



Beacon Media Primary English Curriculum

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Speaking

Introduction

Speech is one of the essential skills in language development. It is connected with other components of literacy: reading, writing, spelling and particularly listening.

The four aspects of speech development in the Primary school are:

- a) Oral expression: The development of confidence and fluency in speech
- b) the production of speech sounds (phonology)
- c) grammatically correct statements (syntax)
- d) vocabulary usage (semantics).

a) Oral expression

Sharing Experiences

Points for the speaker:

- wait to speak until everyone is ready
- have something interesting to say
- use descriptive words and give interesting details
- organize your ideas in a sequence
- have an interesting introduction and conclusion
- look at the audience
- speak clearly and loud enough for everyone to hear you

Developing skills in conversation

Provide the students with opportunities to:

- dramatize situations requiring conversation
- use puppets
- write conversation scripts
- engage in group work

Giving directions or instructions

Provide students with opportunities to:

- give directions for getting to their houses or other places
- explain how to make something or how to play a game

Telling stories or sharing news

Provide students with opportunities to:

- present 'show and tell'
- retell familiar stories

b) The production of speech sounds

Emphasize the correct placement and use of the mouth, tongue and voice mechanism in the production of sounds, e.g. tip of tongue for “t”; lips for “b”

Teach the difference between ‘short’ and ‘long’ vowel sounds, beginning in Year 1 with short vowels and extending to long vowel sounds in Year 2. Emphasize the shape of the mouth for these sounds.

Examples: ‘Short e’ – jaw forward; ‘Long e’ is ‘smiling e’.

c) Grammatically correct statements (syntax)

Children can be assisted in using correct syntax by:

- Incidental correction, e.g. child may say: “I didn’t get none.” Adult can respond, “Oh, you didn’t get any.”
- Listening to the reading of literature

Common mistakes: Use of

Somethink for something

done for did

seen for saw

was for were

don’t for doesn’t

d) Vocabulary usage (semantics)

Students will develop and extend their use of vocabulary through:

- Show and tell
- Speaking on a topic without preparation, e.g. ‘transport’ for 30 seconds
- Class reports on science or social studies projects
- Telling stories
- Listening to literature being read
- Reading a poem aloud
- Dramatization of stories, and every-day experiences

Listening

Purposes for listening. These include:

- listening to follow directions
- listening to discriminate sounds
- listening for enjoyment
- listening for information
- listening to communicate

a) Listening to Follow Directions

Aim: To help children develop a 'set' for listening by:

- putting away distracting materials
- listening from the beginning
- listening actively for who, what, when, where and why

Teachers will provide opportunities for:

- listening to directions and announcements
- playing listening games such as "Simon says"
- following instructions for making something

b) Listening to discriminate sounds

Listening games are essential for students in Years 1 and 2. Games can be played during which the children are asked to identify the direction from which a sound is coming; games that focus on identifying high and low sounds

Year 1 teachers will have a picture collection and an object collection of items starting with the initial sounds, e.g. 'a' (short vowel sound) at the beginning of 'apple'. The letter symbols will not be presented in the early stages because the focus is on listening for the initial sound. This exercise can progress to listening for the middle and end sounds of 3-letter phonetic words, e.g. the sound at the end of 'bat' or the sound in the middle of 'sun'.

c) Listening for enjoyment

Teachers will provide opportunities for listening to interesting or exciting stories.

Provide enjoyable experiences of listening to music, poetry, or the sounds of nature.

d) Listening for information

Aim: To help students to listen to recall facts and ideas by:

- Developing an interest in the subject or project
- Listening actively to what is being said
- Noting the sequence of ideas
- Listening for the main ideas

Teachers will provide opportunities for listening by:

- Establishing a specific purpose for listening
- Telling students beforehand what to listen for
- Reading a short story to the class and asking the students to work with a partner to tell what happened in one or two sentences.
- Reading a short piece of information to the class and collectively making dot points for the main points. (These can be sequenced and developed into a piece of writing.)
- Reading a description, then asking the students to draw the landscape, animals, people or buildings from their memories of what was read
- Listening comprehension exercises: reading and short passage and asking questions

e) Listening to communicate

Students need to develop the listening skills for effective communication. This is, “being a good listener”.

Skills required for good listening are:

- Holding the thread of conversation in mind
- Being courteous, especially when one disagrees
- Listening actively to what is being said
- Not monopolizing or dominating the conversation
- Entering the conversation at appropriate times; avoiding rude interruptions

Rules for good listening:

- Listen courteously
- Keep your mind on the speaker
- Show that you are interested by your facial expression
- Do not interrupt
- Ask good questions when the speaker invites you to
- Listen to the whole thing
- Don't do anything that distracts the speaker

Listening and Speaking classroom ideas

- Show and Tell
- Class reports (sharing a project they have worked on)
- Saying thank you to visitors
- Class discussions

Reading

In Years 1-3 students are learning to read. Beyond Year 3 students should be reading to learn.

The four elements of the Reading program are:

- Phonics
- Sight vocabulary
- Oral reading with fluency and expression
- Comprehension skills
- Research skills

Phonics: Word attack skills are important in reading development as they enable the child to pronounce unfamiliar words.

Basic sight vocabulary: is the ability to identify words instantaneously. Children learn to do this by recognizing the shapes of words.

Oral reading and comprehension skills can be developed by practice in reading texts that are appropriate to the child's reading level.

Research skills (including using the dictionary and locating information are introduced at Year 3 when the students begin to 'read to learn'.

a) Pre-reading for beginners

Year 1 students need to have been exposed to a range of pre-reading experiences before they are ready to read. The kindergarten year provides language enrichment and a wealth of pre-reading experiences. For students who begin school in Year 1, without having attended kindergarten, these students should be provided with pre-reading experience in the first part of their first year at school.

Pre-reading experiences:

1. A rich background of ideas to enable them to interpret what they later read. This includes social, cultural and science activities, as well as poems, stories, songs, excursions, discussions and free play activities.
2. A mastery of language developed through free and natural conversation. Rhymes, repetitive stories and dramatization help the children develop clear speech patterns.
3. Interest in print: As children have stories read to them they will see that words have meaning. The first printed word they may learn to recognize is their name. Labels around the room can be pointed out, such as weather charts, birthday charts and labels on Science and Social studies displays.
4. Experience with books: A library corner gives children free access to picture story books which they can learn to handle carefully. The teacher can make 'big books' using the child's drawings and create appropriate sentences for the drawings. The teacher can point to the words as they are read, so that the children can see that there is a system of spaces between words.
5. Auditory discrimination: This is developed through listening games and activities. These activities help to prepare the child for listening for and recognizing the sounds of speech.

6. Visual discrimination: sorting objects according to size, shape and colour; matching colours; noting likenesses and differences. Becoming aware of shapes prepares the child for recognizing word shapes. Dominoes, jigsaw puzzles and 'which is different?' games' are all important.
7. Learning that print goes from left to right: This can be developed by pointing to words in a book as the story is read, and by activity pages where children start a pattern from the left, indicated by a star for 'start'.

Phonics and spelling

Phonics and spelling Year 1

Pre-phonics for Year 1:

Listening Activities and Games:

Where am I?

Tapping rhythms

Whispering commands

Imitation of sounds, e.g. animal sounds

Repeat what I say

Whose voice was that?

Musical response (high/low)

Follow the bell

Pass the message (whispered around the circle)

Formal phonics for Year 1:

1. Initial sounds
2. 3-letter words (cat, hat etc)
3. Consonant blends 'th', 'sh' 'ch' 'll' 'ck' 'y' as in cry
4. Consonant blends (in 4-letter words e.g. drip)

Steps in teaching phonics

1. Initial sounds

Use the Beacon Media resources: **Progressive Phonics Stage 1** and **Bible Phonics**

a) Distinguish between *letter name* and *sound name*.

Teach the initial sounds *first* and letter names later

a apple ('a' as in the middle of c-a-t, not 'a' as in the middle of c-a-k-e)

b banana

c carrot

d dog

e elephant

f fish

g goat

h horse

i insect (not ice-cream)

j juice

k kitten

l lion

m mouse
n needle
o orange
p pig
qu queen
r ring
s snake
t turtle
u umbrella
v vase
w watch
x *in* fox (not xylophone)
z zebra

b) Introduce the sounds using *pictures only* to begin with. Do not show the symbol until the child can say all the initial sounds when shown objects or pictures. To develop this teachers will need:

- a) a picture collection
- b) an object collection

Order of teaching sounds:

m t s p a r i d c f h n l e b o g j u k v w x y z qu

The reason for this is:

- a) There are some sounds that receive more emphasis in the English language and therefore the ear is more attuned to these.
- b) The first word a child learns is often 'mum'.
- c) Some sounds are more difficult to say.
- d) Similar sounds like *b* and *d* should be learned well apart.

c) Once the child has mastered the initial sounds, then symbols can be introduced. At this stage, children can also learn to write the symbols. Remember to call them by their sound names and not their letter names.

Once children are thoroughly familiar with the sound names, then introduce the letter names, always mentioning both together. For example:

The letter **a** sounds like *a* (short vowel sound)

The letter **b** sounds like *b*

d) Next, introduce the capital letter symbols, but always alongside the lower case. For example:

Aa

Students can identify capital letter in their own names and in the names of people they know.

Beacon Media Phonics resources for learning initial sounds:

Bible Phonics

Progressive Phonics stage 1

3-letter words

a) Begin 3-letter words with voiced sounds only

e.g. cat, hat

Make a game where you ask the child to guess the word you are sounding. (Use aural skill only...don't show any written symbols).

Say very quickly, but with separate sounds: *c-a-t* or *t-o-p* etc. "What is the word I am saying?" Children enjoy trying to guess the words.

Teach children to listen for single sounds in any part of the word, e.g. 't' at the beginning of *top*; 'p' at the end of *top*; 'o' in the middle of *top*.

b) 3-letter word recognition

Students can now start sounding out 3-letter phonetic words.

Make word wheels (see Appendix)

Use bottle-top or individual cardboard letters for making words.

Change vowels, e.g. pat, pet, pit, pot.

Change one letter at the beginning or end, e.g., sad, bad; bit, fit, fix

Beacon Media resource: **Progressive Phonics** stage 2, (3-letter words)

2. Consonant blends

a) Introduce the consonant blends 'th', 'sh', 'ch', ll. ck, y. (See **Progressive Phonics** stage 3)

b) And the consonant blends such as *frog*, *clap*. (See **Progressive Phonics** stage 4)

Listening skills

Ask children to clap word rhythms according to syllables, e.g. jump-ing; croc-o-dile; their own names.

Provide listening activities with rhyming words, e.g. make up rhymes such as 'a frog on a (log).

Phonics and spelling Goals for Year 1

January, February: students identify and pronounce sounds using pictures or objects, (not letters)

Note: Some students may need one-on-one assistance because they come to school without knowledge of English, or not having pre-school experience.

March: students begin sound symbols (letters) at a rate of one per week to begin with, and then two per week.

June: students begin 3-letter words

October: students begin consonant blends

Phonics and spelling Year 2

Listening and auditory discrimination skills:

During year 2 children will be learning how to:

- Divide words into syllables
- Note the difference between long vowel sounds and short vowel sounds, e.g. tap, tape
- Be aware of mouth shape and tongue position when making the long/short vowel sounds, e.g. "long 'a', 'e' and 'i' are made by making a 'smile'; long 'o' and long 'u' are made with round lips.
- Put words into word families and identify rhyming words
- Hear beginnings, endings and middles of words, e.g. identify the sound at the end of 'stop' by listening only, (without looking at the written word).

Word lists:

Use the Beacon Media **Progressive Phonics** picture chart and associated **Stage 5** word lists with activities. The words on the picture chart provide the key words for each word family, e.g. 'snake' is a key word for all words that are made in that way, with long 'a' in the middle of the word and silent 'e' on the end of the way. We say that 'make', 'made', 'same' etc. **go with** snake.

A new word family will be introduced each week. This group of words will be introduced on Mondays and reinforced Tuesdays, Wednesdays and Thursdays with a different activity. The words will be tested on Fridays.

Activities for learning the words in the list:

- Play matching games with word cards, e.g. children are asked to select all the words that go with the key word 'snake'. They will select words such as 'name', 'tape' and 'gate', from a random selection of word cards. Other games are found in the appendix.
- Write words in sentences.
- Make rhymes using words from the list, e.g. 'make a cake'.
- Write the words and draw pictures for the words.
- Cloze activities, e.g. chose a word from the list to fill the gap in a sentence, e.g. Twins can look the _____ (same).
- Simple dictation, e.g. "Dad can fix the *gate*." (Dictated sentences should only contain words that have been taught in the phonics program.)

Phonics and spelling Goals for Year 2

January to mid-February: Revise 3-letter words and consonant blends, (Progressive Phonics stages 2,3 and 4). After testing, if any students are not competent in sounding and blending with initial sounds, they will require special assistance.

February to November: Begin and continue with **Progressive Phonics** Stage 5, introducing one-word family per week. (There are 27 word-families in the Progressive Phonics program.)

Time allotment: 30 minutes per day

Phonics and spelling Years 3-6

Use the **Progressive Phonics** program, with the picture chart as follows:

Year 3: Stage 6

Year 4: Stage 7

Year 5: Stage 8

Year 6: Stage 9

Note that each *stage* covers the same word families, but provides word lists that are progressive in the level of difficulty. This means that the program is very suitable for composite classes.

Progressive Phonics and spelling Goals for Years 3-6

If a new word family is introduced each week, all words families on the Progressive Phonics picture chart should be covered by the end of the year. Time allotment: 30 minutes per day. A weekly spelling test should be conducted and student scores recorded.

Listening and discrimination skills:

Students will listen for:

Common initial sounds and final consonants

Rhyming words

Likenesses and differences

Long and short vowels

Syllables

Prefixes – in, un, dis, im, mis, non, pre, re, sub, tri, bi, ex

Suffixes – s, es, ed, er, ing, ly, less, ness, ful, est, able, ible, ish, or, sip, ion, ment, y, ous

Students will identify:

Silent letters

Plurals

Activities to use with the word lists:

Dictation

Cloze

Word games

Addition of prefixes and suffixes

Writing words in sentences

Making up rhymes

Test at the end of the week

An activity card or chart can be made as follows. The teacher chooses the appropriate number (as shown below) to place after each word. This indicates the type of activity to be done. This is a generic activity which can be applied to any word list.

1. Write the word in a sentence.
2. Write the dictionary meaning of the word.
3. Draw a picture to show the meaning of the word.
4. Find a word with a similar meaning.
5. Find a word with the opposite meaning.
6. Divide the word up into syllables
7. Find a rhyming word.
8. Write the plural of this word.
9. Add **ing** to this word.
10. Make a noun from this word.
11. Make a verb from this word.
12. Make an adjective from this word.
13. Change the tense of this word.

Theme words

Teachers can make charts of words applicable to the Science/Social Studies/Health theme being studied at the time. These can be included as spelling words to be learned.

Dictionary skills

Alphabetical order will be taught in Year 3 and reinforced on the following years. Students will learn to use their dictionary to look up word meanings.

c) Running Records and text leveling

Running Records is:

- A system of testing children's reading ability
- The test is conducted one-on-one.
- Errors are recorded, fluency and comprehension assessed.
- The test results indicate whether the text is too easy, too difficult or at the right level for the child.

Why Running Records?

- In one class, there will be a wide range of reading ability levels.
- One standard reading book will not be suitable for all children in the class.
- Those who cannot cope will be left behind
- Therefore, children should be reading texts suited to their own reading ability level.

Text leveling

- Texts are leveled from 1 to 30
- Level 1 would be for a beginner reader, e.g. beginning of Grade 1
- Level 30 texts are for competent readers
- A student could reach Level 30 by approximately the end of Grade 4
- BUT reading levels are not fixed to Grade levels. Every child progresses at their own rate.

Individual reading levels matched to individual reading texts

- There is not just ONE reading book for one Grade. There must be MANY reading resources for each grade.
- *Beacon Media* has supplied a copyright-free library of leveled texts.
- These can be printed out and laminated in order to make durable story cards or reading cards.

Phases of reading

Level 1 –

- Direct match between text and illustrations
- One line of text per page plus a picture.
- Word count between 0 and 50 words

Level 5 –

- 1-5 lines of text per page
- Direct speech used – “said” and “asked”

Levels 6-12

- Sentences may contain more than one idea.
- A full range of punctuation used.

Level 18 up

- The story may be in episodes.
- Several ideas in the plot.

The teacher will indicate the text level appropriate to the child.

How to administer a Running Records test

The test administrator:

- gives a copy of the text to the child and takes a copy for herself/himself
- sits next to the child while the child starts reading
- Takes a record of every word that is unknown, incorrect, left out or wrongly added. Also records words that the child self-corrects.
- asks the child to retell the story, or asks some comprehensions questions when the reading is finished. The De Bono Thinking Hats can also be used to ask questions about the story, (See appendix)

Student's Name Matt Jones Date 1/28/02

Have the student read out loud as you record. Assessed by B. Cast

page	E = errors M = meaning	S-C = self-correction S = structure V = visual	E	S-C
3	✓ ✓ ✓ of/sc ✓ The wheel comes off the truck.			1
4	✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.			
5	✓ ✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ ✓ p/ ✓ It rolls past the cows. ✓ R ✓ Faster and faster.		1	
6	✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.		1	
7	✓ ✓ ✓ R ₂ ✓ water The wheel rolls toward the river. ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.		1	
8	✓ ✓ ✓ in/sc ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ It rolls out the door. ✓ ✓ ✓ Faster and faster. The wheel rolls through the town.		1	1
9	✓ ✓ ✓ P/ ✓ R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.			
10	✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. The wheel is on the truck. track/sc		1	
Totals			8	3

Scoring

- The aim is to find out the percentage of words read correctly.
- If there are 99 words in the passage, and the child makes 8 errors, then his score is 91 out of 99.
- Convert this to a percentage: 92%
- "Self-corrections" are not marked as errors.

Recording without a photocopy

Name:

Date:

Recorded by:

Errors	Self-corrections

Total errors:

Total self-corrections:

Percentage:

Comments:

How to use the test results:

The actual text	The child's reading effort
The wheel comes off the truck.	'of' Self corrected to 'off' (SC)
The wheel rolls through the field.	The wheel went through the field.
The wheel rolls through the barn .	The wheel rolls through the farm .
The wheel rolls towards the river .	The wheel rolls towards the water .
It rolls out the door.	It rolls out of the door.
The wheel is on the truck .	The wheel is on the track .

This child uses meaning to work out unfamiliar words, but makes little use of phonics.

Summary

- Record the number of errors.
- Record the number of self-corrections. (This helps you assess fluency and word attack skills.)
- Calculate the percentage of errors.
- Ask a few questions about the text to test comprehension.
- Make some comments such as degree of fluency, expression and comprehension.
- Comment on strengths/weaknesses in phonics, sight reading, ability to use meaning cues.

How to know if the text is at the right level for the student:

- **Independent level** – 100% accuracy. A good level to use for take-home books.
- **Instructional level** – 95% accuracy with good comprehension. Use these books in guided reading sessions.
- **Frustration level** - less than 95% accuracy and poor comprehension. This book is too hard for the child.

Keeping records organized

- Class list
- One page for each child
- Record date, score and comments

How often to test

- Each child once or twice a term
- More often for students on lower levels
- Children while they are doing art activities.
- Teacher's aides can assist in conducting Running Records.

Reading Groups

- Once children's reading level is known, students can be grouped together in reading ability levels.

Guided reading

- Small groups of about 6 children will work with the teacher, one group per day while the rest of the students are involved with an independent activity such as illustrating a text for making a book, or writing spelling words.
- In guided reading, each child in the group has a copy of the same text.
- The children will all be at a similar reading level.
- Introducing a new text: ask the students to look at the pictures, then ask, "What do you think this story is about?" Discuss any personal experiences that might be associated with this book. This gives students a heightened sense of interest and anticipation.
- The teacher reads the text while the students follow.
- The students try reading the text while the teacher assists them one by one.

One-on-one reading

- The teacher or teacher's aide will hear children read individually, with a text at the right level.
- Buddy reading will be part of the program. This is where each student has a reading partner. An early reader is paired with a more advanced reader and they take turns to read to each other. Half an hour per day will be assigned to Buddy Reading.

d) Sight Vocabulary

Sight Vocabulary Year 1

Pre-reading activities

Before children are ready to read they need to have had a wide range of pre-reading experiences such as:

- Listening to story books
- Activities with shapes, (to develop visual discrimination skills)
- Left to right drawing activities, e.g. start at the star (on the left) and put a stem on every flower in the line, going from left to right.
- Following the text in a big book, so that they can see that the correspondence between the written and spoken word, and to see that there are spaces in between words.
- Recognizing their own name on a word card.
- One-to-one correspondence activities.

Beginning to read a text

Level 1 books are books with repetitive sentences, with a picture on each page that the child can use to give meaning to the text. It is not necessary for the child to know every word in a Level 1 book, but it is important that they can point to the words in correlation with the spoken word, (one-to-one correspondence).

Children will read a variety of commercial Level 1 books. They will also make their own Level 1 books in the classroom. The teacher will write the sentences, (one per page), and the children provide the illustrations. The pages are then stapled together down the left-hand-side and an illustrated cover page added.

Example:

I can (6 pages including the title page)

I can jump

I can run

I can walk

I can hop

I can skip

Other examples:

This is a...dog, cat, pig, hen, butterfly, bird

Here is a...red truck, yellow sun, blue flower, green sock, black fish, brown dog

We went to the... shop, park, beach, house, church

Look at the...fish, horse, cat, dog, lizard, bird

It is... hot, wet, sunny, cold, windy

We have... fun, pets, food, friends, toys

I want to...eat, play, go home, ride a bike

I like...red bikes, yellow bananas, blue hats, green trees

I like to eat... apples, oranges, bananas, mangoes, carrots, pineapple

70 high frequency words (Dolch words)

The following words are high frequency words, and therefore should be taught in the early stages of reading. They can be used in conjunction with 3 letter phonetic words, to make sentences.

Here	with	will	one
here	make	do	two
is	made	to	three
I	up	big	four
can	down	little	five
see	me	small	six
go	went	came	seven
the	yes	with	eight
a	no	some	nine
This	run	our	ten
this	walk	for	red
look	sit	get	blue
and	jump	them	yellow
am	play	us	green
it	help	went	black
are	not	you	white
like	want	put	
come	said	out	

Examples of sentences using high frequency words:

Here is the cat.
Look at the dog.
I can see the pig.
Can you run to Mum?
Is Dad here?
Come here little dog.
I like buns.
He likes eggs.
I can go in the box.

Flashcards:

Play flashcard games using the Dolch words, introducing approximately two new Dolch words per week. Teach the Dolch words in the context of sentences as above.

Interest words and making books on topics of interest

Word banks can be built from words of interest arising from Science and Social Studies topics. These can be displayed on a chart for reading and spelling.

Books can be made as information is collected and presented in the form of simple sentences with illustrations by the children.

Experience-based books

In a similar way, books can be made on experiences such as excursions, special classroom activities and visits from guest speakers.

Sight vocabulary Year 2 and up

Students will extend their knowledge of the Dolch words, gradually learning the complete list of 220 words. (See appendix.)

The Beacon Media set of “**Dolch words in sentences**” can be used in the following ways:

- sentence flashcard reading
- reading for speed (students read from the page, line by line, with a ruler underneath each line)
- sentences for dictation.

e) Guided reading

Guided reading is where the teacher guides one small group in reading the same text. Each child has a copy of the text. This can be a book or story card. The sets of books/story cards will be stored in manilla folders, taped up the sides, clearly labeled with Level, name of story and how many in the set. These will be placed in clearly labeled baskets, e.g. basket for Level 1, basket for Level 2 etc. These will not be used as take-home reading books, (although small reading books could be made from photocopies of the story cards for take-home).

How to conduct guided reading:

1. Select a set of 5 reading cards or reading books at the level of the group you are going to take., (5 students). This is called “instructional” reading because the students are learning to read this story.
2. Also have ready the “familiar reading” which they have worked on previously and know well.
3. Now you are ready to start the session. First give the rest of the class a quiet activity that they can be engaged in independently, e.g. drawing to illustrate a big book, spelling activity, journal writing. (If students do not know how to spell a word while journal writing they must “have a go” and not interrupt you.)
4. Now start the guided reading with your group. Ask them to look at the cover of the book, or the pictures on the story card. Get the to PREDICT what the story might be about. Discuss any experiences on the topic, e.g. “At the beach”... what might we find at the beach?
5. Now MODEL the reading. *You* read it while they follow with their finger, pointing to the words.
6. Now get them to read along with you.
7. Now ask them to read independently. They can whisper-read so that they are not disturbing the person next to them. They will all be reading at different paces. You go around and check that they are reading correctly.
8. Now ask questions about the story. You can use the De Bono Thinking Hats, e.g. What good things happened in the story? What are the facts?

Goals for Guided Reading

Remember that not all children will reach these goals. They all learn at different rates. That’s OK.

Approximate goals for Reading Levels:

End of Year 1: Level 6

End of Year 2: Level 14

End of Year 3: Level 20

End of Year 4: Level 25

End of Year 5: Level 30

Guided reading summary

- About 6 per group, all at a similar reading level
- All students in the group have the same text
- Is the text at the right level? (Use Running Records to find out student reading levels.)

- The rest of the class is doing a quiet, productive literacy activity, e.g. writing a story, phonics activity

Steps in guided reading

- Teacher introduces the book
- Teacher reads book while children follow
- Children read independently silently or quietly aloud, “whisper reading”, (not chanting)
- Teacher moves around and hears each child quietly read a few sentences.

Teacher preparation

- Before introducing a new book or story to the students, look through the text and take a note of some specific words the student may not know, and will need to know.
- Write these up on a large sheet of paper, preferably on a stand, (easel).
- Remember that you will have several groups, so you will need to have one sheet for each group.
- You can practice these words daily with your group.

Before reading

- Show the students the new book or story card.
- Say, “Before we read our new book, we are going to practice some of the words in the book.
- Then teach the words, looking for parts of words that can be sounded.
- Ask, “Who can use this word in a sentence?” (make sure they understand the meaning of the words.)
- Play a game of ‘tic tac toe’ with the words.

To play 'Tic Tac Toe'

Use a pointer and randomly point to words while saying:

Tick Tac Toe, here I go

Where I land I do not know

(But actually you do know. Stop on a word. Students say it. Then continue with Tic Tac Toe, until all the words have been said.)

Introducing a new book

- Look at the cover. Read the title.
- Ask the children to predict what the story might be about.
- Look at the pictures. Who might the characters be?
- Ask the children what they might already know about the subject matter.

Modeling

- For early readers, model the reading of the story.
- If the story is too long to read in one session, choose a few pages.

During reading

- Teacher moves around listening to children reading softly, and gives individual assistance.
- Teacher assesses student reading skills: fluency and expression
- For children who finish the story quickly, they are to read it again, for practice.

After reading

- Ask comprehension questions...
- What happened in the story?
- How did the story end?
- Who were the characters?
- Use the thinking hats to talk about the story.

Duration of a session

20 minutes

This will depend on the age of the children, their attention span, and especially...

How long can the class work independently on their own without needing you????

Train the class to find something to do if they have finished their task, such as reading a book.

They must not interrupt you unless it is an emergency, e.g. they need to go to the toilet or feel sick.

Frequency of guided reading

In a class or 30...

One group of 6 can be with the teacher once a week, (6 X 5 = 30)

The rest of the class

Students not working with the teacher must work quietly and independently:

Years 1-2: Illustrate pages for Big Books or work on posters for class topics

Years 3 and up: Book reports, story writing, spelling/vocab exercises

Avoid 'round robin reading'

This is when the whole group or class is reading the same text, and children are asked to take turns to read a section out loud to the whole group.

Disadvantages of asking students to read aloud when they are not confident:

- Some children are not confident and feel embarrassed when reading in front of the group
- Students really only engage when it is their turn.
- Better... to allow each child to read independently

The right place for reading aloud

If we don't practice 'round-robin reading' then how will the student ever gain confidence to read in front of a group?

- Some competent readers will want to read to the group, so provide opportunities for this.
- The less competent readers can participate in play readings, which they can practice in advance.
- The Beacon Media play readings for character development can be used by students Level 20 and up.

f) Shared reading

Shared reading can also be called "chanting". It is when the whole class or group reads together.

Years 1-2:

The whole class or whole group can read from a "big book".

Years 3 and above:

The whole class or group can read a poem or sing a song following written words

Shared reading Years 1 & 2: Reading a Big Book

It can be a book that you have made with large print. The children have provided the illustrations.

- First teacher models reading
- Then someone points to the words while the group reads.

- It is a good idea to build up a collection of “big books” and hang them on a string along a wall.
- The children can select their favourites.

When to use shared reading

- Every day
- Any time
- As an introduction to a literacy lesson
- As a break between subjects

Book reports: non-fiction

Older students can write book report:

For books on topical information, or true stories, give student this set of steps in writing a book report:

- 3 facts I learned from this book (or text)
- 2 questions I have for the author
- 1 thing I thought was most interesting
-

g) Hearing reading one-on-one

Teachers should take opportunities throughout the day to hear children read one-on-one.

Ask them to bring their Reading book/folder to you and listen to them read for 5 minutes here and there throughout the day, when opportunity arises.

e.g. When children are doing art work

Invite parents to come and hear reading!

Also set up a “Take-Home” reading system where students take home a book each week and return on a particular day. Prepare a reading folder for each student to protect the book and also place in the folder a chart which gives title of the book and place for parents to sign when completed. For longer books parents can write the page number completed.

h) Book reports

Fiction

For fiction books, give the students this list of questions:

1. Who were the characters? (Write something about each one).
2. Where did the story happen? (the setting)

3. What was the story about? (a short summary)
4. What was the most exciting part of the story? (the climax)
5. How did the story end? (the resolution)

Non-fiction

Older students can write book report:

For books on topical information, or true stories, give student this set of steps in writing a book report:

3 facts I learned from this book (or text)

2 questions I have for the author

1 thing I thought was most interesting

i) Reciprocal Reading

- For students at Reading Level 15 and above
- This is similar to guided reading, but students replace the teacher as leaders for groups
- “Reciprocal” just means helping one another
- Arrange students in groups of about 6
- Choose a leader for each group, a competent reader
- Each member of the group has a copy of the same text, (at their appropriate level).

Teacher preparation

- Make copies of the texts for the different groups.
- There are many Beacon Media reading resources, e.g. “Stories of Faith”, See the levelled reading resources
- Prepare the students by explaining the process
- Explain the meaning of ‘text’, ‘predict’, ‘clarify’, ‘summarize’

Step 1: Predicting

Group leader asks: “What do you think this text will be about?”

(Students may guess by reading the title, and if there are pictures, by looking at the pictures.)

Step 2: Reading

- The group leader says, “Let’s read the first page down to.... here.”
- The group leader points to where everyone is to stop reading. Half a page is a good amount.
- Everyone reads silently. Some student may like to ‘whisper read’.
- Students can use a ruler underneath the lines.
- When finished, they can re-read or wait quietly until everyone is finished.

Step 3: Clarifying

- The group leader will know when everyone is finished because they can observe the progress of the rulers under the lines.
- Then the group leader says, “Does anyone have a word to clarify?”
- Anyone in the group can help assist with the meaning of certain words. If no one knows then the group leader can ask the teacher.

Step 4: Summarizing

- The group leader says, “Can anyone think of a sentence that summarizes the text so far?”
- “Are there any other important facts we have learned so far?”

Step 5: Questioning

- The group leader says, “Who can think of a question about the text, starting with who, what, when, where, why, how.”
- Anyone in the group, including the group leader, can ask a question for the rest of the group to answer verbally.

Step 6: Repeat the process

- The group leader says, “Let’s read the next section down to...here.”
- Repeat the steps of clarifying, summarizing and questioning until the text is finished.

Prepare instructions for group leaders

Make one set of instructions for each group leader:

1. Predicting: “What do you think this text is about?”

2. Reading: "Everyone read down to...here."
3. Clarifying: "Does anyone have a word to clarify?"
4. Summarizing: "Give me one sentence to explain what we have just read."
5. Questioning: "Can anyone think of a question starting with who, what, when, why, how?"

These can be laminated or kept on cards, and the same instructions used every session.

j) Reading for fluency

Reading fluently, use of different voice tones for speech marks and questions and pausing at full-stops – are all essential for gaining the meaning of the text.

Students will gain fluency and use expression as they practice. They will be encouraged to read texts more than once and aim to make their reading sound interesting, by using different tones of voice. Puppet play readings will also be used to give practice in fluent and expressive reading.

Students will learn to use expression is by listening to and copying a well-read text.

Points to emphasize: high and low voice, stopping at full stops, loud and soft, voice rising for a question, a surprised voice for exclamation marks.

k) Reading for information

Students in Years 3 and up will practice:

- skimming and scanning to pick out the main ideas in a piece of information
- Comprehension exercises
- Cloze exercises (filling in missing words to show understanding)
- Sequencing events in a story
- Summarizing
- Making a list of the main points in a piece of information
- Making inferences
- Reading between and beyond the lines
- Mapping and modeling (showing facts from the passage in a visual form)

Writing

a) Pre-writing

(Kindergarten and Year 1)

Before children start to write letters, they need to develop fine motor skills. This can be assisted by activities to exercise the fingers and wrists, such as finger plays and dough modeling. Children also need to start copying patterns before they start copying letters.

It is important that young children are given thick pencils or crayons beginning writing activities, (large diameter to help them grip). Otherwise a pencil grip can be attached to a regular pencil.

It is important that teachers 'teach' the children how to hold the pencil. Model the pincer grip over the pencil, with thumb and first finger, then add the second finger.

Pre-Writing Skills

Before beginning to form letters, children need to:

- Have sufficient concentration to work at an activity for at least 10 minutes at a time.
- Be interested in print
- Seated comfortably with feet on floor, sitting square onto a work surface which is the correct height
- Maintain a steady wrist position that will enable controlled finger movements.
- Have a good ability to control pencil strokes
- Be able to form some basic shapes that are required to form all letters: a circle, vertical and horizontal lines and diagonal lines
- Be shown how to form the shape, before being able to copy pre-drawn shapes, as children learn to imitate shapes first before copying them
- Be able to remember the movement patterns associated with forming shapes, to replicate the actions when copying

Developing control of pencil strokes

- Use pre-writing/ drawing activities to develop stroke control, where the child has to draw between two lines (i.e. mazes or follow the trail activities). You can increase the difficulty of the task by decreasing the width of the lines.
- Practice drawings of defined shapes and patterns on a large vertical surface, such as a blackboard, easel or paper pinned to the wall.
- Use activities where the child has to free draw to join the items, e.g. joining lines to match items that are the same, or crossing or making a circle around pictures that are the same.
- Give lots of opportunities for drawing, tracing, painting and copying shapes and patterns to gain practice in controlling the pencil.
- Use puzzle books and worksheets with activities such as connecting objects (e.g. matching), mazes and dot to dot games that require accuracy. Gradually increase the level of difficulty and accuracy required.

b) Hand writing

Watch for:

- Correct grip of pencil
- Tall letters formed top to bottom
- Round letters like 'o' and 'a' start at 1 o'clock
- Spaces between words
- Writing on the line
- Not too small or large
- Not rushed

Helpful activities: writing letters "in the air" with finger, or tracing letters in sand or on the back of a partner.

Writing patterns can be beneficial in helping children to develop control and correct strokes. A full collection on patterns are available in a separate Beacon media hand writing document.



c) Written expression

Making books

Students will be given the opportunity of creating their own books. This is an excellent way to increase the amount of reading literature in the classroom. Children love reading the stories they have written and those of their classmates.

Big Books

- Big Books are for younger children, (Years 1 & 2).
- The teacher writes the text in large print, each page containing one idea or sentence. The students provide the illustrations.
- The whole class can read along while the teacher or another child points to the large text.

Format for Big Books (Years 1 & 2)

- One piece of paper per child. Landscape format is best.
- The paper is prepared in advanced by the teacher, with a margin line ruled down the left-hand side where the staples will go, and a margin line rules about 6 cm up from the bottom of the page, where the sentence will go.
- Each child can think of a sentence to illustrate.
- The teacher asks each child, "What sentence would you like me to write about your picture?" (It is important that students start to understand that a 'sentence' is an 'idea'.)
- The teacher writes their sentences in large print.

- Class books can be made about an activity done at school, e.g. “Our nature walk”; “We made jelly”, or about a topic of interest.
- The pages are compiled and stapled down the left-hand side to make a book. A cover page is added.

Small Books (Year 2 and up)

- Once the students can write clearly enough for others to read, they can start to make their own books which can be shared with other children, especially in “Buddy Reading” time.
- They can become part of a collection of a class book collection.

Book Displays

- The students’ hand-made books will be kept on display for easy access, e.g. on a string along the wall.
- For Years 1 & 2 the reading session can start with the whole class reading one of their own “Big Books”.

Books on topics of interest

Children can make books on topics of interest, like animals, volcanoes, countries etc.

Books ‘about me’

Children can make books about themselves. This activity is well suited to younger children and well suited to making Big Books.

Big Books ‘About Me’

One sheet of paper per child (landscape format)

Examples of sentence beginnings:

- I like to go
- On Saturday I like to
- I like to eat
- My best friend
- I went to

Retelling stories

Retelling stories is another way to make a book.

e.g. Bible stories; traditional tales; stories that community members have shared

Steps in “read and retell”

1. The teacher reads the story
2. The teacher draws 4 to 6 large boxes on the board. The boxes are numbered.
3. The teachers asks, “What happened first?” A sentence is recorded in the first box.
4. “What happened next?” (second box, and so on.) “How did the story end?” (last box)
5. Students are asked to draw a picture on a sheet of paper (landscape) for of one of the sentences.
6. The pages are collated in order to make the book. Title page is added.

Writing a response to a story

Use the “De Bono’s Thinking Hats”

- Red (Emotions) - How did you feel when...? or how did a certain character feel when...
- Blue (Personal response) - What did you learn from...? What if....
- Green (Creativity) - What else could have been done? What would you have done?
- White (Information / facts) - What was ...? Who was...? How many? Where?
- Yellow – good points
- Black – bad points

Also use story books for expanding vocabulary. Make a list of vocabulary from the story and ask the students to use these words in their writing.

Diaries

Students will write each week in their personal diary, reporting on personal experiences, their own activities and interests. They can provide illustrations. The teacher can provide feedback by writing encouraging comments.

Letters

Students will write letters of encouragement to others in the class, to students who are absent through illness and to guest speakers to express gratitude. A class post box can be provided.

Ten rules for writing

1. Think about your topic and make a plan.
2. Decide whether your story will be about something that has already happened, is happening now, or is going to happen.
3. Begin every sentence with a capital letter and use capital letters for names.
4. End every sentence with a full stop. Use question marks for questions.
5. Think of a good beginning, middle and end.
6. Try not to use “and then” in your stories.
7. Don’t make your sentences too long.
8. Ask for help with words you cannot spell, or use a dictionary.
9. Remember to use some interesting words to describe things.
10. Use your imagination but keep away from things that would not honour God, e.g. horror, spooks, ghosts, witches, UFOs.

Text types

Students will be given practice in writing in a variety of genres.

1. Text Type: Narrative

Purpose: to tell a story.

- More than just giving the order of events.
- There has to be a problem to be solved to make the story interesting
- The story must have a definite ending.

How to write a narrative:

- A **setting** (who? where? and when?) and introduce the **characters**
- A sequence of **events** that leads to a **problem** confronting the characters.
- A **resolution** where the problem is solved.

Story ideas for Narrative:

1. An underwater discovery

You have been underwater diving and you have discovered the wreck of a sunken boat. It looks as if it has been there for years. Write a story about this boat.

Who do you think it belonged to?

How did it get here?

How long ago?

Who were the people on board?

What happened to them?

2. Footprints in the sand

You are at the beach and you see some footprints in the sand.

Write a story about the footprints.

Who was here?

Where were they going?

What happened to them?

Will they come back this way?

3. Marooned

If your boat sank just off an uninhabited island and you managed to swim ashore, what would you try to take with you? You are only allowed to take three things with you. Consider them carefully.

Explain why you chose these three items.

Write about your experience.

What can you eat?

Where would you find water?

How can you get shelter?

Are there any dangerous animals?

How can you survive?

How will you get back home?

4. Storm approaching

“Warning!!! Warning!!!

There’s a big storm coming. Would everyone please...”

If you heard this warning...

How would you feel?

What might happen?

What would you do?

Why would you do this?

Who would you look out for?

5. The fire

A fire started when two boys were playing with matches. Think about these questions then write a story. Don't just write answers to the questions. Make it interesting.

Where were the boys when the fire started?

What happened next?

How did they get help?

How was the fire put out?

What happened to the boys?

What lesson did they learn?

6. More story ideas for a Narrative

- The storm
- The secret cave
- The treasure map
- Crash!
- Lost in the bush

2. Text Type: Procedure or Instructions

Purpose: to describe how to do or make something.

How to write a procedure or set of instructions:

- A **statement:** What are you telling the reader to make or do? E.g. a recipe
- A list of **materials, equipment or ingredients** you will need.
- Step-by –step **instructions** of what to do. The steps can be numbered.

Ideas for writing a Procedure:

1. A new sport

You are going to invent a new sport that can be played on the sand.

Give the sport a name.

What equipment do you need?

How many can play?

What is the aim of the game? (Who wins?)

What are the rules?

2. My Recipe

You are making a very special sandwich for lunch. Write down the recipe for someone who has never made it before. Write all the steps, including how to spread the bread.

a) Ingredients:

b) Method:

1.

2.

3.

4. etc.

Draw pictures to help explain.

3. The model car

Imagine that you are making a model car, large enough to sit in. It can move along when someone pushes you.

Make a list of the materials you would need.

Write some step by step instructions on how to make your car.

4. More ideas for writing a Procedure

- How to make a paper aeroplane
- How to make a birthday cake
- How to play hand ball
- My science experiment

3. Text Type: Recount

Purpose: to tell the reader about experiences. It can be:

- a personal recount, telling about a personal experience
- a factual recount, describing something that happened
- an imaginative recount which applies factual knowledge to a made-up story, e.g. a day in the life of ...

How to write a recount:

- A **setting** (who? When? and where?)
- The sequence of **events** in the order in which they happened. (There may be some personal comment about the events.)

Ideas for writing a Recount

1. A special ride

Have you ever a ride that was a bit unusual?

Maybe on...

A boat

A tractor

A horse

Or maybe you would like to have a special ride in..

A helicopter

A submarine

A space rocket

Write about your experience. It does not have to be true.

2. The Football Match

Some words to use:

forward pass won lost penalty score team goal crowd post knock try kick trophy referee
coach tackle boots whistle

Write a story about a football match. It must be a match that has already been played.

3. Underwater adventure

Some words to use:

beautiful scuba diving flippers starfish colourful seaweed tropical fish coral reef currents air
tank

Write a story about diving underwater.

Where did this story take place?

When did this story take place?

Who were you diving with?

What equipment did you have?

What did you hope to see?

What did you see?

What problem arose?

What happened next?

4. When I was a baby

Think about these questions.

When were you born?

How heavy were you?

Did you have any hair?

Did you have any teeth?

Who looked after you?

Where did you sleep?

What sounds did you make?

What food did you have?

How did you learn to talk?

What toys did you play with?

What mischief did you get into?

Who helped you to walk?

Now write a story about yourself. Make it interesting. Make it funny if you like. Don't just answer the questions.

5. More ideas for a Recount

Diaries

Going on an African safari

My visit to the museum

A day in the life of a nurse

If I lived in the snow

My holiday

My best year at school
Exploring with Captain Cook

4. Text Type: Report

Purpose: to give facts and information about a topic.
Reports can be about any topic: people, places, animals, hobbies etc.

How to write a report:

- A general **statement**: What is it going to be about?
- **Facts** about the subject set out in paragraphs.
- Include a **picture** or drawing about the topic.

Ideas for writing a report

1. Cats

Cats can be different colours. They can be.....
Cats like to sleep.....
Cats like to catch.....
Cats like to eat.....
I like cats because.....

2. Hands

Trace around your hand. Write inside the shape all the things you can do with your hands, (brainstorming).

e.g. make something; pat a cat.

Now write in full sentences:

What can you do with your hands?

What do your hands look like?

When do your hands get dirty?

Why are your hands important?

Who can do clever things with their hands?

3. How animals move

Some words to use:

gallop soar walk fly sway hover skim jump dart hop drift wriggle flutter dive float glide leap skip
--

Make 6 interesting sentences about the way animals move. Use some of the words above. Choose any animals you like. Describe how they move.

For example:

Horses can gallop like the wind.

Fish can dart swiftly in the shallow water.

4. More ideas for Reports

My hobby

Foods I like

Things I like

Things I like to do

Volcanoes
Amphibians
Our solar system

5. Text Type: Argument or Persuasive writing

Purpose: a writer presents a point of view and gives reasons why that position is held.

How to write an argument:

- A **statement of position** explaining which side of the argument you agree with.
- **Evidence** for your argument.
- A **summing up**, where your position is re-stated, a conclusion is drawn, a question is posed or there is a call for some action.

Ideas for writing an argument:

- Should school students wear school uniform?
- Should junk food be sold at school?
- Should people be allowed to own guns?

6. Text Type: Explanation

Purpose: to tell you how and why something works, e.g. how games are played or computers work.

How to write an explanation:

- A **statement** about what you are going to explain.
- The **details of how** or **why**. Set this out in paragraphs.

Ideas for writing an explanation:

- My invention
- My marvelous machine
- What can you do with a piece of junk?

7. Text type: A transaction (a letter or invitation)

Ideas for writing a letter:

- A thank you letter to a guest speaker
- An invitation to parents for a special event to be held at school
- A 'pen friend' letter to a student in another country (organize with a class teacher in another country)

8. Poetry

a) Sound Poems

Example: The Supermarket

Trolleys banging,
Mummies talking,
Music playing,
Babies crying,

Cash registers ringing,
I want to go home.

b) Acrostics

Write the title vertically on the left-hand side of the page, each letter represents a word and can then be added to form a sentence. For younger children, you can begin by using their name, family, pets, animals, birds, etc. Develop the theme for older children by using feeling/emotions or other abstract ideas.

Example: Granny

Gives me hugs
Rubs my knee when I fall
And makes yummy food
Never yells at me,
Never complains,
Yes I love my granny.

c) Rhyming Couplets

Children first need a lot of practice with rhyming words, e.g. songs and nursery rhymes. It is important to brainstorm rhyming words with the children before you begin e.g. bear, there, where, lair, mare, hair, chair, glare, pear, pair, stair, tear, wear etc.

Examples:

Humpty Dumpty went to the shop
To buy himself a ...lollipop

A fat cat
Sat on a mat

I like jam
With a piece of ham

d) Alphabet Poems

Ask children to think of adjectives, going from a-z to describe something

Example: The teacher's cat

The teacher's cat is an awful cat
The teacher's cat is a beautiful cat
The teacher's cat is a creepy cat etc.

This game can also be played using the names of the pupils

My name is Debra and I like doughnuts
My name is Tom and I hate tomatoes etc.

e) Free Poems

It is important that children remember that poems don't always have to rhyme in order to be a poem. **Example:**

The colours of nature
Trees are green.
The sky is blue.
A sunset is pink
Flowers come in all colours.

f) Colour Poems

Colour poems can be written and developed right through the school. When writing colour poems with junior classes just repeat the colour at the beginning of each sentence. Get the children to brainstorm things that are this colour e.g.

Black
Black is my cat
Black is burnt wood
Black is the night sky

g) Alliteration

Start with a verb and think of ways to describe the verbs using the letter it starts with, e.g.

Sailing
Silently sailing,
Swiftly sailing,
Surely sailing
Sailing, sailing, sailing

l) Limerick

In limericks line one, two and five rhymes, and line three and four rhymes.

There was a young man from Peru
Who found a large mouse in his stew
Said the waiter, "Don't shout
And wave it about
Or the rest will be wanting one too."

Punctuation

In Years 1 and 2 students will become familiar with full stops and capital letters.

In Years 3 and up, students will use the following punctuation features:

Capital letters:

- To begin a sentence
- Names of persons and places
- Days of the week
- Months of the year

Full stops:

To end a sentence

Question marks

The apostrophe - a) contractions e.g. I'm, isn't, couldn't b) to show ownership, e.g. the student's book (singular before the s) or the students' books (plural after the s)

Commas

When listing nouns, e.g. I bought milk, eggs, fruit

Quotation Marks for speech

Exclamation marks

Hyphens

Grammar

In Years 3 and 4 students will start to identify "doing words" (verbs); "naming words" (nouns); "describing words" (adjectives)

Grammar will be taught in the context of sentences, e.g.

A man is walking to the shop

Two men _____ walking to the shop.

Students will understand that a sentence is a complete idea and will be given practice in completing sentences,

e.g. When the sun goes down.....

and providing beginnings for sentences

e.g.....where they could find them.

Verb tenses will be taught: past, present and future.

In Years 5 and 6 knowledge of the following will be added:

Adverbs, Prepositions, Conjunctions

A full set of Grammar worksheets for Years 3-6 can be found on the Beacon Media data base (USB).