



	Kindergarten	Pre Primary	Year 1	Year 2	Year 3
Concepts of print	<ul style="list-style-type: none"> • Front of book • Print contains a message • Where to start • Which way to go • Return sweep to left • Word by word matching • First and last word concept • Bottom of picture • Left page before right • Meaning of question mark • Meaning of full stop • Meaning of exclamation mark • Locate letters in words • Exposure to upper case and lower case letters 	<ul style="list-style-type: none"> • Front of book • Print contains a message • Where to start • Which way to go • Return sweep to left • Word by word matching • First and last word concept • Bottom of picture • First word of sentence • Left page before right • Meaning of question mark • Meaning of full stop • Meaning of exclamation mark • Meaning of quotation marks • Locate letters in words • Locate words in sentences • First and last letter of word • Locate capital letters 	<ul style="list-style-type: none"> • Return sweep to left • Word by word matching • First and last word concept • First word of sentence • Left page before right • Meaning of question mark, full stop, exclamation mark, quotation marks, commas • Locate capital letters • Locate words in sentences • Letter order in words • Word order in sentence 	<ul style="list-style-type: none"> • Meaning of question mark, full stop, quotation marks & commas, apostrophes. • Locate words in sentences • Letter order in words • Word order in sentence 	<ul style="list-style-type: none"> • Meaning of question mark, full stop, quotation marks & commas, apostrophes
Spelling (phonological awareness and phonics)	<ul style="list-style-type: none"> • Develop an awareness that letters of the alphabet are organized in alphabetical order • Exposure to letter names and sounds in alphabetical order • Telescoping i.e. teacher says "aaammmmm", student says "am" • Recognise rhyming in text • Recognise and supply words that rhyme • Recognise and supply 2 & 3 syllable words 	<ul style="list-style-type: none"> • Letter sounds (good order for introduction) amtsifdroglhucbnkvwjpyxqz • Understand that letters of the alphabet are organized in alphabetical order • Recognise and supply initial sounds • Recognise and supply final sounds • Exposure to blends • Telescoping i.e. teacher says "aaammmmm", student says "am" • Segmenting i.e. saying words slowly e.g. sad = "sssaaaddd" • Recognise and supply words that rhyme <p>Sounding out regular words in lists CVC (consonant-vowel-consonant) e.g. cat, man, dog</p>	<ul style="list-style-type: none"> • Single letter initial sounds (good order for introduction) amtsifdroglhucbnkvwjpyxqz • Medial vowel sounds a,e,i,o,u • Sound families (sh,ch,th,wh,ck,ee,oo,ay, all,ag,an,at,eg,en,et,ig, in,it,og,ot,ug,un,ut) • Initial consonant blends (bl,cl,fl,gl,pl,sl,br,cr,dr,fr,gr,pr,tr, sc,sk,sm,s,n,sp,st,sw,tw) • Final consonant blends (nd,ld,ing,nk,nt,ft,mp) • Sounding out regular words in lists and passage reading <ul style="list-style-type: none"> ○ CVC (consonant-vowel-consonant) e.g. cat, man, dog ○ VC- beginning with continuous sounds e.g. am, of, is • High frequency sight words <ul style="list-style-type: none"> ○ 2 letter words (up,at,an,if,in,us,on,is,it, am) ○ Irregular words e.g. the,he,be,have,come, so,she,no,,do,go,what, where, of, who,by,was, here,are,has,me,as,I,my,they,sai d,some,one,to, his,you we ○ Regular words e.g.and, with,not,him,can,day, yes,went,that,this,from,had,Mu m,Dad,them,but 	<ul style="list-style-type: none"> • Long vowels (a-e, e-e, i-e, o-e, u-e) • Sound families (ai,oa,oe,ow,ie,ue,ew, ea, ow,ou,oy,oi,or,aw, ar,ind,er,ir,ur,y) • Tri-blends (scr,spl,spr,str,shr, thr,squ,nch,ang,ong, old) • Double consonants (gg, dd,ff,ss,zz) • Silent letters -kn • Suffixes (ed,er,s,ly,ing) • Homophones (two-to-too, one-won, no-know, some-sum, knew-new, meat-meet) <p>High frequency sight words e.g. only,first,never,took,out, until,three,when,morning,children, all, say,know,night,put, how,could, because, please,Mrs,through, something</p>	<ul style="list-style-type: none"> • Sound families (ace,air,are,ear,any,alf,alk,a u,ear,eer,ey,ei,dge,ge,igh,bl e,dle,fle,gle, kle,ple,tle,zleoar,oor, ore,our,ould,qu,tch) • Silent letters -ph,b • Suffixes (ing,er,est,ly,en,ed,less,ful, fully, ier) • Contractions not,will,is,am,have,are • Homophones (flower-flour, heard-herd, bare-bear, wait-weight,knight-night,road-rode-rowed, witch-which, would-wood, saw-sore-soar) <p>High frequency sight words e.g. any,many,might, everyone,without,enough, high, different,difficult, clothes,happened,beginningcaug ht,island,minute</p>

<p>Writing</p>	<ul style="list-style-type: none"> • Focus on writing name • Exposure & play with printing. 	<ul style="list-style-type: none"> • Establish preferred hand • Focus on writing name using correct script for lower and upper case letters. • Identify & write (lower case) letter names of alphabet • Conventions of left to right, top to bottom, space between words • Use oral language to prepare for writing. • Shared writing modeling simple sentence structure using noun and verb. 	<ul style="list-style-type: none"> • Immersion in writing as well as teacher modeling. • Use oral language to prepare for writing. • Shared writing modeling simple sentence structure using noun and verb • Write for a purpose i.e. recount, narrative • Use of 4 Ws • Parts of speech i.e. noun & verb. • Development of word banks by use of themes • Modeling of word attack skills • Read own writing aloud 	<ul style="list-style-type: none"> • Immersion in writing as well as teacher modeling. • Simple planning for writing. • Writing for a purpose using modeled genre • Modeling of simple editing. • Development of word banks by use of themes • Development of word attack skills • Parts of speech i.e. noun, verb, adjective, adverb, conjunctions • Share own writing with others e.g. class book, display board 	<ul style="list-style-type: none"> • Writing for a purpose using appropriate form of writing i.e. informational or narrative. • Shared, independent and journal writing. • Planning framework for writing. • Development vocabulary for purpose and audience. • Parts of speech i.e. noun, pronoun, verb, adjective, adverb, conjunctions, clauses • Use of headings in informational writing. • Edit own work progressively. • Use word processor to produce text. • Publish and share writing with authentic audience.
<p>Punctuation</p>	<ul style="list-style-type: none"> • Use of capital letters for proper nouns 	<ul style="list-style-type: none"> • Use of capital letters for proper nouns • Use of capital letters to begin sentences • Use of full stops to end statements 	<ul style="list-style-type: none"> • Use of capital letters for proper nouns • Use of capital letters to begin sentences • Use of capital letters for the pronoun 'I' • Use of full stops to end statements • Use of question mark 	<ul style="list-style-type: none"> • Use of capital letters for proper nouns • Use of capital letters for the pronoun 'I' • Use of capital letters for book titles • Use of capital letters for emphasis e.g. HAPPY BIRTHDAY! • Use of capital letters for names of deity, special days, names of institutions • Use of commas to separate a series of nouns, adjectives or verbs • Use of apostrophes for contractions • Use of quotation marks for direct speech • Use of exclamation mark 	<ul style="list-style-type: none"> • Use of capital letters for book titles • Use of capital letters for first word in a line of poetry • Use of capital letters for emphasis e.g. HAPPY BIRTHDAY! • Use of capital letters for names of deity, special days, names of institutions • Use of full stops in initials • Use of full stops in abbreviations • Use of commas to separate a series of nouns, adjectives or verbs • Use of commas to separate month and year in date • Use of apostrophes to show ownership • Use of apostrophes for contractions • Use of quotation marks for direct speech • Use of exclamation mark