texts read aloud by teacher.  Teacher guides students' responses.	Students give brief spoken and written responses to literary texts in ways that are subjective in their orientation.	Students give spoken subjective responses to literary texts as a preliminary stage to review writing.	Students give spoken subjective responses to literary texts in preparation for review writing.

**Review:**

SOCIAL PURPOSE: To summarise/analyse a literary text and assess its appeal and value. *eg oral and written commentaries about literary texts and creative arts, typically found in print, radio and television.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher explicitly models review.</p> <p>Students give spoken responses, eg title, author, illustration, dedication, publisher, expression of a positive or negative response to the work.</p>	<p>Students give brief spoken and written reviews that include book knowledge, eg title, author, brief summary of events and brief recommendation.</p> <p>Evidence of character development.</p> <p>Teacher and students jointly, then students independently, construct reviews.</p>	<p>Students give more detailed spoken and written reviews that include book knowledge, inconclusive summary of events, character assessment and recommendation of work for particular audiences.</p> <p>Teacher and students jointly, then students independently, construct reviews.</p>	<p>Students give complex spoken and written reviews that include book knowledge, critical orientation to events, character development and assessment of dominant messages and values.</p> <p>Recommendation is made on the basis of the above information.</p> <p>Teacher and students jointly, then students independently, construct reviews.</p>

## **Factual Texts by Phase**

### ***Factual Description***

#### ***SOCIAL PURPOSE: Social Purpose***

To describe a particular living, non-living or natural phenomenon. *eg texts in information books, films, videos, television*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher points out factual descriptions in texts read to students.</p> <p>Students give simple spoken descriptions of familiar things, eg animals, places, buildings.</p> <p>Students and teacher jointly construct and read elementary factual descriptions of familiar topics.</p>	<p>Students give brief spoken descriptions of familiar things.</p> <p>Students listen to factual descriptions of animals, places, buildings.</p> <p>Students listen to factual descriptions of unfamiliar things.</p> <p>Teacher and students jointly, then students independently, construct and read brief descriptions of familiar things.</p>	<p>Students give longer descriptions of a range of things.</p> <p>Students listen to factual descriptions of unfamiliar things.</p> <p>Teacher and students jointly, then students independently, construct and read fuller factual descriptions.</p> <p>Focus on including technical language in description.</p>	<p>Students give more detailed descriptions of a range of things.</p> <p>Teacher and students jointly, then students independently, construct and read more detailed descriptions, eg buildings.</p> <p>Focus on including technical language in description.</p>

## Information Report

SOCIAL PURPOSE: To classify and describe general classes of phenomena. *eg scientific texts in books, films, videos, television.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher reads aloud factual texts, including pictures and labels.</p> <p>Teacher and students research and share information about familiar topics, eg animals.</p> <p>Teacher explicitly models stages of an information report.</p> <p>Students and teacher jointly construct information reports about a specific topic, eg bears, cats.</p>	<p>Students research, listen to and give spoken information reports on familiar topics.</p> <p>Teacher models writing stages of information report.</p> <p>Students and teacher jointly, then students independently, construct information reports on specific topics, eg animals.</p> <p>Focus on the development of classification and description stages. Students make labelled sketches to accompany text.</p>	<p>Students research, listen to and give longer spoken information reports on researched familiar and unfamiliar topics.</p> <p>Teacher and students jointly, then students independently, construct oral and written information reports that are more specialised, eg information is more technical.</p> <p>Students make labelled sketches and/or diagrams to accompany the text.</p>	<p>Students research, listen to and give spoken information reports, often with the support of visual images, eg diagrams, photographs.</p> <p>Teacher and students jointly, then students independently, construct more complex oral and written information reports based on unfamiliar researched topics.</p> <p>Texts are accompanied by diagrams and labelled sketches.</p> <p>Students may write about and present broadly based topics from the POI.</p>

## Procedure

**SOCIAL PURPOSE:** To achieve a goal/outcome through a sequence of steps. *eg information books, television programs focusing on how to do and make things.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher points out procedures and directions in texts and models procedures with stages in spoken language.</p> <p>Teacher and students jointly construct written and spoken procedures about very familiar classroom and home activities, eg recipe, instructions for crossing road safely.</p> <p>Students draw and sequence steps for basic procedures.</p>	<p>Students listen to and retell familiar procedures with stages in spoken and written language.</p> <p>Teacher and students jointly, then students independently, construct and read procedures on familiar activities.</p> <p>Focus on labelling stages, numbering steps and identifying and using action verbs.</p>	<p>Students listen to a range of procedures.</p> <p>Teacher and students jointly, then students independently, construct procedures based on activities across all KLAs.</p> <p>Focus on including more detailed steps to enable the goal to be achieved successfully. Diagrams, sketches may accompany steps</p>	<p>Students listen to a wider range of longer, more complex procedures.</p> <p>Teacher explicitly models the stages of a procedure.</p> <p>Focus on sequencing words in steps.</p> <p>Teacher and students jointly, then students independently, construct and read procedures for a wide range of classroom activities, eg science investigations, problem solving, design-and-make activities.</p> <p>Focus on accuracy and clarity through acting on procedure to achieve the goal.</p>

## **Procedural Recount**

**SOCIAL PURPOSE:** To record (orally and in writing) in sequential order the steps taken to achieve a particular goal/outcome, after doing a procedure.

*eg information in books, television, films and videos focusing on how things were made.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher refers to the steps taken in a procedure to achieve goal.</p> <p>Teacher and students jointly construct spoken and written procedural recounts about very familiar activities.</p> <p>Focus on accurate sequence of steps. Students may draw or sketch to accompany steps in sequence.</p>	<p>Students listen to, read and retell recounts based on procedures undertaken at home and in the classroom.</p> <p>Teacher explicitly models the stages of a procedural recount.</p> <p>Teacher and students jointly, then students independently, construct spoken and written procedural recounts based on procedures undertaken in the classroom.</p> <p>Focus on sequence and sequencing words. Sketches may accompany steps.</p>	<p>Students listen to, read and retell recounts based on a greater range of procedures.</p> <p>Teacher explicitly models the stages of a procedural recount.</p> <p>Teacher and students jointly, then students independently, construct procedural recounts.</p> <p>Focus on subject- specific language and extended use of sequencing words. Sketches, diagrams may accompany texts.</p>	<p>Students listen to and retell recounts based on a wider range of longer procedures.</p> <p>Teacher explicitly models the stages of a procedural recount.</p> <p>Teacher and students jointly, then students independently, construct and read procedural recounts for a wide range of classroom activities.</p> <p>Focus on accurate sequential order, appropriate subject-specific language and use of conjunctions to indicate time.</p>

## **Factual Recount**

**SOCIAL PURPOSE:** To record a series of events in the sequence in which they occurred.

*eg historical texts in books, films, videos, television.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher explicitly models stages of a factual recount.</p> <p>Students give elementary factual recount, eg family members, grandparents.</p> <p>Teacher and students jointly construct spoken and written factual recounts.</p> <p>Focus on the introduction of time words.</p>	<p>Students listen to and give recounts about familiar factual experiences.</p> <p>Teacher explicitly models the stages of a factual recount.</p> <p>Teacher and students jointly, then students independently, construct and read factual recounts.</p> <p>Focus on chronological sequence, eg a timeline for a well-known author/community figure.</p>	<p>Students give longer, researched recounts about familiar and unfamiliar topics, eg biography, historical records.</p> <p>Teacher explicitly models the stages of a factual recount.</p> <p>Teacher and students jointly, then students independently, construct and read factual recounts.</p> <p>Focus on extended chronology of events and assessing significance.</p> <p>Focus on language used for assessment, eg 'importance', 'achievement', 'significance', 'influence'.</p>	<p>Students give longer, more detailed researched recounts about unfamiliar topics.</p> <p>Teacher explicitly models the stages of a factual recount.</p> <p>Teacher and students jointly, then students independently, construct factual recounts.</p> <p>Focus on various language choices for indicating time sequence, eg 'after several', 'during that time', 'before moving'.</p> <p>Focus on language used for assessment, eg 'remarkable', 'outstanding', 'major influence', 'successful'.</p>

## **Explanation**

**SOCIAL PURPOSE:** To explain scientifically how technological and natural phenomena come into being.

*eg scientific texts in books, films, videos, television.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher reads aloud factual texts referring to photographs, diagrams and sketches.</p> <p>Teacher and students share information about familiar topics, eg toys.</p> <p>Teacher explicitly models the stages of an explanation.</p> <p>Teacher and students jointly construct brief explanations about familiar topics in the form of labelled flowcharts.</p> <p>Focus on using common connecting words such as 'and', 'then'.</p>	<p>Students listen to and give elementary explanations about familiar topics.</p> <p>Teacher explicitly models the stages of an explanation.</p> <p>Teacher and students jointly construct and read explanations based on familiar topics, eg life cycles.</p> <p>Focus on beginning to use objective language and some terms specific to topic.</p>	<p>Students listen to and give longer, more accurate explanations about a wider range of researched familiar and unfamiliar topics.</p> <p>Teacher explicitly models the stages of an explanation.</p> <p>Teacher and students jointly, then students independently, construct explanations that are more specialised, causal and sequential, eg volcanoes, machines.</p> <p>Texts are accompanied by maps, diagrams and charts.</p> <p>Focus on using causal linking words such as 'if', 'when', 'why'. Texts contain a range of subject- specific language.</p>	<p>Students give longer, more detailed researched recounts Students listen to and give accurate, researched, sequential and causal explanations with supporting visual information, eg diagrams.</p> <p>Teacher and students jointly, then students independently, construct explanations that are causal, eg weather patterns, electric circuit.</p> <p>Focus on cause and effect relationships and technical vocabulary.</p> <p>Texts are accompanied by conjunctions and connectives to show cause and effect, eg 'then', 'consequently'.</p>

## **Exposition**

**SOCIAL PURPOSE:** *To state a position with respect to an issue and argue a case for or against.*

*eg texts in information books, print, visual and oral media, eg letters to editor, editorials.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher provides opportunities for class discussions about very familiar issues in the context of the classroom.</p> <p>Teacher explicitly models the stages of an exposition.</p> <p>Teacher and students jointly construct spoken and written expositions about very familiar topics.</p> <p>Focus on language that states a position, eg 'I don't think we should bring toys to school because ...'</p>	<p>Students listen to and express points of view about a range of familiar issues.</p> <p>Teacher explicitly models the stages of an exposition.</p> <p>Teacher and students jointly, then students independently, construct spoken and written expositions about familiar issues.</p> <p>Focus on organising information around stages.</p>	<p>Students listen to and express points of view with justification about familiar and unfamiliar researched topics.</p> <p>Teacher explicitly models the stages of an exposition.</p> <p>Teacher and students jointly, then students independently, construct expositions that are well supported by arguments.</p> <p>Focus on the correct use of stages, presenting information logically, using an impersonal style and conjunctions to give text coherence.</p>	<p>Students listen to and are involved in sustained arguments with supporting evidence on a range of researched issues.</p> <p>Teacher and students jointly, then students independently, construct expositions that are effectively organised in the appropriate stages.</p> <p>Focus on maintaining point of view, concealing personal bias and using a logical structure.</p>

## Discussion

**purpose:** To examine issues from more than one perspective and make recommendations based on evidence. *eg texts in information books, print, visual and oral media, eg submissions, debates.*

Phase 1 & 2	Phase 3	Phase 4	Phase 5
<p>Teacher provides opportunities for class talk about very familiar issues.</p> <p>Teacher encourages students to consider different positions about the same issue.</p> <p>Teacher models the stages of discussion about very familiar topics.</p> <p>Focus on language that indicates different positions can be taken about an issue, eg 'There are different points of view about whether children should bring pets to school'.</p> <p>Develop an argument for each point of view.</p>	<p>Students listen to and express different points of view about a range of familiar issues.</p> <p>Teacher explicitly models the stages of a discussion.</p> <p>Teacher and students jointly construct spoken/written discussions about familiar issues.</p> <p>Focus on organising information about different points of view.</p> <p>Focus on language that indicates a shift from one point of view to another, eg 'however', 'on the other hand'.</p>	<p>Students listen to and express different points of view, supported by evidence, about familiar and unfamiliar researched topics.</p> <p>Teacher explicitly models the stages of a discussion.</p> <p>Teacher and students jointly, then students independently, construct discussions that are well supported by arguments, evidence.</p> <p>Focus on developing the use of stages of a discussion and presenting logical information to support a case.</p> <p>Focus on language that indicates a shift from one set of arguments to another in support of a different position, eg 'however', 'on the other hand', 'furthermore'.</p>	<p>Students listen to and are involved in sustained argument, with supporting evidence for different positions, about a range of researched issues current in the community beyond the school.</p> <p>Teacher explicitly models the stages of a discussion.</p> <p>Teacher and students jointly, then students independently, construct discussions.</p> <p>Focus on discussions that are effectively organised in the appropriate stages.</p> <p>Focus on stating the issue and indicating different perspectives.</p>