



SCOPE and SEQUENCE Early (Yellow)

| ORAL LANGUAGE | READING | WRITING | WORD and LETTER | VISUAL LANGUAGE | ASSESSMENT |
|---|---|---|---|---|---|
| <p>Listen in a group</p> <p>Speak to a group</p> <p>Listen to a partner and ask questions</p> <p>Speak to a partner and answer questions</p> <p>Retell a story with detail</p> <p>Talk about characters</p> <p>Recall information with detail</p> <p>Ask questions using starters - <i>how, when, why, what, where, who</i></p> <p>Answer questions orally about the text - <i>on the lines, between the lines, beyond the lines</i></p> <p>Express opinions and give reasons</p> | <p>Focus on:</p> <p><i>reinforcement of words introduced and introduction of new high-frequency words: after all but came can't coming get got good had has have her his it's inside like made make of off out saw some stay staying they very was with your</i></p> <p>processing strategies: <i>looking for known letters at the beginning of a word, rerunning, checking, using: meaning, syntax and visual cues</i></p> <p>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, visualise</i></p> <p>practise fluency by oral reading attending to <i>fullstops, speech marks, exclamation marks, question marks</i></p> | <p>Focus on:</p> <p>recording one or two simple ideas using: <i>beginning and end sounds, spelling patterns, correct spelling of some high-frequency words</i></p> <p>sharing writing with others</p> | <p>Focus on:</p> <p>recognition of some blends - <i>sh st pl sm sc gr fl sp tr sl cl bl wh ch sn tr fr pl sn</i></p> <p>recognition of some long and short vowel sounds - <i>i oo ee</i></p> <p>recognition of word families - <i>ay ell ake amp ad est eep aw ook op ike out een ake ut et om ail</i></p> <p>hearing and saying phonemes in words</p> <p>recognition of rhyming words/plurals/suffix <i>ed ing er/compound words/contractions/homonyms</i></p> <p>clapping syllables in some words</p> <p>writing the initial and end sound of a word and some middle letters</p> <p>writing some high-frequency words from memory</p> | <p>Focus on:</p> <p>illustrations</p> <p>photographs</p> <p>diagrams</p> <p>labels</p> <p>index</p> <p>speech bubbles</p> <p>thought bubbles</p> <p>changes in font size</p> <p>bold font</p> <p>illustrative font</p> <p>print conventions - <i>fullstop, capital letter, speech marks, exclamation marks, question marks</i></p> <p>graphic organisers - <i>simple webs, simple charts, flow diagram, sequence chart, consequence wheel, action/consequence chart</i></p> | <p>Ongoing Observation Sheets</p> <p>Checklists</p> <p>Running Records</p> <p>Post-check: <i>Check at a point when teacher considers the student ready to move onto EARLY (Blue)</i></p> <p>Post-check: <i>p35-40 TRB. Use 'No Fish' and 'Spider and the Web'</i></p> |