

English-KB 2016-2017

Course Outline

In KB, 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. Language immersion is intensified through regular home reading activities, spelling and creative writing.

Resources

Library Books	Level Readers	Puppets	Felt Board	Charts	Toys	Home Reading Log
Writing Activity Pack	Audio-Visual Materials	Authentic Learning Materials	Spelling Activity Pack			

Learning Objectives

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

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 texts in which they appear (e.g., use of pictorial to convey or explain ideas).
- Recognise common types of texts (e.g., fiction, non-fiction, poem)
- 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 and unknown words in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- Ask and answer questions about unknown words.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities between two texts on the same topic.
- Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.
- 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 all 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.
- Demonstrate understanding of spoken words, syllables and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Use the most frequently occurring inflections and affixes (eg., -ed, -s, re-, -pre, -ful, -less) as a clue to the meaning of an unknown word.

Vocabulary, Grammar and Sentence Structure

- 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))
- Use frequently occurring nouns, verbs and preposition (e.g., to, from, in, out, on, off, for, of, by, with) in verbal or non-verbal forms.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- Produce complete sentences in verbal or non-verbal forms.
- Distinguish some shades of meaning among verbs which describe the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Punctuation

- Begin to demonstrate command of the conventions of Standard English capitalisation, punctuation, when writing.

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 . . .).
- Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults and collaboration with peers to explore a variety of digital tools to produce and publish writing.
- Participate in shared research and writing projects (e.g.; express opinions about books in Home reading Log)

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 with peers and adults in small or larger groups.

Assessments

Developmental Checklists

Narratives (Comments)

Bite-sized formative assessments in these areas:

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