

English-KA 2016-2017

Course Outline

In KA, students language skills are developed to communicate ideas and allow for better communication with others. The students develop their blooming language abilities through exposure to varied books of different genres, games, songs, art and exploration activities and whole class or group learning centre activities. Through multi-sensory stimulus, students learn to listen, take turns, and share with others. Students' eye-hand coordination, psychomotor and fine-motor skills are further developed for language learning.

Resources

Library Books	Story Books	Big Books	Puppets	Felt Board	Charts	Toys
Writing Activity Pack	Audio-Visual Materials	Alphabet Play Dough	Authentic Learning Materials			

Learning Objectives

Reading and Usage (Phonics, Spelling, Vocabulary, Grammar and Punctuation)

Reading

- Actively engage in group reading activities with purpose and understanding.
- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right, top to bottom, and page by page.
- With prompting and support, name the author and illustrator of a story.
- With prompting and support, describe between the illustrations and the story in which they appear (e.g., use of pictorial to convey ideas in the story).
- Recognise that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- With prompting and support, retell familiar stories with key details.
- With prompting and support, identify characters, settings and major events in a story.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- Read emergent-reader texts with purpose and understanding.

Phonics and Spelling

- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Recognize and name most upper and lowercase letters of the alphabet.
- Recognise and produce rhyming words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant) words. (This does not include CVCs ending with /l/, /r/, or /x/).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Vocabulary and Grammar

- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their uses (e.g., places at school (nouns), body actions (verbs))

Punctuation

- Capitalise the first word in a sentence and the pronoun *I*.
- Recognise and name end punctuation.

Writing

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

- With guidance and support from adults and collaboration with peers to explore a variety of digital tools to produce writing.
- Print most consonants and short-vowel sounds (phonemes).

Speaking and Listening

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).
- Count, produce, blend and segment syllables in spoken words.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Show some awareness as a listener by responding with illustrations to give details.
- Speak audibly and express thoughts, feelings and ideas clearly.

Assessments

Developmental Checklists

Narratives (Comments)

Bite-sized formative assessments in these areas:

- Phonics, spelling and vocabulary
- Grammar and punctuation
- Speaking and Listening
- Reading
- Writing