

**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
<p>Develop writing readiness to write accurately and fluently.</p>	<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.
<p>Use accurate and consistent spelling.</p>	<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.

Should you have any queries, suggestions or comments, please contact

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