



Primary

Language Arts Learning Outcomes

1 Identify and Distinguish between Sounds

Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.

Infant 1

- 1.1 Identify a series of words that begin with the same sound.
- 1.2 Listen to rhymes and songs to begin developing a sense of rhyme.
- 1.3 Identify a series of words that rhyme.
- 1.4 Discriminate between onsets and rimes in speech.
- 1.5 Identify and distinguish between the main 42 phonemes used in the English language.
- 1.6 Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.
- 1.7 Blend three phonemes together to make a word.
- 1.8 Understand the terms vowel and consonant as they relate to sounds.

Infant 2

- 1.9 Generate a new rhyme from a prompt word.
- 1.10 Divide two syllable words into syllables and clap the syllables of a short sentence.

Standard 2

- 1.11 Recognise that different people speak language with different accents.
- 1.12 Divide multisyllabic words into syllables and clap the syllables in a sentence containing multisyllabic words.

2 Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

Infant 1

- 2.1 Follow simple, one and two step, oral directions.
- 2.2 State correct answers to literal comprehension questions in response to stories presented orally.

Infant 2

- 2.3 Perform a simple procedure after listening to a description of it.
- 2.4 Recall one or two important points after listening to a short spoken text.
- 2.5 Identify main characters and events in stories presented orally.

Standard 1

- 2.6 Accurately write a sentence that is dictated.
- 2.7 Draw a picture with several elements described by another person.
- 2.8 Recall information from stories, poems and non-fiction texts presented orally.

Standard 2

- 2.9 Identify and sequence, main ideas and supporting details of a story presented orally.
- 2.10 Follow multiple step oral directions.
- 2.11 Identify the main idea after listening to a short text.
- 2.12 Listen attentively and courteously in order to remember oral directions and follow them. them.
- 2.13 Note a small number of important points while listening to a text.

Standard 3

- 2.14 Relate prior knowledge and experiences to central message / plot of stories and dramatizations.
- 2.15 After listening to a text, select particular information for a given purpose.
- 2.16 Identify and report on the main ideas of non-fiction texts, including news reports, presented orally.
- 2.17 Identify the main idea and several details after listening to a short text.
- 2.18 Accurately write a paragraph that is dictated.

Standard 4

- 2.19 Sequence key events after listening to a short text.
- 2.20 Discuss a news item, interview or oral report of a current event or incident.

Standard 5

- 2.21 Respond to a story, interview, or oral report by summarizing key points.
- 2.22 Perform a task after listening to a procedural text.
- 2.23 Determine central ideas of spoken messages, draw inferences and select items for a summary.
- 2.24 Make written notes during an oral presentation.
- 2.25 Grasp the sequence, details and meaning of announcements and introductions.

Standard 6

- 2.26 Summarise a speakers' point of view.
- 2.27 Accurately deliver a message containing several elements.
- 2.28 Identify evidence used by a speaker to support his or her points.

3 Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

Infant 1

- 3.1 Establish good eye contact with a speaker.
- 3.2 Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic..

Infant 2

- 3.3 Identify the mood and tone of speech
- 3.4 Sit quietly and be attentive to a presenter.

Standard 1

- 3.5 Listen politely to a variety of speakers.

Standard 2

- 3.6 Understand and appreciate the use of voice inflection, changes in tone or volume which suggest a speaker's changes in meaning.

Standard 3

- 3.7 Discriminate between fact and opinion in an oral presentation.
- 3.8 Discuss the main theme of an oral presentation.
- 3.9 Formulate relevant questions in response to an oral presentation.

Standard 4

- 3.10 Formulate relevant questions designed to elicit information from a speaker.
- 3.11 Discuss the purpose, attitude and perspective of a speaker.

Standard 5

- 3.12 Comment on the overall impact of an oral presentation.
- 3.13 Evaluate whether a speaker supports their points with sufficient evidence.
- 3.14 Demonstrate sustained concentration and attention while listening to an oral presentation.
- 3.15 Engage positively in discussion following an oral presentation by asking questions to clarify the speaker's message.

Standard 6

- 3.16 Make inferences based on oral report or presentations.
- 3.17 Compare and contrast information presented by a speaker with own previous knowledge and opinions.

- 3.18 Paraphrase oral presentations.
- 3.19 Evaluate the effectiveness of a speaker by commenting on his/her purpose, techniques, content, visual aids, body language and facial expression.
- 3.20 Discuss information, ideas and opinions expressed in an oral presentation, to determine their relevance to the speaker's topic.
- 3.21 Formulate relevant questions designed to probe a speaker's opinions.

4 Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

Infant 2

- 4.1 Demonstrate courteous listening behaviours in small group situations.

Standard 1

- 4.2 Distinguish between types of speech, including casual conversation, writing and jokes.
- 4.3 Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.

Standard 2

- 4.4 Recognize and respect listening as an avenue for learning individually or in small or large groups.
- 4.5 Listen to contribute positively to small groups and whole group discussion.

Standard 3

- 4.6 Listen attentively while jointly planning, discussing and conversing in a small group.
- 4.7 Appreciate fully the role of the listening in aspects of communications and value its relationship with reading as well as writing.

Standard 5

- 4.8 Recognise persuasive techniques and determine when a statement is credible.
- 4.9 Demonstrate an ability to interpret spoken information and apply information to solve problems.

Standard 6

- 4.10 Evaluate speech skills of self, peers and presenter in areas of pronunciation, articulation, voice quality and standard English use.

5 Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

Infant 1

5.1 Recognize emotions, for example, happy, sad, or angry, of characters in stories presented orally.

Infant 2

5.2 Answer simple questions about their feelings in response to stories and poetry presented orally

5.3 Predict outcomes of familiar, repetitive stories presented orally.

5.4 Retell/dramatize parts of stories heard.

Standard 1

5.5 Discuss the emotions they feel when listening to stories, poems and non fiction texts presented orally.

Standard 2

5.6 Distinguish between poetry and prose being presented orally.

Standard 3

5.7 Respond to the rhythm and mood of stories, songs and poetry presented orally and express their own mood.

5.8 Recognize and appreciate the language of poetry.

5.9 Formulate questions for the further clarification of stories presented orally.

Standard 4

5.10 Respond intellectually and emotionally to mood and setting in stories and poetry presented orally.

Standard 6

5.11 Compare and contrast the views expressed in a variety of poems, stories, poetry and songs presented orally.

6 Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

Infant 1

6.1 Understand that visual images contain information.

6.2 Identify and differentiate shapes, sizes, letters, numbers, patterns (etc.)

6.3 Connect a visual image to a story text.

Infant 2

6.4 Follow instructions given by the means of gestures, symbols and pictures.

6.5 Select or draw a series of pictures to retell a story

Standard 1

6.6 Determine the sequence and main idea of a story told entirely in pictures.

6.7 Tell a story or sequence based on a series of pictures.

Standard 2

6.8 Retell a story told through the means of puppets or mimes.

Standard 3

6.9 Interpret and appreciate the use of facial expressions, gestures, and body language used by a speaker.

6.10 Select appropriate visual images to convey a message.

Standard 4

6.11 Determine the central ideas of visual 'messages' conveyed through various media.

6.12 Discuss how newspapers use pictures to enhance their messages.

Standard 5

6.13 Infer what is not directly present in a visual image.

6.14 Compare and contrast different visual interpretations of the same event or piece of fiction.

6.15 Identify icons used in information technology and understand their purpose.

6.16 Identify purposes for viewing and evaluate whether the purposes have been achieved.

Standard 6

6.17 Discuss how a visual image can be used to persuade or mislead for propaganda purposes.

7 Respond to Visual Images

Connect visual images to personal choices, experiences, emotions, ideas and moral values.

Infant 1

7.1 State whether they like or dislike a picture or whether it makes them feel happy or sad.

Infant 2

7.2 Express a point of view based on viewing a picture.

Standard 1

7.3 Identify and discuss the emotions of story characters or real people depicted pictorially.

Standard 2

7.4 Create an original visual image in response to another picture.

Standard 3

7.5 Compare several visual images and explain which they prefer.

Standard 5

7.7 Respond intellectually and emotionally to mood and setting as seen in pictures from a variety of media.

Standard 6

7.6 Explain an emotional response to a picture.

8 Ask and Answer Questions

Ask and answer questions for a variety of purposes. for example, to elicit and clarify information and to negotiate.

Infant 1

8.1 Ask a teacher or familiar adult questions to obtain information or permission.

8.2 Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.

8.3 Answer questions, possibly using sentence fragments and gestures.

Infant 2

8.4 Ask a partner simple questions to acquire information using who, what, when, where, and how.

8.5 Ask a partner questions about a topic of interest.

8.15 Give appropriate spoken responses to greetings, instructions and requests.

Standard 1

8.7 Maintain a conversation with a series of short exchanges.

Standard 2

8.8 Use questions to initiate and sustain conversations.

Standard 3

8.9 Plan interviews and conduct them courteously and effectively with peers and familiar adults.

8.10 Ask and answer questions in a process of negotiation with a peer or familiar adult.

8.11 Give precise, focused answers to questions on a variety of topics.

Standard 4

- 8.12 During a discussion, ask questions to elicit information, for example, "Why do you think that?" "What do you think about this?" and "What is your opinion?"
- 8.13 Ask questions in a progressive, logical sequence, to clarify thinking on an issue.

Standard 6

- 8.14 Ask questions that elicit interpretations, opinions and judgments.
- 8.15 Answer questions that require interpretation by providing opinions supported by explanations.

9 Express Opinions and Communicate Ideas

Effectively and clearly state, develop, explain and justify opinions and ideas.

Infant 1

- 9.1 State likes, dislikes and preferences.

Infant 2

- 9.2 Use complete sentences of five or more words to express ideas, preferences and needs.

Standard 1

- 9.3 Express and explore ideas based on the imagination.
- 9.4 Give simple reasons for their ideas based on direct observation or concrete experience.

Standard 2

- 9.5 Use "because" and similar conjunctions when explaining ideas.
- 9.6 Give clear instructions to peers on how to perform a simple task.

Standard 3

- 9.7 State an opinion on current or important issues.
- 9.8 Recall and use words encountered while reading and from other subject areas when expressing ideas.
- 9.9 Maintain focus on the topic when expressing ideas.

Standard 4

- 9.10 Explain and justify an opinion on current or important issues.
- 9.11 Use a range of adjectives and adverbs when expressing ideas.
- 9.12 Develop an idea using a series of logically sequenced sentences.

Standard 5

- 9.13 Use a range of simple, compound and complex sentences when expressing ideas.
- 9.14 Explain and justify ideas with evidence drawn from books and their own experience.

9.15 Take a position on a current or important issue and use language, details and evidence persuasively in support of it.

9.16 Demonstrate originality and creativity when expressing and justifying opinions.

Standard 6

9.17 Explain ideas using devices such as similes, metaphors, anecdotes and analogies.

9.18 Synthesise ideas, details and evidence from various sources when expressing and explaining ideas.

9.19 When expressing ideas, choose words and language structures that convey the intended meaning and are appropriate to the audience and the situation.

10 Narrate Real and Fictional Events

Effectively and clearly describe events and stories they have witnessed, heard, or invented.

Infant 1

10.1 Describe a recent event during class "circle time" or to the teacher or familiar adult.

10.2 Briefly describe objects, animals, and places.

Infant 2

10.3 Describe a picture using complete sentences.

10.4 Calmly describe a recently witnessed event.

Standard 1

10.5 Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.

Standard 3

10.6 Tell stories or personal experiences in audience-type situations with enthusiasm, and sufficient skill and interpretation to enable the audience to share the aesthetic quality of the story/experience

10.7 When relating an incident or telling a story, add details that set the scene and give information about characters.

10.8 When relating an incident or telling a story, use some adjectives, adverbs and other devices to add colour and interest.

Standard 4

10.9 When telling a story, project the voice so that the whole class can hear clearly and vary the voice for effect.

10.10 When relating an incident or telling a story, sequence ideas in a logical manner so that the main idea is effectively communicated.

Standard 5

10.11 When relating an incident or telling a story use a variety of simple, compound and complex sentences.

Standard 6

10.12 When relating an incident or telling a story, use spoken language and gesture confidently and adjust the narrative according to the audience and their reaction.

11 Deliver Reports and Speeches

Prepare and confidently and effectively deliver formal reports and speeches for a variety of purposes on a variety of topics.

Infant 1

11.1 Take part in "circle time" activities in which each student contributes an item.

Infant 2

11.2 Give simple reports about current weather conditions.

Standard 1

11.3 Give a short report on a favourite topic to the rest of the class.

Standard 2

11.4 Deliver a short prepared report, for example on a book read, trip or item of special interest, to the rest of the class.

11.5 When giving reports, pause at the end of each sentence.

Standard 3

11.6 Prepare and deliver a short speech on an item of personal or national interest.

Standard 4

11.7 Vary the voice for effect when delivering a report or recitation

11.8 When delivering a report or recitation, from time to time look up from the text to achieve eye-contact with the audience.

11.9 Following group-work, confidently present information to the class in a meaningful way.

11.10 When delivering a speech or report, project voice so that the whole class can hear clearly.

Standard 6

11.11 Deliver prepared speeches for different purposes, for example to inform, entertain, or persuade, that have clear and effective beginning, middle and end structures.

11.12 When delivering a report or speech, vary volume and tone of voice and pace of delivery to hold the audience's attention.

12 Display Self-Esteem while Speaking

Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions

with familiar and unfamiliar people.

Infant 1

12.1 Speak in a natural, easy manner with children and adults with whom they are familiar.

Infant 2

12.2 Demonstrate feelings of self-worth and express ideas confidently.

12.3 Express humour and other appropriate feelings

Standard 1

12.4 Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to the school.

12.5 Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.

Standard 2

12.6 Volunteer information willingly without excessive timidity.

Standard 3

12.7 Demonstrate a willingness to express and explore concepts such as truth, right, wrong and fairness.

12.8 Confidently express agreement or disagreement with statements made by their peers.

12.9 Discuss abstract concepts such as truth, right, wrong and fairness and explore the possibility that different people may have different opinions about them..

Standard 5

12.10 Defend an opinion even when it is unfashionable or unpopular.

12.11 Show willingness to re-evaluate their expressed opinions in response to the comments of others.

Standard 6

12.12 Express and take ownership of an ethical, political and social code.

12.13 Explore generalizations, stereotyping and prejudices and express ideas that are tolerant and carefully considered.

12.14 Demonstrate a willingness to express and explore a range of abstract ideas, for example moral values and concepts of spirituality.

13 Perform Drama

Develop and role-play improvised skits and dramatically perform items from a prepared script.

Infant 1

13.1 Individually, act out the meaning of a single word, for example, an action verb

Infant 2

13.2 Role play simple situations with at least one other person, for example "at school", "at the store," etc.

Standard 1

13.3 In a small group, develop and perform simple role play based on a recent event or news item.

Standard 2

13.4 Dramatize short plays or skits from a prepared script.

Standard 3

13.5 Participate in dramatic activity giving attention to effective delivery: enunciation, pitch and volume.

13.6 Describe the different parts of a stage and understand simple stage directions.

13.7 Based on a play script, play the part of a character in a play for public performance.

Standard 4

13.8 Understand the conventions of play scripts, including stage directions, scene changes, the use of props and how writers make action seem realistic.

13.9 Play the part of a character in a drama with confidence, voice variation and "stagecraft".

13.10 Discuss the importance of gesture and movement in performing drama.

Standard 5

13.11 In a group, develop a sketch, role-play or presentation that deals with a moral issue and perform it to the class, an assembly or at the Festival of Arts.

13.12 Based on a script, play the part of a character in a drama with confidence, voice variation and 'stage craft'

14 Recite Poetry

Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

Infant 1

14.1 Accompany rhymes and songs with simple actions.

14.2 Chorally, with the aid of the teacher, recite simple poems with actions.

Infant 2

14.3 Play with rhyme by changing familiar poems and nursery rhymes.

14.4 In a group, memorize a short poem for public performance, e.g. to a group of parents or at the Festival of Arts.

Standard 1

14.5 When reciting, assume appropriate posture to aid voice and breath control.

14.6 Individually, recite simple poems with actions, either from memory or from a text.

Standard 3

14.7 Recite poems from memory capturing the emotional and aesthetic experiences presented by the poet

14.8 Pay attention to patterns of rhythm and rhyme while reciting short poems.

Standard 4

14.9 Memorize and recite a poem containing several stanzas.

Standard 6

14.10 When reciting a poem, vary volume and tone of voice and pace of delivery to hold the audience's attention.

15 Participate in Group Discussions

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

Infant 1

15.1 In a teacher led discussion, wait for someone else to finish talking and not interrupt them

Infant 2

15.2 In small group or class discussion wait for someone else to finish talking and not interrupt them.

Standard 1

15.3 Work alongside other students in a group, sharing equipment.

Standard 2

15.4 Work alongside other students in a group, helping each other complete a given task.

15.5 Compile and share information in a group through verbal and non verbal messages.

Standard 3

15.6 In a group, discuss a topic of mutual interest and share the group's information with the class.

15.7 Demonstrate an ability to work effectively in self-motivated, self-organized groups.

Standard 4

15.8 During group discussions be tolerant of and sensitive to the needs of all participants, including those who have special needs such as speech, hearing and visual impairments.

15.9 Demonstrate tolerance for the ideas of others in a group situation.

Standard 5

15.10 In a group, discuss an issue in order to reach a consensus position and share it with the class.

15.11 In a group situation be sufficiently assertive to be heard but not so assertive as to completely dominate the discussion.

15.12 Complete a group project that is sustained over a several lessons.

Standard 6

15.13 Follow and apply rules in a formal discussion, for example a debate or using parliamentary procedure.

16 Pronounce Words Appropriately

Pronounce words appropriately, clearly enunciating all the sounds.

Infant 1

16.1 During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of standard English.

Standard 1

16.2 Consistently pronounce commonly encountered words appropriately and clearly.

Standard 2

16.3 Pronounce most words appropriately and clearly.

Standard 6

16.4 Pronounce words appropriately, clearly enunciating all the sounds.

17 Use Correct Grammatical Structures in Speech

Use sentence structure, word order, agreement patterns and other grammatical features correctly.

Infant 1

17.1 State ideas in complete simple sentences.

Infant 2

17.2 Form the plural of most nouns correctly while speaking standard English.

17.3 Modify a noun with an adjective in a spoken sentence.

Standard 1

17.4 Apply appropriate present, past and future tense forms of verbs when speaking standard English

17.5 Modify a noun with two or more adjectives in a spoken sentence.

Standard 2

17.6 Demonstrate correct subject-verb agreement when speaking standard English when using

the verbs be, do, have and go.

17.7 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple sentences.

17.8 Demonstrate a sense of what is and is not a sentence and pause at the end of sentences.

Standard 3

17.9 State ideas using sentences that join two or more clauses using coordinating conjunctions when speaking standard English

Standard 5

17.10 Demonstrate, consistently, correct subject-verb agreement when speaking standard English.

Standard 6

17.11 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple, compound and complex sentences.

17.12 Vary the use of simple, compound and complex sentence structures for effect.

18 Use Appropriate Styles and Registers in Speech

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

Infant 1

18.1 Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.

Standard 1

18.2 Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.

Standard 2

18.3 Display awareness of the difference between standard English, Kriol and other languages.

Standard 3

18.4 Discuss the social norms for the use of Kriol and standard English in Belize and demonstrate the ability to choose the appropriate code in any given situation

18.5 Choose the appropriate form of words for a variety of formal situations, for example, greeting visitors, making introductions, showing people around, giving thanks, expressing joy or sadness, apologizing, expressing welcome and giving praise.

Standard 4

18.6 As appropriate to the situation switch between standard English, Kriol and other language codes with sufficient control that one code does not overlap with or interfere with another.

18.7 Recognize that the type of language a person uses to express an idea depends on the situation and who they are talking to.

18.8 Demonstrate the ability to choose the appropriate language register for the situation, for example, formal, informal, academic, etc.

Standard 5

18.9 Discuss the similarities and differences between standard English and Kriol, and other languages and show awareness of how one language or code may interfere with another in their speech.

Standard 6

18.10 Discuss the linguistic differences between Kriol and Standard English, for example comparing the different way verb tenses are formed or the use of pronouns.

18.11 In appropriate situations, use a variety of "polite" forms of the standard English language.

19 Use Speech Prosody and Gesture

While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns

Infant 1

19.1 Speak with voice volume appropriate to the listener and the situation.

Standard 1

19.2 Indicate, by varying the tone and pitch of the voice, when a question is being asked.

Standard 2

19.3 Control gestures used to reinforce meaning when speaking.

Standard 3

19.4 Use pauses and variation in intonation to communicate shades of meaning.

19.5 Vary the tone of voice to express mood, emotion and humour.

Standard 4

19.6 Consistently stress the correct syllable in multi-syllabic words.

19.7 Pace the delivery of speech appropriately for the listener and the situation.

Standard 6

19.8 Demonstrate control over and effective use of eye contact, facial expression, hand gestures and other aspects of body language to communicate meaning.

19.9 When speaking, vary voice tone, pace, volume, intonation and stress patterns to meet the needs of the situation.

20 Apply Phonics Knowledge

Use knowledge of the relationship between letters and sounds to decode words in print.

Infant 1

- 20.1 Recognise and name all letters of the alphabet in upper and lower case
- 20.2 Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look)
- 20.3 Identify the initial sound and the corresponding letter of a spoken word, object or picture.
- 20.4 Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am
- 20.5 Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.
- 20.6 Read words with initial consonant clusters, br-, tr-, bl-, gl-, st-, sn-, and dr-.
- 20.7 Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai/ee/ie/oa/oo/a_e/i_e.
- 20.8 Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.
- 20.9 Understand the terms vowel and consonant as they relate to letters and sounds.

Infant 2

- 20.10 Read words containing vowel digraphs ea (seat), a_e (cake) ay (day), ew (flew), oy (boy), ow (cow & low),
- 20.11 Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.
- 20.12 Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations
- 20.13 Read words ending in -ss -ck -ff -ll
- 20.14 Discriminate between words beginning with hard/soft c and g
- 20.15 Recognize words ending with common spelling patterns, e.g. -old, -ing, -op, -end, -and.

Standard 1

- 20.16 Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -pt, -xt, -lf, -nch, -lth.
- 20.17 Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str, sw, tw, thr, shr.
- 20.18 Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread)

20.19 Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station

20.20 Use knowledge of similar words to read unfamiliar words correctly, e.g. getting slight from light, shroud from loud, etc.

Standard 2

20.21 Recognise that some words may have the same sound but different spelling, e.g. red/read, hare/hair.

20.22 Read words with a variety of long and short vowel sounds, including multisyllabic words.

20.23 Apply alphabet code knowledge to read the majority of words correctly.

20.24 Develop a sense of when a word "looks right" based on spelling patterns and length.

20.25 Automatically use phonics knowledge to decode unknown words in print.

Standard 3

20.26 Independently use a variety of strategies to read unfamiliar words including using phonics

knowledge, recognizing similar patterns from other words and applying knowledge of suffixes, prefixes and the structure of words.

20.27 Discriminate between words with similar spelling patterns but different pronunciation (head/bead, good/moon, dough/rough/thought, cow/low)

Standard 5

20.28 When using phonics knowledge to read an unknown word, demonstrate a sense of which sound patterns are unlikely to occur in English.

Standard 6

20.29 Display a complete and comprehensive knowledge of the alphabet code, including common and irregular letter-sound relationships and the frequency with which they occur.

21 Recognize Words by Sight

Read words automatically and instantaneously, without having to decode or guess.

Infant 1

21.1 Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.

21.2 Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.

Infant 2

21.3 Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense)

21.4 Read on sight approximately one hundred high frequency words including numbers, seasons, months

of the year, common colour words and the name of the school.

Standard 1

21.5 Read on sight approximately one hundred and fifty high frequency words including many that are not phonetically spelt.

Standard 2

21.6 Read on sight approximately two hundred high frequency words including addresses and place names of Belize, including multi-syllabic and irregularly spelt ones, for example, Xunantanich.

Standard 3

21.7 Read on sight place names from the Caribbean region and Central America

Standard 4

21.8 Accurately and fluently, read on sight a majority of words encountered in print.

Standard 5

21.9 Read on sight technical words from other subject areas.

21.10 Accurately and fluently read, on sight, most irregularly spelt words. **22 Use Context Clues**

Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

Infant 1

22.1 Identify a noun in a written text.

22.2 Identify an action verb in a written text.

22.3 Identify when a noun in a written text is plural.

22.4 Identify a pronoun in a written text.

Infant 2

22.5 Identify, and explain the purposes of, full stops and question marks in written texts.

22.6 Identify a proper noun in a written text.

22.7 Identify, and explain the purpose of, an adjective in a written text.

22.8 Use visual images to predict the meaning of unfamiliar words.

22.9 Identify compound words in a written text.

Standard 1

22.10 Use knowledge of common prefixes and suffixes to identify the meaning of a word.

22.11 Use background knowledge of the topic to identify the meaning of an unknown word.

22.12 Identify, and explain the purpose of, coordinating conjunctions, for example, and, or, but, in written

texts.

Standard 2

22.13 Use context clues from the text to guess at unfamiliar words.

22.14 Identify, and explain the purpose of, an adverb in a written text.

22.15 Identify, and explain the purpose of, exclamation marks in a written text.

22.16 Use background knowledge of the topic to identify the meaning of a sentence.

Standard 3

22.17 Use quotation marks to differentiate between speech and non-speech in a written text.

22.18 Re-read a text to try to decipher and arrive at the meaning of unfamiliar words.

Standard 4

22.19 Identify, and explain the purpose of, passive forms in written text.

22.20 Identify, and explain the purpose of, subordinating conjunctions, for example, because, when, unless, in written texts.

22.21 Understand that the context in which a word is used may alter its meaning.

22.22 Use grammatical awareness to predict the meaning of words.

Standard 5

22.23 Identify, and explain the purpose of, similes and metaphors in a written text.

Standard 6

22.24 Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

23 Display Word Power

Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

Infant 1

23.1 Recognize unusual words encountered in nursery rhymes and frequently read stories.

Infant 2

23.2 Show interest in learning about new words encountered in reading.

23.3 Read and understand common compound words and split them into their component parts, e.g. himself, handbag, teaspoon.

23.4 Identify the opposites of familiar words.

Standard 2

- 23.5 Recognize that some words are used in the standard English spoken in Belize that are not used in other English speaking countries, for example words borrowed from Maya, Spanish or Garifuna.
- 23.6 Make collections of significant words, words of personal interest and words from particular topics.
- 23.7 Discuss shades of meaning of synonyms, e.g. happy, glad, contented, satisfied, etc.
- 23.8 Read and understand words with common prefixes and suffixes.

Standard 3

- 23.9 Explain how some suffixes and prefixes are used to change the part of speech of a word, e.g. culture (n) cultural (adj), or book (n) bookish (adj)
- 23.10 Discuss and collect words of similar and opposite meanings

Standard 4

- 23.11 Build words from common roots, e.g. medical/medicine/medicinal.
- 23.12 Interpret most homophones and homonyms correctly

Standard 5

- 23.13 Understand a rich variety of vocabulary words encountered while reading.
- 23.14 Read and understand words with a wide range of prefixes and suffixes.

Standard 6

- 23.15 Understand specialized vocabulary from different academic, social and professional settings, for example politics and science.
- 23.16 Discuss how writers use words to give accurate and precise meaning.

24 Use a Dictionary

Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.

Infant 1

- 24.1 Recite the names of letters in correct alphabetical order.

Infant 2

- 24.2 Place words that begin with different letters in correct alphabetical order.
- 24.3 With help, find information in simple dictionaries with illustrations.

Standard 1

- 24.4 Place a series of words that begin with the same letter in correct alphabetical order.

Standard 2

24.5 Without help, use a "students'" dictionary that has a controlled vocabulary for definitions.

Standard 3

24.6 When reading, note an unknown word that they will look up later but continue reading.

24.7 Without prompting, independently use an appropriate dictionary to find the meaning of unknown words.

Standard 4

24.8 Use information from a dictionary about parts of speech, plurals, verb tenses and syllabication.

Standard 5

24.9 Use a dictionary as a guide to pronunciation.

24.10 Use a thesaurus to find synonyms and antonyms.

Standard 6

24.11 Use a range of conventional and electronic dictionaries, including a thesaurus, and "adult" dictionaries to find the spelling, meaning, pronunciation, inflection and derivation of words.

25 Read Aloud

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

Infant 1

25.1 Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.

25.2 Individually and in chorus, read aloud words which are used on a regular basis, e.g. numbers, days, and weather words.

25.3 Read, or pretend to read to other people, dolls and toys.

25.4 Track text in the right order, i.e. left to right, top to bottom, page to page.

25.5 In chorus and along with the teacher, read a familiar short story or poem aloud.

Infant 2

25.6 Read simple stories independently, pointing to words as they read.

25.7 Understand that a line of text and a sentence are not the same thing.

25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.

25.9 Follow words with eyes without having to point.

25.10 Individually read aloud sentences from a familiar story or poem to a group or the whole class.

Standard 1

25.11 When reading aloud, expect sentences to make sense and re-read when they do not.

25.12 When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.

25.13 Individually read aloud a familiar short story. 25.14 Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.

25.15 Show awareness of the audience when reading aloud.

Standard 2

25.16 When reading aloud, self-correct and/or re-read a word/sentence when it does not make sense in the context.

25.17 While reading aloud, vary tone of voice to emphasise key parts of the text.

Standard 3

25.18 When reading aloud, vary volume and tone of voice to hold the audience's attention.

25.19 When reading aloud, bring out the natural phrasing and rhythm of a passage.

25.20 When reading aloud, from time to time look up from the text to achieve eye-contact with the audience.

Standard 4

25.21 When reading aloud pronounce most commonly occurring, regularly and irregularly spelt words, accurately and fluently.

25.22 Read with fluency and confidence from a variety of prose, poetry and non-fiction texts, including texts seen for the first time.

Standard 5

25.23 Use variations in the use of the voice to express fully the meaning and aesthetic quality of prose, poetry and drama.

25.24 Recognize and take account of commas, question marks, exclamation marks and quotation marks when reading aloud. 25.25 When reading aloud vary tone of voice to add flavour and to denote different characters.

25.26 Adjust speed depending on the purpose for reading or in response to audience reaction.

Standard 6

25.27 Without pausing, scan ahead while reading aloud.

25.28 When reading aloud, pronounce the vast majority of words appropriately and clearly, including multisyllabic words and technical vocabulary from other subjects.

26 Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.

Infant 2

- 26.1 Select and read for pleasure stories with familiar, repetitive and predictable patterns.
- 26.2 With guidance, select books appropriate to their interest and reading level from a shelf of books in the classroom..
- 26.3 Choose to frequently reread favourite stories and non-fiction books.

Standard 1

- 26.4 Independently, select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom..

Standard 2

- 26.5 With guidance, select from a classroom or school library a variety of fiction and non-fiction texts, including pictorial books about science, short newspaper reports and short accounts of historical events.
- 26.6 Show a preference for a favourite author or for books about favourite subjects.
- 26.7 Read books of their own choice with unbroken concentration and attention for at least fifteen minutes.

Standard 3

- 26.8 Select and read for pleasure stories from other cultures.
- 26.9 Discuss, with reasons, their book preferences.
- 26.10 Read a newspaper or magazine and select the articles that are of most interest to them.
- 26.11 Use information from a book's front and back cover when making a reading selection.

Standard 4

- 26.12 With guidance, select an appropriate book from a public library.
- 26.13 Discuss, with reasons, their favourite authors and favourite types of books.
- 26.14 Seek to widen their reading experiences by trying books types they do not normally read.
- 26.15 Independently, select and read a variety of non-fiction texts, including pictorial books about science, short newspaper reports, articles from age-appropriate magazines, and multiple paragraph accounts of historical events.

Standard 5

- 26.16 Select and read for pleasure short novels written for a teenage audience and stories with unfamiliar settings and complex plots.
- 26.17 Skim read sections of a book, for example the first page, when making reading selections.

Standard 6

26.18 Select reading material in order to seek answers to issues in their own lives.

26.19 Independently, select and read a variety of non-fiction texts, including books about science, page-length newspaper reports, articles from age-appropriate magazines, and multi-page length accounts of historical events.

26.20 Independently select and read a variety of fiction texts, including novels written for teenagers, short stories from various countries and cultures, traditional stories, myths and legends.

27 Comprehend Fiction Texts

Find, sequence and retell story information.

Infant 1

27.1 Re-enact familiar, simple, stories through role play.

27.2 Recall, word for word, phrases that are repeated several times in a simple story.

27.3 Recount, re-enact with toys, or sequence using pictures, the main events of a familiar nursery rhymes and stories

Infant 2

27.4 Retell, in the correct order, the main events of a simple story.

27.5 Recall one or two important points after listening to a short text.

Standard 1

27.6 Describe characters encountered in a story, using original words.

Standard 2

27.7 When sequencing a story, independently select the most important events.

27.8 Show awareness of character when re-telling or re-enacting stories.

Standard 3

27.9 Explain the difference between dialogue and non-dialogue in a story.

27.10 Using original words, describe story settings, events and the physical appearance of characters.

27.11 Use descriptive language, including adjectives and adverbs when recounting characters and scenes from a story.

Standard 4

27.12 Sequence events in a chronological story in which the action occurs over a long period of time.

27.13 Explore chronology in a story, e.g. by mapping how much time passes between events or between the first and last events.

27.14 Distinguish between third and first person accounts.

Standard 5

27.15 Be aware of different voices in a story, e.g. differentiating between the narrator's voice and characters' voices.

27.16 Recognize that idioms and figures of speech do not necessarily have a literal meaning.

27.17 Sequence events from a non-chronological story or historical narrative.

Standard 6

27.18 Sequence events in short novels with complex structures including flashbacks and "stories within stories".

27.19 Discuss and/or write about the key events of a longer story or short novel.

28 Interpret Stories

Discuss story plot, setting, characterization, structure and likely outcomes; and compare, contrast and evaluate different stories.

Infant 1

28.1 Discuss the causes of events in simple stories.

28.2 Predict the next section of a story with a repetitive, predictable pattern.

Infant 2

28.3 Discuss the connections between events in stories.

28.4 State, with reasons, whether they think a character is good or bad.

Standard 1

28.5 Discuss multiple causes of an event in a story.

28.6 Discuss the main theme of a story.

28.7 Based on the plot, discuss why events happen the way they do in a simple story.

28.8 Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.

Standard 2

28.9 Note similarities and differences between various parts of a story with a repetitive, predictable pattern.

28.10 State, with reasons, which are the most significant events in a story.

28.11 Express views about a story with clear reference to events and characters, and words, phrases in it.

28.12 Explain story predictions by giving examples from the text.

Standard 3

28.13 Discuss how the characters in a story might behave in a given situation.

28.14 Make predictions about what will happen next in a story based on inferences about a character's personality.

28.15 Discuss the relationships between characters in a story.

Standard 4

28.16 Compare and contrast the main themes of different stories.

28.17 Discuss choices faced by characters in a story with an understanding that characters are not necessarily all good or all bad.

28.18 Recognize that different readers may interpret the same story in different ways.

28.19 Compare and contrast the events and characters of different stories of the same type.

28.20 Without prompting, independently use a range of comprehension strategies, including anticipation and prediction, and imagining events as they are described.

Standard 5

28.21 Evaluate the merits of one story compared to another.

28.22 Compare different predictions made about a story and justify a preference with evidence from it.

28.23 Discuss how settings and relationships in stories can influence a character's choices and actions.

28.24 Using fiction as a guide, discuss the culture of other countries.

28.25 Compare and contrast different versions of the same story.

Standard 6

28.26 Make predictions by synthesising information from various parts of a story.

28.27 Discuss an event from the point of view of different characters.

28.28 Discuss the ways in which men and women, young and old, and people from different ethnic and cultural groups are represented in stories.

29 Relate Personally to Stories

Connect stories to personal choices, experiences, emotions, ideas and moral values.

Infant 1

29.1 Respond emotionally to stories and experience satisfaction, enjoyment, sadness, etc

29.2 State whether they like or dislike a story.

Standard 1

29.3 Link events and characters in stories to their own experience.

Standard 2

29.4 Identify themselves and empathize with story characters.

29.5 Discuss the relevance of the morals of simple stories to their own lives.

Standard 3

29.6 Develop a sense of what pleases them, aesthetically, in literature

29.7 Discuss whether they like or dislike the ending of stories and explore alternative possible endings that they find more satisfactory.

29.8 Express, with reasons, whether they agree with the actions and views of characters in stories.

Standard 4

29.9 Connect stories to life choices and moral decisions.

Standard 5

29.10 Discuss the dilemmas faced by characters in a story with an understanding that sometimes people are faced with difficult choices and relate this to their own experiences.

Standard 6

29.11 Discuss, with reference to their own lives, complex moral issues encountered during reading.

29.12 Through literature, understand the different values and experiences of men and women from different countries and different periods of time and compare them with their own experiences.

30 Read and Relate to Poetry

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

Infant 1

30.1 Connect the text of a poem to accompanying pictures.

Infant 2

30.2 Read aloud a short, single verse, poem.

Standard 1

30.3 Read a short poem and discuss its meaning

Standard 2

30.4 Develop an appreciation for the beauty of poetry.

30.5 Clap out the rhythm of lines of regular poetry.

Standard 4

30.6 Note that some poems have alliteration that occurs within lines and across several lines. 30.7

Discuss the impact of the lay-out of a poem.

30.8 Discuss the difference between rhyming and non-rhyming poetry, and the difference between poetry and prose.

30.9 Discuss poetry using appropriate terms, including rhyme, verse, poet, and poem.

Standard 5

30.10 Make an anthology of favourite poems and discuss the selection with the teacher and with peers.

Standard 6

30.11 Discuss poetry using appropriate terms, including rhyme, verse, alliteration, rhythm, rap and limerick.

30.12 Discuss the word choices made by a poet and discuss the difference between the language of poetry and that of prose.

30.13 Read for pleasure a variety of poems.

31 Comprehend Non-Fiction Texts

Extract, sequence, synthesise and use information contained in non-fiction texts.

Infant 1

31.1 Read and follow a simple, single step instruction.

31.2 Read simple, highly pictorial, non-fiction texts on familiar themes of interest.

Standard 1

31.3 Read and follow a set of instructions telling them to perform three consecutive actions.

Standard 2

31.4 Read and follow a simple recipe or plan for constructing something.

31.5 List information from a non-fiction text.

Standard 3

31.6 Determine the most important ideas or themes in a non-fiction text.

31.7 Use a variety of instructional non-fiction texts including the telephone directory, recipes, route maps, timetables and rules for games.

31.8 Sequence events from a chronological historical or other non-fiction narrative.

Standard 4

31.9 Find and present information from more than one non-fiction text on the same theme.

31.10 Summarize information from a non-fiction text.

Standard 5

31.11 Compare and contrast information from more than one source on the same topic.

31.12 Read newspaper articles for information and enjoyment and use information in the text and their own experience to arrive at a considered judgment.

Standard 6

31.13 Read and comprehend information texts containing diagrams, flow-charts, maps, tables and other graphical displays of information.

32 Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

Infant 2

32.1 List one or two pieces of information from a short non-fiction text.

Standard 1

32.2 List the key points from a short non-fiction text.

Standard 2

32.3 Use reference books that present information in alphabetical order, for example a Children's Encyclopaedia.

Standard 3

32.4 Find the appropriate part of a book using a contents page.

Standard 4

32.5 Summarize a paragraph using original words

32.6 Use an index with alphabeticized entries to locate information in a book

32.7 Scan a text for headings and sub-headings to find specific information.

32.8 Plan for research by assessing what is known, what information is needed and what sources of information are available.

Standard 5

32.9 Summarise in one sentence the main idea of a page of non-fiction text.

32.10 Use a search engine to find information on topics of interest using the internet.

32.11 Evaluate the usefulness of a non-fiction text for their purposes.

32.12 Quickly scan indexes, tables, diagrams, and sub-headings to locate relevant information in non-fiction texts.

32.13 Understand that writers of non-fiction texts may be biased.

32.14 Locate relevant information stored electronically on CD-ROMs and the internet.

Standard 6

- 32.15 Summarise, by re-writing in a limited number of their own words, several paragraphs of informational text.
- 32.16 Locate information on the same topic from more than one source and select and summarize the information that is most useful for their purpose.
- 32.17 Conduct research using libraries and electronic sources with minimal guidance from the teacher
- 32.18 Navigate an internet site with more than one page.
- 32.19 Discuss texts displaying different points of view on the same topic and evaluate the merits of each argument.
- 32.20 Locate information confidently and efficiently through using contents, indexes and headings.
- 32.21 Locate information confidently and efficiently by skimming text.
- 32.22 Compare the information of one web-page with that of another on the same topic.

33 Analyse the Language, Nature and Structure of Texts

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

Infant 1

- 33.1 Understand the difference between fact and fantasy.

Standard 1

- 33.2 Recognize that "fairy stories" and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.

Standard 2

- 33.3 Distinguish between accounts written in the present, past and future.
- 33.4 Use the terms fact, fiction, and non-fiction appropriately when talking about texts..

Standard 3

- 33.5 Identify the main features of a newspaper, e.g. headlines, lay-out, range of information, different types of articles, different sections (news, sports, comment, letters, etc).
- 33.6 Recognize that story plots often portray the resolution of problems and/or conflicts.

Standard 4

- 33.7 Discuss the use of Kriol in radio, television and print advertisements and in newspaper articles.
- 33.8 Evaluate the claims made in advertisements and discuss their use of language.

Standard 5

- 33.9 Judge if an argument is clearly argued and supported by sufficient evidence.

- 33.10 Recognize that there are different genres of story, e.g. science fiction, romantic, horror, thriller, mystery, etc. and express a preference for one or more genres.
- 33.11 Recognize character "stereotypes" in stories.
- 33.12 Distinguish between written standard English and written Kriol and note how some Belizean writers use Kriol, especially for dialogue.
- 33.13 Identify various elements of fictional stories and use appropriate technical language to describe them.

Standard 6

- 33.14 Compare and contrast the openings, endings, pace, sequencing, plot structure and characterization of different stories.
- 33.15 Evaluate the reliability of information in a non-fiction written or electronic text by comparing it with another source.
- 33.16 Compare and contrast language use across a variety of fiction and non-fiction texts.
- 33.17 Discuss the advantages and disadvantages of using written Kriol, for narration, for story dialogue and in non-fiction texts.
- 33.18 Compare the way different types of written and electronic texts present information.

34 Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

Infant 1

- 34.1 Illustrate a sentence or short story with a picture and add a caption made up of one or two letters or short words.

Infant 2

- 34.2 Compose several original sentences based on a picture.
- 34.3 Illustrate a story with a picture and write a caption using real or invented spelling.

Standard 1

- 34.4 Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.
- 34.5 Rewrite a familiar story using original words.

Standard 2

- 34.6 Compose a short story based on a picture sequence.
- 34.7 Rewrite a familiar story by changing the ending.
- 34.8 Compose a story based on story starters or ending phrases.

Standard 3

34.9 Compose a short story based on the experiences of another person.

34.10 Create a multi-paragraph story with a simple setting, simple plot and a small number of characters

34.11 Include short items of dialogue in story-writing.

34.12 Create a story in comic form.

Standard 4

34.13 Appropriately choose the first or third person when writing stories.

34.14 Compose a short story based on a given title

34.15 Use time order words, transitional words and phrases in original stories

34.16 Rewrite known stories by changing the characters or setting but retaining the original main idea.

34.17 When writing stories, include short descriptions of settings and characters

Standard 5

34.18 Use knowledge of stories, poems and drama as a stimulus for original writing.

34.19 Retell the same story from the point of view of different characters.

34.20 Include short descriptive paragraphs while composing stories.

34.21 Compose a story with a clear structure, introduction, development and conclusion.

34.22 Include items of sustained dialogue in story writing.

Standard 6

34.23 When writing stories, include detailed descriptions of settings and characters.

34.24 Compose a story containing a main plot and at least one sub-plot.

35 Write Poetry

Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.

Infant 2

35.1 List sets of rhyming words.

35.2 Compose simple rhyming couplets.

Standard 1

35.3 Compose short poems that rhyme.

Standard 4

35.4 Write short poems with a clear, regular, metre.

35.5 Write poems with a specific form, for example shape poems, limericks or haiku.

Standard 6

35.6 Make an anthology of poems on a single theme or a variety of themes.

35.7 Write poems that include alliteration.

35.8 Compose rhyming poems of several verses.

36 Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

Infant 2

36.1 Create a birthday or Christmas card with an original message.

Standard 1

36.2 Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.

36.3 Write a short letter to a friend to invite them to an event, to accept an invitation or to express thanks

Standard 2

36.4 Differentiate letter writing from other forms of writing.

36.5 Include the return address, salutation, close, and signature in a letter to a friend.

36.6 Write a brief letter to communicate personal news to a friend

Standard 3

36.7 Write a multi-paragraph letter to communicate personal news to a friend.

Standard 4

36.8 Write a letter to make a simple request to a business

36.9 Write a business letter in full block form and include the return address, inside address, salutation, close and signature and use block paragraphs for the body.

Standard 5

36.10 Without help, apply the appropriate format to a variety of letter types.

36.11 Demonstrate the ability to vary language forms according to the type of letter being written.

Standard 6

36.12 Write letters of request or complaint to a politician, organization or business institution, choosing the appropriate format and using appropriate formal language.

36.13 Write letters of application.

36.14 Write a well-developed letter to a friend that uses a range of interesting vocabulary and

stylistic devices.

37 Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

Infant 1

37.1 Label simple diagrams, for example of parts of the body.

37.2 Write simple, one or two word informational texts such as signs and directions.

Infant 2

37.3 Write short lists for a specified purpose, for example, a shopping list.

37.4 Write a few words or a sentence describing a recent experience.

37.5 Compose several original sentences describing a familiar person.

37.6 Write several sentences on one idea, picture or topic, using invented spelling where necessary.

Standard 1

37.7 Write a short non-fiction text, presenting ideas in a logical, sequential order.

37.8 Keep a daily record (journal) of events.

37.9 Write a paragraph describing a recent experience.

37.10 Write a paragraph describing interests.

Standard 2

37.11 Log a series of events or features on a chart, for example a weather chart, as a result of scientific observation.

37.12 Write a paragraph that describes a place, person, object or event.

37.13 Write a non-fiction paragraph with one main idea.

37.14 Create a simple, chronological report of an event.

37.15 Write simple informative texts such as menus and instructions.

37.16 Keep a daily record (journal) of opinions and feelings

Standard 3

37.17 Write a text containing at least two informative paragraphs.

37.18 Write for a variety of purposes, for example, to send messages, to inform and to entertain.

37.19 Compose simple directions on how to perform a task.

37.20 Write a short non-fiction essay that is logically divided into paragraphs.

37.21 Write a brief book report outlining main characters and events and giving a simple evaluation.

Standard 4

37.22 Compose a report based on scientific observation.

37.23 Compose two or three paragraphs that present and argue a specified point of view. 37.24 Write a several paragraph non-fiction text in which each paragraph has a main idea and supporting details.

37.25 Write a multi-paragraph, truthful and accurate, report describing a recent experience.

Standard 5

37.26 Write a short, biographical account, of another person's life.

37.27 Compose an informative item in the style of a news report or a newspaper.

37.28 Compose a report, written in the third person, based on scientific observation.

Standard 6

37.29 Compose an essay based on facts and information researched from sources such as encyclopedias, research books, and the internet.

37.30 Compose multiparagraph non-fiction essays that have a clear introduction, main body and conclusion.

37.31 Recount the same event in a variety of ways, for example as a story, in a letter, in a news report, and as a journal entry. 37.32 Write a book report including a detailed, justified evaluation of the book's merits.

37.33 Compose several paragraphs that present a specified point of view, presenting points logically and supporting them with explanation and evidence.

38 Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organizing thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

Infant 2

38.1 Discuss what they intend to write, with a teacher and/or peer, before writing it.

Standard 1

38.2 Generate ideas relevant to a topic by brainstorming.

Standard 2

38.3 Generate ideas for writing by making lists.

38.4 Use a dictionary to edit work for spelling.

Standard 3

38.5 Edit a piece of writing so that unnecessary repetition is eliminated.

- 38.6 Edit a piece of writing by deleting irrelevant or unimportant elements.
- 38.7 Generate ideas for writing through discussion with peers.
- 38.8 Graphically represent the outline of a plot for a story to be written.
- 38.9 Compose a draft based on planning and check it for spelling, punctuation and grammar mistakes.
- 38.10 Create a map (story board) of a story to be written that contains sections for the setting, the problem or conflict, the characters, and the solution.
- 38.11 Edit a piece of writing by revising its vocabulary.

Standard 4

- 38.12 Consider audience when planning writing
- 38.13 Plan a story or non-fiction text in outline form, using a few words that will later be expanded into longer sections
- 38.14 Individually, generate ideas on a topic by brainstorming.
- 38.15 Generate ideas for writing by reading related material.
- 38.16 Edit a piece of writing to ensure that sentences are correctly structured and are in the appropriate tense.
- 38.17 Use a checklist provided by the teacher to revise and edit writing.

Standard 5

- 38.18 Edit a piece of writing by changing sentence structures for effect.
- 38.19 Without prompting, organize ideas using a variety of graphic organizers.
- 38.20 Make notes on a topic to be written about from a report, encyclopedia entry or internet site.

Standard 6

- 38.21 Routinely edit a piece of writing to eliminate mistakes, irrelevance and unnecessary repetition, and to improve it by enhancing word choice, sentence, paragraph and overall structure, and the sequencing of ideas.
- 38.22 Use a dictionary or a thesaurus to improve the vocabulary used in a piece of original writing.
- 38.23 Revise a draft by checking its meaning, by checking the sequencing of ideas, adding extra details, improving word choices, and eliminating irrelevant material.

39 Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

Infant 1

- 39.1 Head work with items copied from a worksheet or the board.

Infant 2

39.2 Develop a sense of pride in presenting neat and attractive written work.

39.3 Underline heading and rule off work.

39.4 Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author's name.

Standard 1

39.5 Use margins appropriately.

39.6 Indent paragraphs.

39.7 Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.

Standard 3

39.8 Without prompting, use appropriate headings, margins, paragraph indents and other presentation devices.

39.9 Produce a piece of written work for classroom display that is appropriately laid out and attractively presented

Standard 6

39.10 Prepare a piece of written work for display, paying attention to lay out, lettering and other elements of graphic design.

40 Write Clearly and Legibly

Form letters, words, and longer texts recognizably, neatly, and accurately in both cursive and print.

Infant 1

40.1 Demonstrate correct technique for holding a pencil

40.2 Develop motor skills through colouring, tracing and scribbling

40.3 Write slants, curves and letter-like shapes free-hand.

40.4 Write letters on a page from left to right and top to bottom.

40.5 Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page

40.6 Distinguish in writing between easily confused letters, for example b,d,p,q

40.7 Write on a line provided in a notebook.

40.8 Write with correct letter size and space using guidelines.

40.9 Form letters with the "tails" necessary for cursive writing.

40.10 Colour an outline shape while keeping between the lines.

Infant 2

40.11 Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.

40.12 Legibly copy print sentences from the board.

40.13 Join some letters to others, cursively, for example, c, a, o, l

Standard 1

40.14 Join most letters to form cursive writing.

40.15 Develop a neat, legible handwriting.

Standard 2

40.16 Write cursively, with correct letter size and spacing, without using guidelines.

Standard 3

40.17 Use appropriate lettering for diagrams, maps, charts and so on.

Standard 6

40.18 Consistently write both print and cursive forms fluently, accurately and legibly, with good spacing and clear and appropriate letter formation.

41 Spell Words Appropriately

Spell words in accordance with accepted conventions.

Infant 1

41.1 Include letter like forms or single letters when communicating through drawing.

41.2 Spell words using one or two feature letters, for example, first and last letters only.

Infant 2

41.3 Spell words phonetically, so that all the sounds are represented by a least one letter.

41.4 Write captions for their own drawings, using invented spelling where necessary.

Standard 1

41.5 Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.

41.6 Spell common, irregularly spelt words, for example days of the week, numbers and question words correctly.

Standard 2

41.7 Spell most of phonetically spelt words correctly

Standard 3

41.8 Spell most common irregularly spelt words, correctly.

Standard 4

41.9 Spell an increasing range of irregularly spelt words correctly

Standard 6

41.10 Spell most words, including technical vocabulary encountered in other subjects and unusually spelt words correctly.

42 Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

Infant 1

42.1 Use a capital letter for the beginning of their own name.

42.2 Differentiate between capital and lower case letters.

Infant 2

42.3 Avoid inappropriately using capital letters in the middle of words and sentences.

42.4 Use capital letters for names of people.

42.5 Use capital letters for names of places, days and months.

42.6 Use capital letters at the beginning of sentences.

42.7 Use capital letter for the word "I".

Standard 1

42.8 Use capital letters for the names of streets, buildings and other geographical features.

Standard 2

42.9 Use capital letters for the first word in direct speech.

42.10 Use capital letters in the first line of poetry.

Standard 4

42.11 Appropriately capitalize organizations and their members, historical periods and events.

42.12 Appropriately capitalize titles of books, etc.

Standard 5

42.13 Demonstrate a thorough understanding of when to use and not use capital letters.

43 Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons

Infant 2

43.1 Use a full stop at the end of a telling sentence.

43.2 Appropriately use question marks.

Standard 1

43.3 Appropriately use commas in a series of adjectives or nouns.

43.4 Use an apostrophe in common contractions.

Standard 2

43.5 Appropriately use exclamation marks.

43.6 Appropriately use commas when writing lists or series of items.

43.7 Appropriately use an apostrophe in a possessive.

Standard 3

43.8 Use commas in dates, greetings and closings of letters and social notes and to set off geographical names in addresses.

43.9 Use quotation marks to indicate the beginning and end of direct speech.

43.10 Use hyphens to join some compound words.

43.11 Consistently and correctly use apostrophes for contractions.

Standard 5

43.12 Appropriately punctuate direct speech.

43.13 Appropriately use colons.

43.14 Appropriately use quotation marks for indicating the title of a book, poem or article.

43.15 Appropriately use commas to set off phrases or clauses in compound and complex sentences.

Standard 6

43.16 Appropriately use a range of punctuation marks, including commas, apostrophes, quotation marks, colons and semi-colons.

44 Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

Infant 2

44.1 Form the plural of nouns by adding -s.

44.2 Use appropriate word order for simple subject-verb-object sentences in original writing.

44.3 Correctly use the articles a and an in original writing.

44.4 Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.

Standard 1

44.5 Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.

44.6 Construct simple noun-verb-noun sentences correctly in original writing.

Standard 2

44.7 Join two phrases with an appropriate coordinating conjunction, for example, and, or, but to form a compound sentence in original writing.

44.8 Apply the correct plural form of nouns that have irregular plural forms.

44.9 Appropriately use regular present and past simple (verb+ed) verb forms in original writing.

Standard 3

44.10 Appropriately use subject and object pronouns in original writing.

44.11 Construct sentences with clauses beginning with who, which & that in original writing.

Standard 4

44.12 Appropriately use a range of future verb forms in original writing.

44.13 Appropriately use possessive pronouns in original writing.

44.14 Differentiate between sentences, fragments and phrases.

44.15 Join two phrases with an appropriate subordinating conjunction, for example because, when, unless.

Standard 5

44.16 Consistently apply correct subject-verb agreement during writing.

44.17 Appropriately use interjections in original writing.

44.18 Appropriately use both active and passive voice forms in original writing.

Standard 6

44.19 Appropriately use present and past continuous verb forms in original writing.

44.20 Appropriately use prepositional phrases in original writing.

45 Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

Infant 2

45.1 Modify a noun with an adjective in an original sentence.

Standard 1

45.2 Modify a noun with two or more adjectives in an original sentence.

Standard 2

45.3 Modify a verb with an adverb in an original sentence.

Standard 3

45.4 Appropriately use comparative and superlative forms of adjectives in original writing.

Standard 4

45.5 Use multiple adjectives to modify words in original writing.

45.6 Appropriately use comparative and superlative forms of adverbs in original writing.

Standard 5

45.7 Personify abstract concepts, animals and things in original writing.

45.8 Use an adverb to modify adjectives and other adverbs in an original writing.

45.9 Use proverbs in original writing.

Standard 6

45.10 Write using similes and metaphors to enhance description.

45.11 Use sentences of a range of different sentence types for effect in original writing.