



Primary Years Program -Language Scope and Sequence 3-12 years old

Learning Continuum for Oral Language – Listening and Speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p>	<p>Conceptual understandings</p> <p>The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>	<p>Conceptual understandings</p> <p>Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Conceptual understandings</p> <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Conceptual understandings</p> <p>Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.</p>
<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • use gestures, actions, body language and/or words to communicate needs and to express ideas • listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings • tell their own stories using words, gestures, and objects/ 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • listen and respond in small or large groups for increasing periods of time • listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form • memorize and join in with poems, rhymes and songs • follow classroom instructions, showing understanding • describe personal experiences • obtain simple information from accessible spoken texts • distinguish beginning, 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • pick out main events and relevant points in oral texts • follow multi-step directions • retell familiar stories in Sequence • anticipate and predict when listening to text read aloud • use language for a variety of personal purposes, for 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • listen appreciatively and responsively, presenting their own point of view and respecting the views of others • listen for a specific purpose in a variety of situations • identify and expand on main ideas in familiar oral texts • listen reflectively to stories read aloud in order to identify story structures and ideas • understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations • generate, develop and modify ideas and opinions through discussion • listen and respond appropriately to instructions, questions and explanations • infer meanings, draw conclusions and make judgments about oral presentations • use an increasing vocabulary and more complex sentence structures with a high level

<p>artifacts</p> <ul style="list-style-type: none"> • repeat/echo single words • use single words and twoword phrases in context • join in with poems, rhymes, songs and repeated phrases in shared books • understand simple questions and respond with actions or words • follow classroom directions and routines, using context cues • realize that people speak different languages • use the mother tongue (with translation, if necessary) to express needs and explain ideas • realize that word order can change from one language to another • use own grammar style as part of the process of developing grammatical awareness 	<p>medial and ending sounds of words with increasing accuracy</p> <ul style="list-style-type: none"> • follow two-step directions • predict likely outcomes when listening to texts read aloud • use language to address their needs, express feelings and opinions • ask questions to gain information and respond to inquiries directed to themselves or to the class • use oral language to communicate during classroom activities, conversations and imaginative play • talk about the stories, writing, pictures and models they have created • begin to communicate in more than one language • use grammatical rules of the language(s) of instruction (learners may over generalize at this stage). 	<p>example, invitations</p> <ul style="list-style-type: none"> • express thoughts, ideas and opinions and discuss them, respecting contributions from others • participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems • use language to explain, inquire and compare • recognize patterns in language(s) of instruction and use increasingly accurate grammar • begin to understand that language use is influenced by its purpose and the audience • understand and use specific vocabulary to suit different purposes • hear and appreciate differences between languages. 	<p>oral presentations</p> <ul style="list-style-type: none"> • argue persuasively and defend a point of view • explain and discuss their own writing with peers and adults • begin to paraphrase and summarize • organize thoughts and feelings before speaking • use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context • realize that grammatical structures can be irregular and begin to use them appropriately and consistently • use oral language appropriately, confidently and with increasing accuracy • verbalize their thinking and explain their reasoning • recognize that different forms of grammar are used in different contexts • appreciate that language is not always used literally; understand and use the figurative language of their own culture. 	<p>of specificity</p> <ul style="list-style-type: none"> • argue persuasively and justify a point of view • show open-minded attitudes when listening to other points of view • paraphrase and summarize when communicating orally • understand and use figurative language such as simile, personification and metaphor • use oral language to formulate and communicate possibilities and theories • use standard grammatical structures competently in appropriate situations • use register, tone, voice level and intonation to enhance meaning • appreciate that people speak and respond according to personal and cultural perspectives • use speech responsibly to inform, entertain and influence others • reflect on communication to monitor and assess their own learning.
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Learning Continuum for Visual Language – Viewing and Presenting

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</p>	<p>Conceptual understandings</p> <p>People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Conceptual understandings</p> <p>Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques</p>	<p>Conceptual understandings</p> <p>Visual texts have the power to influence thinking and behavior. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual understandings</p> <p>The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.</p>

		produce different effects and are used to present different types of information.		Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.
<p>Learner outcomes Learners:</p> <p>attend to visual information showing understanding through play, gestures, facial expression</p> <ul style="list-style-type: none"> • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • observe visual cues that indicate context; show understanding by matching pictures with context • recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences • make personal connections to visual texts, for example, a picture book about children making friends in a new situation • use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions • select and incorporate colors, shapes, symbols and images into visual presentations • show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages • locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • attend to visual information showing understanding through discussion, role play, illustrations • talk about their own feelings in response to visual messages; show empathy for the way others might feel • relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm." • locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products • show their understanding that visual messages influence our behavior • connect visual information with their own experiences to construct their own meaning, for example, when taking a trip • use body language in mime and role play to communicate ideas and feelings visually • realize that shapes, symbols and colors have meaning and include them in presentations • use a variety of implements to practice and develop handwriting and presentation skills • observe and discuss illustrations in picture books and simple reference books, commenting on the 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • view visual information and show understanding by asking relevant questions and discussing possible meaning • discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography • observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • discuss personal experiences that connect with visual images • use actions and body language to reinforce and add meaning to oral presentations • select and use suitable shapes, colors, symbols and layout for presentations; practice and develop writing/calligraphy styles • realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • with guidance, use the internet to access relevant information; process and 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • view, respond to and describe visual information, communicating understanding in oral, written and visual form • describe personal reactions to visual messages; reflect on why others may perceive the images differently • understand and explain how visual effects can be used to reflect a particular context • recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards • interpret visual cues in order to analyze and make inferences about the intention of the message • explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response • identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters • design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved • discuss a newspaper report and tell how the words and pictures work together to convey a particular message 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • view and critically analyze a range of visual texts, communicating understanding through oral, written and visual media • identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel • analyze and interpret the ways in which visual effects are used to establish context • identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • 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 colors or symbols • realize that individuals interpret visual information according to their personal experiences and different perspectives • 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 • apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects

<ul style="list-style-type: none"> • listen to terminology associated with visual texts and understand terms such as color, shape, size. 	<p>information being conveyed</p> <ul style="list-style-type: none"> • recognize ICT iconography and follow prompts to access programs or activate devices • through teacher modeling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame • view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story • become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story • observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. 	<p>present information in ways that are personally meaningful</p> <ul style="list-style-type: none"> • use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama • realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which color, lighting, music and movement work together in a performance • observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve. 	<ul style="list-style-type: none"> • prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications • discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition • experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects • observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects • realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience. 	<ul style="list-style-type: none"> • 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 • navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations • use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion • 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 • identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages • reflect on ways in which understanding the intention of a visual message can influence personal responses.
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Learning Continuum for Written Language – Reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined</p>	<p>Conceptual understandings</p> <p>The sounds of spoken language can be represented visually. Written language works differently from spoken</p>	<p>Conceptual understandings</p> <p>Different types of texts serve different purposes. What we already know enables us to understand what we read.</p>	<p>Conceptual understandings</p> <p>Reading and thinking work together to enable us to make meaning. Checking, rereading and</p>	<p>Conceptual understandings</p> <p>Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events</p>

<p>worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.</p>	<p>language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>(plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>
<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • enjoy listening to stories • choose and “read” picture books for pleasure • locate and respond to aspects of interest in self's elected texts (pointing, examining pictures closely, commenting) • show curiosity and ask questions about pictures or text • listen attentively and respond to stories read aloud • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • make connections to their own experience when listening to or “reading” texts • begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words • recognize their own first name • express opinions about the meaning of a story • show empathy for characters 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • select and reread favorite texts for enjoyment • understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts • participate in shared reading, posing and responding to questions and joining in the refrains • participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group • listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes • read and understand the meaning of self-selected and teacher-selected texts at an appropriate level • use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • develop personal preferences, selecting books for pleasure and information • read texts at an appropriate level, independently, confidently and with good understanding • recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles • identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements • make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance • recognize and use the different parts of a book, for example, title page, contents, 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • distinguish between fiction and non-fiction and select books appropriate to specific purposes • understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters • recognize the author's purpose, for example, to inform, entertain, persuade, instruct • understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome • appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • use reference books, dictionaries, and computer and web-based 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • read a wide range of texts confidently, independently and with understanding • work in cooperative groups to locate and select texts appropriate to purpose and audience • participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author • identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres • appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing • appreciate authors' use of language and interpret meaning beyond the literal • understand that authors use words and literary devices to

<p>in a story</p> <ul style="list-style-type: none"> • distinguish between pictures and written text, for example, can point to a picture when asked • indicate printed text where the teacher should start reading • handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end • realize that the organization of on-screen text is different from how text is organized in a book • join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction. 	<p>used and strategies to be developed)</p> <ul style="list-style-type: none"> • read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography • make connections between personal experience and storybook characters • understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community • instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols • have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation • participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. 	<p>index</p> <ul style="list-style-type: none"> • understand sound–symbol relationships and apply reliable phonetic strategies when decoding print • use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another • discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways • discuss their own experiences and relate them to fiction and non-fiction texts • participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • wonder about texts and ask questions to try to understand what the author is saying to the reader. 	<p>applications with increasing independence and responsibility</p> <ul style="list-style-type: none"> • know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • identify relevant, reliable and useful information and decide on appropriate ways to use it • access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis • know when and how to use the internet and multimedia resources for research • understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy. 	<p>evoke mental images</p> <ul style="list-style-type: none"> • recognize and understand figurative language, for example, similes, metaphors, idioms • make inferences and be able to justify them • identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness • compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact • distinguish between fact and opinion, and reach their own conclusions about what represents valid information • use a range of strategies to solve comprehension problems and deepen their understanding of a text • consistently and confidently use a range of resources to find information and support their inquiries • participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding • use the internet responsibly and knowledgeably, appreciating its uses and limitations • locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community.
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Learning Continuum for Written Language – Writing

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.</p>	<p>Conceptual understandings</p> <p>People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.</p>	<p>Conceptual understandings</p> <p>We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>	<p>Conceptual understandings</p> <p>Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>	<p>Conceptual understandings</p> <p>Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>
<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • experiment with writing using different writing implements and media • choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party • differentiate between illustrations and written text • use their own experience as a stimulus when drawing and "writing" • show curiosity and ask questions about written language • participate in shared writing, observing the teacher's writing and making suggestions • listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • enjoy writing and value their own efforts • write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..." • read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions • write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story • create illustrations to match 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • engage confidently with the process of writing • write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading • use graphic organizers to plan writing, for example, Mind Maps®, storyboards • organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end • use appropriate writing conventions, for example, word order, as required by the language(s) of instruction • use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • write independently and with confidence, demonstrating a personal voice as a writer • write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • show awareness of different audiences and adapt writing appropriately • select vocabulary and supporting details to achieve desired effects • organize ideas in a logical sequence • reread, edit and revise to improve their own writing, for example, content, language, organization • respond to the writing of others sensitively • use appropriate punctuation 	<p>Learner outcomes Learners:</p> <ul style="list-style-type: none"> • write independently and with confidence, showing the development of their own voice and style • write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive • adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader • use appropriate paragraphing to organize ideas • use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood • use planning, drafting, editing and reviewing processes independently

<ul style="list-style-type: none"> • begin to discriminate between letters/characters, numbers and symbols • show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded • write their own name independently. 	<p>their own written text</p> <ul style="list-style-type: none"> • demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality • connect written codes with the sounds of spoken language and reflect this understanding when recording ideas • form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • discriminate between types of code, for example, letters, numbers, symbols, words/characters • write an increasing number of frequently used words or ideas independently • illustrate their own writing and contribute to a class book or collection of published writing. 	<p>words</p> <ul style="list-style-type: none"> • use increasingly accurate grammatical constructs • write legibly, and in a consistent style • proofread their own writing and make some corrections and improvements • use feedback from teachers and other students to improve their writing • use a dictionary, a thesaurus and word banks to extend their use of language • keep a log of ideas to write about • over time, create examples of different types of writing and store them in their own writing folder • participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • with teacher guidance, publish written work, in handwritten form or in digital format. 	<p>to support meaning</p> <ul style="list-style-type: none"> • use knowledge of written code patterns to accurately spell high-frequency and familiar words • use a range of strategies to record words/ideas of increasing complexity • realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?” • check punctuation, variety of sentence starters, spelling, presentation • use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing • work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors • work independently, to produce written work that is legible and well-presented, written either by hand or in digital format. 	<p>and with increasing competence</p> <ul style="list-style-type: none"> • critique the writing of peers sensitively; offer constructive suggestions • vary sentence structure and length • demonstrate an increasing understanding of how grammar works • use standard spelling for most words and use appropriate resources to check spelling • use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing • choose to publish written work in handwritten form or in digital format independently • use written language as a means of reflecting on their own learning • recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration • identify and describe elements of a story—setting, plot, character, theme • locate, organize, synthesize and present written information obtained from a variety of valid sources • use a range of tools and techniques to produce written work that is attractively and effectively presented.
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