


<div>  <div>SCOPE and SEQUENCE Early (Blue)</div> </div>					
ORAL LANGUAGE	READING	WRITING	WORD and LETTER	VISUAL LANGUAGE	ASSESSMENT
Listen in a group	Focus on:	Focus on:	Focus on:	Focus on:	Ongoing Observation Sheets
Speak to a group	reinforcement and introduction of some high-frequency words: <i>about again around back be day did didn't don't eat every fast find from eat every fast find from helping him home how if let like lot making many next new now one other outside please so someone still take that their them then there these today us way were what when</i>	recording three or more ideas using: <i>beginning and end sounds, middle sounds, spelling patterns, correct spelling of many high- frequency words</i>	recognition of blends and digraphs/vowel and consonant blends – <i>ea ai ee y ck ay ow</i>	illustrations	Checklists
Listen to a partner and ask questions				photographs	Running Records
Speak to a partner and answer questions			reinforcement of word families	diagrams	Post-check: <i>Check at a point when teacher considers the student ready to move onto EARLY (Green)</i>
Retell a story with detail			hearing and saying phonemes in words	labels	
Talk about characters	processing strategies: <i>checking using: meaning, syntax and visual clues rerunning</i>	beginning to write ideas with more variety of style: <i>simple report, opinion, explanation, recount, character description</i>	recognition of rhyming words/compound words/ plurals/contractions/ suffix and base word – <i>s ing ed er y/silent letters/ homonyms</i>	captions	
Talk about setting				index	
Talk about a problem and solution in stories	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>		clapping syllables in some words	changes in font size	Post-check: <i>p35- 42 TRB. Use 'Cow to the Rescue' and 'Lion Cub'</i>
Recall information with detail			writing the initial and end sound of a word	bold font	
Ask questions using starters – <i>how, when, why, what, where, who</i>		sharing writing with others	writing an increased number of high- frequency words correctly	illustrative font	
Answer questions about the text – <i>on the lines, between the lines, beyond the lines</i>	practise fluency by oral reading attending to <i>fullstops, speech marks and exclamation marks, question marks, commas, bold font, illustrative font</i>			print conventions – <i>fullstop, capital letter, speech marks, exclamation marks, comma, apostrophe</i>	
Express opinions and give reasons				graphic organisers – <i>simple webs, simple charts, flow diagram, sequence chart, problem/solution chart, comparison chart</i>	
Give a description				speech bubbles	
				thought bubbles	
				symbols	
				cross section diagrams	
				map with simple key	