

## SECTION 3

## OVERVIEW OF THE LANGUAGE SKILLS AND TEACHING PLANS

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
	GRADE 1	GRADE 2	GRADE 3
<b>LISTENING AND SPEAKING</b>	<p>Builds an oral vocabulary using topics chosen by the teacher (e.g. Things I can do, The Weather)</p> <ul style="list-style-type: none"> <li>Builds some conceptual vocabulary (e.g. shapes, size, direction)</li> <li>Responds physically to two simple oral instructions (e.g. Put the blue balls in the bag. Now put the red balls in the bag.)</li> <li>Responds to greetings and farewells, and makes simple requests using formulaic phrases (e.g. May I go to the toilet?)</li> <li>Memorises and performs action rhymes, simple poems and songs</li> <li>Plays simple language games</li> <li>Understands short, simple stories told and read; talks about the pictures</li> <li>Acts out simple stories using some of the dialogue</li> <li>Responds to simple, literal questions about a story with short answers</li> <li>Identifies a person, animal or object from a simple, oral description (e.g. matching a description to a picture)</li> <li>Understands and responds to simple questions such as 'What ...?' 'How many ...?' (e.g. What is your name?)</li> <li>Expresses self in simple ways by using short phrases (e.g. 'My name is ____'.)</li> </ul>	<ul style="list-style-type: none"> <li>Continues to build an oral vocabulary using topics chosen by the teacher (e.g. the Seasons, Feelings)</li> <li>Builds some conceptual vocabulary (e.g. time, sequence)</li> <li>Follows a short sequence of instructions (e.g. Draw a circle. Colour it red.)</li> <li>Gives simple instructions</li> <li>Understands and responds to simple questions such as 'Which ...?' 'Whose ...?' (e.g. Whose book is this?)</li> <li>Asks simple formulaic questions (e.g. What is your name?)</li> <li>Makes simple requests, and statements (e.g. Can I go out, please? I feel sick.)</li> <li>Identifies an object from a simple, oral description</li> <li>Talks about objects in a picture</li> <li>Listens to stories and recounts</li> <li>Answers simple, literal questions about the story (e.g. Who ate the porridge?)</li> <li>Acts out the story using some of the dialogue</li> <li>With help from the teacher retells the story</li> <li>Recounts a short sequence of simple experiences or events</li> <li>Memorises and performs simple poems, action rhymes and songs</li> <li>Plays language games</li> </ul>	<ul style="list-style-type: none"> <li>Continues to build an oral vocabulary using topics chosen by the teacher (e.g. Finding out)</li> <li>Builds some conceptual vocabulary (e.g. comparing, describing)</li> <li>Follows and gives instructions</li> <li>Responds to and makes requests</li> <li>Talks about a picture or photograph</li> <li>Asks for clarification (e.g. I don't understand, please say that again.)</li> <li>Gives a simple oral recount (recalls experiences in the right sequence)</li> <li>Listens to stories and personal recounts and answers comprehension questions</li> <li>Predicts what will happen next in a story or personal recount</li> <li>Expresses feelings about a story</li> <li>Retells the story</li> <li>Listens to a non-fiction text (factual recount, procedure or information report) and answers comprehension questions</li> <li>With the teacher's help, gives a simple summary of the non-fiction text</li> <li>Participates in a short conversation on a familiar topic</li> <li>Understands and responds to questions such as 'When ...?' and 'Why ...?' (e.g. 'Why did the house fall down?')</li> <li>Performs a rhyme, poem or song</li> <li>Plays language games</li> </ul>

## OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3

	GRADE 1	GRADE 2	GRADE 3
<b>PHONICS</b>	<ul style="list-style-type: none"> <li>Develops phonemic awareness in the FAL through rhymes and songs (e.g. 'The cat in a hat, His name is Pat')</li> <li>Identifies some rhyming words</li> <li>Recognises initial sounds in familiar words (e.g. 'p' in 'Pat')</li> <li>Segments oral sentences into individual words by clapping on each word</li> <li>Claps out the syllables in familiar words</li> <li>Distinguishes the first sound (onset) from the remaining part of a syllable (rime) in simple words (e.g. c-at, m-at, f-at)</li> <li>Recognises plurals ('s' and 'es') aurally</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Distinguishes aurally between sounds that are often confused (e.g. 'a' and 'e', 'ee' and 'i')</li> <li>Phonics</li> <li>Identifies letter-sound relationships of single letters starting with those that are the same in the HL and FAL</li> <li>Identifies letter-sound relationships that are different from those in the HL</li> <li>Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen)</li> <li>Recognises common endings in words (e.g. 'ed', 'ing', 'y' and 's')</li> <li>Groups common words into word families (e.g. bin, pin, tin)</li> <li>Recognises common consonant digraphs such as sh, ch and th at the beginning and end of words</li> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)</li> <li>Recognises at least 3 vowel digraphs (e.g. 'oo' as in boot, 'ee' as in feet)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters in HL and FAL and is aware of any differences</li> <li>Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words</li> <li>Recognises at least 10 vowel digraphs (e.g. 'oa' as in boat, 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt)</li> <li>Recognises silent 'e' in words (e.g. cake, time)</li> <li>Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk,)</li> <li>Recognises known rhyming words, (e.g. fly, sky,)</li> <li>Distinguishes between long and short vowel sounds e.g. ('boot' and 'book')</li> <li>Distinguishes between onset and rime in more complex syllables (e.g. 'dr-eam', 'scr-eam')</li> <li>Recognises more complex word families (e.g. 'catch', 'match')</li> <li>Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed')</li> <li>Builds and sounds out words using sounds learnt</li> </ul>

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
	GRADE 1	GRADE 2	GRADE 3
<b>READING AND VIEWING</b>	<p><b>Environmental print</b></p> <ul style="list-style-type: none"> <li>Begins to read some simple labels in the FAL (and HL) of objects in the classroom and wider environment (e.g. way in/out, open),</li> </ul> <p><b>Emergent reading</b></p> <ul style="list-style-type: none"> <li>transfers some of the knowledge and skills acquired in the HL to reading in the FAL such as book handling skills, basic concepts of print (e.g. concepts of words and letters, we read from left to right and top to bottom of a page)</li> <li>Recognises a few high frequency sight words (e.g. the, and, you, he, she, we, they, can)</li> </ul> <p><b>Shared Reading as a class with the teacher</b></p> <ul style="list-style-type: none"> <li>Listens to a very simple story or non-fiction text read by the teacher from an enlarged text such as a Big Book or illustrated poster</li> <li>Talks about illustrations in the Big Book or poster using HL where necessary</li> <li>Learns some oral vocabulary in the FAL from the pictures</li> <li>Answers some simple oral questions about the story</li> <li>After repeated readings joins in where appropriate</li> <li>Through exposure to print, starts to develop a sight vocabulary of a few high frequency words (e.g. the, and, you, he, she, we, they, can)</li> <li>Acts out the story</li> <li>Draws pictures capturing main idea of story or non-fiction text</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Reads a short written fiction or non-fiction text (a Big Book or other enlarged text) with the teacher, using the pictures to develop vocabulary, the title for prediction and answering short, oral questions about the text</li> <li>Makes sense of a short written text with pictures (e.g. by sequencing pictures or matching a caption/sentence to a picture)</li> <li>Relates a text that is read to own experience</li> <li>Retells part of a story or summarises a non-fiction text with help from the teacher (2–3 sentences)</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story</li> <li>Uses the reading strategies taught in the HL to make sense of text and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>Uses diagrams and illustrations in text to aid understanding</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Continues to build a sight vocabulary (e.g. have, some, when, them, very)</li> </ul> <p><b>Paired/Independent Reading</b></p> <ul style="list-style-type: none"> <li>Reads own writing and others' writing</li> <li>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner</li> <li>Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words</li> </ul>	<p><b>Environmental print</b></p> <p>Reads simple posters or headings of posters in the environment</p> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Reads fiction and non-fiction texts with the teacher, using the illustrations to support vocabulary development</li> <li>Answers literal and very simple inferential questions that support comprehension of the text</li> <li>Retells a story or recount, identifying the sequence of events</li> <li>Summarises a non-fiction text (e.g. information report)</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Reads both silently and out loud from own book in a guided reading group with the teacher i.e. whole group reads the same text</li> <li>Uses the reading strategies taught in the HL to make sense of text and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>Uses diagrams and illustrations in text to increase understanding</li> <li>Reads aloud, with increasing speed and fluency, using correct pronunciation and stress</li> <li>Demonstrates an understanding of punctuation for direct speech, by varying voice pitch when reading aloud</li> <li>Uses some self-correcting strategies</li> </ul> <p><b>Paired/Independent Reading</b></p> <ul style="list-style-type: none"> <li>Reads own and others' writing</li> <li>Reads aloud to a partner</li> <li>Reads independently simple fiction and non-fiction books, books read in Guided Reading sessions, and children's magazines and comics</li> <li>Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words</li> </ul>

## OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3

	GRADE 2	GRADE 3	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills already taught in HL.</li> <li>• Draws and labels pictures with the help of teacher. Reads back what is written.</li> <li>• Writes simple lists (e.g. shopping lists)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in HL</li> <li>• Writes lists with headings</li> <li>• Chooses and copies a caption which accurately describes a picture</li> <li>• With help, writes a caption for a picture, (e.g. The red car is big.) Reads back what is written.</li> <li>• Completes sentences by filling in missing words.</li> <li>• Writes sentences using a frame (e.g. I like _____. I do not like _____.)</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught</li> <li>• Writes familiar words and sentences from dictation</li> <li>• Puts jumbled sentences in the right order to make a paragraph and copies it.</li> <li>• Writes a paragraph of at least 3 sentences on a familiar topic</li> <li>• Writes some short, simple texts already taught in HL e.g. a message on a get well card</li> <li>• Using skills taught in HL, organises information into a simple graphic form (, chart or time line)</li> <li>• With help, uses some nouns and pronouns (I, you, he, she, it, etc.) correctly in writing</li> <li>• With help begins to use simple present, present progressive and past tenses correctly in writing</li> <li>• With help forms the plurals of familiar words</li> <li>• With help, spells common words correctly. Uses a children’s dictionary where necessary</li> <li>• Uses punctuation already taught in HL (capital letters and full stops)</li> <li>• Builds own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in HL</li> <li>• Writes more complex lists with headings (e.g. <u>Insects</u>: ants, bees, butterflies)</li> <li>• Writes sentences from dictation</li> <li>• Writes a simple text (e.g. a birthday card)</li> <li>• With guidance, writes a personal recount of experiences using a frame (e.g. ‘Yesterday I..., Then ..., After that..., Finally...’)</li> <li>• With guidance, writes a simple set of instructions (e.g. recipe)</li> <li>• Together with the teacher, writes a simple story and copies it (shared writing)</li> <li>• Organises information in a chart, table or bar graph</li> <li>• Writes sentences on a familiar topic (at least 6-8 sentences, one or two paragraphs)</li> <li>• Uses the writing process (drafting, writing, editing and publishing)</li> <li>• Uses punctuation already taught in HL (full stops, commas, question marks, exclamation marks and inverted commas) and apostrophes in contractions (e.g. can’t, don’t)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses present, past and future tenses with increasing accuracy</li> <li>• Uses prepositions, nouns, verbs and pronouns with increasing accuracy</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children’s dictionaries (monolingual and bilingual)</li> </ul>

OVERVIEW OF LANGUAGE STRUCTURES TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
LANGUAGE STRUCTURE AND USE (TO BE LEARNED IN CONTEXT)	GRADE 1	GRADE 2	GRADE 3
		<ul style="list-style-type: none"> <li>• Begins to develop understanding and ability to use language structures in the context of meaningful spoken language</li> <li>• Understands some imperatives (e.g. Don't run)</li> <li>• Understands and begins to use some sentences in the simple present tense (e.g. She likes school.) and present progressive tense (e.g. He is reading.)</li> <li>• Understands some question forms (e.g. 'What...?' 'Who ...?' 'How many/much/old ...?')</li> <li>• Understands and begins to use personal pronouns (e.g. I, you, we, they)</li> <li>• Understands and begins to use the modals 'can' and 'may' (e.g. I can skip.)</li> <li>• Understands and begins to use some sentences in the negative form (e.g. She is not reading. I cannot skip.)</li> <li>• Recognises and begins to use some plural forms of countable nouns (e.g. book/books)</li> <li>• Understands and begins to use some possessive pronouns (e.g. my, his, her)</li> <li>• Understands and begins to use a few prepositions (e.g. on, in)</li> <li>• Understands and begins to use a few adjectives (e.g. happy, sad) and adverbs (e.g. slowly, quickly)</li> <li>• Understands 700–1,000 words in context by the end of Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to develop understanding and ability to use language structures in the context of meaningful spoken and written language</li> <li>• Begins to use some of the grammatical forms he/she was exposed to in Grade 1 (simple present and present progressive tenses, modals 'can' and 'may', negative and plural forms, pronouns, prepositions, adjectives and adverbs)</li> <li>• Understands and begins to use the simple past tense (e.g. I washed my face.)</li> <li>• Understands and begins to use some irregular past tense forms (e.g. went)</li> <li>• Understands and begins to use time connectors (e.g. First, next, then)</li> <li>• Understands and begins to use question forms (e.g. 'When did you ...?')</li> <li>• Understands and begins to use some pronouns (e.g. me, him, her)</li> <li>• Understands and begins to use a greater range of adjectives and adverbs</li> <li>• Understands and begins to use the verb 'to be' (e.g. She <u>is</u> happy.)</li> <li>• Understands 1,000–2,000 words in context by the end of Grade 2</li> </ul>