

PRIMARY LANGUAGE ARTS SYLLABUS

CLASS ONE

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

TABLE OF CONTENTS

	PAGE(S)
Acknowledgements	iii
Rationale	iv
General Objectives	vi
Format of Syllabus	vii
Key to Abbreviations Used	1
Scope and Sequence	2
Attainment Targets	10
Syllabus – Class 1	21
Suggested Internet Sites and Resources	52

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RATIONALE

Language is pivotal to the development of the individual. For, it is through language that individuals confront, assimilate and communicate experiences. Language also facilitates social and emotional adjustment, contributes to the development of self-esteem and establishes patterns of thinking. The ultimate aim of the Language Arts programme in the primary school is to develop students who are communicatively competent in Standard English, and who, eventually, as a result of this competence, are able to develop into critical and independent thinkers and learners.

Therefore, the development of language proficiency needs to be approached from a procedural perspective, where, instead of just knowing the elements of language, students are provided with myriad opportunities for experiencing language in order that they may use those elements meaningfully and realistically.

A balanced language programme should promote competence in each of the four language arts: listening, speaking, reading and writing, and it should be so structured that the students are able to benefit from the interrelationships that exist among these four processes.

In our Caribbean language context however, language skills are the foundation, not only for the development of proficiency in reading and writing, but also for personal, social and intellectual growth. An effective language arts programme must, therefore, recognize the need for a strong focus on oral language and literacy development. In the oral language programme there must be opportunities for students to use language for building a bridge, which allows for a smooth transition from oral proficiency in the native language, to full communicative competence in Standard English. Having constructed that bridge, the students become more proficient in oral communication using Standard English.

In the early years therefore, much emphasis will be placed on the oral aspect of language learning. This oral base will form the foundation for the development of effective literacy skills in the succeeding years. The literacy programme will be developed through wide and varied exposure to literature. The literature will provide opportunities for seeing the standard language in print and for getting formal practice in using it. In addition, the students will develop a love of language and of reading, while at the same time developing a sensitivity for and an appreciation of life.

More importantly, however literature will be a major springboard for integration of all the language skills – listening, speaking, reading and writing.

GENERAL OBJECTIVES

1. To enable students to understand the spoken word and to develop the ability to express themselves effectively in a variety of speaking and listening activities
2. To develop in students a sense of audience and purpose for the use of language as a means of communication
3. To develop in students the ability to read, understand and respond to all types of writing
4. To develop information-retrieval strategies as part of students' study skills, including use of the Internet
5. To assist students in constructing and conveying meaning in written language, matching style to audience and purpose
6. To develop in students the ability to spell correctly, to redraft to improve the effectiveness of a piece of writing, to check, final drafts for errors, to write fluently and legibly and to present work clearly appropriately and attractively
7. To help students develop critical thinking skills, which can be applied to all areas of learning

FORMAT OF SYLLABUS

The Language Arts syllabus is organized according to the guidelines set out for all of the revised syllabuses. The areas are: Topic, Objectives (Skills, Knowledge, Attitude), Suggested Activities, Assessment and Suggested Resources. This format should enable teachers to be able to use the document with facility and immediate reference to the material that is relevant to each topic.

The activities, assessment and suggested resources should assist teachers who have limited experience to plan their lessons more constructively and to align objectives, activities and assessment procedures. This should provide for better teaching and more active learning. The activities are intended to be student-centred and student-directed for the most part. The teacher is in the classroom as a facilitator of the learning process and the manager of that classroom.

Wherever possible, technology is used to enhance teaching and learning to be integrated into the subject matter of the lessons. Suggested internet sites and learning resource material are identified to facilitate teaching and learning.

KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life Education	HFLE	History	H
Home Economics	HE	Industrial Arts	LA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social/Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

**PRIMARY LANGUAGE ARTS SYLLABUS FOR
CLASSES 1, 2, 3 AND 4
SCOPE AND SEQUENCE**

- Begin teaching skill/concept
- ✓ Maintain and develop skill/concept taught

TOPIC	CLASSES			
1. SPEAKING AND LISTENING	1	2	3	4
1.1 SPEAKING				
1.1.1 Oral communication	■	✓	✓	✓
1.1.2 Oral Comprehension - Questions – details, sequencing	■	✓	✓	✓
1.1.3 Recounting experiences	■	✓	✓	✓
1.1.4 Reporting	■	✓	✓	✓
1.1.5 Role play	■	✓	✓	✓
1.1.6 Explanations	■	✓	✓	✓
1.1.7 Intonation, rate, vocabulary and expression	■	✓	✓	✓
1.1.8 Standard English rules and language appropriate to context	■	✓	✓	✓
2. LISTENING				
2.1 Attentive				
2.1.1 Directions and instructions	■	✓	✓	✓
2.1.2 Announcements and introductions	■	✓	✓	✓
2.1.3 Details, sequence and main idea	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
2.1.4 Reproductions and summaries	■	✓	✓	✓
2.2 Responsive/Analytical				
2.2.1 Interpretation, participation, discussion of issues	■	✓	✓	✓
2.2.2 Reasoning, responding, inferencing	■	✓	✓	✓
2.3 Appreciative				
2.3.1 Various types of texts	■	✓	✓	✓
2.3.2 Moods and emotions	■	✓	✓	✓
3.1 READING				
3.1 Word Attack				
3.1.1 Word power, words from other subject areas, development of personalized vocabulary	■	✓	✓	✓
3.1.2 Basic sight words, context clues, word meaning	■	✓	✓	✓
3.1.3 Compound words – Synonyms, antonyms, homophones, prefixes and suffixes	■	✓	✓	✓
3.1.4 Contractions, blends (three letters etc.) and silent letters	■	✓	✓	✓
3.1.5 Possessives, root words and syllabication	■	✓	✓	✓
3.1.6 Dictionary usage	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.2 Oral Reading				
3.2.1 Decoding of words	■	✓	✓	✓
3.2.2 Volume, pitch, enunciation, phrasing	■	✓	✓	✓
3.2.3 Standard English pronunciation	■	✓	✓	✓
3.2.4 Efficient eye movement	■	✓	✓	✓
3.2.5 Eye voice span	■	✓	✓	✓
3.2.6 Breath control, voice control, projection and good rhythm	■	✓	✓	✓
3.3 Silent Reading				
3.3.1 Elimination of vocalization		■	✓	✓
3.3.2 Decoding of words	■	✓	✓	✓
3.3.3 Effective eye phrasing and fluency	■	✓	✓	✓
3.3.4 Coordination of reading rate with comprehension	■	✓	✓	✓
3.4 Comprehension/interpretation				
3.4.1 Oral and written directions	■	✓	✓	✓
3.4.2 Graphic information (diagrams, statistics, pictograms)	■	✓	✓	✓
3.4.3 Sequence of facts and events, main idea and anticipating outcomes	■	✓	✓	✓

TOPIC		CLASSES			
		1	2	3	4
3.4.4	Categorization	■	✓	✓	✓
3.4.5	Cause and effect relationships, making comparisons, inferences and drawing conclusions	■	✓	✓	✓
3.4.6	Different points of view	■	✓	✓	✓
3.4.7	Evaluations – emotional reactions, likes and dislikes, worth of character, use of language	■	✓	✓	✓
3.4.8	Story setting, plot and character traits	■	✓	✓	✓
3.4.9	Best summary of a selection, main and supporting details	■	✓	✓	✓
3.4.10	Moods/feelings, tones of text and author's point of view			■	✓
3.4.11	Vocabulary – context clues, word meaning and technical terms	■	✓	✓	✓
3.5	Functional Reading				
3.5.1	Alphabetizing of words 1 st – 2 nd letters	■	✓	✓	✓
	3 rd letter		■	✓	✓
	4 th letter		■	✓	✓
3.5.2	Locating information using pictures, diagrams, graphs, tables, charts, maps, table of contents, index, glossary, dictionary, encyclopedia and computer	■	✓	✓	✓
3.6	Recreational Reading				
3.6.1	Pleasure	■	✓	✓	✓
3.6.2	Selection of material	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.7 ORGANISATIONAL				
3.7.1 Sequencing of facts	■	✓	✓	✓
3.7.2 Paragraph with one idea	■	✓	✓	✓
3.7.3 Topic sentences – pictures/paragraphs/stories	■	✓	✓	✓
3.7.4 Classification of facts/events etc.		■	✓	✓
3.7.5 Main and supporting ideas	■	✓	✓	✓
3.7.6 Paragraph structure			■	✓
3.7.7 Transitional devices/words	■	✓	✓	✓
3.7.8 Outlines	■	✓	✓	✓
4.1 WRITING: PROCESS				
4.1.1 Brainstorming	■	✓	✓	✓
4.1.2 Logical Sequence	■	✓	✓	✓
4.1.3 Appropriate and relevant facts and details	■	✓	✓	✓
4.1.4 Self editing	■	✓	✓	✓
4.1.5 Peer editing	■	✓	✓	✓
4.1.6 Proof reading	■	✓	✓	✓
4.1.7 Revising	■	✓	✓	✓
4.1.8 Publishing	■	✓	✓	✓

TOPIC		CLASSES			
4.2	WRITING: COMMUNICATION	1	2	3	4
	4.2.1 Literal understanding of topic	■	✓	✓	✓
	4.2.2 Appropriate and relevant facts and details	■	✓	✓	✓
	4.2.3 Organization	■	✓	✓	✓
	4.2.4 Narrative, descriptive, expository, argumentative	■	✓	✓	✓
	4.2.5 Skits, plays, in Standard English	■	✓	✓	✓
	4.2.6 Invitations, praise, requests, sympathy	■	✓	✓	✓
	4.2.7 Directions in prose, home to school, making various things	■	✓	✓	✓
4.3	Expository Writing				
	4.3.1 Class rules, news items, announcements, advertisements and reports	■	✓	✓	✓
	4.3.2 Poetry – Bio poems, colour poems, limericks, post cards		■	✓	✓
	4.3.3 Writing from different perspectives			■	✓
	4.3.4 Letters-friendly, thanks and invitations	■	✓	✓	✓
	4.3.5 Reply and excuse	■	✓	✓	✓
4.4	Writing Conventions				
	4.4.1 Nouns	■	✓	✓	✓
	4.4.2 Pronouns	■	✓	✓	✓
	4.4.3 Verbs	■	✓	✓	✓
	4.4.4 Capital Letters	■	✓	✓	✓
	4.4.5 Punctuation – full stops, commas, quotation marks	■	✓	✓	✓
	4.4.6 Complete sentences	■	✓	✓	✓

TOPIC		CLASSES			
		1	2	3	4
4.4	Writing Conventions				
4.4.7	Adjectives and adverbs	■	✓	✓	✓
4.4.8	Link words	■	✓	✓	✓
4.4.9	Sentence structures – simple	■	✓	✓	✓
	compound,	■	✓	✓	✓
	complex		■	✓	✓
4.4.10	Negative forms	■	✓	✓	✓
4.4.11	Tenses – present, present continuous, past, future	■	✓	✓	✓
4.4.12	Accurate spelling	■	✓	✓	✓
4.4.13	Phonics	■	✓	✓	✓
4.4.14	Vocabulary	■	✓	✓	✓
4.4.15	Synonyms and antonyms	■	✓	✓	✓
4.4.16	Homonyms	■	✓	✓	✓
4.4.17	Plurals “s” and “es”, irregular plurals	■	✓	✓	✓
4.5	Creative/Composition				
4.5.1	Language experience stories, description of persons, pets, places, animals, hobbies	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
4.6 WRITING: PENMANSHIP AND PRESENTATION				
4.6.1 Regularity of size and shape of letters	■	✓	✓	✓
4.6.2 Regularity of spacing of letters and words	■	✓	✓	✓
4.6.3 Heading work in prescribed manner	■	✓	✓	✓
4.6.4 Margins as required	■	✓	✓	✓
4.6.5 Correct formation of basic joins diagonal joins to letters without ascenders e.g. ai, ar, un horizontal joins to letters without ascenders e.g. ou, vi, wi diagonal joins to letters with ascenders e.g. ab, ul, it horizontal joins to letters with ascenders e.g. ol, wh, ot	■	✓	✓	✓
4.6.6 Increase handwriting speed	■	✓	✓	✓

LANGUAGE ARTS CURRICULUM
ATTAINMENT TARGETS - CLASS 1
SPEAKING AND LISTENING

Use speaking and listening skills to communicate effectively

The pupil should be able to:

- ❑ Speak clearly and audibly
- ❑ Use language appropriate to context
- ❑ Present information clearly, concisely and adequately
- ❑ Speak fluently in recounting experiences
- ❑ Initiate discussion using sensory data
- ❑ Ask appropriate questions
- ❑ Paraphrase and summarize information shared orally by others
- ❑ Participate in choral speaking and recite poems, rhymes, songs and stories
- ❑ Discuss and orally present plans for solving problems
- ❑ Use increasingly complex sentence structures
- ❑ Observe and use common courtesies with appropriate register and tone
- ❑ Develop and practise the use of eye contact between speaker and listener

- ❑ Use a variety of tones and stresses in expressing ideas orally
- ❑ Communicate situations in full sentences
- ❑ Simulate conversations/dialogue using Standard English
- ❑ Contribute to group discussion
- ❑ Listen responsively and respectfully
- ❑ Respond appropriately to information given
- ❑ Follow oral directions with three or four steps
- ❑ Respond appropriately to the questions of others
- ❑ Pay attention to the speaker and respond appropriately
- ❑ Perform actions based on information given
- ❑ Respond using sensory data
- ❑ Respond to cues which signal when to begin a response
- ❑ Listen to build memory
- ❑ Use appropriate body language when addressing others

READING: SKILLS AND STRATEGIES

Demonstrate proficiency in basic reading skills and strategies and continue to develop vocabulary and fluency in reading

The pupil should be able to:

- ❑ Use appropriate sight vocabulary to recognise words in isolation as well as in context
- ❑ Use a range of decoding systems, e.g. phonetic, syntactic and semantic, to determine pronunciation of words
- ❑ Determine the meaning of unknown words using context, glossaries, and dictionaries
- ❑ Read aloud at independent level
- ❑ Self-correct when subsequent reading indicates an earlier miscue
- ❑ Use rhythm, pace and intonation associated with Standard English
- ❑ Use reading for functional purposes

READING: LITERATURE

Read extensively and in depth, from a diverse collection of texts and other materials, to develop an awareness of the connection between literature and life.

The pupil should be able to:

- ❑ Discuss the qualities of characters
- ❑ Identify with characters
- ❑ Develop simple characterization sketches
- ❑ Discuss situations which occur within the literature
- ❑ Summarize stories
- ❑ Transform stories read to connect to personal experiences
- ❑ Identify lessons learnt
- ❑ Select favourite authors and genres
- ❑ Give simple explanations of differences in genres
- ❑ Produce simple pieces of writing based on the literature read

READING: COMPREHENSION

Read, comprehend, interpret, and evaluate a wide range of materials appropriate to the instructional level of the class.

The pupil should be able to:

- ❑ Recall details
- ❑ Relate what is read to prior knowledge and experience
- ❑ Identify salient and specific details
- ❑ Restate ideas in his own words
- ❑ Identify and state the main idea
- ❑ Distinguish between significant and minor details
- ❑ Explain how something is done
- ❑ Say why something happens
- ❑ Use cue words and context clues to understand text
- ❑ Make, confirm and revise predictions
- ❑ Summarize the text adequately and accurately
- ❑ Relate what is read to experiences in other media e.g. films, plays etc.
- ❑ Define and sequence information needed to carry out a procedure
- ❑ Use vocabulary to assist in making inferences and drawing conclusions
- ❑ Organise information in order to understand the sequence of events

- Draw conclusions from information given
- Apply information read to another context

WRITING: PROCESS

Organise thoughts and information for writing; develop drafts, edit, and revise work as appropriate for audience and purpose.

The pupil should be able to:

- ❑ Brainstorm to generate ideas for writing
- ❑ Organise ideas for writing in a logical sequence
- ❑ Select appropriate and relevant facts and details
- ❑ Remain on topic
- ❑ Self edit own writing
- ❑ Peer edit the writing of others
- ❑ Proof read for appropriate grammar, spelling and structure
- ❑ Revise drafts based on feedback to further develop writing

WRITING: COMMUNICATION

Use writing to communicate for a variety of purposes and audiences

The pupil should be able to:

- ❑ Demonstrate literal understanding of the topic
- ❑ Develop appropriate facts and details based on the topic
- ❑ Organise content appropriately
- ❑ Maintain a focus
- ❑ Produce pieces of writing using the four modes of writing
- ❑ Communicate ideas for a specific purpose e.g. to describe, relate, inform etc.
- ❑ Produce simple skits and plays using Standard English dialogue
- ❑ Include a beginning, middle and end
- ❑ Write appropriate letters e.g. invitation, praise, request, sympathy, apology
- ❑ Produce simple directions in prose form e.g. from home to school, how to make a cake

WRITING: CONVENTIONS

Use the conventions of English grammar appropriate to the purpose of writing and the audience for whom it is intended

The pupil should be able to:

- ❑ use nouns to name people, places and things
- ❑ replace proper nouns with appropriate subject and object pronouns
- ❑ capitalize all proper nouns and words at beginning of sentences
- ❑ use verbs correctly
- ❑ use correct punctuation at the end of sentences
- ❑ use commas to separate items in a list
- ❑ use commas appropriately in greetings and closures of letters
- ❑ use commas appropriately in dates
- ❑ use question marks appropriately
- ❑ use complete sentences
- ❑ use correct spelling to complete written tasks
- ❑ use simple adjectives and adverbs appropriately
- ❑ extend sentences by using adjectives and adverbs
- ❑ use simple link words to join sentences
- ❑ use two types of sentence structures

- ❑ use the negative form in simple and compound sentence structures
- ❑ use the three simple tenses
- ❑ use the present continuous tense
- ❑ correctly spell basic sight words and other commonly used words
- ❑ use phonics and word structures to spell more difficult words
- ❑ use appropriate vocabulary
- ❑ use synonyms to replace words given
- ❑ use antonyms to represent opposite of words given
- ❑ use simple homonyms in context
- ❑ form the plural of regular and irregular nouns

WRITING: PENMANSHIP AND PRESENTATION

Use legible and acceptable handwriting and present work neatly and within specified parameters

The pupil should be able to:

- ❑ accurately form and consistently size letters
- ❑ use a style of writing that is fluent and legible
- ❑ observe appropriate spacing between words
- ❑ head all work in a prescribed manner
- ❑ leave margins as required
- ❑ use the four basic handwriting joins

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE,ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	1. Speaks clearly and audibly Use of habitual present	Show and tell Oral reports about experiences such as educational tours Story building News Using the telephone Picture discussion Multisensory description using items pulled from a bag	Observation Checklists Peer assessment	Flash Cards Tape and Video Recorder Puppets
	2. Uses language appropriate to context Retell story or incident in another tense – <ul style="list-style-type: none"> • relating a punishment • telling a secret • making an apology 	Simulations and role-play. "Pretend operator"/"receptionist" Announcements Dramatisation of familiar stories. Subject and verb agreement Interviews Appropriate use of tense	Conferencing Speeches Recitations Oral reports Presentations	Charts Computer & Software packages Newspapers Magazines
	3. Presents information clearly, concisely and adequately	Taking/delivering messages Telephone conversations Games- Relaying information	Simple oral research projects Art Drama Puppetry	Language Master Trade books Big Books
	4. Speaks fluently to recount experiences	Modelling of appropriate speech Group and whole class discussions on real life experiences Talks by community helpers SS, VA Student modeling of 'th' and final consonants		Posters

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE,ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	5. Initiates discussion using sensory data	Using a variety of cues Based on the senses to Stimulate discussion e.g. Use of audio tape to present sounds of animals, birds, machines and tools in use. SC Expanding sentences using adjectives and adverbs. Use of pictures to generate discussion VA	Peer assessment Checklists Observation	Advertisements Video and audio tapes Pictures Sensory objects Sound Lotto
	6. Asks appropriate questions 7. Integrates feelings and thinking with language 8. Listens to and appreciates the opinions of others and deals with them in a positive way. HFLE	Roleplay - Author's Chair News Reporting Who/what am I? Activities – pronouns Circle time HFLE http://www.firstschoolyears.com/pshe/resources/circle.html	Observation Checklists Peer assessment Conferencing Speeches Recitations Presentations	Flash Cards Tape and Video Recorder Puppets Charts Computer & Software Packages Newspapers Magazines

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	9. Paraphrases and summarizes information shared orally by others	<p>Recounting personal experiences and the experiences of others</p> <p>Pretend Radio Interview</p>	<p>Observation during roleplay activities</p> <p>Checklists</p>	<p>Flash Cards</p> <p>Tape and Video Recorder</p>
	10. Participates in choral speaking and recites poems, rhymes, song and stories	<p>Listening to and discussing a wide genre of music and literature/Choral Speaking M</p> <p>Choral Speaking</p>	<p>Conferencing</p> <p>Anecdotal records</p>	<p>Songs</p> <p>Stories</p> <p>Poems</p>
	11. Discusses and orally presents plans for solving problems	<p>Discussing and explaining processes, experiments and activities SC M</p> <p>Discussing and finding solutions to real life problems HFLE</p> <p>Circle time SEL</p> <p>Brainstorming</p>	<p>Rubrics</p> <p>Self-assessment</p>	<p>Puppets</p> <p>Charts</p> <p>Computer & Software packages</p> <p>Newspapers/ Letters to Editor</p> <p>Magazines</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	12. Uses increasingly complex sentence structures in oral communication <ul style="list-style-type: none"> • Phrases • Clauses • Word choice • Descriptive vocabulary • Link words 	Participating in class debates and discussions on topical issues and on literature SS <ul style="list-style-type: none"> • Author • Setting • Characters • Events • Lessons learnt 	Peer Assessment Checklists Anecdotal Records	Trade books Posters Advertisements Video and audio tapes Television
	13. Observes and uses common courtesies with appropriate register and tone	Participating in situations which Highlight the contrast in language structure between the dialect and Standard English. Introduction of visitors, prominent Persons, etc SS	Peer Assessment Checklists Anecdotal Records Conferencing	Camcorder Newspaper articles Magazines Resource Persons
	14. Develops and maintains eye contact between speaker and listener 15. Uses a variety of tones and stresses in expressing ideas orally	Show and Tell Reporting of news- Simulation Broadcasts SS Roleplay - Class "Announcer" Class Debates/Discussions Listening to sports commentaries	Peer Assessment Checklists Anecdotal Records Conferencing	Camcorder Tape recorder Microphone Television

CLASS 1

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	<p>16. Communicates situation in full sentences</p> <p>17. Simulates conversations/ dialogue using Standard English</p> <p>18. Contributes to group discussion</p> <p>19. Listens responsively and respectfully</p> <p>20. Responds appropriately to information given</p>	<p>Making announcements and using the telephone. – speaking in formal and informal situations Integrating oral work with writing</p> <p>Roleplay of situations which require use of Standard English.</p> <p>Viewing and discussion of plays which model Standard English</p> <p>Discussions and debates Participating in cooperative groups</p> <p>Role play, discussions and debates Educational tours</p> <p>Following directions to reach a Particular location. Treasure hunt – using oral instructions. Responding to riddles. Repetition of rhymes, jingles and tongue-twisters.</p>	<p>Peer assessment</p> <p>Observation</p> <p>Anecdotal records</p> <p>Presentations</p> <p>Checklists</p> <p>Composing :</p> <ul style="list-style-type: none"> • Rhymes • Bio-poems • Jingles • Colour poems • Cinquains 	<p>Camcorder</p> <p>Tape recorder</p> <p>Microphone</p> <p>Television</p> <p>Telephone</p> <p>Video</p> <p>Local /Caribbean productions</p> <p>Community resource persons</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	21. Follows oral directions with three or four steps	Following directions to complete an activity . Science experiments, following recipes,	Reports	Camcorder
	22. Responds appropriately to the questions of others	Following directions to build Models Preparing instructions for classroom routines, fire drills, disaster plans, feeding and cleaning pets. HFLE SC	Peer assessment Observation	Puzzles Models Tape recorder
	23. Pays attention to the speaker and responds appropriately	Question and answer – Class “Reporter” Scenarios and Role Play activities Discussions Interview simulations – recounting Information as a witness to an accident Discussion with a “Reporter” during a Sports or television interview – appropriate use of pronouns	Anecdotal records	Microphone Television Video Newspapers Magazines

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	24. Performs actions based on information given	Following directions to reach a particular location Treasure hunt – using oral instructions.	Observation Judging of presentations	Tape Recorder Language Master
	25. Responds using sensory data	Using a variety of cues based on the senses to stimulate discussions. e.g. Listening to stories Responding to touch when blind folded Describing pictures and outdoor scenes – adjectives and adverbs Word choice	Checklists Peer assessment	Sensory objects Flashcards Games
	26. Responds to cues which signal when to begin a response	Use of cue cards and signals to prompt responses		Musical Instruments
	27. Listens to build memory			Rhymes
		Carrying out instructions that are given orally	Completion of tasks	Songs
		Repeating of rhymes, jingles and tongue twisters	Oral presentations	Computer/ Interactive Software
		Completing of rhyming lines Listening comprehension and dictation (integration of writing conventions, (speaking and listening and spelling)	Poetry recitation	

CLASS 1				
	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
ORAL READING Skills and Strategies	13. Reads aloud at Independent level	Simulation of News Broadcasts Students read aloud, favourite newspaper article or story Students participate in Literature Circles and group readings	Oral Presentations Peer assessment Checklists	Newspapers Trade Books Stories Video/audio tape
	14. Self-corrects when subsequent reading indicates an earlier miscue	Allow students to record their own stories on audio tape Allow for group discussion of specific miscues made by students Use of video clips of News Presenters as examples of self-correction	Miscue Analysis	Resource Persons
	15. Uses rhythm, pace and intonation associated with Standard English	Use of audio tape to record student speech Modelling of appropriate practice by teacher/student Discuss examples of rhythm, pace and intonation from selected video/audio clips	Portfolios Anecdotal data Observations	

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING Skills and Strategies	<p>1. Uses appropriate sight vocabulary to recognise words in isolation as well as in context (Dolch, Fry, Ekwall)</p> <p>2. Uses a range of decoding systems, e.g. phonetic, syntactic and semantic, to determine pronunciation of words</p> <p>- Phonetic</p> <ul style="list-style-type: none"> • Sounds out and decodes words using initial letters as a cue to decoding • Uses knowledge of common digraphs to decode words eg. <i>th, sh, wh, ch, ph, ck.</i> • Uses blends to decode words • Initial consonant blends e.g. <i>Bl, pl, gr, br, sp, str</i> • Final consonant blends e.g. <i>ng, ck, tch, nk.</i> 	<p>Use of word games e.g. Word Bingo</p> <p>Use of environmental print to identify sight words e.g. newspaper, magazines</p> <p>Use of selected passages to identify and use sight words in context</p> <p>Use of selected written exercises that teach and reinforce letter sounds relations and letter patterns</p> <p>Word banks, word walls</p> <p>Use of word games to teach and reinforce letter patterns and letter sound relations</p>	<p>Cloze exercise</p> <p>Checklists</p> <p>Informal reading inventory (graded word list, oral reading passage)</p>	<p>Tape Reorder</p> <p>Word Games</p> <p>Word Puzzles</p> <p>Household labels</p> <p>Newspapers</p> <p>Stories</p> <p>Trade Books</p> <p>Text Books</p> <p>Word Wheel</p> <p>Flash Cards</p> <p>Computer/ Word Building Activities</p> <p>Word Lists- Dolch, Ekwall etc.</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING Skills and Strategies	<ul style="list-style-type: none"> • Uses phonic analysis to identify and create new words containing • Three letter consonant blends (spr, str, spl) • Silent letters • Variant consonant sounds e.g. c (cat, cent), g (get, gender) q (k w), s (sat, as). • Like sounds in different digraphs – ph, gh, • Vowel sounds: Single vowels e.g. Long: a (cake), e (be), u (mule) Short: a (hat), e (get), u (cup) Vowel digraphs: ea, ai, oa, ee • Spells words by doubling the final consonant e.g. shop – shopping • Spells words by dropping final ‘e’ before adding suffix e.g. make - making • Differentiates between ‘ie’ and ‘ei’ 	<p>Creation of stories which reinforce letter patterns</p> <p>Dictionary search for words with specific patterns</p> <p>Spell Master, Crossword Puzzles, Word Searches, Word Meaning Bingo, Word Tree, Word Worm, Flash Cards</p> <p>Tachistoscope, Word Ladder, Busy Bee, Scrambled Letters, Oral Drills – Dividing words into syllables, written tests, dictation,</p>	<p>Miscue Analysis</p> <p>Oral Presentations</p> <p>Written exercises</p> <p>Dictation Exercises</p> <p>Phonic Charts Flash Cards Word Banks Checklists</p>	<p>Computer Interactive Word Building Games /Activities Text Books</p> <p>Dictionary Sound games Word Bingo Tongue twisters</p> <p>Elizabeth Wood – Strengthen your spelling – Work sheets on spelling phonics and punctuation – Hodder & Stoughton ISBN 0 340 – 66349 –9</p> <p>Exercise your spelling – ISBN 0 340 – 52234 -8</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>Spells words with hard and soft 'c' and 'g'</p> <p>Spells words with various sounds of consonants</p> <p>Spells words with various sounds of vowels</p>	<p>Specially constructed reading passages</p> <p>Word Books</p> <p>Word Walls</p>	<p>Composition of sentences</p> <p>Dictation</p>	<p>Charts</p> <p>Readers</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING Skills and Strategies	<p>Syntactic</p> <ul style="list-style-type: none"> Recognises and uses various types of sentence structures such as (a) statements, (b) questions Recognises and uses negative form of basic sentence structure Adds suffixes to form new words eg. s, es, ies, ed, ied, ing Adds prefixes to form new words eg. fair - un-unfair; honest - dishonest Recognises roots and creates new words based on the root. Blends and uses compound words appropriately (sea-side, to-day, cup-board) 	<p>Participation in interview simulation using words such as, How? When? Where? to elicit appropriate responses</p> <p>Activities, which allow students to: Change statements into questions noting the positions of the subject and verb e.g. He was ill. (Statement) Was he ill? (Question)</p> <p>Use and identify negative forms of sentences Expand sentence types using negative words e.g. He is going to school He is not going to school</p> <p>Use of various forms of words in sentences to demonstrate meaning</p> <p>Use of games which reinforce the use of affixes and how affixes affect word meaning</p> <p>Use of words from Word Bank to build compound words</p>	<p>Assessment of oral/ written exercises</p> <p>Peer assessment</p> <p>Checklists</p> <p>Cloze Procedure</p>	<p>Text Books</p> <p>Computer Activities</p> <p>Games</p> <p>Word Charts</p> <p>Video/Audio Tapes</p> <p>Board Games</p> <p>Crossword Puzzles</p> <p>Word Wheel</p> <p>Word Bank</p> <p>Dictionary</p> <p>Pictures</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING Skills and Strategies	<ul style="list-style-type: none"> • Uses word segmentation and syllabication to make sense of the whole word • Recognises, writes and spells words using a variety of syllable divisions. <p>Uses known parts of words to make sense of the whole word</p> <p>Semantic</p> <ul style="list-style-type: none"> • Uses synonyms to replace words • Uses antonyms to replace words • Uses homophones in appropriate context • Uses context clues to: <ol style="list-style-type: none"> a) decode unfamiliar words b) identify meaning of words 	<p>Use of activities and games which teach and reinforce syllabication</p> <p>Games: Scrabble, Boggle Cloze spelling</p> <p>Use of activities which allow students to decode words</p> <p>Incomplete sentences which allow students to supply a suitable word using context.</p> <p>Use of games/activities which allow students to substitute words meaningfully</p> <p>Have students create poems, sentences, stories showing the correct use of synonyms, antonyms and homophones</p>	<p>Oral/ Written Exercises</p> <p>Peer Assessment</p> <p>Cloze Procedure</p> <p>Assessment of original poems, stories and songs</p>	<p>Word Puzzles</p> <p>Word games e.g Book Worm www.yahooligans.com</p> <p>Key Stage 2 Spelling Tests Ginn</p> <p>Word Searches</p> <p>Text Books</p> <p>Trade Books</p> <p>Stories</p> <p>Newspapers</p> <p>Poems</p> <p>Songs</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING Skills and Strategies	2. Determines the meaning of unknown words using context, glossaries, and dictionaries	<p>Use of pictures, diagrams and illustrations to extract meaning</p> <p>Use of dictionary to identify and differentiate between the meaning of words</p> <p>Use of glossary to check spelling and definitions</p> <p>Use of encyclopedia/Internet source to locate information</p> <p>Allow students to create a class glossary</p>	<p>Observation</p> <p>Oral/Written Exercises</p> <p>Creation of Student-made booklets with Table of Contents etc.</p> <p>Assessment of Group Work-Class Glossary</p>	<p>Dictionaries</p> <p>Pictures</p> <p>Diagrams</p> <p>Text Books</p> <p>Computer with Internet</p> <p>Encyclopedia</p> <p>Telephone Directories</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
FUNCTIONAL READING	<ol style="list-style-type: none"> 1. Uses reading for functional purposes 2. Places items in alphabetical order 3. Reads across the content areas 	<p>Use of table of contents to find stories songs, poems etc.</p> <p>Skim telephone directories to locate information</p> <p>Alphabetiises using 1st and 2nd letter</p> <p>Reads Newspaper stories, letters, advertisements, textbooks</p> <p>Interprets simple graphical, pictorial, tabular and statistical data e.g. a pictogram showing students favourite drink</p> <p>Locates information using a glossary, encyclopedia, junior dictionary</p>		
RECREATIONAL READING	<ol style="list-style-type: none"> 1. Reads for pleasure and to widen background experiences 2. Identifies and selects reading materials according to special interests 	<p>Book corners</p> <p>Use of the Library</p> <p>Journals</p> <p>Book logs</p> <p>Newspaper</p> <p>Book exchanges</p>	<p>Students create their own journals</p> <p>Reader response</p> <p>Oral and written reports on books read</p>	<p>National Library Service</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: LITERATURE	1. Discusses the qualities of characters	Express orally or in writing ideas and feelings about characters in stories	Book talk presentations	Tape Recorder
	2. Identifies with characters	Write and present oral reports which connects real life experiences with characters' experience	Class Anthology of poems and plays	Audio tapes
	3. Develops simple characterizations sketches	Write journals, character sketches and skits Complete character logs	Checklists Observation	Language Master Puppets Anthology of Poems
	4. Discusses situations which occur within the literature	Discuss and write applying moral judgement to the behaviour of characters	Peer review Retelling of stories in proper sequence	Text books Trade Books
	5. Summarises stories	Writing of summaries using story pyramids and story logs	Oral / written exercises after reading	Resource Persons K W L Charts
	6. Transforms stories read to connect to their own experience	Re-writing traditional stories in modern forms Changing endings of stories		Magazines Story Logs

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: LITERATURE	7. Identifies lessons learnt	Engage students in book talk sessions Use of KWL strategy	Dramatisation / Role Play	Computer with Internet Facility
	8. Selects favourite authors and genres	Have a special Author's Week to celebrate authors Write brief biographies of authors	Observation of participation in class activities	Trade Books Resource Persons
	9. Gives simple explanation of differences in genres	Oral and written reviews of particular genre	Peer assessment	Video Tapes
	10. Produces simple pieces of writing based on the literature read	Creation of literature-response booklets by students	Journals Story Logs	Book Reviews
	11. Reads for enjoyment and relaxation	Use of sustained Silent Reading Class Library sessions Trips to the Library The Author's Chair	Book Reviews	

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING COMPREHENSION	1. Notes and recalls details 2. Relates what is read to prior knowledge and experience 3. Identifies salient and specific details 4. Restates ideas in own words 5. Identifies and states the main idea 6. Uses cue words and context clues to understand text 7. Distinguishes between significant and minor details	Allow pupils to retell stories orally Cloze exercises where details are filled in Use graphic organisers during class and group discussion e.g. venn diagram Student-created Posters/advertisements giving specific details Oral/Written presentations on selected topics Present incomplete sentences and have students suggest words that make sense Provide alternate titles for stories Re-arranging jumbled paragraphs or passages Identify topic sentences in passages Discussion in groups to establish relevance of details Aided and unaided recall of stories	oral/written presentations Tally sheets student created material Drama Webs and Charts P.E.A.C.E. strategies e.g. hotseating Projects group participation Underlining main ideas in a selection Picture composition Making a family tree going back two generations with supporting photographs or pictures	K W L Charts Recipes Checklists Pictures Tape Recorder Text books Tapes Television Video Trade Books Stories

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING COMPREHENSION	<p>8. Explains clearly how something is done</p> <p>9. Says why something happens</p> <p>10. Makes, confirms and revises predictions</p> <p>11 Summarizes the text adequately and accurately</p>	<p>Creation of “ How to “ Books</p> <p>Allow for discussion and writing which explains cause and effect</p> <p>Present incomplete picture series and have students make predictions</p> <p>Completion of summary charts</p> <p>Write calypso or rap song to summarize story</p>	<p>Assessment of all oral/written presentations</p> <p>Assessment of all student created material</p> <p>Assessments of Projects</p> <p>DRTA</p> <p>Story Map</p> <p>Comparison</p> <p>Contrast Map</p> <p>Performance of Calypso/Rap song</p>	<p>K W L Charts</p> <p>Recipes</p> <p>Checklists</p> <p>Pictures</p> <p>Tape Recorder</p> <p>Text books</p> <p>Tapes</p> <p>Television video</p> <p>Trade Books</p> <p>Stories</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING COMPREHENSION	<p>12. Relates what is read to experiences in other media e.g. films, plays etc.</p> <p>13. Defines and sequences information needed to carry out a procedure</p> <p>14. Uses vocabulary to assist in making inferences and drawing conclusions</p>	<p>Discuss and write about connections among different media</p> <p>Write or choose music to fit the mood of a book</p> <p>Explain how to carry out different procedures involving sequential steps</p> <p>Arrange events/information on a time line</p> <p>Have pupils rearrange cut up sentences and pictures in proper order</p> <p>Provide sentences where pupils use vocabulary to make references and draw conclusions</p>	<p>Assessment of all oral and written presentations</p> <p>Peer Conferences</p> <p>Checklists</p>	<p>Trade Books</p> <p>Text Books</p> <p>Paragraphs from text books/ Stories</p> <p>Musical Selections</p> <p>Pictures</p>

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING COMPREHENSION	15. Organises information in order to understand the sequence of events	Allow pupils to organize events on a Time Line	Assessment of all oral and written presentations	Paragraphs from text books/ stories
	16. Draws conclusions from information given	Use incomplete stories and have students draw conclusions	Observation of group interaction	Stories Time Line Charts
	17. Applies information read to another context	Use problem solving activities Engage pupils in scenarios which allow them to transfer knowledge to various situations	Scenarios	Interactive Software Problem Solving and Critical/ Thinking Activities

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING PROCESS	1. Brainstorms to generate ideas for writing	Small group discussion on a selected topic	Self assessment	Tape Recorder
		Manipulating and rearranging words and phrases to stimulate imagination	Peer assessment	Journals
		Field Trips to stimulate thoughts and ideas	Presentations	Magazines
	2. Organises ideas for writing in a logical sequence	Use of sequential maps to organize ideas	Assessment of finished product	Newspapers
	3. Selects appropriate and relevant facts and details	Use charts to categorise relevant and appropriate information	Checklists	Sequential maps
4. Remains on topic	Have pupils prepare and follow writing guides		Rubrics	
5. Self edits writing	Have pupils edit their own work using rubrics and checklists		Checklists	Resource persons

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING PROCESS	6. Peer editing	Pupils interchange work and discuss strengths and weakness during peer conferences	Self assessment Peer assessment	Television Video Trade Books
	7. Proof read for appropriate grammar, spelling and structure	Pupils use checklists and language guides to proof read work	Presentations Assessment of finished product	Texts Dictionary
	8. Revise drafts based on feedback to further develop writing	Writing of final drafts using suggestions given during conferences	Checklists	Language Guides

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	1. Demonstrates literal understanding of the topic	Use of pictures and topics related to children's background experiences for oral and written responses	Oral and written reports on tours / trips	Picture books Resource Persons
	2. Develops appropriate facts and details based on the topic	Use of pictures/comic strips, trips, short stories, games to generate ideas for writing	Discussions and debates	Textbooks
	3. Organises content appropriately	Use of organizational charts	Skits and dialogues composed by students	Educational tours Maps
	4. Maintains a focus	Use of peer critique and feedback		Charts Sample projects
	5. Uses correct spelling in writing	Use of computer spellcheck, dictionaries and spelling guides Shared writing Language Experience Stories		Computer Dictionary Spelling Guides

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	6. Communicates ideas for a specific purpose e.g. to describe, relate, inform etc.	Brainstorming, then categorizing ideas or words Create posters to communicate specific information	Journals Diaries Observation Checklists	Encyclopedia Internet resources Book corners
	7. Produces simple skits and plays using Standard English dialogue	Write skits and plays after reading stories or about daily activities Shared Writing Language Experience Stories	Portfolios Display of projects	Library Journals Book logs
	8. Includes a beginning, middle and end	Write stories that are tightly organised with identifiable beginning, middle and end	Peer critique Assessment of skits, stories and plays	Newspaper Computer with E Mail access
	9. Write appropriate letters e.g. invitation, praise, request, sympathy	Writing to pen pals and electronic pals, newspaper or persons in the community		
	10. Produces simple directions in prose form e.g. from home to school, how to make a cake	Creation of class " How To " Books		

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	1. Uses nouns to name people, places and things	Exercises in giving names to subjects in photographs, places of interest/historical significance, things in environment	Oral and written exercises Journals	Textbooks Reference books
	2. Replaces proper nouns with appropriate subject and object pronouns	Exercises involving the use of subject and object pronouns	Reports Portfolios	Board Games Computer
	3. Capitalizes all proper nouns and words at the beginning of sentences	Punctuation exercises involving the use of capital letters		Interactive games Stories
	4. Uses verbs correctly	Exercises involving the use of verbs Scenarios and role play involving everyday activities	Coral rxercises	Microphone Tape Recorder
	5. Uses correct punctuation at the end of sentences	Exercises involving use of end punctuation	Paper and Pencil tests.	
	6. Uses commas to separate items in a list	Exercises involving use of commas for various purposes.		

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	7. Uses commas appropriately in greetings and closures of letters	Writing of letters to class mate to reinforce the use of commas	Assessment of letters	Textbooks Language Guides
	8. Uses commas appropriately in dates	Writing of stories which reinforce the use of commas	Assessment of stories, plays, songs, poems	Board Games
	9. Uses question marks appropriately	Exercises involving use of the question mark	Dictation Exercises	Computer Interactive games
		Allow pupils to create questions and use question mark correctly		
	10. Uses complete sentences	Allow pupils to write plays, stories, songs, poems using complete sentences	Stories Microphone	
	11. Uses correct spelling to complete written tasks	Dictation exercises		Tape Recorder
12. Uses simple adjectives and adverbs appropriately	Exercises involving use of adjectives and adverbs	Descriptive Writing		
	Describe pictures and events			
	Have pretend "Commentator"/"Compère" describe races, crop over bands, fashion shows	Oral Commentaries		

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	13. Extends sentences by using adjectives and adverbs	Use of adjectives and adverbs to enhance sentences and stories	Assessment of all oral and written exercises	Stories
	14. Uses simple link words to join sentences	Composing sentences and joining them with a variety of link words		Microphone
	15. Uses at least two types of sentence structures	Exercises involving simple and compound sentences Writing of radio announcements	Observations of group interaction	Tape recorder
	16. Uses the negative form in simple and compound sentence structures	Use of dialogues which allows students to use the negative form. Written exercises involving negative forms	Cloze exercise	Board games
	17. Uses the three simple tenses	Exercises involving the use of present, past and future tenses	Role Play	Computer games
	18. Uses the present Continuous tense	Exercises involving the use of present with 'ing'		Texts
				Grammar Guides

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	19. Correctly spells basic sight words and other commonly used words	Use word games, word searches and other activities which facilitate spelling	Assessment of written and oral exercises	Flash Cards Word Searches Word Games
	20. Uses phonics and word structures to spell more difficult words	Use phonic games and activities	Assessment of group interaction	Computer Activities Word Charts
	21. Uses synonyms to replace words given	Exercises involving the use of synonyms	Cloze exercises	Phonic Charts
	22. Uses antonyms to represent opposite of words given	Exercises involving the use of antonyms		Text Books Trade Books
	23. Uses simple homonyms in context – e.g. • there, their, they're • here, heir, hear, hair	Supply of homonyms to complete sentences Use of language situations which require the use of these forms		
	24. Uses 's' and 'es' to form the Plural 25. Forms irregular plurals • child-children • baby-babies • knife-knives • sheep-sheep	Use of games where endings are supplied		

CLASS 1				
TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: PENMANSHIP & PRESENTATION	1. Accurately forms and consistently sizes letters	Practice exercises to develop correct formation of letters and numbers	Assessment of all written exercises Peer/Teacher Conferences to discuss writing	Charts Writing Charts Writing Samples Writing Boards Appropriate writing implements
	2. Writes legibly using joint script	Pupils transfer skills modelled in writing activities		
	3. Observes appropriate spacing between words	Modelling of good penmanship by teacher/students		
	4. Heads all work in a prescribed manner	Practice exercises involving correct spacing of words		
	5. Leave margins as required	Demonstration of correct preparation and presentation of work pages Provide examples of correct page layout to guide students		

SELECTED RESOURCES RELATED TO EDUCATION

- AskEric askeric@eric.syr.edu
- Classroom Connect <http://www.classroom.net>
- Cyberkids (magazine) <http://www.mtlake.com/cyberkids>
- Gifted and Talented Homepage <http://www.eskimo.com/~user/kids.html>
- Internet in the Classroom <http://www.schnet.edu.au>
- www.ascd.org
- edutech2000.gov.bb
- www.learning24-7.com
- www.tomsnyder.com - Great Teaching With Technology
- Only The Best - ASCD Publication of best software choices
- <http://cela.albany.edu>
- <http://longman.awl.com/englishpages/>
- www.inspiration.com
- www.readingonline.org
- www.ncte.org

FRY'S 300 INSTANT SIGHT WORDS

First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	show	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	colour	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along
always
anything
around
ask
ate
bed
brown
buy
car
carry
clean
close
clothes
coat
cold
cut

didn't
does
dog
don't
door
dress
early
eight
every
eyes
face
fail
fast
fat
fine
fire
fly

food
full
funny
gave
goes
green
grow
hat
happy
hand
head
hear
help
hold
hope
hot
jump

keep
letter
longer
love
might
money
myself
now
o'clock
off
once
order
pair
part
ride
round
same

sat
second
set
seven
show
sing
sister
sit
six
sleep
small
start
stop
ten
thank
third
those

though
today
took
town
try
turn
walk
warm
wash
water
woman
write
yellow
yes
yesterday