


<div>  <div>SCOPE and SEQUENCE Early (Green)</div> </div>					
ORAL LANGUAGE	READING	WRITING	WORD and LETTER	VISUAL LANGUAGE	ASSESSMENT
Listen in a group	Focus on:	Focus on:	Focus on:	Focus on:	Ongoing Observation Sheets
Speak to a group	reinforcement and introduction of new high-frequency words: <i>along always any asked asking before best bring could couldn't doesn't each even ever everyone everything everywhere fell found friend gave himself how just keep know knows more most must myself nowhere right same seen show something sometimes somewhere still stop</i>	recording three or more ideas using: <i>spelling patterns, correct spelling of many high-frequency words</i>	recognition of blends and digraphs/vowel and consonant blends – <i>ur ew aw ie or ar aw ia eo oa</i>	illustrations	Checklists
Listen to a partner and ask questions				photographs	Running Records
Speak to a partner and answer questions			recognition of word families	diagrams	Post- Check: <i>End of EARLY. Check at a point when teacher considers the student ready to move onto FLUENCY</i>
Retell a story with detail		continue to write ideas with more variety of style: <i>simple recount, report, explanation, character description, instructions</i>	hearing and saying phonemes in words	labels	
Talk about characters	processing strategies: <i>checking using: meaning, synatx and visual clues rerunning</i>		recognition of rhyming words	captions	Post-check: <i>p35-42 TRB. Use 'Simba the Hero' and 'Elephant'</i>
Talk about setting			recognition of rhyming words/compound words/plurals/contractions/suffix and base word – <i>s ing ed er y est/silent letters/ homonyms</i>	index	
Talk about a problem and solution in stories	reinforcing comprehension strategies: <i>predict, retell, recall, answering questions: on the lines/ between the lines/beyond the lines, asking simple questions about information or ideas in the text, make text-to-self connections, give simple opinions, visualise</i>	sharing writing with others		changes in font size	
Recall information with detail				bold font	
Ask questions using starters – <i>how, when, why, what, where, who</i>				illustrative font	
Answer questions about the text – <i>on the lines, between the lines, beyond the lines</i>	practise fluency by oral reading attending to <i>fullstops, speech marks, exclamation marks, question marks, commas, bold font, illustrative font</i>		clapping syllables in some words	print conventions – <i>fullstop, capital letter, speech marks, exclamation marks, question marks, comma, possessive apostrophe</i>	
Express opinions and give reasons			writing many high-frequency words correctly	graphic organisers – <i>webs, charts, flow diagram, comparison chart, sequence chart</i>	
Give a description/ recount/instructions				speech bubbles	
				thought bubbles	
				symbols	
				maps	