



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Curriculum

Comprehensive Curriculum Guide

Grade 1

Term 1

2026-2027 A.D.



National Education Charter

The National Education Charter describes the knowledge, skills, values, and personal qualities that help students thrive in school, in their communities, and in the future. It is organised into three pillars: National Identity, Skills, and Traits. Throughout this CCG, Charter icons are used to identify where learning experiences support the development of specific Charter competencies.

These National Education Charter icons help you and your students recognise the broader purpose of learning and make meaningful connections between curriculum content and real-world skills, values, and behaviours. Learning is not only about building language skills and understanding curriculum content; it is also about growing as a person and contributing positively to society.



National Identity



Arabic Language



Loyalty and National Belonging



Islamic Faith



Integrity



Generosity and Humility



Respect and Kindness



Resilience and Adaptability



Initiative and Perseverance



Extended Family



Skills



Critical Thinking



Effective Communication



Mastery of Artificial Intelligence



Reading and Writing



Creativity



Numeracy Skills



Financial Literacy



Traits



Self - Confidence



Cultural Awareness



Teamwork



Physical and Mental Wellbeing



Self - Regulation and Discipline



Lifelong Learning

Introduction

The Grade 1 English Language Comprehensive Curriculum Guide (CCG) supports high-quality, inclusive and developmentally appropriate instruction. It provides a cohesive framework for planning, teaching and assessing English language skills while offering teachers the flexibility to respond to students' diverse needs, interests and varying levels of readiness.

This guide integrates the core components of language learning, including vocabulary development, oral communication, phonics, reading comprehension, writing and grammar. Each term begins with a detailed Scheme of Work, which maps the progression of learning across the term and identifies the weekly themes, vocabulary, phonics focus, High-Frequency Words (HFWs), grammar and language structures aligned with CEFR Pre-A1 expectations.

Specific Student Learning Outcomes (SSLOs) are unpacked throughout the guide and supported by suggested teaching strategies, differentiation approaches, cross-curricular connections and formative assessment opportunities. The guide promotes independent learning, meaningful communication and the development of real-world literacy skills through relevant, engaging and culturally responsive themes.

The CCG also signposts a range of adaptable teaching resources designed to enrich learning and support all students, including those who require additional scaffolding or greater challenge.

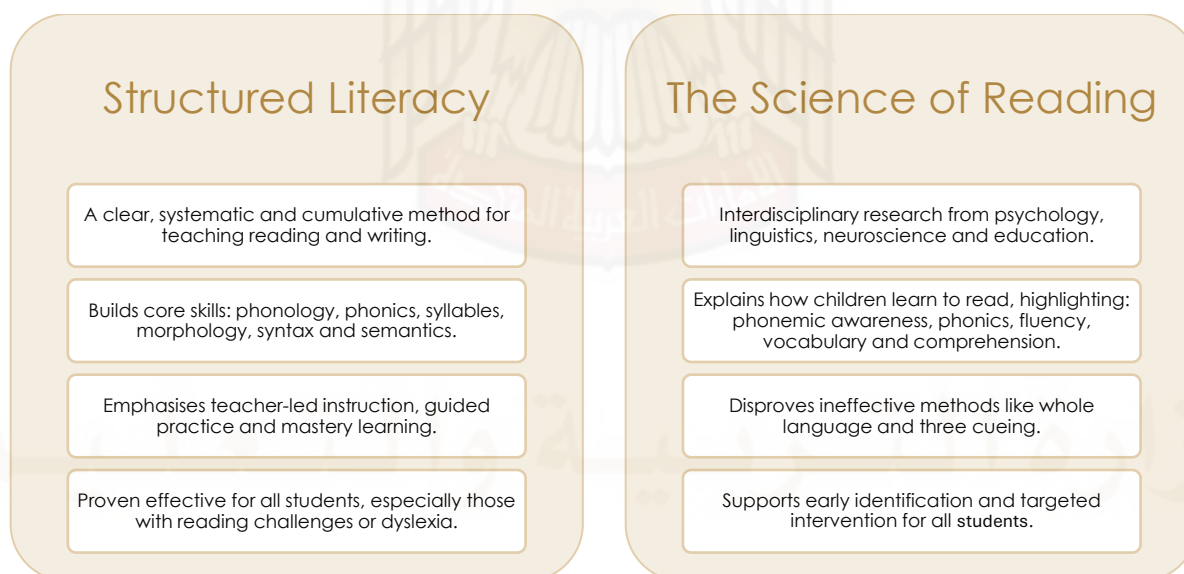
Instructional Approach

Structured Literacy and the Science of Reading

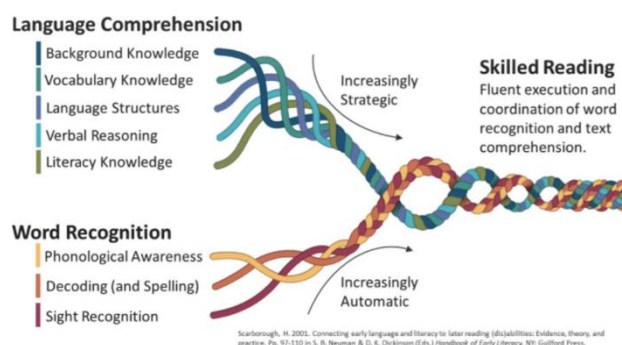
The instructional approach is informed by the principles of Structured Literacy and the Science of Reading, ensuring that the essential components of literacy are taught explicitly, systematically and cumulatively. Learning is carefully sequenced to build secure foundations in word recognition, language comprehension and written expression, enabling all students to become confident, fluent readers and writers.

The curriculum draws on current evidence-informed research, including the Simple View of Reading and Scarborough's Reading Rope, recognising that skilled reading develops through the interaction of strong word recognition and language comprehension. The four curriculum domains work together to develop these essential components of literacy.

The Foundations of Effective Literacy Teaching



This approach aligns closely with Scarborough's Reading Rope model, addressing both word recognition and language comprehension strands across multiple domains.



Overview of Domains and Strands

The Cycle 1 English curriculum is organised into four integrated domains that reflect the key components of language and literacy development. Each domain is divided into strands that build progressively across the year, ensuring that knowledge and skills are taught systematically and revisited over time. Together, the domains develop the foundational knowledge, language proficiency and communication skills students need to become confident readers, writers, speakers and listeners.

Domain 1: Literacy Readiness

Literacy Readiness develops the foundations of word recognition through systematic instruction in phonological awareness, phonics, High-Frequency Words (HFWs) and early spelling. Teaching follows a carefully planned sequence, providing regular opportunities for review and application to develop accurate decoding, automatic word recognition and reading fluency.

Domain 2: Speaking, Listening and Oral Communication

Speaking, Listening and Oral Communication develops the language comprehension strand of literacy by strengthening students' oral language, vocabulary, background knowledge, grammar and sentence structures. Through rich discussion, storytelling, questioning and purposeful talk, students build the language knowledge required to understand increasingly complex texts and communicate effectively.

Domain 3: Reading

Reading brings together word recognition and language comprehension, enabling students to construct meaning from text. Students develop reading fluency, comprehension strategies and confidence through a carefully sequenced range of decodable, literary and informational texts that are closely aligned with the weekly themes and students' stage of development.

Domain 4: Writing

Writing provides opportunities for students to apply and consolidate their phonics, vocabulary, grammar and language knowledge through meaningful written communication. Writing instruction progresses systematically from letter formation and sentence construction to extended writing, supporting students to communicate ideas clearly while reinforcing the reciprocal relationship between reading and writing.

Domain 1: Literacy Readiness

Literacy Readiness develops the foundational knowledge and skills required for successful reading and writing. Across Grades 1 and 2, the emphasis is on establishing and securing early literacy skills through explicit and systematic instruction in phonological awareness, phonics, High-Frequency Words (HFWs), spelling, concepts about print and handwriting. These foundations support accurate decoding, reading fluency and written communication. As students progress through Grades 1 and 2, these skills are systematically consolidated and extended to promote increasing accuracy, automaticity, independence and mastery, providing a strong foundation for later literacy development.

Strands:

1. **Phonological Awareness** – Developing students' ability to hear, identify, segment, blend and manipulate the sounds in spoken language before connecting them to print.
2. **Phonics** – Teaching sound-letter relationships through a systematic and cumulative progression, enabling students to decode, encode and spell words with increasing accuracy.
3. **High-Frequency Words** – Developing automatic recognition and accurate reading of commonly occurring words through explicit instruction and regular review.
4. **Spelling Patterns** – Developing spelling knowledge by applying phonics and recognising common spelling patterns to support accurate encoding and early writing.
5. **Concepts about Print** – Developing an understanding of the features and conventions of print, including book handling, directionality, spacing, punctuation and the difference between letters, words and sentences.
6. **Handwriting and Presentation** – Developing correct letter formation, pencil control, spacing and overall presentation to support fluent, legible and increasingly independent writing.

Domain 2: Speaking, Listening and Oral Communication

This domain develops students' oral language as the foundation for literacy and communication. Through purposeful listening and speaking opportunities, students build vocabulary, language structures and confidence in expressing ideas, participating in discussions and interacting effectively with others across a range of familiar contexts.

Strands:

1. **Listening Comprehension** – Developing the ability to listen attentively and understand stories, instructions, conversations and spoken information.
2. **Oral Language Development** – Expanding vocabulary, sentence structures and expressive language to communicate ideas, experiences and opinions with increasing confidence.
3. **Collaborative Communication** – Developing communication skills through turn-taking, asking and answering questions, active listening and building on the ideas of others.
4. **Presentation and Performance** – Using appropriate voice, expression, gesture and body language when sharing information, retelling stories and participating in role play and presentations.

Domain 3: Reading

This domain develops students' ability to read with accuracy, fluency and understanding. Through a carefully sequenced range of texts, students build comprehension strategies, expand vocabulary and develop an understanding of how different texts are organised and used for different purposes.

Strands:

1. **Reading Fluency** – Developing accuracy, automaticity, appropriate pace, expression and phrasing to support comprehension.
2. **Vocabulary Development** – Developing word knowledge through listening, reading and discussion, including understanding word meanings, categories, synonyms, antonyms and vocabulary in context.

3. **Text Types, Structure and Features** – Exploring a range of text types, including narrative, informational and procedural texts, while identifying their purpose, audience, organisational features and language characteristics.
4. **Reading Comprehension** – Applying comprehension strategies such as predicting, questioning, visualising, making connections, clarifying and summarising to construct meaning from text.
5. **Evaluating and Responding to Text** – Expressing opinions, making personal connections and discussing ideas, characters, events and information presented in a range of texts.

Domain 4: Writing

Composition, Process and Conventions

This domain develops students' ability to communicate ideas through writing. Students gradually apply their developing knowledge of phonics, vocabulary, grammar and punctuation while learning to write for a range of purposes through a structured writing process. Writing instruction is carefully scaffolded to support students as they build confidence, accuracy and independence in written expression.

Strands:

1. **Writing Conventions** – Developing the use of punctuation, grammar and sentence structure to communicate meaning clearly.
2. **Spelling and Word Use** – Applying phonics knowledge, High-Frequency Words and common spelling patterns to support spelling and early writing.
3. **Writing Production** – Organising and sequencing ideas using appropriate vocabulary, simple sentence structures and age-appropriate text features.
4. **The Writing Process:**
 - ✓ **Planning** – Generating and organising ideas.
 - ✓ **Drafting** – Writing initial ideas and sentences.
 - ✓ **Revising** – Improving ideas and adding detail.

- ✓ **Editing** – Checking spelling, punctuation and grammar with teacher support.
- ✓ **Publishing** – Sharing completed writing in an appropriate format.



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Overview of Themes and Units

The curriculum is thoughtfully designed around age-appropriate, meaningful themes that create natural opportunities for students to develop essential global competencies. Each unit provides meaningful contexts for students to build communication skills, explore personal and social identities, and engage with real-world topics. The themes align with international education priorities such as the OECD Learning Compass 2030 and the United Nations Sustainable Development Goals (SDGs) by fostering values such as well-being (SDG 3), quality education (SDG 4), cultural awareness, inclusivity, and global citizenship. Through daily interaction with rich content, students practise collaboration, critical thinking, creativity and self-awareness, competencies that are integral to thriving in a rapidly changing, interconnected world.

In Grade 1 Term 1, the themes “My School” and “All About Me” introduce students to English through the most familiar contexts of all: the classroom and themselves. Through topics such as greetings, classroom objects, school belongings, numbers, the face, movement, feelings and clothing, students build early vocabulary, simple sentence patterns and real-world communication skills while developing awareness of wellbeing, respectful interactions, self-expression and positive classroom behaviours.

Grade 01				
Term	Date	Week	Theme	Unit
1	31 Aug - 4 Sept	1	My School	First School Days
	7 - 11 Sept	2		Our Classroom
	14 - 18 Sept	3		What is in My Bag?
	21 - 25 Sept	4		Learning Together
	28 Sept - 2 Oct	5		How Many?
	5 - 9 Oct	6	All About Me	My Face
	12 - 16 Oct	7		Midterm Break
	19 - 23 Oct	8		Move Your Body
	26 - 30 Oct	9		My Feelings
	2 - 6 Nov	10		What Are We Wearing?
	9 - 13 Nov	11	Review	
	16 - 20 Nov	12	Review	
	23 - 27 Nov	13	EOT Summative Assessments	
	30 Nov - 4 Dec	14	Eid Al Etihad	
	7 - 11 Dec	15	EOT Summative Assessments	

Scheme of Work

The Scheme of Work is the primary planning tool that outlines the weekly progression of learning across the term. It identifies the key themes, units, learning focus, phonics, High-Frequency Words (HFWs), vocabulary, grammar and language structures, functional language and learning outcomes to be taught each week, ensuring a clear and logical progression of learning.

The Scheme of Work also aligns each week's learning with the Specific Student Learning Outcomes (SSLOs) and includes corresponding 'I Can' statements to support student-friendly success criteria and formative assessment. In addition, it highlights opportunities to embed the National Charter, including the development of national identity, skills and student traits, helping teachers integrate these outcomes naturally within classroom instruction.

Teachers should use the Scheme of Work to plan coherent, meaningful learning experiences, monitor students' progress and adapt teaching to meet individual learning needs while remaining aligned with the curriculum expectations.

The following table presents the Grade 1 Scheme of Work for Term 1. The sections that follow explain each component of the Scheme of Work in detail, providing teachers with clear guidance on the purpose of each element and how it should be used to support effective planning and classroom instruction.

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MINISTRY OF EDUCATION

Overview	Building positive social interactions through greetings, self-introduction and simple classroom communication.
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Phonics	High-Frequency Words	Vocabulary
s a t p	a at as	school name hello bye hi teacher goodbye

Grammar & Language Focus	Present Simple (be: am, is)/ Personal Pronouns (I) Possessive Adjectives (my) Examples: "I am Sara."
Functional Language Link	F.L.2 Greetings, making introductions, saying goodbye. Examples: "Hello, teacher!" "Hi, Nasser!" "My name is Sara." "I am Hessa." "Goodbye!"

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 1
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Code	SSLO
1.LR.HFW.2	Incorporate High-Frequency Words in oral sentences.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.LR.PA.6	Identify spoken words that begin with the same sound.
1.R.ERT.4	Express feelings about a text through visuals, gestures or actions.
1.R.RF.2	Match spoken words to written words while tracking text left to right.
1.W.SWU.1	Write the most common sound for each consonant.
1.LR.CAP.1	Identify front and back covers, title, and author of a book.
1.LR.CAP.2	Demonstrate that text is read from left to right and top to bottom.
1.R.TTP.1	Identify whether a text tells a story or shares information.
1.LR.PA.1	Recognise and produce rhyming words in spoken language.
1.LR.CAP.3	Differentiate between individual letters, words and sentences.

National Education Charter Outcomes					
National Identity		Skills		Traits	
Use simple greetings and polite words to show respect to teachers and classmates.	 Respect and Kindness	Introduce themselves using simple sentences: "I am ____." "My name is ____."	 Effective Communication	Introduce themselves and participate in simple classroom conversations.	 Self - Confidence

Overview	Exploring the classroom environment by identifying familiar classroom objects and resources.
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Phonics	High-Frequency Words	Vocabulary
i n	in it is I an	desk chair board door window classroom

Grammar & Language Focus	Present Simple (is) Demonstratives (this, that) Articles (a, the) Prepositions of place (in, on) Examples: "This is a chair." "This is the door." "That is a window." "That is a door."
Functional Language Link	

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 2
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Code	SSLO
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.LR.PA.4	Blend and segment phonemes in simple words.
1.R.UTSF.3	Find specific information in pictures to answer teacher provided questions.
1.R.VD.1	Match new English words to corresponding pictures or objects.
1.SLOC.OLD.2	Answer simple questions with relevant one word or short phrase responses.
1.SLOC.LC.1	Follow one and two step oral instructions with visual support.
1.SLOC.LC.4	Demonstrate active listening through appropriate eye contact and body language.
1.SLOC.LC.5	Respond to simple classroom instructions with physical actions.

National Education Charter Outcomes

National Identity		Skills		Traits	
Identify classroom rules and show honesty by following instructions and caring for classroom items.	 Integrity	Identify classroom objects and match objects to their correct places.	 Critical Thinking	Follow classroom routines and respond to simple instructions.	 Self - Regulation and Discipline

Overview	Identifying, describing and expressing ownership of everyday school belongings.
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Phonics	High-Frequency Words	Vocabulary
m d g	and am dad	bag book pen pencil ruler eraser red blue

Grammar & Language Focus	Present Simple (is)/ Demonstratives (this)/ Possessive Adjectives (my) Subject pronoun (it) Examples: "This is my book." "This is my pencil." "It is red." "It is blue."
Functional Language Link	

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 3
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Code	SSLO
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.LR.P.3	Decode one-syllable words with short vowel sounds.
1.R.VD.1	Match new English words to corresponding pictures or objects.
1.SLOC.OLD.2	Answer simple questions with relevant one word or short phrase responses.
1.SLOC.LC.1	Follow one and two step oral instructions with visual support.
1.SLOC.DCC.1	Take turns speaking in small groups.

National Education Charter Outcomes

National Identity		Skills		Traits	
Show responsibility by identifying and taking care of their school belongings.	 Initiative and Perseverance	Recognise and copy simple words related to school items.	 Reading and Writing	Organise their school items and understand that learning needs preparation.	 Lifelong Learning

Overview	Interpreting and responding appropriately to classroom instructions, routines and respectful interactions.
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Phonics	High-Frequency Words	Vocabulary
o c k ck	to into go no the	look listen read write draw please yellow green

Grammar & Language Focus	Action Verbs (Classroom Routines - listen, draw, read, look, write) Imperatives/ Demonstratives (this)/ Possessive Adjectives (my) Examples: "Listen to the sound."/ "Look at the yellow book."/ "Draw a cat."/ "This is my green bag."
Functional Language Link	

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 4
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Code	SSLO
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.R.VD.2	Name common objects, actions, and describing words.
1.W.SWU.1	Write the most common sound for each consonant.
1.SLOC.LC.4	Demonstrate active listening through appropriate eye contact and body language.
1.SLOC.DCC.1	Take turns speaking in small groups.
1.SLOC.DCC.2	Listen to others without interrupting.

National Education Charter Outcomes					
National Identity		Skills		Traits	
Ask for help politely and offer help to others using simple classroom language.	 Generosity and Humility	Listen, follow instructions, and use polite requests such as "please".	 Effective Communication	Participate with others and practise sharing classroom activities.	 Teamwork

Overview	Recognising, counting and representing numbers in everyday contexts.
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Phonics	High-Frequency Words	Vocabulary
e u r	get dog can got on not cat	one two three four five count orange purple

Grammar & Language Focus	Quantifiers (numbers 1–5) / Regular Plurals / Dummy Subject (<i>there is, there are</i>) / Modal Verb (<i>can</i>) Examples: "There is one hat." "There are two jam jars." "I can see three cats."
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Functional Language Link	FL.4 Using numbers to express amount, quantity, number and time. Examples: "How many birds can you see?" "How many pencils can you see?" "I can see three birds." "There are five books."
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Monster Phonics	Monster Phonics Grade 1 Term 1 Week 5
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Code	SSLO
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.LR.P.1	Produce letter sounds when shown corresponding letters.
1.LR.P.3	Decode one-syllable words with short vowel sounds.
1.R.VD.1	Match new English words to corresponding pictures or objects.
1.SLOC.PP.4	Present simple information with visual support.
1.SLOC.LC.1	Follow one and two step oral instructions with visual support.
1.LR.CAP.2	Demonstrate that text is read from left to right and top to bottom.
1.W.SWU.2	Spell simple CVC words phonetically.

National Education Charter Outcomes

National Identity		Skills		Traits	
Recognise that numbers and counting are used in daily life and connect English counting with their home language.	 Arabic Language	Count objects and answer simple quantity questions using numbers 1–5.	 Numeracy Skills	Solve simple counting tasks and try again when needed.	 Lifelong Learning

Overview	Identifying and naming parts of the face.
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Phonics	High-Frequency Words	Vocabulary
h b	up mum put had oh him his big has	face head eyes ears nose mouth touch point black white

Grammar & Language Focus	Imperatives (body part instructions)/ Demonstratives (this, these)/ Possessive adjective (your)/ Dummy subject (there is, there are) Examples: "This is my nose."/ "These are my eyes."/ "Point to your ears."/ "Touch your head."/ "There is one tap."/ "There are two pens."
Functional Language Link	

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 6
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Code	SSLO
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.P.3	Decode one-syllable words with short vowel sounds.
1.LR.P.4	Encode simple CVC words using letter-sound knowledge.
1.R.VD.1	Match new English words to corresponding pictures or objects.
1.W.SWU.1	Write the most common sound for each consonant.
1.SLOC.LC.5	Respond to simple classroom instructions with physical actions.
1.LR.CAP.1	Identify front and back covers, title, and author of a book.
1.LR.P.2	Blend and segment sounds in simple CVC words.

National Education Charter Outcomes					
National Identity		Skills		Traits	
Talk about themselves and recognise that every person belongs to a family.	 Extended Family	Connect pictures, sounds, and words for body parts.	 Reading and Writing	Describe themselves positively using simple language.	 Self - Confidence

Overview	Exploring movement through describing and doing physical actions in everyday contexts.
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Phonics	High-Frequency Words	Vocabulary
f ff l ll ss	he she me we be of	run jump walk clap arm hand leg foot pink brown

Grammar & Language Focus	Present Modals (can + base verb)/ Adverbs of manner (fast)/ Plurals regular (arms, hands, legs)/ Plurals irregular (feet) Examples: "I can jump."/ "I can walk the dog!"/ "I can run fast."
Functional Language Link	FL.19 Talking about ability. Examples: "I can jump."/ "I can walk the dog!"/ "I can run fast."

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 8
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Code	SSLO
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.R.ERT.1	Describe what characters do and feel in stories.
1.R.VD.1	Match new English words to corresponding pictures or objects.
1.R.VD.2	Name common objects, actions, and describing words.
1.SLOC.LC.2	Point to pictures that match key details mentioned in short spoken texts.
1.W.WC.1	Apply capital letters at the beginning of sentences and for personal names.
1.SLOC.LC.5	Respond to simple classroom instructions with physical actions.
1.R.RC.3	Point to and name main characters in a story.
1.R.TTP.1	Identify whether a text tells a story or shares information.
1.R.TTP.2	Recognise familiar text types through pictures and structure.

National Education Charter Outcomes					
National Identity		Skills		Traits	
Try new movement activities and use "I can" to show effort and confidence.	 Resilience and Adaptability	Use movement words and create simple actions with language.	 Creativity	Practise healthy movement and describe actions they can do.	 Physical and Mental Wellbeing

Overview	Recognising, expressing and responding to emotions appropriately.
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Phonics	High-Frequency Words	Vocabulary
j v w x	if off you my they for	feelings happy sad angry scared sleepy tired hungry

Grammar & Language Focus	Present Simple ('be' + adjective)/ Adjectives (happy, sad, angry, scared, sleepy) Examples: "I am happy." "I am tired." "I am angry."
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Functional Language Link	FL.38 Asking about and describing feelings and emotions. Examples: "How are you?"/ "How do you feel today?"/ "What makes you feel sad?"/ "I am happy."/ "I feel tired."
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Monster Phonics	Monster Phonics Grade 1 Term 1 Week 9
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Code	SSLO
1.LR.HFW.2	Incorporate High-Frequency Words in oral sentences.
1.LR.HP.1	Demonstrate correct pencil grip when writing or drawing.
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.LR.PA.3	Identify and isolate individual sounds in spoken words.
1.R.RF.1	Read short, simple sentences using familiar high-frequency words.
1.SLOC.OLD.4	Express basic needs, wants, and feelings using learned phrases.
1.W.WPD.2	Use sentence frames and word banks to express complete thoughts about familiar topics.
1.SLOC.PP.3	Demonstrate appropriate volume and expression when speaking to a group.
1.SLOC.DCC.2	Listen to others without interrupting.
1.R.RC.3	Point to and name main characters in a story.

National Education Charter Outcomes

National Identity		Skills		Traits	
Identify feelings and use simple language to show care for others.	 Respect and Kindness	Identify emotions and choose simple words to describe how they feel.	 Critical Thinking	Identify feelings and use simple words to express their emotions.	 Self-Regulation and Discipline

Overview	Identifying and describing clothing for different weather conditions and everyday situations.
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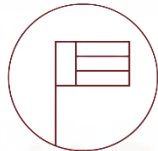
Phonics	High-Frequency Words	Vocabulary
y z zz qu	will all went was from help	trousers dress skirt shirt t-shirt shoes sandals hat shorts wear review colours

Grammar & Language Focus	Personal Pronouns (it)/ Demonstratives (this)/ Articles (a)/ Adjective + noun (red hat)/ Present continuous (what are you wearing?) Examples: "This is a hat. It is red."/ "This is a red hat."/ "This is a blue shirt."/ "I am wearing a white shirt."
Functional Language Link	

Monster Phonics	Monster Phonics Grade 1 Term 1 Week 10
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Code	SSLO
1.LR.HP.2	Form upper and lowercase letters with guidance.
1.LR.P.1	Produce letter sounds when shown corresponding letters.
1.R.UTSF.3	Find specific information in pictures to answer teacher provided questions.
1.R.VD.1	Match new English words to corresponding pictures or objects.
1.W.WPD.2	Use sentence frames and word banks to express complete thoughts about familiar topics.
1.SLOC.PP.4	Present simple information with visual support.
1.SLOC.PP.3	Demonstrate appropriate volume and expression when speaking to a group.

National Education Charter Outcomes

National Identity		Skills		Traits	
Identify clothing and colours and recognise that people wear different clothes for different occasions.	 Loyalty and National Belonging	Describe colours and clothing and create simple descriptions.	 Creativity	Identify Emirati cultural clothing.	 Cultural Awareness

Components of the Scheme of Work

The Scheme of Work is the primary planning tool for teachers, providing a structured overview of the progression of learning across the academic year. It outlines the sequence of weekly learning, ensuring coherent progression in language development while supporting consistency of teaching across classrooms. Each component is designed to work together to develop students' listening, speaking, reading and writing skills through meaningful, age-appropriate contexts.

Unit (Theme and Sub-theme)

Each unit is organised around a theme and a sequence of sub-themes that provide meaningful contexts for language learning. The themes have been carefully selected to reflect students' everyday experiences, interests and developing understanding of the world. Learning begins with familiar contexts before gradually extending to broader concepts and new experiences, enabling students to build new knowledge on their existing understanding.

Grounded in a constructivist approach, each unit integrates vocabulary, grammar, phonics, functional language and communication skills within authentic contexts rather than teaching language in isolation. As students progress through the curriculum, the themes expand their vocabulary, knowledge and intercultural understanding while supporting communication at the appropriate CEFR level. Where appropriate, themes also provide opportunities to develop values and competencies aligned with the UAE National Education Charter, the UN Sustainable Development Goals (SDGs) and the OECD Learning Compass, including wellbeing, collaboration, responsible citizenship and social-emotional development.

Overview

The Overview provides teachers with a concise summary of the week's communicative learning focus. Rather than listing content alone, it explains the purpose of the learning by identifying the key language functions, concepts and real-life contexts that underpin the week's lessons.

The overview should guide teachers' lesson planning by clarifying what students are expected to communicate, understand and apply throughout the week. It ensures that vocabulary, grammar, phonics, functional language and classroom activities are

taught as integrated components of meaningful communication, helping students develop confidence and independence in using English for authentic purposes. The overview also supports continuity across lessons by maintaining a clear connection between the weekly learning objectives, classroom activities and intended learning outcomes.

Phonics

The Phonics component develops students' decoding, encoding and spelling skills through the systematic teaching of sound-letter relationships. The phonics sounds and weekly progression in the Scheme of Work align with the Monster Phonics progression. Teachers should use the [Monster Phonics programme](#) and the accompanying teaching resources to support the delivery of phonics teaching.

The Monster Phonics platform can be accessed through [LMS.gov.ae](https://lms.gov.ae). After logging in, teachers can select the Monster Phonics tile from the application launcher (waffle menu) to access a wide range of teaching resources, including professional development videos, lesson resources, assessment materials, decodable e-books, interactive activities and other classroom support materials. These resources should be used to deliver engaging, systematic and multisensory phonics instruction that develops phonemic awareness through activities such as listening, oral blending, segmenting, phoneme manipulation and rhyming. Phonics learning is closely connected to vocabulary and reading outcomes, enabling students to apply their sound knowledge confidently and accurately when reading and writing.

High-Frequency Words

The High-Frequency Words included in the Scheme of Work also follow the Monster Phonics progression and have been sequenced to complement the phonics sounds taught each week. These commonly occurring words support the development of reading fluency, automatic word recognition and writing accuracy.

In the Scheme of Work, vocabulary and High-Frequency Words are presented separately to distinguish their different instructional purposes. While vocabulary is taught within meaningful contexts linked to the weekly theme, High-Frequency Words should be explicitly introduced, revisited and practised regularly. Teachers are encouraged to make use of the Monster Phonics platform resources, including decodable e-books, games and classroom activities, to reinforce these words and

support students in applying them confidently across a range of reading and writing contexts.

Grade 1 Weekly Phonics Progression

Week	Phonics Focus	High-Frequency Words
1	s a t p	a at as
2	i n	in it is I an
3	m d g	and am dad
4	o c k ck	to into go no the
5	e u r	get dog can got on not cat
6	h b	up mum put had oh him his big has
Mid-Term Break		
8	f ff l ll ss	he she me we be of
9	j v w x	if off you my they for
10	y z zz qu	will all went was from help
Review and EOT Assessments		

Vocabulary

Vocabulary is carefully selected to support the unit theme and align with CEFR Pre-A1 to A1 expectations. Words are chosen for their relevance to the theme and their functional use, helping students describe, explain and compare. The vocabulary lists include high-utility nouns, verbs, adjectives and prepositions directly connected to the weekly content. At this stage, the emphasis is on exposing students to new vocabulary through listening, speaking, reading and meaningful classroom experiences. Students should have frequent opportunities to explore, discuss and use these words in context to develop their understanding and confidence.

Please note: Accurate spelling and independent writing of all vocabulary are not expected at this stage, as students are still developing their writing skills alongside their phonics and early literacy knowledge.

Term 1 Vocabulary Word List

My School

Unit 1 First School Days

school
name
hello
bye

hi
teacher
goodbye

desk
chair
board

door
window
classroom

Unit 3 What is in My Bag?

bag
book
pen
pencil

ruler
eraser
red
blue

Unit 4 Learning Together

look
listen
read
write

draw
please
yellow
green

Unit 5 How Many?

one
two
three
four

five
count
orange
purple

Teacher Guidance

Vocabulary is taught through listening, speaking, reading and meaningful classroom experiences.

Accurate spelling and independent writing of all vocabulary are not expected at this stage.

All About Me

Unit 6 My Face

face
head
eyes
ears
nose

mouth
touch
point
black
white

Unit 7 Move Your Body

run
jump
walk
clap
arm

hand
leg
foot
pink
brown

Unit 8 My Feelings

feelings
happy
sad
angry
scared

sleepy
tired
hungry
trousers
dress

Unit 9 What Are We Wearing?

skirt
shirt
t-shirt
shoes
sandals

hat
shorts
wear
Review colours

Language Structures and Grammar

The Language and Grammar section in the scheme of work outlines the key grammatical forms and sentence patterns students will use to communicate meaning within each theme. It highlights the functional use of grammar in real-life contexts rather than isolated rule learning. Structures are introduced through simple, repetitive models that reflect authentic communication such as describing people, asking and answering questions or expressing preferences. Grammar is spiralled across the term to ensure gradual progression, from recognising patterns to producing them accurately in speech and writing. Each structure directly supports the week's vocabulary and language functions, promoting fluency and confidence in everyday communication.

In Grades 1 and 2, the focus is on developing language structure through natural, meaningful exposure rather than applying grammar through explicit instruction. While grammar is not formally assessed at this level, it remains an essential component of early language development. Teachers are expected to model accurate grammatical forms consistently and ensure students are exposed to correct sentence structures that reflect real-life communication.

At this stage, grammar is not taught in isolation, nor is it presented using metalinguistic terminology. Instead, students encounter key grammatical patterns, such as personal pronouns and the present simple form of the verb to be, through repeated and purposeful language use.

This approach aligns with the principles of Structured Literacy and the Science of Reading, both of which recognise oral language as a critical foundation for reading and writing. Grammar is embedded in this foundation in the following ways:

- **Vocabulary-Grammar Connection:** Grammar provides the scaffolding needed to organise and use new vocabulary meaningfully.
- **Sentence Structure Awareness:** Exposure to patterned English sentences builds awareness that supports later reading fluency and comprehension.
- **Morphological Sensitivity:** Natural encounters with forms like plurals (-s endings) contribute to early spelling and word recognition skills.

Importantly, this 'develop' phase recognises the cognitive and linguistic readiness of young students, particularly those encountering English for the first time. For these students, the goal is awareness and meaningful use, not accuracy. Teachers provide a language-rich environment, allowing children to absorb and experiment with English structures in a supportive, low-pressure context.

What this looks like in practice

Teachers should:

- ☑ Model correct grammar naturally and consistently in classroom interactions.
- ☑ Use target structures in context-rich dialogue and routines.
- ☑ Support students' recognition of grammatical forms without demanding immediate production.
- ☑ Embed functional language (e.g., asking questions, making introductions) into daily practice, even if not formally assessed.

Teachers should not:

- ☒ Explicitly teach grammar rules or terminology.
- ☒ Require students to produce perfect grammatical forms.
- ☒ Correct students' grammar in a way that interrupts communication or confidence.
- ☒ Assess grammatical understanding independently of communication tasks.

This natural grammar integration prepares students for later stages where grammar becomes more explicit and consciously applied (starting in Grade 3 and beyond). In Grades 1 and 2, however, the priority is to build a strong foundation in English language structures. Over time, this foundation enables students to understand and use English with increasing confidence, accuracy, and independence.

Grammar and Language Focus Progression

Unit	Theme	Grammar Focus	Functional Language
1	First School Days	Present Simple (be: am, is) Personal Pronouns (I) Possessive Adjectives (my)	<i>F.L.2 Greetings, making introductions, saying goodbye.</i>
2	Our Classroom	Present Simple (is) Demonstratives (this, that) Articles (a, the) Prepositions of place (in, on)	
3	What is in My Bag?	Present Simple (is) Demonstratives (this) Possessive Adjectives (my) Subject pronoun (it)	
4	Learning Together	Action Verbs (Classroom Routines - listen, draw, read, look, write) Imperatives Demonstratives (this) Possessive Adjectives (my)	
5	How Many?	Quantifiers (numbers 1-5) Plurals (regular) Dummy subject (there is, there are) Modal Verb (can)	<i>FL.4 Using numbers to express amount, quantity, number and time.</i>
6	My Face	Imperatives (body part instructions) Demonstratives (this, these) Possessive adjective (your) Dummy subject (there is, there are)	
7	Move Your Body	Present Modals (can + base verb) Adverbs of manner (fast) Plurals regular (arms, hands, legs) Plurals irregular (feet)	<i>FL.19 Talking about ability.</i>
8	My Feelings	Present Simple ('to be' + adjective) Adjectives (happy, sad, angry, scared, sleepy)	<i>FL.38 Asking about and describing feelings and emotions.</i>
9	What Are We Wearing?	Personal Pronouns (it) Demonstratives (this) Articles (a) Adjective + noun (red hat) Present continuous (What are you wearing?)	

Specific Student Learning Outcomes (SSLOs)

The Specific Student Learning Outcomes (SSLOs) describe what students are expected to understand, say, read and write as they progress through each stage of learning. They align with the Cycle 1 English National Curriculum Framework and connect directly to the unit's theme, vocabulary and grammar focus. The SSLOs are designed to guide teachers in planning lessons that develop both linguistic and communicative competence, integrating listening, speaking, reading and writing skills.

In Term 1, teachers will work with SSLOs, which define what students should know and be able to do in English by the end of each stage. These outcomes are aligned with the CEFR Pre-A1 level and support progression across key domains (literacy, oral communication, reading, writing, and language awareness). Unlike previous textbook-driven approaches, SSLOs shift the focus toward intentional learning ensuring that each lesson supports students in building specific skills that contribute to achieving broader Achievement Objectives (AOs) across the curriculum. This allows teachers to be more responsive to student needs and ensures students build foundational competencies in a structured and measurable way.

I Can Statements

Each Specific Student Learning Outcome (SSLO) is accompanied by a corresponding 'I Can' statement, developed to communicate the intended learning in clear, student-friendly language. These statements make the curriculum outcomes accessible to students by describing what they should know and be able to do by the end of the lesson or learning sequence. Embedded throughout the Scheme of Work and reflected across the supporting teaching and learning resources, the 'I Can' statements provide a consistent link between curriculum expectations, classroom instruction and formative assessment. Teachers should use them to share the learning intention, establish success criteria and support students in reflecting on their progress.

National Education Charter

The National Education Charter is embedded throughout the Scheme of Work to ensure that students develop not only academic knowledge but also the values, skills and attributes needed to thrive as active and responsible members of society. Each week identifies the relevant National Identity, Skills and Traits using icons, helping teachers plan purposeful opportunities to explicitly model, reinforce and celebrate these outcomes alongside the academic learning. Teachers should refer to the icons throughout lessons to help students recognise and reflect on the values, skills and traits they are developing through everyday classroom experiences.



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Student Activity Book

The Activity Book is a teaching and learning resource aligned with the Scheme of Work and supports the development of students' English language skills across listening, speaking, reading and writing. It is aligned with the weekly sequence of learning, providing opportunities for students to practise, consolidate and apply the knowledge and skills taught throughout each unit.

The Activity Book is designed to be used after explicit teaching as a resource for practice, consolidation and formative assessment. It complements classroom instruction and students' notebooks by providing structured opportunities to apply, reinforce and extend previously taught knowledge and skills. Activities progress from guided practice towards increasingly independent application in meaningful, relevant and age-appropriate contexts.

Each activity is aligned with the Specific Student Learning Outcomes (SSLOs) through student-friendly 'I Can' statements, helping students understand the purpose of their learning while providing teachers with clear success criteria for formative assessment. Activities are also mapped to the National Education Charter, using icons to highlight the National Identity, Skills and Traits being developed alongside academic learning.

Using the Activity Book

The Activity Book is a flexible teaching, learning and assessment resource. It should be used purposefully to reinforce learning, monitor progress and inform future teaching rather than as a workbook to be completed from beginning to end.

Teachers should:

- **Use the Activity Book after teaching.** Activities reinforce knowledge and skills that have already been explicitly taught and should not be used to introduce new learning independently.
- **Use student responses to monitor progress.** The activities provide valuable evidence of students' understanding and their ability to apply taught knowledge and skills. This evidence should be used alongside ongoing formative assessment to identify students who require additional support, reteaching or further challenge.

- **Select activities purposefully.** Teachers should choose the activities that best support the intended learning outcomes and the needs of their students. Not every student is expected to complete every activity, and activities may be completed independently, orally, collaboratively or with teacher guidance where appropriate.
- **Differentiate learning.** Provide appropriate scaffolds, such as oral rehearsal, visual prompts, sentence stems and word banks, while extending learning for more confident students through additional questioning, explanation and independent application.
- **Use the 'I Can' statements and National Education Charter icons.** Refer to these throughout lessons to help students understand the purpose of each activity, reflect on their progress and recognise the knowledge, skills and values they are developing.
- **Promote home-school learning.** Families can support learning by discussing the 'I Can' statements, talking about the National Education Charter icons and encouraging students to explain their thinking and apply their learning in everyday contexts.

Teacher Guidance

The Activity Book is designed to support high-quality teaching and meaningful learning. The emphasis should always be on students demonstrating understanding and applying new knowledge and skills rather than completing every page. The quality of students' thinking, discussion and responses is more important than the number of activities completed. Teachers should use it purposefully to check progress and to support, consolidate and extend learning.

This Activity Book is a **pilot edition** and will continue to be refined through classroom implementation. Teachers are encouraged to provide constructive feedback and suggestions on the content, activities, sequencing, clarity and overall usability of the resource. This feedback will inform future revisions and help ensure that future editions continue to meet the needs of students and teachers.

National Education Charter

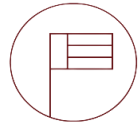
The National Education Charter describes the knowledge, skills, values, and personal qualities that help students thrive in school, in their communities, and in the future. It is organised into three pillars: National Identity, Skills, and Traits. Throughout this CCG, Charter icons are used to identify where learning experiences support the development of specific Charter competencies.

These National Education Charter icons help you and your students recognise the broader purpose of learning and make meaningful connections between curriculum content and real-world skills, values, and behaviours. Learning is not only about building language skills and understanding curriculum content; it is also about growing as a person and contributing positively to society.

Teachers should use the **National Education Charter icons** to:

- **Introduce the learning focus.** Highlight the relevant icon at the beginning of the activity and explain how it connects to the learning. *For example, "Today we are learning to work together." or "Today we are learning to be kind and respectful."*
- **Embed the language of the Charter.** Regularly use the language of the Charter during teaching, questioning and feedback so that terms such as Respect and Kindness, Critical Thinking, Teamwork, Self-Regulation, Initiative, Perseverance and Cultural Awareness become familiar to students.
- **Recognise positive learning behaviours.** Celebrate when students demonstrate the values, skills and traits represented by the Charter, helping them understand that these are valued alongside academic achievement.
- **Promote reflection.** Encourage students to reflect on the values, skills or traits they demonstrated during the lesson by asking questions such as, *"Which skill or trait did we develop today?" or "How did we show respect and kindness?"*
- **Strengthen home-school partnerships.** Encourage families to discuss the Charter icons and recognise the values, skills and traits students demonstrate beyond the classroom, reinforcing positive learning behaviours in everyday life.

National Identity



Loyalty and National Belonging



Arabic Language



Islamic Faith



Integrity



Generosity and Humility



Respect and Kindness



Resilience and Adaptability



Initiative and Perseverance



Extended Family



Skills



Critical Thinking



Effective Communication



Mastery of Artificial Intelligence



Reading and Writing



Creativity



Numeracy Skills



Financial Literacy



Traits



Self - Confidence



Teamwork



Self - Regulation and Discipline



Physical and Mental Wellbeing



Cultural Awareness



Lifelong Learning





National Identity

Week	Theme	Charter National Identity	Embedded National Identity Outcome
1	First School Days	Respect and Kindness	Use simple greetings and polite words to show respect to teachers and classmates.
2	Our Classroom	Integrity	Identify classroom rules and show honesty by following instructions and caring for classroom items.
3	What is in My Bag?	Initiative and Perseverance	Show responsibility by identifying and taking care of their school belongings.
4	Learning Together	Generosity and Humility	Ask for help politely and offer help to others using simple classroom language.
5	How Many?	Arabic Language	Recognise that numbers and counting are used in daily life and connect English counting with their home language.
6	My Face	Extended Family	Talk about themselves and recognise that every person belongs to a family.
8	Move Your Body	Resilience and Adaptability	Try new movement activities and use "I can" to show effort and confidence.
9	My Feelings	Respect and Kindness	Identify feelings and use simple language to show care for others.
10	What Are We Wearing?	National Belonging	Identify clothing and colours and recognise that people wear different clothes for different occasions.



Skills

Week	Theme	Charter Skills	Embedded Skill Outcome
1	First School Days	Effective Communication	Introduce themselves using simple sentences.
2	Our Classroom	Critical Thinking	Identify classroom objects and match objects to their correct places.
3	What is in My Bag?	Reading and Writing	Recognise and copy simple words related to school items.
4	Learning Together	Effective Communication	Listen, follow instructions, and use polite requests such as “please”.
5	How Many?	Numeracy	Count objects and answer simple quantity questions using numbers 1–5.
6	My Face	Reading and Writing	Connect pictures, sounds, and words for body parts.
8	Move Your Body	Creativity	Use movement words and create simple actions with language.
9	My Feelings	Critical Thinking	Identify emotions and choose simple words to describe how they feel.
10	What Are We Wearing?	Creativity	Describe colours and clothing and create simple descriptions.



Traits

Week	Theme	Charter Traits	Embedded Trait Outcome
1	First School Days	Self-confidence	Introduce themselves and participate in simple classroom conversations.
2	Our Classroom	Self-Regulation and Discipline	Follow classroom routines and respond to simple instructions.
3	What is in My Bag?	Lifelong Learning	Organise their school items and understand that learning needs preparation.
4	Learning Together	Teamwork	Participate with others and practise sharing classroom activities.
5	How Many?	Lifelong Learning	Solve simple counting tasks and try again when needed.
6	My Face	Self-confidence	Describe themselves positively using simple language.
8	Move Your Body	Physical Wellbeing	Practise healthy movement and describe actions they can do.
9	My Feelings	Self-Regulation and Discipline	Identify feelings and use simple words to express their emotions.
10	What Are We Wearing?	Self-confidence	Talk about their appearance and choices using simple sentences.

Mastery Explanatory Notes (MENs) and I Can Statements

The **Mastery Explanatory Notes (MENs)** outline the expected progression of each Specific Student Learning Outcome (SSLO), breaking down performance into working toward mastery, mastery and mastery with greater depth. They highlight observable behaviours and practical indicators of learning, rather than abstract criteria. MENs provide teachers with strategies and examples to scaffold instruction, differentiate support and extend learning for students at varying levels. Each note directly links to the week's vocabulary, grammar and language functions, enabling teachers to monitor progress, provide targeted feedback and guide students toward confident and accurate use of English in authentic contexts.

I Can Statements

The 'I Can' statements are student-friendly versions of the Specific Student Learning Outcomes (SSLOs). They are embedded throughout the curriculum, including the Comprehensive Curriculum Guide (CCG), the Scheme of Work and the Activity Book, ensuring a consistent link between curriculum expectations, classroom instruction and student outcomes.

Within the Activity Book, every activity begins with an 'I Can' statement that clearly communicates the intended learning in age-appropriate language. This helps students understand the purpose of the activity while providing teachers with clear success criteria for formative assessment.

Teachers should use the 'I Can' statements to:

- **Clarify the learning intention.** Read the statement with students before beginning the activity so they understand the purpose of the lesson and what successful learning looks like.
- **Support self-assessment.** Revisit the statement after the activity and encourage students to reflect on their learning using age-appropriate strategies, such as thumbs up/thumbs sideways, traffic lights or simple discussion prompts (e.g. *Can I do this now?*).
- **Guide feedback.** Use the statement as the criterion of success when providing verbal or written feedback, focusing on the intended learning rather than task completion.

- **Monitor progress.** As each 'I Can' statement is directly aligned to an SSLO, student responses provide valuable formative assessment evidence to inform teacher observations, progress monitoring and future planning.



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1.LR.PA.1 Recognise and produce rhyming words in spoken language.		Terms: T1
Working Toward Mastery Recognises some rhyming words when modelled by the teacher or in familiar songs or poems.	Working at Mastery Produces rhyming pairs orally using familiar word families with minimal teacher support.	Mastery with Greater Depth Independently recognises and generates multiple rhyming words across different contexts (songs, poems, games).
Assessment Criteria <i>The student can independently produce and recognise rhyming words orally in familiar contexts (e.g., poems, chants, games).</i>		
I Can Statement: <i>I can hear and say words that rhyme.</i> Sub-skills - I can hear when two spoken words rhyme. - I can say a new word that rhymes with a spoken word.		
Explanatory Notes - Teaching Strategies - Use rhyming books and songs with exaggerated rhyming words; play rhyming bingo or sorting games; use word families and rhyming mats. - Emphasise auditory discrimination with read-alouds and rhyming pairs; provide picture clues; allow time to hear and repeat rhymes. - Assess through oral activities like "Say a rhyme for _____" or matching rhyming word cards.		

1.LR.PA.2 Identify and manipulate syllables in spoken words.		Terms: T2
Working Toward Mastery Claps or counts syllables in familiar words inconsistently or with teacher support.	Working at Mastery Accurately counts, claps, or segments syllables in a range of common words with minimal prompting.	Mastery with Greater Depth Independently segments and manipulates syllables (e.g., deletes, substitutes) in various oral word play tasks.
Assessment Criteria <i>The student can accurately count and segment syllables in spoken words using a range of oral strategies.</i>		
I Can Statement: <i>I can clap the parts (syllables) in a word.</i> Sub-skills - I can clap the syllables I hear in a spoken word. - I can say a word with a syllable changed or removed.		
Explanatory Notes - Teaching Strategies - Use clapping, tapping, or jumping to count syllables; syllable-sorting games; visual icons to represent syllables. - Model and chant multisyllabic words with clear pauses; focus on names or classroom objects. - Ask students to break down words during group games ("How many beats in butterfly?"); observe during circle time chants.		

1.LR.PA.3 Identify and isolate individual sounds in spoken words.		Terms: T1 / T3
Working Toward Mastery Identifies beginning or ending sounds in familiar words with teacher modelling.	Working at Mastery Accurately isolates initial, medial, and final sounds in simple words with minimal prompts.	Mastery with Greater Depth Independently isolates and articulates individual phonemes in a variety of simple words across contexts.
Assessment Criteria <i>The student can independently isolate and articulate individual sounds in familiar spoken words during structured oral tasks.</i>		
I Can Statement: <i>I can hear each sound in a word.</i> Sub-skills - I can say the first sound in a spoken word. - I can say the middle sound in a spoken word. - I can say the last sound in a spoken word.		
Explanatory Notes - Teaching Strategies - Use Elkonin boxes, sound sort mats, initial sound picture sorts, and puppets to reinforce sound position. - Emphasise one sound position at a time (e.g., initial), provide exaggerated pronunciation and visuals. - Use oral games ("What's the first sound in sun?") or sorting tasks with realia or picture prompts.		

1.LR.PA.4 Blend and segment phonemes in simple words.		Terms: T1 / T2
Working Toward Mastery Recognises beginning and ending sounds in spoken CVC words with adult support.	Working at Mastery Accurately blends and segments all three phonemes in familiar CVC words with minimal prompting.	Mastery with Greater Depth Independently blends and segments a range of CVC words in songs, games and spoken exercises.
Assessment Criteria <i>The student can independently and consistently blend and segment individual sounds in CVC words across whole class, small group and 1:1 oral activities using teacher supplied words and without scaffolding.</i>		
I Can Statement: <i>I can put sounds together and break words apart.</i> Sub-skills - I can blend separate sounds to say a whole word (like /c/ /a/ /t/ → cat). - I can break a spoken word into its separate sounds (like cat → /c/ /a/ /t/).		
Explanatory Notes - Teaching Strategies - Phonological awareness is an oral skill - avoid the use of print at this stage. - Use Elkonin boxes, counters and finger tapping to model segmentation and blending (e.g., /c/ /a/ /t/ → "cat"). - Reinforce blending through repetitive oral routines like "I say the sounds, you say the word." - Use puppets or toys to "say" sounds and have students guess the blended word. - Focus on consistent modelling and praise attempts to stretch (segment) and squash (blend) sounds orally.		

1.LR.PA.5 Count the number of sounds in one syllable words.		Terms: T3
Working Toward Mastery Identifies 2–3 phonemes in CVC words with support; may confuse sounds.	Working at Mastery Accurately counts all sounds in regular CVC words using manipulatives or gestures.	Mastery with Greater Depth Independently counts phonemes in CVC and some CCVC/CVCC words and justifies responses orally.
Assessment Criteria <i>The student can accurately count and articulate the number of sounds in one-syllable spoken words using a consistent strategy.</i>		
I Can Statement: <i>I can count the sounds in a short word.</i> Sub-skills - I can say each sound I hear in a one-syllable spoken word. - I can count how many sounds I hear in a one-syllable spoken word.		
Explanatory Notes - Teaching Strategies - Use sound buttons, Elkonin boxes, counters, or finger tapping; practise with CVC words. - Focus on consistent CVC structure; model slowly stretching and counting each sound. - Ask “How many sounds in ‘map’?” and observe use of finger taps or counters to demonstrate phoneme count.		

1.LR.PA.6 Identify spoken words that begin with the same sound.		Terms: T1 / T2
Working Toward Mastery Recognises and points to matching sounds when prompted (e.g., selects two pictures with the same initial sound).	Working at Mastery Matches or identifies groups of spoken words that begin with the same sound independently in a structured task.	Mastery with Greater Depth Generates and identifies words with the same initial sound across a variety of familiar contexts.
Assessment Criteria <i>The student independently and consistently identifies and generates words that begin with a specified initial sound during whole class or small group oral language activities, without teacher prompting.</i>		
I Can Statement: <i>I can find words that start with the same sound.</i> Sub-skills - I can say the first sound in a spoken word. - I can match spoken words that begin with the same first sound.		
Explanatory Notes - Teaching Strategies - Use picture cards or real objects (e.g., ball, bag, box) to support auditory discrimination. - Play games like “Sound Hunt” (find something that starts with /m/). - Encourage peer games where students sort pictures by initial sound. - Incorporate rhythm and rhyme activities to support awareness of sound position. - Avoid visual text – this is purely an auditory skill at this stage.		

1.LR.P.1 Produce letter sounds when shown corresponding letters.		Terms: T1 / T2
Working Toward Mastery Produces a limited number of taught letter-sounds when shown familiar letters, with verbal or visual prompting.	Working at Mastery Accurately produces all taught letter sounds when shown corresponding letters in structured phonics activities.	Mastery with Greater Depth Produces taught letter sounds spontaneously in varied classroom contexts, including when reading, spelling, or responding in oral activities.
Assessment Criteria <i>The student accurately produces the correct sound for each of the taught letters in both structured and spontaneous oral language tasks, demonstrating readiness to apply this knowledge in early decoding and spelling.</i>		
I Can Statement: <i>I can say the sound when I see a letter.</i> Sub-skills - I can look at a letter and say its sound. - I can match letters I see with the sound a letter makes.		
Explanatory Notes - Teaching Strategies - Focus on pure sounds (e.g., /s/, not "suh") to build strong phonemic foundations. - Use Monster Phonics colour-coded letters or tactile letter cards for multisensory learning. - Daily review through sound chants, action songs and synthetic and systematic phonics routines. - Avoid confusion by focussing on lowercase letters first and introducing letters according to a systematic learning progression. - Reinforce correct articulation and provide immediate feedback.		

1.LR.P.2 Blend and segment sounds in simple CVC words.		Terms: T1
Working Toward Mastery Attempts to blend or segment sounds with frequent teacher modelling or visual aids.	Working at Mastery Consistently blends and segments most CVC words using learned strategies with minimal support.	Mastery with Greater Depth Independently blends and segments CVC words across reading, writing, and oral tasks with fluency and accuracy.
Assessment Criteria <i>The student can independently blend and segment sounds in CVC words during oral and written literacy activities.</i>		
I Can Statement: <i>I can blend and break the sounds in simple words like cat and pin.</i> Sub-skills - I can blend the sounds in a simple word (like /s/ /u/ /n/) to read 'sun'. - I can break a simple word like 'sun' into its sounds (/s/ /u/ /n/).		
Explanatory Notes - Teaching Strategies - Pedagogical Strategies: Use segmenting and blending songs; sound sliders; hands-on manipulatives; pairing oral and visual word building. - Support for Toward Mastery: Use gradual release, model, guide, then support student attempts. - Observation Tip: Assess during phonics mini-lessons or decodable reading: ask students to "say the sounds and read the word."		

1.IR.P.3 Decode one-syllable words with short vowel sounds.		Terms: T1
Working Toward Mastery Recognises CVC word patterns and attempts to decode them with adult modelling and support.	Working at Mastery Accurately decodes taught one syllable CVC words with short vowel sounds in isolation or in simple decodable sentences.	Mastery with Greater Depth Applies decoding strategies to unfamiliar CVC words in varied reading tasks and explains decoding using sound-blending strategies.
Assessment Criteria <i>The student accurately decodes a range of CVC words containing short vowel sounds using blending strategies, both in isolation and embedded in decodable texts, without adult support.</i>		
I Can Statement: <i>I can read short words with short vowel sounds.</i>		
Sub-skills - I can say the short vowel sound when I see the vowel letter. - I can read one-syllable words with short vowels like 'cat', 'pin', and 'top'.		
Explanatory Notes - Teaching Strategies - Teach grapheme-to-phoneme correspondences in a cumulative sequence. - Use sound buttons or finger-tracking to support blending. - Model decoding with decodable readers and allow time for repeated practise in small groups. - Teach students to decode without relying on picture cues or guessing. - Provide oral practise opportunities using real or nonsense words with short vowels.		

1.IR.P.4 Encode simple CVC words using letter-sound knowledge.		Terms: T1 / T2 / T3
Working Toward Mastery Writes some letters for CVC words with teacher modelling; may omit or reverse letters.	Working at Mastery Accurately encodes most CVC words using known letter-sound correspondences with minimal prompting.	Mastery with Greater Depth Independently writes a variety of regular CVC words accurately in spelling or sentence tasks.
Assessment Criteria <i>The student can independently spell simple CVC words using accurate letter-sound relationships during guided writing activities.</i>		
I Can Statement: <i>I can write simple words using the sounds I hear.</i>		
Sub-skills - I can say each sound in a simple word slowly. - I can write the letter for each sound in a simple word.		
Explanatory Notes - Teaching Strategies - Use dictation exercises, word-building with magnetic letters, stretch-and-write activities. - Focus on slow sound segmentation and provide alphabet charts or sound cards. - Monitor independent writing (journals, labels) for correct use of phonemes in spelling.		

1.LR.P.5 Identify and read words with common consonant blends.		Terms: T2
Working Toward Mastery Attempts to decode or recognise words with common blends (e.g., bl, st) with support.	Working at Mastery Accurately decodes familiar words with consonant blends in isolation and simple texts.	Mastery with Greater Depth Independently reads and recognises words with a variety of initial and final blends in diverse contexts.
Assessment Criteria <i>The student can independently identify and read words with common consonant blends during phonics-based reading tasks.</i>		
I Can Statement: <i>I can read words with two letters that blend together (like st, bl, gr).</i> Sub-skills - I can spot a consonant blend like 'st', 'bl', or 'gr' in a word. - I can read a word that starts with a consonant blend.		
Explanatory Notes - Teaching Strategies - Use blend ladders, flip books, and sorting activities; teach blends explicitly in groups (e.g., sl-, br-). - Provide sound boxes and focused word lists with visuals. - Observe reading of decodable texts containing targeted blends; use flashcard drills or partner reading.		

Strand: SP - Spelling Patterns

1.LR.SP.1 Write CVC words with regular spellings.		Terms: T2
Working Toward Mastery Attempts to write initial or final sounds in CVC words with teacher support.	Working at Mastery Spells common CVC words with correct beginning, middle, and ending sounds in guided tasks.	Mastery with Greater Depth Independently spells familiar CVC words accurately in writing and dictation activities.
Assessment Criteria <i>The student can accurately spell familiar CVC words (e.g., cat, sit) with regular letter-sound patterns.</i>		
I Can Statement: <i>I can write simple words like cat and dog.</i> Sub-skills - I can listen for each sound in a simple word like 'dog'. - I can write the letter for each sound in a simple word in the right order.		
Explanatory Notes - Teaching Strategies - Use Elkonin boxes, sound buttons, and segmenting games. - Include word building with letter tiles. - Provide oral dictation followed by written response. - Reinforce through phonics songs and picture cues. - Encourage use during independent writing.		

1.LR.SP.2 Spell some common High-Frequency Words correctly.		Terms: T3
Working Toward Mastery Attempts to write some High-Frequency Words using phonetic approximations.	Working at Mastery Spells several High-Frequency Words correctly from memory in familiar tasks.	Mastery with Greater Depth Consistently spells a bank of taught High-Frequency Words correctly in reading and writing.
Assessment Criteria <i>The student can spell a range of High-Frequency Words correctly in context.</i>		
I Can Statement: <i>I can spell some words I see a lot.</i> Sub-skills - I can say a High-Frequency Word like 'the' or 'and' slowly to myself. - I can write the letters of a High-Frequency Word in the right order.		
Explanatory Notes - Teaching Strategies - Provide visual word banks and personal dictionaries. - Reinforce through dictation and sentence building. - Practise through interactive writing and labelling tasks. - Incorporate spelling into phonics and guided writing sessions.		

1.LR.SP.3 Use beginning, middle, and ending sounds to spell simple words.		Terms: T3
Working Toward Mastery Attempts to use some sounds to represent words, often omitting middle or final sounds.	Working at Mastery Uses beginning, middle, and ending sounds with some accuracy in familiar words.	Mastery with Greater Depth Accurately uses all three sound positions when spelling short, simple words.
Assessment Criteria <i>The student can represent all three sound positions (CVC structure) when spelling phonetically regular words.</i>		
I Can Statement: <i>I can use the first, middle, and last sounds to spell a word.</i> Sub-skills - I can write the first sound I hear in a simple word. - I can write the middle sound I hear in a simple word. - I can write the last sound I hear in a simple word.		
Explanatory Notes - Teaching Strategies - Use "say it slowly, write it" routines. - Provide word segmenting and blending activities. - Assess using picture labelling, word dictation and independent writing. - Support with sound charts and anchor visuals.		

1.LR.SP.4 Apply knowledge of letter sound relationships to write simple words.		Terms: T3
Working Toward Mastery Applies letter-sound knowledge inconsistently when writing unknown words.	Working at Mastery Applies basic letter-sound knowledge to spell regular, familiar words with support.	Mastery with Greater Depth Independently applies letter-sound knowledge to spell unknown simple words.
Assessment Criteria <i>The student can independently use phonics knowledge to write unfamiliar words with regular spellings.</i>		
I Can Statement: <i>I can use letter sounds to write simple words.</i> Sub-skills - I can match each sound in a word to the letter that makes it. - I can put the letters together in the right order to spell a simple word.		
Explanatory Notes - Teaching Strategies - Model “stretch and spell” strategies. - Offer phoneme-grapheme charts and sound walls. - Use writing prompts encouraging inventive spelling. - Monitor during independent writing and journals.		

Strand: HFW - High-Frequency Words

1.LR.HFW.1 Identify and read basic High-Frequency Words by sight.		Terms: T2
Working Toward Mastery Recognises and reads some High-Frequency Words when prompted or supported with visual cues.	Working at Mastery Reads a growing bank of taught High-Frequency Words automatically and with minimal prompting.	Mastery with Greater Depth Independently reads High-Frequency Words fluently and applies them in unfamiliar texts and writing.
Assessment Criteria <i>The student can read a range of High-Frequency Words taught in class automatically and apply them in reading and writing contexts.</i>		
I Can Statement: <i>I can read words I see a lot, just by looking at them.</i> Sub-skills - I can look at a High-Frequency Word and read it without sounding it out. - I can read High-Frequency Words on flashcards and in books.		
Explanatory Notes - Teaching Strategies - Use word walls, flashcards, chants, memory games, and interactive whiteboard games to reinforce automatic recognition. - Focus on a small set of core words with repetition, modelling, and tactile methods (e.g., tracing). - Assess during guided reading, sentence building, and independent writing tasks for fluent recognition.		

1.LR.HFW.2 Incorporate High-Frequency Words in oral sentences.		Terms: T1 / T2
Working Toward Mastery Recognises and repeats High-Frequency Words with teacher prompting during familiar routines.	Working at Mastery Independently uses taught High-Frequency Words in short, structured oral sentences.	Mastery with Greater Depth Uses a wide range of taught High-Frequency Words in extended oral interactions, applying them flexibly in conversation, role play, or storytelling.
Assessment Criteria <i>The student independently and fluently uses a range of taught High-Frequency Words in oral sentence structures during classroom talk, role play and classroom routines.</i>		
I Can Statement: <i>I can use words I know when I speak in sentences.</i> Sub-skills - I can make up a spoken sentence that uses a High-Frequency Word. - I can say my High-Frequency Word sentence so my class can hear it.		
Explanatory Notes - Teaching Strategies - Introduce and review HFWs through consistent repetition in oral games, chants and phonics routines. - Use visual sentence frames and actions to support early use in speech (e.g., "I am happy," "This is my pencil"). - Encourage peer interactions and dramatic play to reinforce spontaneous usage. - Do not expect correct spelling or written production at this stage - focus is on confident, meaningful oral usage.		

1.LR.HFW.3 Recognise High-Frequency Words in environmental print and simple texts.		Terms: T2
Working Toward Mastery Recognises a few familiar High-Frequency Words in classroom labels or signs with support.	Working at Mastery Identifies several High-Frequency Words in predictable texts or classroom print with limited prompting.	Mastery with Greater Depth Independently recognises High-Frequency Words across environmental print and unfamiliar simple texts.
Assessment Criteria <i>The student can independently identify High-Frequency Words in classroom labels, signs, posters, and simple books.</i>		
I Can Statement: <i>I can find words I know in signs and easy books.</i> Sub-skills - I can spot a High-Frequency Word on a sign or poster in my classroom. - I can spot a High-Frequency Word when I read a simple book.		
Explanatory Notes - Teaching Strategies - Use labelled classroom items, wall displays, and picture books for daily exposure. - Create scavenger hunts using environmental print. - Provide guided reading with repetitive, predictable patterns. - Encourage pointing to known words in shared reading. - Assess recognition during reading walks and matching activities.		

1.LR.HFW.4 Recognise and use High-Frequency Words accurately in structured reading and word building activities.		Terms: T3
Working Toward Mastery Reads or assembles familiar High-Frequency Words with support using manipulatives or sentence frames.	Working at Mastery Reads and uses a growing range of High-Frequency Words in structured tasks with some guidance.	Mastery with Greater Depth Accurately reads and uses High-Frequency Words across independent reading and word-building tasks.
Assessment Criteria The student can use High-Frequency Words accurately in structured literacy tasks like sentence building, matching, and simple cloze activities.		
I Can Statement: I can read and build words using words I know. Sub-skills - I can read High-Frequency Words during my reading lessons. - I can use High-Frequency Words to build new written sentences.		
Explanatory Notes - Teaching Strategies - Use magnetic letters, cut-and-paste activities, and word banks. - Integrate sentence strips and word puzzles. - Repeated exposure in reading centres and decodable texts. - Track student use during reading and writing tasks. - Provide visual word mats and interactive notebooks.		

Strand: CAP - Concepts about Print & Text Organisation

1.LR.CAP.1 Identify front and back covers, title, and author of a book.		Terms: T1
Working Toward Mastery Identifies some book features (e.g., front cover or title) when explicitly named or pointed to by the teacher.	Working at Mastery Independently identifies and names the front and back covers, title and author of a familiar book during a shared reading session.	Mastery with Greater Depth Describes the purpose of book features (e.g., "The title tells us what the story is about," or "The author writes the words") and can locate them across a variety of texts.
Assessment Criteria The student independently identifies the front and back covers, title and author of a range of familiar books during shared reading and classroom routines and explains their function using age-appropriate language.		
I Can Statement: I can find the front and back of a book and show the title and author. Sub-skills - I can show the front cover and the back cover of a book. - I can point to the title and the author's name on a book.		
Explanatory Notes - Teaching Strategies - Use consistent daily routines during shared reading and book handling to name and discuss book features. - Model language: "This is the front cover," "The author is the person who wrote the story." - Use a range of familiar books and ensure consistent layout exposure (e.g., storybooks, information texts). - Provide opportunities for students to explore books independently and in small groups, reinforcing feature identification. - Use visuals, labelled charts and classroom book displays to reinforce terminology.		

1.LR.CAP.2 Demonstrate that text is read from left to right and top to bottom.		Terms: T1
Working Toward Mastery Follows text with finger or visual support during shared reading with adult guidance.	Working at Mastery Independently demonstrates left to right and top to bottom tracking of print during reading activities or when exploring books.	Mastery with Greater Depth Explains or models the directionality of English print and applies it confidently when reading unfamiliar texts or in early writing attempts.
Assessment Criteria The student consistently tracks text from left to right and top to bottom when reading, pointing, or retelling stories, showing understanding of print directionality.		
I Can Statement: I can read from left to right and from top to bottom.		
Sub-skills - I can read words on a line from left to right. - I can move to the next line down when I finish reading a line.		
Explanatory Notes - Teaching Strategies - Model finger tracking during all shared reading sessions. - Use visual cues such as arrows or reading strips to reinforce directionality. - Use decodable texts and one to one matching strategies to practise tracking. - Praise students for consistent left to right eye movement and encourage self-correction when tracking breaks down. - Link to writing direction (left to right, top to bottom) to strengthen print awareness.		

1.LR.CAP.3 Differentiate between individual letters, words and sentences.		Terms: T1
Working Toward Mastery Identifies letters or words inconsistently with teacher support.	Working at Mastery Distinguishes letters, words, and sentences in guided tasks with some accuracy.	Mastery with Greater Depth Independently identifies and describes the difference between letters, words, and sentences.
Assessment Criteria The student can accurately differentiate between individual letters, whole words, and complete sentences during reading and writing activities.		
I Can Statement: I can tell the difference between a letter, a word, and a sentence.		
Sub-skills - I can point to a single letter on a page. - I can point to a whole word on a page. - I can point to a whole sentence on a page.		
Explanatory Notes - Teaching Strategies - Use colour-coded labels or manipulatives to sort letters, words, and sentences. - Teach using sentence puzzles and word/letter cards. - Highlight examples in big books or digital texts. - Reinforce concepts through interactive whiteboard games.		

1.LR.CAP.4 Recognise that spaces separate words in printed text.		Terms: T3
Working Toward Mastery Notices spaces inconsistently in teacher-led activities.	Working at Mastery Identifies and explains that spaces are used between words in familiar texts with guidance.	Mastery with Greater Depth Independently recognises word boundaries and uses spacing in reading and writing.
Assessment Criteria <i>The student can demonstrate and explain that spaces separate words in print.</i>		
I Can Statement: <i>I can see the spaces between words when I read.</i> Sub-skills - I can spot the spaces between words on a page. - I can use the spaces to know where one word ends and the next word starts.		
Explanatory Notes - Teaching Strategies - Point to spaces during shared reading. - Use finger spacing tools in writing. - Engage in cloze activities with and without spaces. - Reinforce through sentence-building activities.		

Strand: HP - Handwriting & Presentation

1.LR.HP.1 Demonstrate correct pencil grip when writing or drawing.		Terms: T1
Working Toward Mastery Grasps writing tools with a whole hand or immature grip and requires frequent adult adjustment.	Working at Mastery Holds a pencil using a tripod or modified grip with stability and developing control.	Mastery with Greater Depth Maintains appropriate grip with consistent pressure and control during extended writing or drawing activities.
Assessment Criteria <i>The student consistently uses a stable, developmentally appropriate pencil grip during writing, tracing, or drawing activities without adult prompting.</i>		
I Can Statement: <i>I can hold my pencil the right way.</i> Sub-skills - I can hold my pencil with the correct grip when I write. - I can hold my pencil with the correct grip when I draw.		
Explanatory Notes - Teaching Strategies - Introduce pencil grip through explicit modelling and fine motor warm-ups. - Use triangular pencils or pencil grips to support correct finger placement. - Incorporate activities that build finger strength and coordination (e.g., tweezers, peg boards, playdough). - Monitor students regularly and gently correct when needed. - Reinforce correct grip as part of daily handwriting routines.		

1.LR.HP.2 Form upper and lowercase letters with guidance.		Terms: T1
Working Toward Mastery Attempts to form some letters with visual or verbal prompts, though size and shape may vary.	Working at Mastery Forms most taught upper and lowercase letters with recognisable shape and alignment when supported with guidance or models.	Mastery with Greater Depth Forms a full range of taught upper and lowercase letters accurately, with appropriate spacing and orientation across a variety of contexts.
Assessment Criteria <i>The student forms taught upper and lowercase letters recognisably and consistently using appropriate models and guidance during handwriting or integrated literacy tasks.</i>		
I Can Statement: <i>I can write capital letters and small letters.</i> Sub-skills - I can form capital letters correctly when I write. - I can form lowercase letters correctly when I write.		
Explanatory Notes - Teaching Strategies - Teach letter formation with consistent strokes and start points using handwriting books, whiteboards, or air-writing. - Provide models and visual cues (arrows, dots) and gradually reduce support. - Allow repeated practice through multisensory activities (e.g., tracing in sand, rainbow writing). - Link letter formation with phonics instruction to reinforce meaning and recall.		

1.LR.HP.3 Apply appropriate spacing between letters and words.		Terms: T3
Working Toward Mastery Demonstrates inconsistent or no spacing between letters or words.	Working at Mastery Applies spacing between letters and words with reminders or support.	Mastery with Greater Depth Consistently applies appropriate spacing between letters and words during independent writing.
Assessment Criteria <i>The student can independently demonstrate correct spacing between letters and between words in their written work.</i>		
I Can Statement: <i>I can leave spaces between my letters and words.</i> Sub-skills - I can leave a small space between the letters inside a word. - I can leave a finger space between one word and the next word.		
Explanatory Notes - Teaching Strategies - Teach spacing using finger or spacer tools. - Model and highlight spaces during shared writing. - Use lined paper with clear boundaries for letter and word placement. - Provide feedback during writing tasks with visual reminders.		

1.SLOC.LC.1 Follow one and two step oral instructions with visual support.			Terms: T1
Working Toward Mastery Follows one-step instructions with visual or gestural prompts during familiar routines.	Working at Mastery Follows two-step oral instructions reliably with minimal visual support during structured classroom activities.	Mastery with Greater Depth Follows multi-step or unfamiliar instructions independently and demonstrates initiative in group tasks or transitions.	
Assessment Criteria <i>The student independently follows one- and two-step oral instructions with or without visual support, responding accurately and promptly during class routines and structured learning tasks.</i>			
I Can Statement: <i>I can follow one or two steps I am told to do.</i> Sub-skills - I can follow a one-step instruction from my teacher. - I can follow a two-step instruction from my teacher in the right order.			
Explanatory Notes - Teaching Strategies - Begin with daily routines using repeated, clear one-step instructions (e.g., "Stand up," "Come here"). - Gradually extend to two-step instructions and reduce visual prompts. - Use actions, gestures, or visual cards as support initially. - Games such as "Simon Says" or obstacle courses build understanding through fun repetition. - Encourage students to repeat back instructions to reinforce understanding and memory.			
1.SLOC.LC.2 Point to pictures that match key details mentioned in short spoken texts.			Terms: T1 / T3
Working Toward Mastery Points to pictures that match simple details with support and repetition of text.	Working at Mastery Accurately points to pictures matching key details from short spoken texts with minimal prompting.	Mastery with Greater Depth Independently identifies multiple picture details from spoken texts and can explain their choices using simple language.	
Assessment Criteria <i>The student can independently and consistently point to pictures that accurately match key details from short spoken texts without support or text repetition.</i>			
I Can Statement: <i>I can point to pictures that match what I hear.</i> Sub-skills - I can listen for key details when I hear a short story. - I can point to the picture that matches a detail I heard.			
Explanatory Notes - Teaching Strategies - Use texts with 2-4 sentences containing clear, concrete details. - Provide 3-4 picture options with obvious differences related to key story elements. - Focus on details such as characters, settings, objects, or simple actions. - Read at a natural pace with clear articulation and appropriate pauses. - Example: After reading "The cat sat on the red chair," student points to picture of cat on red chair vs. other options.			

1.SLOC.LC.3 Answer simple who, what, and where questions about stories heard.	Terms: T2 / T3
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Working Toward Mastery Answers simple questions about stories with prompting and visual support.	Working at Mastery Accurately answers who, what, and where questions about familiar stories with minimal support.	Mastery with Greater Depth Independently answers various question types about stories and begins to answer simple "why" questions.
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Assessment Criteria
The student can independently and consistently answer simple who, what, and where questions about stories heard using appropriate vocabulary and complete thoughts.

I Can Statement: I can answer who, what, and where questions about a story.
Sub-skills

- I can answer a 'who' question about a story I heard.
- I can answer a 'what' question about a story I heard.
- I can answer a 'where' question about a story I heard.

Explanatory Notes - Teaching Strategies

- Use familiar story patterns and vocabulary within students' oral language level.
- Ask literal comprehension questions with answers explicitly stated in the text.
- Provide think time and accept one-word or phrase answers initially.
- Model question-answer patterns and encourage complete sentence responses when ready.
- Examples: "Who was in the story?" "What did the character find?" "Where did the story happen?"

1.SLOC.LC.4 Demonstrate active listening through appropriate eye contact and body language.	Terms: T1 / T2
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Working Toward Mastery Listens with limited attention and occasional prompting to maintain focus.	Working at Mastery Demonstrates active listening by maintaining appropriate eye contact and body posture (e.g., sitting still, facing the speaker).	Mastery with Greater Depth Maintains focus over extended periods and shows empathy or understanding through gestures, nodding, or appropriate facial expressions.
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Assessment Criteria
The student consistently demonstrates active listening behaviours, including appropriate eye contact and posture, during classroom discussions, read-alouds and teacher-led instruction.

I Can Statement: I can show I am listening with my eyes and body.
Sub-skills

- I can look at the speaker while they are talking.
- I can use calm body language while I listen.

Explanatory Notes - Teaching Strategies

- Teach and model what active listening looks like: eyes on speaker, quiet mouth, still body.
- Use picture cues or posters to reinforce these behaviours.
- Incorporate peer modelling, role-play and videos to demonstrate examples and non-examples.
- Provide consistent praise for attentive listening and link it to classroom agreements or behaviour expectations.

1.SLOC.LC.5 Respond to simple classroom instructions with physical actions.		Terms: T1
Working Toward Mastery Responds to one familiar classroom instruction with physical action when modelled by the teacher.	Working at Mastery Responds appropriately to a variety of familiar classroom instructions using correct physical actions.	Mastery with Greater Depth Responds quickly and independently to a wide range of instructions across different classroom contexts, including transitions and group tasks.
Assessment Criteria <i>The student responds to a variety of classroom instructions with the correct physical action independently and without needing reminders or demonstrations.</i>		
I Can Statement: <i>I can do what my teacher asks with actions.</i> Sub-skills - I can hear a classroom instruction like 'line up' or 'sit down'. - I can use the right action to show I followed a classroom instruction.		
Explanatory Notes - Teaching Strategies - Use real classroom instructions during routines to embed understanding (e.g., "Stand up," "Close your book"). - Reinforce through repetition, songs and action-based games. - Build from isolated actions to combinations (e.g., "Get your pencil and sit down"). - Encourage students to lead instructions or demonstrate actions for peers.		

Strand: OLD - Oral Language Development

1.SLOC.OLD.1 Name and describe familiar objects, people and events using everyday vocabulary.		Terms: T2
Working Toward Mastery Names familiar objects and people with prompting; descriptions are very basic (one attribute).	Working at Mastery Independently names and describes familiar objects, people, and events using simple everyday vocabulary.	Mastery with Greater Depth Names and describes using two or more simple words (e.g., "big red ball" or "my nice teacher").
Assessment Criteria <i>The student can independently name and provide simple descriptions of familiar objects, people, and events using appropriate everyday vocabulary.</i>		
I Can Statement: <i>I can name and talk about things I know.</i> Sub-skills - I can name a familiar person, object, or event. - I can use everyday words to describe a familiar person, object, or event.		
Explanatory Notes - Teaching Strategies - Focus on concrete, observable attributes (colour, size, shape, function) - Use picture prompts and real objects to support vocabulary development - Model descriptive language during daily routines and play - Accept simple descriptions initially, gradually encouraging more detail - Practise with high-frequency vocabulary from student's immediate environment		

1.SLOC.OLD.2 Answer simple questions with relevant one word or short phrase responses.		Terms: T1 / T2
Working Toward Mastery Responds to yes/no or familiar questions with gestures, one-word answers, or with support.	Working at Mastery Answers a range of familiar questions using relevant one-word or short-phrase responses.	Mastery with Greater Depth Responds confidently and spontaneously to questions, elaborating slightly with meaningful vocabulary when appropriate.
Assessment Criteria <i>The student independently responds to simple, familiar questions with accurate one-word or short-phrase answers that demonstrate understanding and topic relevance.</i>		
I Can Statement: <i>I can answer an easy question with a word or short phrase.</i> Sub-skills - I can answer a simple question with one word. - I can answer a simple question with a short phrase.		
Explanatory Notes - Teaching Strategies - Practise in low-pressure settings such as circle time, partner talk and picture-based games. - Use predictable question stems ("What is this?" "Who is that?" "Do you like...?"). - Support with visuals or objects to prompt vocabulary recall. - Reinforce the value of "having a go" and celebrate meaningful contributions, even when incomplete.		

1.SLOC.OLD.3 Speak in simple complete sentences using sentence frames.		Terms: T2 / T3
Working Toward Mastery Uses sentence frames with significant support and modelling; may omit words or use incorrect structure.	Working at Mastery Consistently uses simple sentence frames to create complete sentences with minimal prompting.	Mastery with Greater Depth Uses sentence frames independently and begins to create simple sentences without frames.
Assessment Criteria <i>The student can consistently use provided sentence frames to speak in simple complete sentences across various classroom activities.</i>		
I Can Statement: <i>I can speak in a full sentence using a sentence frame.</i> Sub-skills - I can use a sentence frame from my teacher to start a sentence. - I can finish a sentence frame with my own idea to make a full sentence.		
Explanatory Notes - Teaching Strategies - Provide consistent sentence frames like "I see __," "This is a __," "I like __" - Model sentence frames repeatedly before expecting independent use - Use visual sentence frame charts and cue cards - Practise with familiar vocabulary before introducing new words - Gradually fade support as students demonstrate mastery		

1.SLOC.OLD.4 Express basic needs, wants, and feelings using learned phrases.		Terms: T1
Working Toward Mastery Uses single words or gestures to express basic needs or feelings when prompted.	Working at Mastery Uses taught sentence frames (e.g., "I am hungry," "I need help") to express needs and feelings independently.	Mastery with Greater Depth Adjusts language appropriately to different contexts and communicates needs and feelings clearly during conversations, routines, or group interactions.
Assessment Criteria <i>The student independently expresses their basic needs, wants and feelings using appropriate, taught phrases during classroom routines and social interactions.</i>		
I Can Statement: <i>I can use words to tell what I need, want, or feel.</i> Sub-skills - I can use a learned phrase to ask for something I need or want. - I can use a learned phrase to share a feeling like happy or sad.		
Explanatory Notes - Teaching Strategies - Teach functional phrases using role play, sentence starters and classroom visuals. - Link expressions to real-life moments (e.g., "I am cold" when returning from break). - Model and reinforce polite request language ("Can I...?" "May I...?") and emotional language. - Encourage peer use and turn-taking in structured talk opportunities (e.g., snack time, free play).		

1.SLOC.OLD.5 Repeat and practise new vocabulary in structured contexts.		Terms: T2
Working Toward Mastery Repeats new vocabulary with modelling; pronunciation may be approximate.	Working at Mastery Accurately repeats and practises new vocabulary in structured activities with clear pronunciation.	Mastery with Greater Depth Repeats new vocabulary accurately and remembers to use new words in similar activities later.
Assessment Criteria <i>The student can accurately repeat and practise new vocabulary words in structured learning activities with clear pronunciation and understanding.</i>		
I Can Statement: <i>I can practise new words and use them in class activities.</i> Sub-skills - I can repeat a new word out loud during a class activity. - I can use a new word in a sentence during a class activity.		
Explanatory Notes - Teaching Strategies - Introduce 2-3 new vocabulary words at a time in meaningful contexts - Use repetitive games, songs, and chants for practice - Provide multiple exposures to new words throughout the week - Connect new vocabulary to students' prior knowledge and experiences - Use gestures, pictures, and real objects to support meaning		

1.SLOC.DCC.1 Take turns speaking in small groups.		Terms: T1
Working Toward Mastery Participates in small group conversations with frequent prompting to wait and take turns.	Working at Mastery Takes turns appropriately in small group discussions with minimal prompting, listening while others speak.	Mastery with Greater Depth Initiates turn-taking and supports peers by inviting others to speak or responding respectfully in a group setting.
Assessment Criteria The student consistently takes turns when speaking in small group settings, waiting patiently and showing awareness of others' contributions.		
I Can Statement: I can take turns when I talk in a group. Sub-skills - I can wait for my turn to speak in a small group. - I can speak in the group when it is my turn.		
Explanatory Notes - Teaching Strategies - Model and practise turn-taking with small group games and structured talk routines. - Use visual supports (e.g., talking stick, turn-taking cards) and clear rules for group discussions. - Praise positive interactions and respectful listening. - Embed practice in collaborative tasks like building, problem-solving, or storytelling.		

1.SLOC.DCC.2 Listen to others without interrupting.		Terms: T1
Working Toward Mastery Listens for short periods but may interrupt or talk over peers during group interactions.	Working at Mastery Listens attentively to others and waits until the speaker finishes before responding.	Mastery with Greater Depth Demonstrates strong listening skills by responding appropriately to others' ideas and encouraging respectful turn-taking.
Assessment Criteria The student listens attentively during discussions and refrains from interrupting others, showing readiness to respond only after the speaker has finished.		
I Can Statement: I can listen to others without interrupting. Sub-skills - I can stay quiet while another person is speaking. - I can wait until the speaker finishes before I start talking.		
Explanatory Notes - Teaching Strategies - Teach classroom expectations for respectful listening using anchor charts, visual rules and role play. - Reinforce wait time and silent signals (e.g., raising a hand or "thumbs up" to respond). - Model how to show listening with facial expressions, gestures and body language. - Give feedback on effective listening during group work and discussions.		

1.SLOC.DCC.3 Respond to simple questions during discussions.		Terms: T2
Working Toward Mastery Responds to simple questions with prompting; answers may be off-topic or very brief.	Working at Mastery Consistently responds to simple questions during discussions with relevant answers.	Mastery with Greater Depth Responds to questions with relevant answers and sometimes adds one extra detail.
Assessment Criteria The student can provide relevant responses to simple questions during group discussions without requiring prompting.		
I Can Statement: I can answer simple questions in a discussion.		
Sub-skills - I can listen to a question during a class discussion. - I can give an answer that matches the discussion question.		
Explanatory Notes - Teaching Strategies - Use concrete, literal questions about familiar topics - Provide think time before expecting responses - Accept one-word or short phrase answers initially - Use picture supports to help students formulate responses - Practise with predictable question patterns		

1.SLOC.DCC.4 Share relevant ideas on familiar topics.		Terms: T3
Working Toward Mastery Shares ideas about familiar topics with prompting; ideas may be loosely related to the topic.	Working at Mastery Independently shares relevant ideas on familiar topics during discussions.	Mastery with Greater Depth Shares relevant ideas consistently and ideas connect clearly to what others have said.
Assessment Criteria The student independently contributes ideas that are clearly related to familiar discussion topics.		
I Can Statement: I can share my ideas about things I know.		
Sub-skills - I can think of an idea about a familiar topic before the discussion. - I can share my idea about a familiar topic with my group.		
Explanatory Notes - Teaching Strategies - Start with topics from students' direct experience (family, pets, favourite activities) - Use visual prompts and topic cards to support contributions - Model how to stay on topic during discussions - Celebrate relevant contributions to encourage participation - Practise identifying on-topic vs. off-topic comments		

Strand: PP - Presentation & Performance

1.SLOC.PP.1 Recite short rhymes and poems with rhythm and expression.		Terms: T3
Working Toward Mastery Recites short rhymes and poems with support; may need prompting for rhythm and expression.	Working at Mastery Independently recites short rhymes and poems with appropriate rhythm and expression.	Mastery with Greater Depth Recites with good rhythm and expression and remembers the words without help.
Assessment Criteria <i>The student can independently recite short, familiar rhymes and poems with appropriate rhythm and expression.</i>		
I Can Statement: <i>I can say short rhymes and poems with feeling.</i>		
Sub-skills • I can say a short rhyme or poem from memory. • I can use rhythm and expression when I say a rhyme or poem.		
Explanatory Notes - Teaching Strategies • Choose simple, repetitive rhymes and poems with clear rhythms • Use actions and gestures to support memory and expression • Practise through daily routines and transitions • Model expression and rhythm clearly before expecting independent performance • Use familiar songs and chants to build rhythm awareness		

1.SLOC.PP.2 Present personal experiences with the class using simple sentences.		Terms: T2
Working Toward Mastery Shares personal experiences with prompting; may use incomplete sentences or need support.	Working at Mastery Independently presents personal experiences using simple sentences.	Mastery with Greater Depth Presents personal experiences using simple sentences and includes details about feelings or what happened.
Assessment Criteria <i>The student can independently share personal experiences with the class using simple, complete sentences.</i>		
I Can Statement: <i>I can tell my class about something that happened to me.</i>		
Sub-skills • I can think of a personal experience I want to share with my class. • I can tell my class about a personal experience using simple sentences.		
Explanatory Notes - Teaching Strategies • Start with very recent, memorable experiences • Use picture prompts or objects to support sharing • Provide sentence frames initially ("Yesterday I..." "My favourite part was...") • Model sharing personal experiences regularly • Create safe, supportive environment for sharing		

1.SLOC.PP.3 Demonstrate appropriate volume and expression when speaking to a group.		Terms: T1
Working Toward Mastery Speaks to groups with reminders about volume and expression; may be too quiet or loud.	Working at Mastery Consistently demonstrates appropriate volume and expression when speaking to a group.	Mastery with Greater Depth Uses appropriate volume and expression and can adjust volume based on the size of the group.
Assessment Criteria <i>The student consistently uses appropriate volume and expression that allows all group members to hear and understand.</i>		
I Can Statement: <i>I can use a big voice and good expression when I speak to a group.</i> Sub-skills - I can speak loudly enough for everyone in my group to hear me. - I can use my voice and face to add expression when I speak to a group.		
Explanatory Notes - Teaching Strategies - Model speaking volume using examples and volume meters (e.g., whisper, partner voice, group voice). - Practise projecting voice through choral reading, show-and-tell and classroom games. - Integrate volume practice in drama, presentations and circle time. - Teach "inside voice" vs. "outside voice" vs. "presentation voice"		

1.SLOC.PP.4 Present simple information with visual support.		Terms: T1 / T2
Working Toward Mastery Presents basic information with adult support and limited use of visuals.	Working at Mastery Shares simple information using prepared visuals (e.g., drawings, objects, photos) with confidence.	Mastery with Greater Depth Uses visuals purposefully to enhance clarity and presents with growing independence and detail.
Assessment Criteria <i>The student presents clear, simple information to a group using visual support confidently and with appropriate structure.</i>		
I Can Statement: <i>I can share information using a picture to help.</i> Sub-skills - I can choose a picture or object that matches the information I want to share. - I can show the picture or object while I tell my class about it.		
Explanatory Notes - Teaching Strategies - Use guided talk routines (e.g., "My favourite toy," "All About Me") with visual aids. - Support students to prepare visuals using drawing, printed photos, or real objects. - Rehearse presentations in small groups before sharing to a wider audience. - Model and scaffold presentation language ("This is my..." "I chose this because...").		

1.R.RF.1 Read short, simple sentences using familiar high-frequency words.		Terms: T1 / T2
Working Toward Mastery Reads short sentences with support; may need help with some high-frequency words.	Working at Mastery Independently reads short, simple sentences using familiar high-frequency words.	Mastery with Greater Depth Reads short sentences smoothly and can read some sentences with unfamiliar words using known patterns.

Assessment Criteria

The student can independently read short, simple sentences containing familiar high-frequency words with accuracy.

I Can Statement: I can read short, easy sentences using words I know.

Sub-skills

- I can read a high-frequency word inside a short sentence.
- I can read a short, simple sentence from start to finish.

Explanatory Notes - Teaching Strategies

- Focus on most common high-frequency words
- Use simple sentence patterns with familiar vocabulary
- Provide repeated practice with same sentence structures
- Use decodable texts that match phonics instruction
- Celebrate accurate reading of individual words before expecting fluent sentences

1.R.RF.2 Match spoken words to written words while tracking text left to right.		Terms: T1 / T2
Working Toward Mastery Matches some spoken words to written words with guidance; may lose track of print.	Working at Mastery Consistently matches spoken words to written words while tracking text left to right.	Mastery with Greater Depth Tracks text accurately and can point to words while reading simple sentences independently.

Assessment Criteria

The student consistently demonstrates one-to-one correspondence by pointing to each word while reading simple texts from left to right.

I Can Statement: I can point to each word as I read it.

Sub-skills

- I can match each word I say to the matching word on the page.
- I can track the words on a line from left to right as I read.

Explanatory Notes - Teaching Strategies

- Use big books and enlarged text for modelling
- Practise with familiar songs and chants in print
- Teach proper finger pointing technique
- Use texts with clear spacing between words
- Model return sweep to next line during shared reading

1.R.RF.3 Read simple texts aloud with teacher support, using appropriate pacing and expression.		Terms: T2 / T3
Working Toward Mastery Reads simple texts aloud with significant support; pacing and expression need modelling.	Working at Mastery Reads simple texts aloud with teacher support, using appropriate pacing and expression.	Mastery with Greater Depth Reads simple texts with good pacing and expression and needs less teacher support.
Assessment Criteria <i>The student can read simple texts aloud with teacher support, demonstrating appropriate pacing and expression for the content.</i>		
I Can Statement: <i>I can read easy texts out loud with my teacher's help.</i> Sub-skills - I can read a simple text out loud at a steady pace, not too fast or too slow. - I can use a little expression in my voice as I read a simple text out loud.		
Explanatory Notes - Teaching Strategies - Model expressive reading daily through read-alouds - Use texts with clear emotions and simple dialogue - Practise with familiar texts before attempting new ones - Focus on reading like talking rather than word-by-word reading - Use echo reading and choral reading for support		

1.R.RF.4 Recognise and read simple punctuation marks (e.g., full stops, question marks).		Terms: T2 / T3
Working Toward Mastery Recognises basic punctuation marks with support; may not adjust reading accordingly.	Working at Mastery Consistently recognises and reads simple punctuation marks appropriately.	Mastery with Greater Depth Recognises punctuation marks and can explain what they mean for reading.
Assessment Criteria <i>The student consistently recognises full stops, question marks, and exclamation marks and adjusts voice accordingly when reading.</i>		
I Can Statement: <i>I can spot full stops and question marks when I read.</i> Sub-skills - I can point to a full stop in a sentence. - I can point to a question mark in a sentence. - I can change my voice when I see a full stop or question mark.		
Explanatory Notes - Teaching Strategies - Introduce one punctuation mark at a time - Use explicit modelling of how punctuation affects voice - Practise with simple sentences containing clear punctuation - Connect punctuation to meaning and expression - Use visual cues and hand signals to reinforce punctuation reading		

Strand: VD - Vocabulary Development

1.R.VD.1 Match new English words to corresponding pictures or objects.		Terms: T1 / T2
Working Toward Mastery Matches a limited set of new words to images or classroom objects with frequent teacher guidance.	Working at Mastery Independently matches taught vocabulary to pictures or real-world objects during structured tasks.	Mastery with Greater Depth Applies matching skills in unfamiliar contexts, including choosing correct images in stories or creating their own word-picture pairs.
Assessment Criteria <i>The student independently matches newly introduced English words to the correct picture or object during classroom tasks and oral vocabulary practice.</i>		
I Can Statement: <i>I can match new English words to pictures.</i>		
Sub-skills • I can listen to or read a new English word. • I can find the picture or object that matches a new English word.		
Explanatory Notes - Teaching Strategies • Introduce vocabulary through songs, flashcards and interactive displays. • Use realia and picture cards to reinforce meaning and encourage matching. • Practise vocabulary in games such as "I Spy," sorting, or memory matching. • Rotate themes and vocabulary sets regularly to build range and fluency.		

1.R.VD.2 Name common objects, actions, and describing words.		Terms: T1
Working Toward Mastery Names a few familiar objects or actions with visual prompts or teacher modelling.	Working at Mastery Independently names common objects, actions and descriptive words related to familiar topics.	Mastery with Greater Depth Uses a growing bank of vocabulary in discussions, identifying and using precise words with increasing confidence.
Assessment Criteria <i>The student accurately names familiar objects, actions and descriptive words during structured oral tasks and informal classroom discussions.</i>		
I Can Statement: <i>I can name objects, actions, and describing words.</i>		
Sub-skills • I can name common objects I see. • I can name action words like 'run', 'jump', or 'eat'. • I can name describing words like 'big', 'soft', or 'happy'.		
Explanatory Notes - Teaching Strategies • Use real objects, images and interactive vocabulary charts to teach new words. • Incorporate vocabulary into songs, role play and storytelling. • Group words by themes (e.g., school, colours, movement) for contextual learning. • Use sentence stems and partner talk to practise vocabulary in context. • Encourage verbal labelling during free play, shared writing and read-alouds.		

1.R.VD.3 Provide personal examples or experiences related to new vocabulary.		Terms: T3
Working Toward Mastery Provides personal examples with prompting and support.	Working at Mastery Independently provides personal examples or experiences related to new vocabulary.	Mastery with Greater Depth Provides clear personal examples and can explain the connection to the vocabulary word.
Assessment Criteria <i>The student can independently share personal examples or experiences that connect to new vocabulary words.</i>		
I Can Statement: <i>I can give an example from my life for a new word.</i> Sub-skills - I can think of a time I have seen or used a new word in real life. - I can share a real-life example of a new word out loud.		
Explanatory Notes - Teaching Strategies - Model sharing personal connections to new vocabulary words - Use sentence frames like "I have a..." or "I saw a..." to support sharing - Connect vocabulary to students' home and community experiences - Encourage storytelling about personal experiences with new words - Celebrate all attempts to make personal connections		

1.R.VD.4 Sort common objects or word cards into different categories.		Terms: T2
Working Toward Mastery Sorts objects or word cards with guidance and support.	Working at Mastery Independently sorts common objects or word cards into appropriate categories.	Mastery with Greater Depth Sorts accurately and can explain why items belong in certain groups.
Assessment Criteria <i>The student can independently sort familiar objects or word cards into logical categories based on shared features.</i>		
I Can Statement: <i>I can sort objects or word cards into groups.</i> Sub-skills - I can look at an object or word card to see what it is. - I can place the object or word card into the right category group.		
Explanatory Notes - Teaching Strategies - Start with obvious categories (animals vs. toys, big vs. small) - Use real objects and pictures before word cards - Model sorting while thinking aloud about category features - Practise with different types of categories (function, appearance, location) - Gradually increase the number of categories and items		

1.R.VD.5 Ask questions about unfamiliar words in texts, with teacher support.		Terms: T3
Working Toward Mastery Shows curiosity about unfamiliar words but needs significant prompting to ask questions.	Working at Mastery Asks questions about unfamiliar words in texts with teacher support.	Mastery with Greater Depth Asks questions about unfamiliar words and listens carefully to explanations.
Assessment Criteria <i>The student asks questions about unfamiliar words encountered in texts with appropriate teacher support and guidance.</i>		
I Can Statement: <i>I can ask my teacher about words I don't know.</i> Sub-skills - I can spot a word I don't know when I am reading a text. - I can ask my teacher what an unfamiliar word means.		
Explanatory Notes - Teaching Strategies - Model curiosity about new words during read-alouds - Teach simple question stems: "What does ___ mean?" or "What is a ___?" - Create a safe environment for asking vocabulary questions - Pause during reading to encourage vocabulary questions - Celebrate word curiosity and question-asking		

Strand: UTSF - Understanding Text Structures & Features

1.R.UTSF.1 Identify what happens at the beginning, middle and end of a simple story.		Terms: T3
Working Toward Mastery Identifies story parts with support and prompting; may confuse sequence.	Working at Mastery Independently identifies what happens at the beginning, middle, and end of simple stories.	Mastery with Greater Depth Identifies story parts accurately and can retell each part using simple sentences.
Assessment Criteria <i>The student can independently identify and describe what happens at the beginning, middle, and end of simple stories.</i>		
I Can Statement: <i>I can find the beginning, middle, and end of a simple story.</i> Sub-skills - I can tell what happens at the beginning of a simple story. - I can tell what happens in the middle of a simple story. - I can tell what happens at the end of a simple story.		
Explanatory Notes - Teaching Strategies - Use familiar stories with clear, simple plot structures - Provide visual story maps showing beginning, middle, end - Model using the language "first," "then," "last" when discussing story parts - Practise with picture books that have obvious story structure - Use hand motions or physical movement to reinforce story sequence		

1.R.UTSF.2 Sort different texts into two groups: stories and informational texts.		Terms: T3
Working Toward Mastery Sorts texts into groups with guidance; may need help identifying text features.	Working at Mastery Independently sorts texts into stories and informational texts based on clear features.	Mastery with Greater Depth Sorts texts correctly and can explain simple reasons for their choices.
Assessment Criteria <i>The student can independently categorise familiar texts as either stories or informational texts based on their features.</i>		
I Can Statement: <i>I can sort books into stories or information texts.</i> Sub-skills - I can look at a text to see if it tells a story or shares facts. - I can sort a text into the story group or the information text group.		
Explanatory Notes - Teaching Strategies - Use texts with obvious differences (storybooks vs. simple fact books) - Teach key differences: stories have characters, information books teach facts - Start with picture books where differences are very clear - Use real examples from classroom library for sorting practice - Focus on purpose: stories entertain, information books teach		

1.R.UTSF.3 Find specific information in pictures to answer teacher provided questions.		Terms: T1 / T2
Working Toward Mastery Locates visual elements with support when asked simple questions about a picture.	Working at Mastery Independently identifies specific details in images (e.g., people, actions, objects) to answer direct questions.	Mastery with Greater Depth Interprets and describes visual information with detail, justifying responses with evidence from the image.
Assessment Criteria <i>The student accurately identifies and describes details in pictures to answer teacher-provided questions using appropriate vocabulary and understanding.</i>		
I Can Statement: <i>I can use pictures to find answers to my teacher's questions.</i> Sub-skills - I can look closely at a picture in a text. - I can use what I see in the picture to answer my teacher's questions.		
Explanatory Notes - Teaching Strategies - Use picture books, posters and digital stories to ask guided questions. - Practise WH- questions: "Who is this?" "What is happening here?" - Encourage pointing, circling, or drawing to show understanding. - Use think-aloud strategies to model how to "read" an image for information. - Support development of descriptive language tied to visual elements.		

1.R.UTSF.4 Arrange picture cards in sequence to show the order of events in a familiar story.		Terms: T3
Working Toward Mastery Arranges picture cards with support; may need help with sequence.	Working at Mastery Independently arranges picture cards to show correct sequence of story events.	Mastery with Greater Depth Arranges pictures correctly and can tell what happens in each picture.
Assessment Criteria <i>The student can independently sequence picture cards to accurately show the order of events in familiar stories.</i>		
I Can Statement: <i>I can put picture cards in order to show a story.</i> Sub-skills - I can choose which picture card shows what happened first in a story. - I can choose which picture cards show what happened next in the story. - I can place all the picture cards in the right order from first to last.		
Explanatory Notes - Teaching Strategies - Use stories that have been read multiple times - Start with 3-4 picture cards before increasing number - Choose pictures that clearly show different story events - Model sequencing while retelling familiar stories - Use stories with obvious cause-and-effect relationships		

1.R.UTSF.5 Name and describe characters and setting details from stories read aloud.		Terms: T3
Working Toward Mastery Names characters and describes settings with prompting.	Working at Mastery Independently names and describes characters and setting details from stories.	Mastery with Greater Depth Names and describes characters and settings and can tell how they are important to the story.
Assessment Criteria <i>The student can independently identify and describe story characters and setting details from stories read aloud.</i>		
I Can Statement: <i>I can name characters and tell about the setting in a story.</i> Sub-skills - I can name the main characters from a story I heard. - I can describe the setting (where and when) of a story I heard.		
Explanatory Notes - Teaching Strategies - Use stories with clear, memorable characters and settings - Model describing characters' appearance and basic traits - Focus on observable setting details (where, when) - Use picture support to help with character and setting description - Practise with both familiar and new stories		

1.R.RC.1 Answer simple questions about a text.		Terms: T2
Working Toward Mastery Answers simple questions with support; may need questions repeated or rephrased.	Working at Mastery Independently answers simple questions about texts using appropriate responses.	Mastery with Greater Depth Answers simple questions accurately and can point to pictures or text parts that support their answers.
Assessment Criteria <i>The student can independently answer simple, literal questions about texts using information directly stated or clearly shown.</i>		
I Can Statement: <i>I can answer simple questions about a text.</i> Sub-skills - I can listen to or read a question about a text. - I can find the answer to the question in the text or its pictures.		
Explanatory Notes - Teaching Strategies - Ask concrete questions about information directly stated in text - Use picture support to help students locate answers - Start with who, what, where questions before moving to more complex ones - Accept one-word or short phrase answers initially - Model finding answers in text and pictures		

1.R.RC.2 Retell what happened first, next, and last in a simple story.		Terms: T3
Working Toward Mastery Retells story events with prompting; may mix up sequence or miss events.	Working at Mastery Independently retells what happened first, next, and last in simple stories.	Mastery with Greater Depth Retells story sequence accurately and includes important details about each part.
Assessment Criteria <i>The student can independently retell the sequence of events in simple stories using appropriate order words.</i>		
I Can Statement: <i>I can retell what happened first, next, and last in a story.</i> Sub-skills - I can retell what happened first in a simple story. - I can retell what happened next in a simple story. - I can retell what happened last in a simple story.		
Explanatory Notes - Teaching Strategies - Use stories with clear, simple sequence of events - Model using "first," "next," "last" language during retellings - Provide picture prompts to support sequential retelling - Practise with familiar stories before attempting new ones - Connect retelling to story structure understanding		

1.R.RC.3 Point to and name main characters in a story.		Terms: T1
Working Toward Mastery Points to main characters in familiar stories when prompted and supported.	Working at Mastery Identifies and names main characters in stories during shared or guided reading.	Mastery with Greater Depth Describes the role or traits of main characters using simple language and makes basic comparisons across texts.
Assessment Criteria The student independently points to and names the main characters in familiar stories and can explain who the story is mostly about.		
I Can Statement: I can point to and name the main characters in a story.		
Sub-skills - I can point to the main characters in a story. - I can say the names of the main characters in a story.		
Explanatory Notes - Teaching Strategies - Use stories with clear illustrations and simple plots. - Pause during reading to ask: "Who is this?" "Is this the main character?" - Encourage retelling with puppets, drawings, or role play to reinforce understanding. - Use sentence starters: "The main character is..." "She/he is..." - Discuss what the character does and how they feel.		

1.R.RC.4 Use picture cues to predict what might happen next.		Terms: T2
Working Toward Mastery Makes predictions using picture cues with prompting and support.	Working at Mastery Independently uses picture cues to make reasonable predictions about what might happen next.	Mastery with Greater Depth Uses picture cues to make good predictions and can explain what in the picture helped them predict.
Assessment Criteria The student can independently make logical predictions about story events using information from illustrations.		
I Can Statement: I can use pictures to guess what will happen next.		
Sub-skills - I can look closely at the pictures in a story for clues. - I can use the picture clues to predict what will happen next in the story.		
Explanatory Notes - Teaching Strategies - Use books with illustrations that clearly foreshadow upcoming events - Model how to look carefully at picture details for prediction clues - Practise making predictions at natural stopping points in stories - Celebrate reasonable predictions even if they don't match exactly - Connect predictions to prior knowledge and story logic		

1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text.

Terms: T3

Working Toward Mastery

Matches illustrations to text with support; may need help making connections.

Working at Mastery

Independently identifies key story events by matching illustrations to corresponding text parts.

Mastery with Greater Depth

Matches illustrations to text accurately and can explain how pictures and words tell the same story.

Assessment Criteria

The student can independently connect specific illustrations to the corresponding parts of the text that describe the same events.

I Can Statement: *I can match pictures to the parts of the story they show.*

Sub-skills

- I can look at an illustration from a story.
- I can match the illustration to the part of the story it shows.

Explanatory Notes - Teaching Strategies

- Use texts where illustrations clearly depict events described in words
- Model how pictures and words work together to tell stories
- Practise with familiar stories where picture-text connections are obvious
- Start with simple, one-event matches before complex scenes
- Help students see how illustrations add information to text

Strand: ERT - Evaluating & Responding to Texts

1.R.ERT.1 Describe what characters do and feel in stories.

Terms: T1

Working Toward Mastery

Describes what characters do and feel with prompting and picture support.

Working at Mastery

Independently describes characters' actions and feelings using simple language.

Mastery with Greater Depth

Describes characters' actions and feelings clearly and can explain why characters feel certain ways.

Assessment Criteria

The student can independently describe what story characters do and how they feel using appropriate vocabulary and complete thoughts.

I Can Statement: *I can talk about what characters do and how they feel.*

Sub-skills

- I can say what a character does in a story.
- I can say how a character feels in a story.

Explanatory Notes - Teaching Strategies

- Use stories with characters showing clear, obvious emotions
- Focus on basic emotions (happy, sad, mad, scared, excited)
- Model describing actions using simple action words
- Use picture clues to support emotion identification
- Connect character feelings to facial expressions and body language in illustrations

1.R.ERT.2 Connect personal experiences to events or characters in a story.		Terms: T3
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Working Toward Mastery Makes personal connections with prompting; connections may be basic or unclear.	Working at Mastery Independently connects personal experiences to story events or characters.	Mastery with Greater Depth Makes clear personal connections and can explain how their experience is similar to the story.
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Assessment Criteria

The student can independently share personal experiences that relate to story events or characters using simple sentences.

I Can Statement: *I can connect a story to something that happened to me.*

Sub-skills

- I can think of something that has happened to me in real life.
- I can share how a real-life experience of mine is like an event or character in a story.

Explanatory Notes - Teaching Strategies

- Use stories with familiar situations (family, school, pets, friends)
- Model making personal connections during read-alouds
- Provide sentence frames like "This reminds me of when I..." or "I felt like this when..."
- Celebrate all attempts to make connections, even if not perfectly aligned
- Help students see similarities between their lives and story events

1.R.ERT.3 Predict story events based on picture clues.		Terms: T3
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Working Toward Mastery Makes predictions using picture clues with support and prompting.	Working at Mastery Independently predicts story events using information from pictures.	Mastery with Greater Depth Makes reasonable predictions using picture clues and can explain what in the picture helped them predict.
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Assessment Criteria

The student can independently make logical predictions about what will happen next in stories using visual information.

I Can Statement: *I can use picture clues to guess what will happen in a story.*

Sub-skills

- I can look at the pictures in a story for clues about what will happen.
- I can use the picture clues to predict the next story event.

Explanatory Notes - Teaching Strategies

- Use books with illustrations that clearly hint at upcoming events
- Pause at strategic points to encourage prediction-making
- Model how to look carefully at picture details for prediction clues
- Accept all reasonable predictions and discuss them after reading
- Help students notice when their predictions come true or change

1.R.ERT.4 Express feelings about a text through visuals, gestures or actions.		Terms: T1
Working Toward Mastery Expresses feelings about texts with encouragement; expressions may be basic.	Working at Mastery Independently expresses feelings about texts through various non-verbal means.	Mastery with Greater Depth Expresses feelings clearly through visuals, gestures, or actions and can connect expressions to specific story parts.
Assessment Criteria <i>The student can independently show their feelings and reactions to texts through drawings, gestures, movements, or other non-verbal expressions.</i>		
I Can Statement: <i>I can show how I feel about a story with pictures or actions.</i> Sub-skills - I can draw a picture to show how a story made me feel. - I can use actions or gestures to show how a story made me feel.		
Explanatory Notes - Teaching Strategies - Provide various ways for students to express reactions (drawing, acting, facial expressions) - Model different ways to show feelings about stories - Use stories that evoke clear emotional responses - Encourage creative expression without requiring verbal explanation - Connect non-verbal expressions to story comprehension		

1.R.ERT.5 Talk about what the story teaches us with teacher support.		Terms: T2 / T3
Working Toward Mastery Identifies story lessons with significant support and prompting.	Working at Mastery Talks about story lessons with support using simple language.	Mastery with Greater Depth Discusses story lessons with support and can give simple examples of how to apply the lesson.
Assessment Criteria <i>The student can discuss what lessons or messages stories teach with appropriate guidance and support.</i>		
I Can Statement: <i>I can talk about what a story teaches us.</i> Sub-skills - I can think about the lesson a story is teaching us. - I can share the lesson of the story with my teacher's help.		
Explanatory Notes - Teaching Strategies - Use stories with clear, simple lessons (sharing, kindness, trying your best) - Ask guiding questions like "What did the character learn?" or "What does this story teach us?" - Model identifying lessons through think-alouds - Connect story lessons to classroom and life situations - Accept simple statements about story messages		

Strand: TTP - Text Types & Purposes

1.R.TTP.1 Identify whether a text tells a story or shares information.		Terms: T1 / T3
Working Toward Mastery Identifies text purpose with support and prompting.	Working at Mastery Independently identifies whether texts tell stories or share information.	Mastery with Greater Depth Identifies text purpose accurately and can explain simple reasons for their identification.
Assessment Criteria <i>The student can independently categorise familiar texts as either stories (fiction) or information books (nonfiction) based on their content and purpose.</i>		
I Can Statement: <i>I can tell if a text is a story or shares information.</i> Sub-skills - I can look at the pictures and features in a text. - I can say if the text tells a story or shares information.		
Explanatory Notes - Teaching Strategies - Use texts with very clear distinctions between story and information purposes - Focus on basic differences: stories have characters and made-up events, information books teach real facts - Use visual cues and covers to support identification initially - Practise with familiar books from classroom library - Model thinking aloud about text purpose during read-alouds		

1.R.TTP.2 Recognise familiar text types through pictures and structure.		Terms: T1
Working Toward Mastery Recognises some familiar text types with support and picture clues.	Working at Mastery Independently recognises familiar text types using pictures and basic structure.	Mastery with Greater Depth Recognises text types accurately and can point out specific features that helped them identify the type.
Assessment Criteria <i>The student can independently identify familiar text types (storybooks, picture books, simple poems) using visual and structural clues.</i>		
I Can Statement: <i>I can spot text types I know from their pictures and shape.</i> Sub-skills - I can look at the pictures in a familiar text type. - I can use the pictures and shape of the text to name what kind of text it is.		
Explanatory Notes - Teaching Strategies - Start with very distinct text types (picture books vs. poetry books vs. information books) - Use picture clues, layout, and physical structure as identification features - Focus on texts students encounter regularly in classroom and library - Model identifying text types through book walks and picture clues - Connect text type recognition to choosing appropriate reading strategies		

1.W.WC.1 Apply capital letters at the beginning of sentences and for personal names.

Terms: T1 / T2 / T3

Working Toward Mastery

Uses capital letters at the beginning of sentences and for personal names with reminders.

Working at Mastery

Consistently applies capital letters at the beginning of sentences and for personal names.

Mastery with Greater Depth

Uses capital letters correctly and can explain when to use capital letters in simple terms.

Assessment Criteria

The student consistently uses capital letters at the beginning of sentences and for personal names (own name, classmates' names, family members) in independent writing.

I Can Statement: I can use capital letters for the start of a sentence and for names.

Sub-skills

- I can use a capital letter for the first word of a sentence.
- I can use a capital letter for a person's name.

Explanatory Notes - Teaching Strategies

- Start with student's own name and familiar names before expanding
- Use visual reminders and anchor charts for capitalisation rules
- Practise through daily writing routines like morning messages
- Model correct capitalisation during shared writing activities
- Connect capital letters to the beginning of new thoughts and important names

1.W.WC.2 Apply the appropriate punctuation at the end of sentences.

Terms: T2

Working Toward Mastery

Uses end punctuation with reminders; may forget punctuation or use incorrectly.

Working at Mastery

Consistently applies appropriate punctuation (periods, question marks, exclamation marks) at the end of sentences.

Mastery with Greater Depth

Uses end punctuation correctly and can choose the right punctuation based on sentence meaning.

Assessment Criteria

The student consistently uses periods, question marks, and exclamation marks appropriately at the end of sentences in independent writing.

I Can Statement: I can use the right mark at the end of a sentence.

Sub-skills

- I can put a full stop at the end of a telling sentence.
- I can put a question mark at the end of an asking sentence.

Explanatory Notes - Teaching Strategies

- Introduce one punctuation mark at a time, starting with periods
- Connect punctuation to how sentences sound when spoken
- Use voice inflection to model when to use different end punctuation
- Practise reading sentences aloud to hear punctuation needs
- Provide visual cues showing different sentence types and their punctuation

1.W.WC.3 Use capitalisation appropriately.		Terms: T2
Working Toward Mastery Uses some capitalisation correctly; may need reminders for consistent application.	Working at Mastery Consistently uses capitalisation appropriately in basic writing contexts.	Mastery with Greater Depth Uses capitalisation correctly and can identify when capital letters are needed in simple sentences.
Assessment Criteria <i>The student consistently uses capital letters for sentence beginnings, the word "I," and personal names in independent writing.</i>		
I Can Statement: <i>I can use capital letters in the right places.</i> Sub-skills - I can use a capital letter for the word 'I'. - I can use a capital letter at the start of names of people and places.		
Explanatory Notes - Teaching Strategies - Focus on most essential capitalisation rules (sentence beginnings, "I," names) - Use consistent modelling during all writing instruction - Create simple anchor charts with capitalisation rules - Practise through editing activities with obvious capitalisation errors		

1.W.WC.4 Demonstrate appropriate spacing between words in writing.		Terms: T2 / T3
Working Toward Mastery Shows some appropriate spacing between words; may need reminders or physical supports.	Working at Mastery Consistently demonstrates appropriate spacing between words in writing.	Mastery with Greater Depth Uses appropriate spacing consistently and can recognise when words are too close together or far apart.
Assessment Criteria <i>The student consistently uses appropriate spacing between words that allows for easy reading of their writing.</i>		
I Can Statement: <i>I can leave a space between my words when I write.</i> Sub-skills - I can leave a finger space between each word I write. - I can keep the spaces between my words the same size all the way through my writing.		
Explanatory Notes - Teaching Strategies - Teach using finger spaces or small objects as spacers initially - Model appropriate spacing during all writing demonstrations - Use enlarged text examples to show good vs. poor spacing - Practise spacing through hands-on activities and games - Connect appropriate spacing to helping others read their writing		

1.W.SWU.1 Write the most common sound for each consonant.		Terms: T1
Working Toward Mastery Attempts to write letters for consonant sounds with adult prompting or visual models.	Working at Mastery Accurately writes the most common sound for each taught consonant in guided writing tasks.	Mastery with Greater Depth Uses consonant sounds fluently in independent writing and spelling, with clear phoneme-grapheme correspondence.

Assessment Criteria

The student accurately writes the correct letter for each taught consonant sound in oral dictation and guided writing activities.

I Can Statement: I can write the most common sound for each consonant.

Sub-skills

- I can hear a consonant sound in a spoken word.
- I can write the consonant letter that makes the sound I hear.

Explanatory Notes - Teaching Strategies

- Begin with oral sound production before introducing writing.
- Use phoneme boxes, sound mats and guided dictation to reinforce sound-letter relationships.
- Avoid introducing multiple spellings at this stage - focus on the most common representation of each sound.
- Use multisensory techniques (air writing, tracing, letter tiles) to reinforce muscle memory.

1.W.SWU.2 Spell simple CVC words phonetically.		Terms: T1
Working Toward Mastery Spells simple CVC words with support; may miss some sounds or use incorrect letters.	Working at Mastery Independently spells simple CVC words using phonetic spelling.	Mastery with Greater Depth Spells CVC words correctly and can sound out words slowly to hear all the sounds.

Assessment Criteria

The student can independently spell simple consonant-vowel-consonant words by representing each sound with appropriate letters.

I Can Statement: I can spell simple words by sounding them out.

Sub-skills

- I can say a word like 'mat' slowly to hear each sound.
- I can write the letter for each sound in a word.

Explanatory Notes - Teaching Strategies

- Start with CVC words using short vowels and common consonants
- Use Elkonin boxes to support sound segmentation
- Practise systematic phonetic spelling before worrying about conventional spelling
- Celebrate phonetic attempts that show sound-letter understanding
- Connect CVC spelling to reading CVC words

1.W.SWU.3 Write some High-Frequency Words correctly.		Terms: T2
Working Toward Mastery Writes some High-Frequency Words correctly with visual support or prompting.	Working at Mastery Independently writes familiar High-Frequency Words correctly.	Mastery with Greater Depth Writes High-Frequency Words correctly and can use them in simple sentences.
Assessment Criteria <i>The student can independently write common High-Frequency Words (the, and, I, you, my, is, are) correctly in their writing.</i>		
I Can Statement: <i>I can spell some High-Frequency Words I know.</i> Sub-skills - I can think of a High-Frequency Word I know. - I can write the letters of a High-Frequency Word in the right order.		
Explanatory Notes - Teaching Strategies - Focus on most essential High-Frequency Words first - Use repeated practice through daily writing activities - Connect High-Frequency Words to meaningful contexts and sentences - Provide visual word walls and reference charts - Practise High-Frequency Words separate from phonetic spelling instruction		

1.W.SWU.4 Apply knowledge of letter sound relationships to write simple, unfamiliar words.		Terms: T3
Working Toward Mastery Attempts to write unfamiliar words using some letter-sound knowledge with support.	Working at Mastery Independently applies letter-sound relationships to write simple, unfamiliar words phonetically.	Mastery with Greater Depth Uses letter-sound knowledge well and can write unfamiliar words that others can read.
Assessment Criteria <i>The student can independently use their knowledge of letter-sound relationships to attempt spelling unfamiliar words phonetically.</i>		
I Can Statement: <i>I can use letter sounds to write new words.</i> Sub-skills - I can listen for each sound in a new, unfamiliar word. - I can write the letter for each sound I hear in a new word.		
Explanatory Notes - Teaching Strategies - Encourage phonetic spelling attempts for unfamiliar words - Model sounding out words slowly to identify individual sounds - Celebrate logical phonetic spelling even if not conventionally correct - Use invented spelling as a bridge to conventional spelling - Focus on clear representation of sounds rather than perfect spelling		

1.W.WPD.1 Construct simple sentences using subject-verb-object patterns with support.		Terms: T2
Working Toward Mastery Constructs simple sentences with significant support; may miss sentence parts or use incorrect patterns.	Working at Mastery Constructs simple sentences using subject-verb-object patterns with support.	Mastery with Greater Depth Constructs simple sentences with support and can identify the different parts of their sentences.
Assessment Criteria <i>The student can construct basic sentences with clear subjects, verbs, and objects when provided with appropriate support and guidance.</i>		
I Can Statement: <i>I can write a simple sentence with a subject and verb (like 'The dog runs.').</i> Sub-skills • I can choose a subject (who or what) for my sentence. • I can choose a verb (action word) that matches the subject of my sentence. • I can add an object to my sentence (like 'The dog chases the ball.').		
Explanatory Notes - Teaching Strategies • Use sentence frames and visual supports to scaffold sentence construction • Model sentence patterns through shared writing activities • Focus on simple, concrete subjects, verbs, and objects • Practise with familiar vocabulary and experiences • Use picture prompts to support sentence construction		

1.W.WPD.2 Use sentence frames and word banks to express complete thoughts about familiar topics.		Terms: T1 / T2 / T3
Working Toward Mastery Uses sentence frames and word banks with assistance; may need help choosing appropriate words.	Working at Mastery Independently uses sentence frames and word banks to express complete thoughts about familiar topics.	Mastery with Greater Depth Uses sentence frames and word banks effectively and can create sentences about different familiar topics.
Assessment Criteria <i>The student can independently use provided sentence frames and word banks to create complete sentences about familiar topics.</i>		
I Can Statement: <i>I can use sentence frames and word banks to write about things I know.</i> Sub-skills • I can use a sentence frame from my teacher to start my writing. • I can pick a word from a word bank to finish my sentence.		
Explanatory Notes - Teaching Strategies • Provide sentence frames that match students' oral language patterns • Create word banks with familiar, high-frequency vocabulary • Focus on topics from students' personal experiences and interests • Model how to choose appropriate words from word banks • Practise with various sentence frames for different purposes		

1.W.WPD.3 Form basic affirmative and negative sentences using high-frequency verbs.		Terms: T2 / T3
Working Toward Mastery Forms affirmative and negative sentences with support; may confuse affirmative and negative forms.	Working at Mastery Independently forms basic affirmative and negative sentences using high-frequency verbs.	Mastery with Greater Depth Forms affirmative and negative sentences correctly and can tell the difference between yes and no sentences.
Assessment Criteria <i>The student can independently create both positive statements and negative statements using common verbs (is/is not, can/cannot, have/do not have).</i>		
I Can Statement: <i>I can write sentences that say 'yes I do' or 'no I don't' using everyday verbs.</i> Sub-skills - I can write a positive sentence about what I do (like 'I like apples.'). - I can write a negative sentence about what I do not do (like 'I do not like apples.').		
Explanatory Notes - Teaching Strategies - Teach affirmative forms before introducing negative forms - Use common verbs that students use in daily speech - Model forming negative sentences using "not" and contractions - Practise through structured activities and games - Connect sentence forms to clear communication of ideas		

Strand: WP - Writing Processes

1.W.WP.1 Generate writing ideas through discussions, visuals and personal experiences.		Terms: T3
Working Toward Mastery Generates writing ideas with support through discussions, visuals, and prompting about personal experiences.	Working at Mastery Independently generates writing ideas through discussions, visuals, and personal experiences.	Mastery with Greater Depth Generates multiple writing ideas and can choose which idea they want to write about.
Assessment Criteria <i>The student can independently come up with topics to write about using discussions, pictures, and their own experiences.</i>		
I Can Statement: <i>I can think of ideas to write about by talking and looking at pictures.</i> Sub-skills - I can talk about a writing topic with my teacher or friends to get ideas. - I can look at pictures to help me think of writing ideas. - I can use my own experiences to think of writing ideas.		
Explanatory Notes - Teaching Strategies - Use picture prompts and photo journals to spark writing ideas - Encourage students to share personal experiences during writing time - Model generating ideas through think-alouds and discussions - Create idea banks and topic lists from student interests - Connect writing ideas to students' daily experiences and interests		

1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.		Terms: T2 / T3
Working Toward Mastery Creates simple sentences about topics with significant support and visual prompts.	Working at Mastery Creates simple sentences about topics with visuals and support.	Mastery with Greater Depth Creates simple sentences with support and can add details when prompted.
Assessment Criteria <i>The student can create simple sentences about chosen topics when provided with appropriate visual supports and teacher guidance.</i>		
I Can Statement: <i>I can write simple sentences about a topic with my teacher's help.</i> Sub-skills - I can look at a picture to help me think of a sentence for my writing. - I can write my sentence about the topic with my teacher's support.		
Explanatory Notes - Teaching Strategies - Use drawing and pictures to support sentence creation - Provide sentence frames and word banks as needed - Model sentence creation through shared writing - Focus on complete thoughts rather than perfect grammar initially - Connect sentence creation to students' ideas and experiences		

1.W.WP.3 Add or change details to writing when prompted by the teacher.		Terms: T3
Working Toward Mastery Adds or changes details with prompting and significant support.	Working at Mastery Responds appropriately to prompts to add or change details in writing.	Mastery with Greater Depth Adds or changes details when prompted and can explain how the changes make writing better.
Assessment Criteria <i>The student can add or modify details in their writing when guided by teacher questions and suggestions.</i>		
I Can Statement: <i>I can add or change my writing when my teacher helps me.</i> Sub-skills - I can listen to my teacher's suggestion about my writing. - I can add a new detail or change a word in my writing to make it better.		
Explanatory Notes - Teaching Strategies - Use specific questions to guide students toward adding details - Model adding details during shared writing activities - Focus on simple additions like describing words or additional information - Celebrate all attempts to improve writing through revision - Connect detail addition to helping readers understand better		

Resources

The teaching and learning resources have been carefully designed to support the effective implementation of the curriculum. They provide practical tools and guidance to help both new and experienced teachers deliver engaging, high-quality lessons that promote active participation and meaningful learning.

In addition to supporting effective lesson planning, these resources:

- **Save time** by providing ready-to-use materials aligned with the curriculum and Scheme of Work.
- **Build teacher confidence** through clear guidance, structured support and practical teaching strategies.
- **Promote consistency** by supporting a shared approach to curriculum delivery across classrooms.
- **Support differentiation** through adaptable resources that meet the diverse needs, interests and abilities of students.
- **Enhance student engagement** through interactive activities, visual supports, collaborative learning opportunities and hands-on experiences.
- **Support formative assessment** by providing opportunities to monitor student progress, identify next steps and inform future teaching.

Monster Phonics: Enhanced Systematic Synthetic Phonics Programme

The [Monster Phonics programme](#) should be used to deliver the phonics progression and High-Frequency Words (HFWs) identified in the Scheme of Work. The programme provides a comprehensive range of evidence-informed teaching resources that support systematic, explicit and multisensory phonics instruction.

Teachers can access the Monster Phonics platform through [LMS.gov.ae](https://lms.gov.ae) by selecting the Monster Phonics tile from the application launcher (waffle menu). The platform provides access to a wide range of teaching and professional learning resources, including:

- Weekly phonics and High-Frequency Word teaching presentations
- Professional development and training videos
- Speech sound pronunciation videos

- Decodable e-books and readers
- Interactive games and classroom activities
- Printable teaching and classroom resources
- Assessment materials
- Teacher guidance and lesson support materials

In addition to the digital resources available on the platform, schools have been provided with a range of Monster Phonics classroom resources to support the delivery of high-quality phonics instruction. These include teacher books, decodable reading books, magnetic letters, soft toy characters, classroom posters, flashcards and other hands-on teaching resources that promote active, multisensory learning.

These digital and physical resources should be used to deliver the weekly phonics progression and High-Frequency Words. Together, they provide a structured approach to developing phonological awareness, decoding, encoding, spelling, reading fluency and early literacy skills while supporting teachers in delivering engaging, consistent and evidence-informed phonics instruction.



The Activity Book

The Activity Book is a teaching and learning resource designed to support the development of students' English language skills across listening, speaking, reading and writing. It provides structured opportunities for students to practise, consolidate and apply the knowledge and skills taught during classroom instruction through a carefully sequenced range of age-appropriate activities.

Each activity is aligned with the Specific Student Learning Outcomes (SSLOs) and begins with a student-friendly 'I Can' statement, helping students understand the intended learning while providing teachers with clear success criteria for formative assessment. Activities also incorporate the National Education Charter through embedded icons that highlight the National Identity, Skills and Traits being developed alongside the academic learning.

The Activity Book should be used as a flexible classroom resource following explicit teaching. It is intended to reinforce and consolidate learning rather than introduce new concepts, while providing teachers with valuable evidence of students' understanding and progress to inform future teaching.

Activity 1

I can:

- Answer a simple question with a short phrase.
- Use what I see in the picture to answer my teacher's questions.

Look at the picture. Read the text. Answer the question. What is this?

This is the window. This is the board. This is the door. This is a desk.

Activity 2

I can:

- Find the picture or object that matches a new English word.

Match the word to the picture.

- bag
- book
- pencil
- pen
- ruler

Activity 2

I can:

- Look at a letter and say its sound.
- Form lowercase letters correctly when I write.

Say the colour. Can you say the missing sound? Write the missing letter.

r p o b

__ lack white __ lue

green yellow

__ ed __ range __ urple

__ ink __ rown

Student Notebook

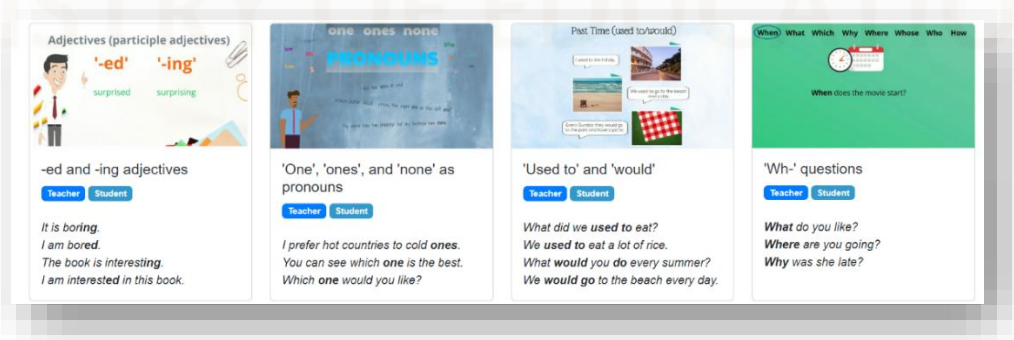
The student notebook is a teaching and learning resource designed to support the development of clear, consistent and legible handwriting. It provides structured four-line handwriting guides that help students practise correct letter formation, size, orientation and placement while developing pencil control and confidence in writing. The resource can be used flexibly to support letter, word and sentence-level handwriting practice and provides teachers with opportunities to reinforce accurate formation and presentation in alignment with students' developing literacy skills.

The Literacy and Communication Toolkit

The Literacy and Communication Toolkit provides teachers with additional guidance and professional learning to support the effective teaching of grammar and functional language. It includes a range of instructional videos that explain each grammar concept, demonstrate how it is used in spoken and written English, and model practical teaching approaches for the classroom.

Although the accompanying student activities have been developed for older students, they provide valuable ideas and teaching strategies that can be adapted to meet the developmental needs of Cycle 1 students. Teachers are encouraged to use the toolkit to deepen their subject knowledge, strengthen their instructional practice and adapt activities to support meaningful, engaging and age-appropriate grammar instruction.

The toolkit serves as both a professional learning resource and a practical teaching reference, supporting teachers in delivering consistent, effective and high-quality grammar instruction.



Grammar Posters

Weekly Grammar Posters will be uploaded to the LMS platform to support the explicit modelling and guided practice of grammar and functional language. Aligned with the Scheme of Work, each poster highlights the week's grammar focus and provides clear examples that can be used during whole-class teaching and displayed in the classroom as a visual reference throughout the week.

In Grades 1 and 2, grammar develops progressively over time. The purpose of the posters is to provide students with regular exposure to grammatical structures and functional language through meaningful listening, speaking, reading and writing experiences. Students are encouraged to hear, practise and apply newly taught structures in context, rather than being expected to master every grammar concept immediately.

Teachers should use the posters throughout the week to reinforce the grammar focus, encourage discussion and provide regular opportunities for students to recognise, practise and apply grammatical structures with increasing confidence and accuracy. Used alongside the Scheme of Work, the posters support a consistent, engaging and developmentally appropriate approach to grammar instruction.



Lesson Support PowerPoints

The Lesson Support PowerPoints are available through the LMS platform and provide teachers with interactive, ready-to-use teaching materials that align directly with the Scheme of Work, weekly learning outcomes and language focus. Each PowerPoint serves as the core teaching resource for the week's lessons, supporting consistent, engaging and high-quality curriculum delivery across classrooms.

The presentations include weekly overviews, explicit teaching of vocabulary and phonics, and the modelling and guided practice of grammar and language structures, together with a wide range of listening, speaking, reading and writing activities that are carefully sequenced to build knowledge and develop language skills progressively. Opportunities for formative assessment and progress monitoring are embedded throughout the lessons, enabling teachers to check understanding and adapt instruction as learning takes place.

The Lesson Support PowerPoints are fully editable, allowing teachers to adapt activities, differentiate instruction and adjust the pace of learning to meet the diverse needs of their students while maintaining alignment with the Scheme of Work.

Using the Lesson Support PowerPoints

The Lesson Support PowerPoints provide the core teaching sequence for each week's learning and are aligned with the Scheme of Work. Designed to support consistent, high-quality teaching across Cycle 1 classrooms, each PowerPoint provides a structured progression of learning that supports the explicit modelling and guided practice of grammar and language structures, functional language and the four language skills, while allowing teachers the flexibility to adapt lessons to meet the needs of their students.

The Lesson Support PowerPoints are intended to:

- Support explicit instruction and guided practice across all language domains.
- Ensure alignment between the Scheme of Work and daily classroom instruction.
- Promote consistency in curriculum delivery across classrooms and schools.
- Reduce teacher preparation time while supporting high-quality, student-centred teaching.

Each Lesson Support PowerPoint includes:

Weekly Overview Slide Summarises the week's learning intentions, vocabulary, grammar, functional language and lesson focus.

Teacher Guidance Notes Provides teaching notes, suggested questioning, differentiation strategies and classroom guidance.

Vocabulary Introduces and revisits vocabulary using engaging visuals and structured teaching routines

Speaking and Listening Activities Guided repetition, partner talk, total physical response (TPR), chants, songs, role-play dialogues, and real-world communication prompts.

Reading Activities Provides level-appropriate reading texts linked to the week's vocabulary and themes, with opportunities for comprehension discussion.

Writing Activities Provides scaffolded writing opportunities that enable students to apply newly taught vocabulary, grammar and language structures through supported and increasingly independent writing tasks.

Design Principles

The Lesson Support PowerPoints have been designed to:

- support explicit, systematic and engaging instruction
- provide a consistent teaching sequence across classrooms
- reduce teacher preparation time through ready-to-use resources
- promote active student participation through interactive and collaborative learning experiences
- enable teachers to differentiate instruction and adapt learning to meet the diverse needs of their students

Teacher Guidance

Teachers should use the Lesson Support PowerPoints as a flexible teaching resource rather than a script. The suggested teaching sequence supports the gradual

development of language skills; however, teachers are encouraged to adapt the pace, modify activities, reorder slides and personalise examples to meet the needs of their students while maintaining alignment with the Scheme of Work.

The PowerPoints are fully editable and can be adapted to:

- provide additional scaffolding or challenge
- add sentence stems, visual supports or word banks
- create small-group or intervention activities
- develop games and collaborative learning tasks
- duplicate, reorder or omit slides where appropriate
- adapt activities and examples to reflect students' interests, experiences and classroom context

Teachers are encouraged to use their professional judgement to select, adapt and sequence activities according to the needs of their students. The suggested teaching sequence provides a clear framework for lesson delivery; however, teachers may spend additional time revisiting concepts, consolidating learning or extending activities to ensure that all students make meaningful progress.

The Lesson Support PowerPoints are designed to support, not prescribe, teaching. Teachers are encouraged to adapt, reorder, personalise, extend or modify the activities to meet the needs of their students while maintaining alignment with the intended learning outcomes and the Scheme of Work.

Teacher Guidance Notes

Each Lesson Support PowerPoint includes a Teacher Guidance section designed to support effective lesson delivery. These notes provide practical, classroom-ready strategies to strengthen vocabulary development, oral language, communication skills and student engagement throughout the lesson.

The Teacher Guidance is intended to support, not prescribe, teaching. Teachers are encouraged to use their professional judgement to adapt the suggested strategies, examples and activities to meet the needs of their students while maintaining alignment with the intended learning outcomes.

Components of the Teacher Guidance

Each week's Teacher Guidance includes the following components:

Teaching Tips

Provides practical strategies to support the introduction, modelling and practice of the week's vocabulary, grammar and functional language. The guidance promotes explicit teaching, effective questioning, oral rehearsal and the use of visuals, gestures and real-life contexts to support understanding and build students' confidence.

Stretch

Provides optional extension opportunities for students who are ready for additional challenge. These activities encourage students to apply and extend previously taught vocabulary and language structures through more complex speaking and writing tasks without introducing new learning.

Support

Provides additional scaffolds for students who require extra support. Strategies may include visual prompts, sentence stems, oral rehearsal, guided practice and other approaches that enable all students to participate successfully and develop confidence in using English.

Additional Notes

Provides important reminders, clarifications and teaching considerations that support effective lesson delivery. These may include guidance on language modelling, classroom routines, culturally responsive teaching, common misconceptions and other considerations relevant to the week's learning.

The Teacher Guidance Notes are intended to enhance classroom instruction by providing practical teaching strategies and examples. They are not intended to replace teacher expertise or professional judgement. Teachers are encouraged to adapt the guidance to reflect the needs, interests and experiences of their students while maintaining alignment with the curriculum and Scheme of Work.

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