

RAKA PYP Year 1 English Language Requirements

Oral Language – Listening and Speaking

Conceptual understandings

The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.

Expected Standards:

- listen and respond in small or large groups for increasing periods of time
- describe personal experiences, in an increasingly organised way
- retell stories
- use language to address their needs, express feelings and opinions
- ask questions to gain information and pursue inquiry
- use oral language to communicate effectively during classroom activities, conversations and imaginative play
- begin to communicate in more than one language effectively
- memorize and recite poems, rhymes and songs
- use grammatical rules of the language(s) of instruction e.g. capital letters, full stops, question marks, plurals and joining sentences with and
- talk about the stories, writing, pictures and models they have created
- participate in assembly and group presentations
- inquire and respond about the meaning of unknown words encountered in everyday situations
- follow classroom instructions, showing increased understanding
- follow two-step directions, and beyond
- listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- predict likely outcomes when listening to texts read aloud and explain their ideas
- obtain simple information from spoken texts
- distinguish beginning, medial and ending sounds of words e.g. /k/ in cat, /t/ in fat, /o/ in hop



Visual Language - Viewing and Presenting

Conceptual understandings

People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.

Expected Standards:

- locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products
- recognize ICT iconography and follow prompts to access programs or activate devices
- view different versions of the same story and discuss different ways of retelling the same story
- attend to visual information showing understanding through discussion, role play, illustrations
- show awareness of the use and organization of visual effects to create a particular impact e.g. features, layout, border, frame
- relate to different contexts presented in visual texts according to their own experiences e.g. *“That looks like my uncle’s farm”*
- dramatize familiar stories with use of toys, props, puppets and plays
- talk about their own feelings in response to visual messages; show empathy for the way others might feel
- begin to show their understanding that visual messages influence our behaviour
- connect visual information with their own experiences to construct their own meaning, in more detail e.g. when taking a trip
- observe and discuss illustrations in picture books and simple reference books,
- commenting on the information being conveyed
- use body language in a variety of ways to communicate ideas and feelings visually
- begin to realize that shapes, symbols and colours have meaning and include them in presentations
- use a variety of implements to practice and develop handwriting and presentation skills



Written Language – Reading

Conceptual understandings

The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.

Expected Standards:

- understand that print is permanent e.g. when listening to familiar stories, notice when the reader leaves out or changes parts
- have a secure knowledge of the basic conventions of the language(s) of instruction in printed text e.g. orientation, directional movement, layout, spacing, punctuation
- read and understand and use familiar print from the immediate environment e.g. signs, advertisements, logos, ICT iconography
- instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols
- select and reread favourite texts for enjoyment
- understand sound-symbol relationships and to apply reliable phonetic strategies when decoding print
- read accurately by blending sounds in unfamiliar words
- understand sound-symbol relationships and recognize familiar sounds / symbols / words of the language community
- use meaning, visual contextual and memory cues, cross-check cues against each other
- re-read books to build up fluency and confidence
- begin to recognise synonyms, antonyms and compound words in reading
- participate in shared reading, posing and responding to questions
- participate in guided reading situations, observing and applying reading behaviours
- listen attentively and respond actively to read aloud situations
- make predictions of what might happen based on what has been read
- identify the characters and setting of a story
- realize there are differences between fiction and non-fiction
- demonstrate an awareness of different text types:
 - information report
 - instructions
 - fairy stories and traditional tales
 - poems
 - stories
- retell the key information from an appropriate non-fiction text
- make detailed connections between personal experience and storybook characters

Written Language – Writing

Conceptual understandings

People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.

Expected Standards:

- enjoy writing and value their own efforts, increasing confidence
- say out loud what they are going to write about
- discriminate between types of code e.g. letters, numbers, symbols, words / characters
- demonstrate the conventions of written text, lower-case and capitals e.g. sequence, spacing, directionality, starting and ending in the correct place
- begin to identify and use nouns, pronouns, verbs and adjectives
- use the correct tense for the writing genre with subject-verb agreement
- begin to use synonyms, antonyms and compound words in writing
- competently connects written codes with the sounds of spoken language and reflect this understanding when recording ideas
- spell high frequency words correctly
- use common spelling patterns in their own writing
- experience using a graphic organizer for planning writing
- write to communicate a message to a particular audience e.g. a news story, instructions, fantasy story
- connect and sequence simple sentences to form short narratives
- begin to use text structure and features when writing:
 - recounts
 - poetry
 - narratives
 - information reports
 - letters
 - labelling
- write informally about their own ideas, experiences and feelings in a personal journal or diary, initially use simple sentence structures confidently e.g. "I like...", "I can ...", "I went to ...", "I am going to ..."
- begin to write expanded sentences with transition words e.g. or, and, because, so
- draw upon a bank of familiar words, word walls and class made lists
- experiments with new and different words to describe ideas
- begin to write with a clear purpose and with increasing detail
- begin to write simple description of characters and settings
- read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged
- edit writing for capital, full stops, question marks and high frequency words with support
- re-read written work to check that it makes sense
- begin to work cooperatively with a teacher or peer to discuss and improve each other's work
- form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community
- create illustrations to enhance their own written text
- participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions

