



## SCOPE and SEQUENCE Emergent (Magenta)

ORAL LANGUAGE	READING	WRITING	WORD and LETTER	VISUAL LANGUAGE	ASSESSMENT
<p>Listen in a group</p> <p>Speak to a group</p> <p>Listen to a partner</p> <p>Speak to a partner</p> <p>Retell a story</p> <p>Recall some information</p> <p>Ask simple questions using starters – <i>how, when, why, what, where, who</i></p> <p>Answer simple questions about the text – <i>on the lines, between the lines, beyond the lines</i></p> <p>Express simple opinions</p>	<p>Focus on:</p> <p>correct directional movement</p> <p>corresponding one spoken word to one written word</p> <p>recognition of some high-frequency words <i>a am at are can come here I look my in is no said the this to yes</i></p> <p>some processing strategies: <i>looking for information in illustrations, diagrams and photographs, looking for known letter sound relationships</i></p> <p>some comprehension strategies: <i>predict, retell, recall, beginning to answer questions on the lines/ beyond the lines, beginning to ask simple questions about ideas or information in the text, beginning to make text-to-self connections, beginning to give a simple opinion</i></p> <p>beginning to practise fluency (flow and phrasing) by teacher demonstration and student repeating</p>	<p>Focus on:</p> <p>recording a simple idea using: <i>correct direction, spaces between words, approximations of words using correct initial sounds, some correctly spelt high-frequency words</i></p> <p>sharing writing with others</p>	<p>Focus on:</p> <p>recognition of initial letter names and sounds</p> <p>recognition of some similarities in words</p> <p>recognition of the difference between a letter and a word</p> <p>recognition of some simple word families – <i>at, og, ig, en</i></p> <p>hearing and saying some phonemes – <i>p-i-g, c-a-t, h-e-n</i></p> <p>recognition of simple rhyming words</p> <p>clapping sound patterns in some words</p> <p>writing the initial sound of a word</p> <p>writing some high-frequency words from memory</p>	<p>Focus on:</p> <p>illustrations</p> <p>photographs</p> <p>diagrams</p> <p>labels</p> <p>index</p> <p>changes in font size</p> <p>bold font</p> <p>print conventions – <i>fullstop, capital letter</i></p> <p>graphic organisers – <i>simple webs, simple charts, flow diagram, sequence chart</i></p> <p>speech bubbles</p> <p>thought bubbles</p> <p>illustrative font</p> <p>Symbols</p> <p>Cumulative charts</p>	<p>Pre-check: <i>Check before beginning emergent stage – Pre-check p32-33 TRB. Use ‘Animals’ Pre-check book</i></p> <p>Ongoing Observation Sheets</p> <p>Checklists</p> <p>Post-check: <i>Check at a point when teacher considers the student ready to move onto EARLY (Red)</i></p> <p>Post-check: <i>p34-35 TRB. Use ‘Look Elephant’</i></p>