

# **ENGLISH**

## **Syllabus for Primary Schools**

# **YEAR 1**

# **LEARNING OUTCOMES**

**for**

**YEAR 1**

<b>ORACY</b> <b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
<b>STORIES RHYMES CHANTS SONGS TOPICS</b>	<b>CONCEPTS AND CONVENTIONS OF PRINT</b>	<b>PRINT CONVENTIONS</b>
1.1.1 Listen to and view attentively with increasing concentration and enjoyment	1.2.1 Demonstrate knowledge that print carries a message	1.3.1 Begin to demonstrate knowledge of print conventions
1.1.2 Begin to show understanding of stories, chants, songs and rhymes	1.2.2 Distinguish between spoken and printed words	<b>HANDWRITING SKILLS</b>
1.1.3 Participate in chants, rhymes, songs and stories	1.2.3 Start to recognize some letters of the alphabet	1.3.2 Begin to write letters and words correctly
<b>LANGUAGE</b> <b>INTERACTIVE CONVERSATIONS</b>	1.2.4 Start to develop sound-symbol correspondence	<b>WRITING</b>
1.1.4 Begin to show understanding of social / classroom commands and instructions by responding non-verbally and verbally	1.2.5 Demonstrate understanding of directionality	1.3.3 Convey meaning through drawing
1.1.5 With support begin to practise the conventions of social discourse		1.3.4 With support draw and write words or phrases to communicate meaning

	<b>VOCABULARY</b>	<b>READING STRATEGIES</b>	
1.1.6	With support acquire and use a repertoire of words	1.2.6 Begin to show knowledge of book conventions	1.3.5 With support begin to write sentences from a given model
	<b>ATTITUDE</b>	1.2.7. Begin to use knowledge of initial letter and relate sound and picture cues to predict words in text	<b>VOCABULARY</b>
1.1.7	Demonstrate enthusiasm and participation in listening to and viewing	<b>READING</b>	1.3.6 With support begin to use in writing, theme-related words, sight words and vocabulary related to the classroom environment
1.1.8	Show preferences for stories, rhymes, chants and songs	1.2.8 With teacher support begin to participate in reading very simple books with illustrations	1.3.7 Write own name
		<b>VOCABULARY</b>	<b>ATTITUDE</b>
		1.2.9 Recognise own name in print	1.3.8 Begin to demonstrate interest in and enthusiasm for writing
		1.2.10 Recognise environmental print	
		1.2.11 Start to recognise a number of sight words in context	

	1.2.12 Begin to choose and enjoy looking at books	

**PROGRAMME**

**for**

**YEAR 1**

## 1.1 ORACY – LISTENING AND SPEAKING

Learning Outcomes	Notes
<b>STORIES RHYMES CHANTS SONGS TOPICS</b>	
<b>1.1.1 Listen to and view attentively with increasing concentration and enjoyment</b>	<i>Stories and rhymes with repetitive and predictable text Videos, audio cassettes, CD-ROM, DVD ...</i>
❖ Demonstrate ability to sit quietly and listen attentively	
<b>1.1.2 Begin to show understanding of stories, chants, songs and rhymes</b>	<i>Relying on stimulating illustrations, pictures, props, Big Books, ... <b>When learners respond using mother tongue, teacher repeats in English</b></i>
❖ Demonstrate understanding by responding non-verbally	<i>Using body language such as gestures, facial expressions, nodding, pointing</i>
❖ Begin to predict using visual cues	
❖ Attempt to respond	<i>Using one word or phrase utterances, ...</i>
❖ With support respond to questions	<i>One word or phrase utterances on stories, rhymes, topics, ...</i>
❖ Sequence pictures	<i>Putting pictures in a chronological order</i>
<b>1.1.3 Participate in chants, rhymes, songs and stories</b>	
❖ Show sensitivity to rhythm	<i>Through stamping feet, clapping, humming, ...</i>
❖ Demonstrate ability to hold rhythm	<i>With group using percussion instruments, ...</i>
❖ Detect one sound from another	<i>E.g. Sounds of animals, objects, ...</i>
❖ Echo repetitive vocabulary, phrases and refrains	<i>Repeating after the narrator or joining in with narrator</i>
<b>LANGUAGE INTERACTIVE CONVERSATIONS</b>	
<b>1.1.4 Begin to show understanding of social / classroom commands and instructions by responding non-verbally and verbally</b>	
❖ Listen to and follow classroom commands and instructions	<i>Responding with appropriate physical response (<b>Total Physical Response</b>) to instructions and directions first modelled by teacher E.g. Take out your books, Stand up, Jump, Wave, Point to...</i>
❖ Respond to greetings and begin to practise social talk	<i>Hello! Goodbye, Good morning, Please, Thanks, Sorry, ...</i>
❖ With support respond to questions	<i>Respond using short answers E.g. I am five years old ...</i>



❖	<b>With support make simple requests and express basic needs</b>	<i>Learn modelled words and phrases and use them in particular situations E.g. May I...? I want ...</i>
<b>1.1.5</b>	<b>With support begin to practise the conventions of social discourse</b>	
❖	<b>Take turns in conversations</b>	<i>E.g. Give time to the person speaking to finish before joining in ...</i>
❖	Listen to others	
❖	With support begin to respond to others	
❖	With support begin to share information with others	
<b>VOCABULARY</b>		
<b>1.1.6</b>	<b>With support acquire and use a repertoire of words</b>	<i>Words and phrases related to stories and themes E.g. Once upon a time, numbers, colours, vocabulary used in P.E., Science, Technology ...</i>
<b>ATTITUDE</b>		
<b>1.1.7</b>	<b>Demonstrate enthusiasm and participation in listening to and viewing</b>	
<b>1.1.8</b>	<b>Show preferences for stories, rhymes, chants and songs</b>	<i>Ask for a repeat of particular stories, rhymes, chants</i>

## 1.2 READING

Learning Outcomes	Notes
<b>CONCEPTS AND CONVENTIONS OF PRINT</b>	
1.2.1 <b>Demonstrate knowledge that print carries message</b>	
1.2.2 <b>Distinguish between spoken and printed words</b>	
❖ Distinguish between words and pictures, drawing and writing	<i>Look at the picture; Find / Point to the picture / word...</i>
❖ Match some familiar spoken words with printed / written words and pictures	<i>E.g. boy, girl, mother, father, red, ball...</i>
1.2.3 <b>Start to recognize most letters of the alphabet</b>	<i>Initial letters in words e.g. in own name and other familiar names or words</i>
❖ Distinguish between letters and numbers	
1.2.4 <b>Start to develop sound-symbol correspondence</b>	<i>A letter has a name, a sound and a shape</i>
1.2.5 <b>Demonstrate understanding of directionality</b>	<i>Point to where text begins moving from to left to right along a line; from top to bottom of a page; and where to go on the following page</i>
<b>READING STRATEGIES</b>	
1.2.6 <b>Begin to show knowledge of book conventions</b>	<i>Title, author, illustrator, cover, page and picture</i>
❖ Ability to handle book correctly	<i>Handle book the right way up, turning pages, finding page</i>
❖ Recognize specific books by cover	
1.2.7 <b>Begin to use knowledge of initial letter and relate sound and picture cues to predict words in text</b>	<i>Decode words</i>
<b>READING</b>	
1.2.8 <b>With teacher support begin to participate in reading very simple books with illustrations</b>	<i>Picture books (wordless books) Books with repetitive text and supportive illustrations</i>
❖ With support use pictures to construct ideas	
❖ With support begin to predict using visual cues	<i>Picture on the book cover and other illustrations support predictions</i>
❖ With support begin to answer questions	<i>Use pictures and other visual aids ...</i>

## VOCABULARY

<b>1.2.9</b> Recognise own name in print	<i>From a list of names</i>
<b>1.2.10</b> <b>Recognise environmental print</b>	<i>Signs, logos, labels, charts, messages: e.g. STOP, Shut the door...</i>
<b>1.2.11</b> Start to recognize a number of sight words in context	<i>Theme-related, common words used in environment, books, classroom</i>

## ATTITUDE

<b>1.2.12</b> Begin to choose and enjoy looking at books	<i>Demonstrate attempts at reading independently E.g. looking at picture books ...</i>
❖ Show motivation and enthusiasm for choosing a book	

### 1.3 WRITING

Learning Outcomes	Notes
<b>PRINT CONVENTIONS</b>	
<b>1.3.1 Begin to demonstrate knowledge of print conventions</b>	<i>Rules that govern the customary use of print in literacy</i>
❖ Demonstrate correct spacing of letters and words	
❖ Demonstrate correct directionality	<i>Start to write at the top left side of page, move to right, continue down the page, and know where to go on the following page</i>
<b>HANDWRITING SKILLS</b>	
<b>1.3.2 Begin to write letters and words correctly</b>	
❖ Begin to develop established pencil grip	
❖ Start to form letters which are clearly shaped and correctly oriented and controlling shape and proportion	<i>E.g. l, a, b, d, t, q, g</i>  <i>Use the correct sequence of movement when writing letters</i>
<b>WRITING</b>	
<b>1.3.3 Convey meaning through drawing</b>	<i>Teacher may write down what the learner says about the drawing</i>
<b>1.3.4 With support draw and write words or phrases to communicate meaning</b>	<i>Learners draw a dog and may write 'dog', or 'My dog' or 'A dog' ...</i>
❖ Write captions to a picture	
❖ Label a picture	
<b>1.3.5 With support begin to write sentences from a given model</b>	
<b>VOCABULARY</b>	
<b>1.3.6 With support begin to use in writing, theme-related words, sight words and vocabulary related to the classroom environment</b>	<i>Vocabulary presented with visual support in a context familiar to learners</i>

❖	Begin to match initial letters with picture	
❖	Begin to match words with picture	
❖	Write words instead of picture in context	<i>May use Rhexus as an activity Rhexus means a picture or symbol that suggests a word in a sentence</i>
<b>1.3.7</b>	<b>Write own name</b>	
<b>ATTITUDE</b>		
<b>1.3.8</b>	<b>Begin to demonstrate interest in and enthusiasm for writing</b>	
❖	Enjoy writing sentence-like scribble or strings of simulated letters	<i>Emergent Writing: Approximation to writing, scribbling, writing symbols ...</i>
❖	Enjoy tracing and copying	