



SCOPE and SEQUENCE Early (Red)

ORAL LANGUAGE	READING	WRITING	WORD and LETTER	VISUAL LANGUAGE	ASSESSMENT
Listen in a group	Focus on:	Focus on:	Focus on:	Focus on:	Ongoing
Speak to a group	reinforcement of words introduced at emergent stage and recognition of new high-frequency words: <i>and away big comes for go going he into I'm it looked looking little me not over put see she shouted too up we went where will you</i>	recording one or two simple ideas using: <i>beginning and end sounds, spelling patterns, correct spelling of some high-frequency words</i>	recognition of some blends and digraphs <i>bl cl cr sh sn ch st tr sw gr fr fl sk sl</i>	illustrations	Observation Sheets
Listen to a partner and ask questions				photographs	Checklists
Speak to a partner and answer questions			recognition of some long and short vowel sounds	diagrams	Running Records
Retell a story with some detail	some processing strategies: <i>looking for known letters at the beginning of a word, rerunning, checking, using: meaning and visual cues</i>	sharing writing with others	recognition of word families – <i>an as ee old ar um ap ag ad ill and ag ook</i>	labels	Post-check: <i>Check at a point when teacher considers the student ready to move onto EARLY (Yellow)</i>
Recall information with some detail	some comprehension strategies: <i>predict, retell, recall, answering questions: on the lines/between the lines/beyond the lines, asking simple questions about information or ideas in the text, make text-to-self connections, give simple opinions, begin to visualise</i>		hearing and saying phonemes in words	index	Post-check: <i>p33-39 TRB. Use 'Where is Mouse' and 'Food for Owl'</i>
Ask questions using starters – <i>how, when, why, what, where, who</i>			recognition of rhyming words/plurals/suffix and base word – <i>ed, s, ing</i> homonyms/compound words/contractions	bold font	
Answer questions about the text – <i>on the lines, between the lines, beyond the lines</i>			clapping syllables in a word	print conventions – <i>fullstop, capital letter, speech marks, exclamation marks, question marks</i>	
Express opinions and give reasons	practise fluency (flow and phrasing) by oral reading attending to <i>fullstops, capital letters, speech marks, question marks, exclamation marks</i>		writing some high-frequency words from memory	graphic organisers – <i>simple webs, simple charts, flow diagram, sequence chart, consequence wheel, action/consequence chart</i>	
				speech bubbles	
				thought bubbles	
				illustrative font	
				symbols	