

**GUIDELINES FOR ENGLISH
IN THE EARLY YEARS
(YEAR 1 AND YEAR 2)**

February 2022

LISTENING AND VIEWING

Focus Area	Strategies, Attitudes and Behaviours
<p>Demonstrate a positive disposition towards active listening and viewing.</p>	<ul style="list-style-type: none"> - Listen to and view attentively and for a sustained period with increasing concentration and enjoyment. - Give an appropriate response (verbal and non-verbal) while listening and viewing. - Listen with appreciation and enjoyment to stories, rhymes, songs, poems, audio and audio-visual texts. - Show understanding of classroom language.
<p>Use appropriate skills and strategies to process meaning from texts.</p>	<ul style="list-style-type: none"> - Identify patterns in language sounds. - Identify the main idea/s in a simple audio or audio-visual text. - Listen and look out for specific information and details. - Make logical predictions and simple connections to real life and personal experiences. - Identify the sequence of events or ideas. - Ask questions at different levels about a text. - Interpret the auditory and visual cues that enhance the comprehension of texts, such as, actions, gestures, shapes, sizes and colours. - Make inferences about purpose, intention, theme and message by using prior knowledge, phonological cues and contextual clues.
<p>Listen to and view a variety of literary selections and descriptive, informative and procedural texts.</p>	<ul style="list-style-type: none"> - Listen to, view and respond to a variety of spoken, audio and audio-visual texts, such as, conversations, poems, personal recounts, narratives, procedures and information reports.

SPEAKING AND REPRESENTING

Focus Area	Strategies, Attitudes and Behaviours
<p>Develop understanding of key features of spoken language.</p>	<ul style="list-style-type: none"> - Demonstrate knowledge of spoken grammar and register. - Demonstrate awareness of how meaning is conveyed through the appropriate voice qualities: pace, volume, tone and stress, through reciting poems or rhymes, narrating stories or reading news reports aloud. - Begin to use correct intonation to distinguish statements from questions.
<p>Speak with accurate pronunciation and appropriate intonation.</p>	<ul style="list-style-type: none"> - Pronounce consonants, vowels, consonant clusters and vowel combinations, clearly. - Read aloud clearly and fluently, using the appropriate voice qualities to convey meaning and expression. - Repeat phrases or sentences.
<p>Plan and present information and ideas for a variety of purposes.</p>	<ul style="list-style-type: none"> - Deliver a presentation with a purpose and audience in mind. - Select appropriate oral and/or visual forms, such as, skits, puppet plays and oral reports, to convey facts, ideas and different points of view. - Present ideas, opinions, experiences and arguments with confidence. - Maintain appropriate posture and eye contact. - Use appropriate verbal and non-verbal cues to convey meaning.

<p>Produce spontaneous and planned spoken texts that are grammatically accurate, fluent, coherent and cohesive.</p>	<ul style="list-style-type: none"> - Use language to produce spontaneous and planned spoken texts about personal or familiar topics: <ul style="list-style-type: none"> · <i>Conversations (make a request, explain, give information, introduce oneself, participate in a simple discussion...)</i> · <i>Poetry (rhymes, cinquains, haiku...)</i> · <i>Personal recounts (share oral anecdotes, elaborate on hobbies, aspirations, likes and dislikes...)</i> · <i>Narratives (re-tell a story, describe an activity, an event or a person)</i> · <i>Procedures (give directions and instructions)</i> - Convey meaning in multimodal ways (oral and/or visual forms) to convey facts, ideas and points of view for different purposes and audiences.
<p>Ask and answer simple questions in areas of immediate need and / or on familiar topics.</p>	<ul style="list-style-type: none"> - Respond to questions. - Demonstrate understanding by responding verbally and non-verbally to stories/poems/rhymes. - Frame and ask questions for clarification, elaboration and understanding.
<p>Use appropriate skills, strategies and language to convey and construct meaning during interactions.</p>	<ul style="list-style-type: none"> - Start practising the conventions of social discourse, such as take turns in conversations and respond to others. - Use appropriate language and speak clearly in different situations to introduce self/ others, greet others and respond to greetings, make requests, decline an offer, express appreciation and gratitude, express opinions, feelings and thoughts... - Participate in role play using modelled language, such as, ordering food at a restaurant. - Discuss collaboratively to achieve the objective of a task. Generate and explore different ideas / points of view. - Pass on a message to others.

READING AND VIEWING

Focus Area	Strategies, Attitudes and Behaviours
<p>Use reading readiness and word identification skills.</p>	<ul style="list-style-type: none"> - Recognise and name the letters of the alphabet. - Show knowledge of the concepts of print and directionality. - Develop knowledge of the concepts of print: <ul style="list-style-type: none"> · <i>Identify common terms relating to books, such as title page, author, illustrator, front/ back cover and table of contents</i> · <i>Identify word spacing</i> · <i>Distinguish between letters, words and sentences on a printed page</i> · <i>Recognise the grammatical features of a sentence, such as, capital letters and punctuation marks</i> - Demonstrate one to one correspondence between the printed and spoken word, also when listening to audio or audio-visual texts. - Participate in shared reading experiences. - Read and view attentively for a sustained period. - Stay on the correct line while reading aloud. - Develop phonemic awareness: <ul style="list-style-type: none"> · <i>Identify initial, medial and final sounds</i> · <i>Use syllables and rhyming words in spoken language</i> · <i>Identify and differentiate among common sounds in words</i> · <i>Differentiate sounds through letter blends, segmentation, substitution and deletion</i> - Apply phonic knowledge and skills to decode words. - Recognise spelling patterns and apply this knowledge to read new words. - Recognise words and read them accurately.

<p>Construct meaning and comprehend age/ year/ level appropriate texts at literal and inferential levels.</p>	<ul style="list-style-type: none"> - Construct meaning from visual texts, such as, pictures, diagrams, charts, icons, maps, graphs and tables. - Use prior knowledge, such as, own experiences or familiar concepts. - Use contextual clues, such as, visuals, titles, sub-headings, familiar vocabulary and visual features to make predictions and inferences. - Ask questions at different levels about the texts read or viewed. - Note and recall main ideas and key details. - Sequence details and events. - Adjust reading rate to monitor meaning / check comprehension. - Skim for the gist / main idea. - Use different reading strategies to aid comprehension. - Respond to a text by giving reasons, making personal interpretations or passing simple judgements.
<p>Apply critical reading and viewing to a variety of literary sections and informational/functional texts from print and non-print sources.</p>	<ul style="list-style-type: none"> - Identify theme as big ideas in stories and poems. - Identify text features. - Identify the beginning, middle and end of stories. - Retell main event/s. - Retell sequence of events. - Recall details by asking who, what, when, where, why and how. - Make and check predictions based on contextual evidence. - Identify simple elements of fiction, such as the main characters and setting. - Recognise the organisational pattern in a text. - Use <i>I see, I think, I wonder</i> approach to predict content.

Read and view widely for **pleasure** and to demonstrate **independent reading and learning**.

- Read and view a variety of age-appropriate books and texts.
- Choose books to read and enjoy re-reading favourite books.
- Participate in storytelling, shared and/or guided reading experiences.
- Re-read and review the most enjoyable part of a book.
- Present a response by retelling the story, rating the book, sharing opinions and reflections...
- Read aloud level-appropriate literary and informational (functional) short linear or non-linear texts.

WRITING AND REPRESENTING

Focus Area	Strategies, Attitudes and Behaviours
Develop writing readiness to write accurately and fluently .	<ul style="list-style-type: none"> - Develop writing readiness: <ul style="list-style-type: none"> · <i>recognise and name the letters of the alphabet</i> · <i>match letters to their corresponding sounds</i> · <i>identify upper and lower-case letters</i> · <i>know the concepts of print, such as, directionality: left to right, top to bottom of the page, title and capital letters</i> - Adopt appropriate writing posture and hand grip and hold paper appropriately. - Position print on a line. - Write from left to right and top to bottom of the page. - Use regular and appropriate spacing between letters, words, sentences and/or paragraphs. - Write lower and upper-case letters neatly and legibly with consistent letter size and height. - Use appropriate writing instruments.
Use accurate and consistent spelling.	<ul style="list-style-type: none"> - Write accurately by applying spelling strategies: <ul style="list-style-type: none"> · <i>matching sound patterns to words, such as segmenting and blending</i> · <i>noticing visual patterns in words</i> · <i>making analogies from familiar words, such as, identifying word families</i> - Write accurately using knowledge of phonic elements. - Write accurately using word recognition and knowledge of grammar and vocabulary. - Check spelling accuracy, using print and non-print resources, by applying dictionary skills, such as, constructing and using alphabetical lists and alphabet books and looking up glossaries in informational (functional) texts. - Apply spelling rules and conventions consistently.

<p>Choose appropriate ways and modes of writing and representing ideas depending on purpose and audience type.</p>	<ul style="list-style-type: none"> - Ensure coherence in a text by sequencing facts/events in chronological order. - Stimulate imagination, generate and/ or gather ideas appropriate to the writing and representing tasks and topics: <ul style="list-style-type: none"> · <i>illustrating, drawing and freewriting using visuals and realia as stimuli</i> · <i>asking questions about the topic and context</i> · <i>studying ideas in models of good writing</i> · <i>brainstorming and describing personal feelings, past experiences/ events, points of view and ideas</i> - Express feelings and thoughts through freewriting on self-selected topics using emotive/sensory details. - Select and use language for effect. - Participate in shared reviewing and editing of a constructed text or model text. - Use text features, such as, titles/headlines, sub-headings, captions and labels appropriate to different types of texts and contexts. - Use appropriate cohesive devices, such as connectors to indicate relations between paragraphs and sentences.
<p>Review, revise, proofread and edit to improve writing and representation.</p>	<ul style="list-style-type: none"> - Proofread and edit drafts, through self-reflection, word walls, word banks, dictionaries, class-editing and peer-editing. - Make simple corrections to spelling, punctuation and grammar errors. - Review and revise drafts to replace, add, delete and/or reorder words, sentences or phrases and/or ideas.
<p>Produce a variety of texts for creative, personal and functional purposes.</p>	<ul style="list-style-type: none"> - Participate in shared teacher/pupil's writing. - Begin to write sentences according to ability. - Begin to take the initiative to write and generate sentences/texts. - Demonstrate ability to use acquired vocabulary in writing. - Create and write own texts according to interests, emergent theme or purpose, in order to express feelings and thoughts. - Begin to experiment with different text genres, such as, poetry, rhymes, songs, jingles, personal recounts, narratives, lists, procedures, notes and letters.

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