

Figure 14.7 Overview — KIP Workshops — Shared Reading — P4

Bolded words within a list are a focus; words not bold within a list are revisited or optional

Reading Workshop	I'm Going to the Moon	The Fun Bus	The Gingerbread Man	Bears
<b>Text type</b>	narrative (story)	narrative (recount)	narrative (story)	information (report)
<b>Themes</b>	friends, cooperation, problem solving, animals	families, friends, problem solving, rules, transport	cooking, food, teamship, helping, traditional tales	animals, nature, body parts, information texts
<b>Learning experience</b>	shared reading a big book and activities	shared reading a big book and activities	shared reading a big book and activities	shared reading a big book and activities
<b>Main task and workshop outcomes</b>	learn book and reading terminology, learn reading strategies, retell story by sequencing	study more reading strategies, character study, scripted drama retelling	study more reading strategies, story study, puppet readers' theatre	explore information text structure, interpret an information report
<b>Vocabulary</b> Text type focus (student vocabulary in bold)	<i>story, characters, main character, setting, sequence of events, problem/resolution</i>	<i>story, characters, main character, setting, sequence of events, problem/resolution</i>	<i>story, characters, main character, setting, sequence of events, problem/resolution, story ending</i>	fiction, <i>story, information, fact, true/false, title, introduction, description, subheadings, summary, conclusion, contents, glossary, index</i> , alphabetical order
<b>Reading terminology</b>	<i>cover, title, author, illustrator, picture, word, page</i>	<i>cover, title, author, illustrator, picture, word, page</i>	pictures, sentence, title, cover, word, page	cover, title, author, illustrator, <i>picture, photographs</i> , word, page, contents, <i>blurb</i>
<b>High frequency words</b>	going, gone, what, when, went, where, ask, asked, little, come, that,	up, down, never, ever, boy, girl, people, take, their, there, too, won't	run, after, can, can't, stop, through, me, behind, carry, climb, help, open(ed)	small, find, eat, only, climb, use, different, keep, cold, from, getting, weigh, enough
<b>Content words</b>	mouse, spider, rat, snail, owl, moon, bike, friends, packed, going, messing, climbed, slippery	peacock, parrot, rooster, cage, basket, box	fox, old woman, old man, gingerbread man, town, river, bridge, kitchen, hungry, catch, hill, delicious	panda, black bear, polar bear, fur, furry, bamboo, cubs, den, cave, protect, paws, claws, winter, summer
<b>Graphophonic reading strategies focus</b>	<ul style="list-style-type: none"> <li>decoding text using graphophonic strategies especially:               <ul style="list-style-type: none"> <li>~ sounding out</li> <li>~ chunking words</li> <li>~ small word in big word (base word + -ed/ -ing)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>'p' - initial letter sound</li> <li>decoding text using graphophonic strategies especially:               <ul style="list-style-type: none"> <li>~ initial letter sound</li> <li>~ sounding out</li> <li>~ chunking words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>'g' -initial sound - soft and hard</li> <li>decoding using text graphophonic strategies especially:               <ul style="list-style-type: none"> <li>~ initial letter sound</li> <li>~ sounding out</li> <li>~ chunking words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>decoding using text graphophonic strategies especially:               <ul style="list-style-type: none"> <li>~ initial letter sound</li> <li>~ sounding out</li> <li>~ chunking words</li> <li>~ syllabifying words</li> </ul> </li> <li>rhymes (different spelling - homonyms)</li> </ul>
<b>Syntactic reading strategies focus</b>	<ul style="list-style-type: none"> <li>predicting the next word</li> </ul>	<ul style="list-style-type: none"> <li>predicting the next word, sentence and/or event</li> </ul>	<ul style="list-style-type: none"> <li>predicting the next word, sentence and/or event</li> </ul>	<ul style="list-style-type: none"> <li>predicting the next word, sentence and/or event</li> </ul>
<b>Semantic reading strategies focus</b>	<ul style="list-style-type: none"> <li>picture clues</li> <li>practise the comprehension strategies of: using prior knowledge, skimming, scanning, predicting, visualising, questioning, making connections, inferring, self-monitoring, summarising and synthesising</li> </ul>			
<b>Grammar items and structures</b>	<ul style="list-style-type: none"> <li><b>simple past tense - '-ed'</b></li> </ul>	<ul style="list-style-type: none"> <li><b>simple past tense - '-ed'</b></li> <li><i>adjectives</i></li> <li><i>action verbs</i></li> </ul>	<ul style="list-style-type: none"> <li><i>action verbs - regular, irregular</i></li> <li><i>adjectives</i></li> <li><i>tense - present, simple past, future ('-ed', '-ing')</i></li> <li><i>direct speech - quotation marks</i></li> </ul>	<ul style="list-style-type: none"> <li><i>plural nouns ('-s', '-es')</i></li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>listening to <b>rhyming words</b></li> </ul>	<ul style="list-style-type: none"> <li>track/read along</li> <li>listen to rhythm in text</li> <li>sing a rhyme</li> </ul>	<ul style="list-style-type: none"> <li>track/read along</li> <li>listen to rhythm in text</li> <li>sing a chant</li> <li>sing a song</li> </ul>	<ul style="list-style-type: none"> <li>track/read along</li> <li>listen for syllables</li> <li>listen for rhyme in text</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>accurate pronunciation</li> <li>orally respond to questions and tasks</li> <li>read with expression</li> <li>use English in group work</li> </ul>	<ul style="list-style-type: none"> <li>accurate pronunciation</li> <li>drama tasks</li> <li>read with expression</li> <li>orally respond to questions and tasks</li> <li>use English in group work</li> </ul>	<ul style="list-style-type: none"> <li>accurate pronunciation</li> <li>read with expression when in drama role</li> <li>rhythm and repetition in reading and chorus chant</li> </ul>	<ul style="list-style-type: none"> <li>accurate pronunciation</li> <li>orally respond to questions and tasks</li> <li>read with expression</li> <li>use English in group work</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>thinking skills: interpreting, predicting, using prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>thinking skills: interpreting, predicting, using prior knowledge</li> <li>literary device: stylistic fonts in text</li> <li>move to action words</li> </ul>	<ul style="list-style-type: none"> <li>move to action words</li> </ul>	<ul style="list-style-type: none"> <li>locating information and reference skills</li> </ul>

## Overview — KIP Workshops — Shared Reading — P4 (cont'd)

Reading Workshop	I'm Going to the Moon	The Fun Bus	The Gingerbread Man	Bears
Objectives - lessons	<p><b>General</b></p> <ul style="list-style-type: none"> <li>recognise some high frequency words</li> <li>recognise content words in the text of the big book</li> <li>track text as the teacher reads</li> <li>read along with the teacher</li> <li>develop confidence to respond orally in lesson discussions</li> <li>read a shared reading text independently</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> </ul> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>understand book terminology (author, illustrator, cover, title)</li> <li>orally use book terminology correctly</li> <li>interpret and make predictions about the story using picture clues</li> <li>respond to questions about the setting and characters of the story</li> <li>identify adjectives that describes characters in a text</li> <li>link own experience to the story topic</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>understand the concepts of characters and main character</li> <li>orally recall the events of a story</li> <li>interpret meaning of vocabulary through listening and word and picture clues</li> <li>show comprehension of content words</li> <li>practise the graphophonic reading strategy of chunking words</li> <li>accurately read '-ed' and '-ing' words (simple past tense and present continuous tense) in the story</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>start to understand the concept of problem / resolution</li> <li>recognise words in written text when read aloud</li> <li>retell events of a story through oral, picture and / or text sequencing</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>recognise some high frequency words</li> <li>recognise content words in the text of the big book</li> <li>interpret meaning of vocabulary through listening, word and picture clues</li> <li>track text as the teacher reads</li> <li>read along with the teacher</li> <li>develop confidence to respond orally in lesson discussions</li> <li>read a shared reading text independently</li> <li>use drama to interpret the meaning of a shared reading text</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> </ul> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>understand book terminology (author, illustrator, cover, title)</li> <li>orally use book terminology correctly</li> <li>interpret and make predictions about the story using picture clues</li> <li>respond to questions about the setting and characters of the story</li> <li>demonstrate understanding of verbs that relate to characters' actions in a text</li> <li>practise graphophonic strategies</li> <li>understand the use of rhythm within a text</li> <li>link own experience to the story topic</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>understand the concepts of characters</li> <li>orally recall the events of a story</li> <li>show comprehension of content words</li> <li>practise the graphophonic reading strategy, to decode words using initial sound in particular</li> <li>practise semantic reading strategy of interpreting stylistic fonts and inferring meaning through context</li> <li>read with expression when in role in the drama</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>recognise some high frequency words</li> <li>recognise content words in the text of the big book</li> <li>interpret meaning of the story and vocabulary through listening to word, sentence story and picture clues</li> <li>track text as the teacher reads</li> <li>read along with the teacher</li> <li>develop confidence to respond orally in lesson discussions</li> <li>read a shared reading text independently</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> <li>use the key vocabulary in oral context, i.e. discussion, singing, chanting and rapping</li> <li>recognise direct speech</li> <li>self-evaluate their learning experiences</li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>use book terminology (cover, title, see others on page 145)</li> <li>interpret and make predictions about the story using picture clues and syntactic patterns</li> <li>respond to questions about the setting and characters of the story</li> <li>demonstrate understanding of verbs that relate to characters' actions in a text</li> <li>practise graphophonic strategies when reading</li> <li>understand the use of rhythm within the text and chorus chant</li> <li>link own experience to the story topic</li> <li>recognise action verbs to use as synonyms</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>understand the concepts of characters</li> <li>orally recall the events of a story</li> <li>show comprehension of content words</li> <li>practise the graphophonic reading strategy, to decode words using initial sound in particular</li> <li>practise semantic reading strategies of direct speech and inferring meaning through context</li> <li>read with expression when in role in the drama</li> <li>use rhythm and repetition to develop syntactic skills</li> <li>identify quotation marks for direct speech and read direct speech in role</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>recognise some high frequency words</li> <li>recognise content words in the text of the big book</li> <li>interpret meaning of the story and vocabulary through listening to word, sentence story and picture clues</li> <li>track text as the teacher reads</li> <li>read along with the teacher</li> <li>develop confidence to respond orally in lesson discussions</li> <li>read parts of a shared reading text independently</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> <li>research related information</li> <li>interpret and make predictions about the text using syntactic and semantic picture clues</li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>use information text type terminology (contents, introduction, description, summary, glossary, index, blurb)</li> <li>orally use book terminology correctly</li> <li>respond to questions about content of an information text</li> <li>practise graphophonic strategies when reading - particularly syllabification</li> <li>reflect on prior and new knowledge related to their study (KWL)</li> <li>offer and identify facts about an information topic</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>understand the purpose of different parts of an information text</li> <li>recognise information text structure</li> <li>show comprehension of content words</li> <li>share researched information (KWL)</li> <li>orally identify rhyming words</li> </ul>
Objectives - optional activities	<ul style="list-style-type: none"> <li>recognise book terminology (cover, title, author, illustrator)</li> <li>identify adjectives that describe characters in a text</li> <li>identify adjectives that describe characters in a text</li> <li>identify adjectives that describe characters in a text</li> <li>link own experience to story topic</li> <li>recognise recurrent patterns in language structure</li> <li>show comprehension of new vocabulary (content words)</li> <li>recognise recurrent patterns in language structure</li> <li>retell events of a story by sequencing words and sentences</li> <li>retell events of a story by sequencing sentences</li> <li>identify characters, sequence of events and resolution</li> <li>read a text independently</li> </ul>	<ul style="list-style-type: none"> <li>identify adjectives that describe characters in a text</li> <li>show comprehension of content words</li> <li>link own experience to story topic</li> <li>understand book terminology (cover, title, author, illustrator)</li> <li>read a shared reading text independently</li> <li>use drama to interpret the meaning of a shared reading text</li> <li>recognise high frequency words and content words</li> <li>retell events of a story</li> </ul>	<ul style="list-style-type: none"> <li>identifies adjectives that describe characters in a text</li> <li>follows a procedural text</li> <li>uses appropriate intonation and stress and tone of voice to convey intended meaning and feelings</li> <li>compares characters for similarities and differences</li> <li>identifies characters in a text</li> <li>reads the names of the characters in the text</li> <li>retells events of a story by sequencing sentences</li> <li>uses pictures to interpret and predict the context of text</li> <li>uses story structure that comprises setting, characters, problems, events and resolutions</li> <li>shows comprehension of content words</li> <li>develops higher order thinking skills</li> <li>retells events of a story by sequencing pictures and text</li> <li>suggests alternative resolutions for the characters</li> <li>reads and recognises the format and language features of a narrative text</li> <li>discusses and compares different characters from a different point of view</li> <li>helps students become aware of their own learning</li> <li>reads written language in meaningful chunks</li> <li>predicts the likely development of a topic making use of context and knowledge of the world</li> <li>retells, listens or responds to a text using familiar vocabulary</li> <li>reads written language in meaningful chunks</li> <li>uses a small range of language patterns, such as different verb forms</li> <li>uses conventional punctuation</li> <li>accurately recognises soft and hard 'g' sound in oral words when listening to familiar words</li> <li>shows comprehension of content words</li> <li>recognises high frequency words and content words</li> <li>identifies action verbs in a text</li> </ul>	<ul style="list-style-type: none"> <li>identify when to use 's' and 'es' to form plurals</li> <li>identify syllables in a word</li> <li>show comprehension of an information text (blurb) by making inferences</li> <li>read a blurb to predict what the information text may be about</li> <li>read a blurb to predict what the narrative story may be about</li> <li>interpret the information provided on the contents page</li> <li>use content clues and learned facts to complete an information report</li> <li>extract facts from an oral text</li> <li>organise facts from an information text</li> <li>accurately label a diagram (information text)</li> <li>explore the structure of an information text</li> <li>discuss and reports findings about an information text</li> <li>use the structure of a range of information books to help comprehend text</li> <li>read and locates the features of an information report cooperatively</li> <li>explore the text type structure of an information text</li> <li>discriminate between facts and fiction</li> <li>show an understanding of a glossary</li> <li>match glossary words and meanings</li> <li>develop an understanding of the purpose and structure of a glossary</li> <li>explore the text type structure of an information text</li> <li>skim to locate information using text structure as a guide</li> <li>work cooperatively to learn about information text structure</li> <li>read and locate the book structure and features of an information report text cooperatively</li> <li>explore the text type structure of an information text</li> </ul>

Figure 14.8 Overview — KIP Workshops — Reading Aloud — P4

Italicised words are revisited or optional

Reading Workshop	Night Noises	On The Way Home	Elmer and the Rainbow	Lost and Found ( <i>can use in P5</i> )
<b>Text type</b>	narrative (story)	narrative (story)	narrative (story)	narrative (story) + information (lists)
<b>Themes</b>	life in the past, grandparents, loneliness, birthdays, hobbies and interests, caring, pets	friends, family, neighbourhood, animals, problem-solving, fear	problem-solving, teamwork, leadership skills, wisdom	weather and travel conditions, making plans and preparations
<b>Learning experience</b>	a reading aloud - listening and responding to a story	a reading aloud - listening and responding to a story	a reading aloud - listening and responding to a story	a reading aloud - listening to a story;
<b>Main task and workshop outcomes</b>	oral comprehension tasks and optional activities on themes, text type features and /or literary devices in the book	oral comprehension tasks and optional activities on themes, text type features and /or literary devices in the book	oral comprehension tasks and optional activities on themes, text type features and comparing/contrasting characters' qualities	drama and list writing experiences to develop text type knowledge (lists), thematic concepts, and language items and structures
<b>Vocabulary</b> <b>Text type focus</b> (student vocabulary in bold)	story, story plan, main character, characters, setting, events, problem/resolution, alliteration	story, true story, fiction, story plan, main character, characters, setting, sequence of events, problem/resolution (and/or solution), recount	story, fiction, true, (imaginary), main character, characters, description, events, problem/resolution (and/or solution), story structure	<ul style="list-style-type: none"> <li>• Narrative - story, title, fiction, (narrative), description, true, (imaginary), characters, setting, events</li> <li>• Information - audience, purpose, list, order, check, tick, ticklist, checklist, menu, information, title</li> </ul>
<b>Reading terminology</b>	cover, title, author, illustrator, pictures/illustrations	cover, title, author, illustrator, pictures/illustrations	dedication, title, author, illustrator, series, illustrations, (text), speech	title, author, illustrator, illustrations, (text)
<b>High frequency words</b>	—	—	—	—
<b>Content words</b>	<ul style="list-style-type: none"> <li>• noise words, movement words, feeling words</li> <li>• review or introduce vocabulary related to the past, grandparents, loneliness, birthdays, hobbies and interests, caring, pets and noises</li> <li>• new vocabulary is scaffolded by the pictures and the teacher's oral expression and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• review or introduce vocabulary related to friends, family, neighbourhood, animals, problem-solving, fear</li> <li>• new vocabulary scaffolded by the pictures and the teacher's oral expression and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• colours, lost its colours, patchwork, rainbow, thunder, lightning, storm, cave, shelter,</li> <li>• scared of, fearful, fearless, afraid</li> <li>• either, because</li> </ul>	<ul style="list-style-type: none"> <li>• South Pole, trip, journey, penguin, plans, suitcase, case, bag, conditions, roleplay, drama</li> <li>• synonyms - pack, put, place, take, get, find</li> <li>• recorded vocabulary offered by students</li> </ul>
<b>Graphophonic reading strategies focus</b>	<ul style="list-style-type: none"> <li>• initial phonemes e.g. l, b,</li> <li>• consonant blends e.g. cl, cr, kn</li> <li>• consonant diagraphs e.g. sh</li> <li>• listen to and speak examples of alliteration</li> </ul>	accurate pronunciation of words when speaking and reading	accurate pronunciation of words when speaking and reading	accurate pronunciation of words when speaking and reading
<b>Syntactic reading strategies focus</b>	<ul style="list-style-type: none"> <li>• syntactic - predicting what will happen next</li> </ul>	<ul style="list-style-type: none"> <li>• syntactic - predicting what will happen next</li> </ul>	<ul style="list-style-type: none"> <li>• syntactic - predicting what will happen next</li> </ul>	<ul style="list-style-type: none"> <li>• syntactic - predicting what will happen next</li> </ul>
<b>Semantic reading strategies focus</b>	<ul style="list-style-type: none"> <li>• picture clues and context to infer meaning</li> <li>• literary devices used to influence meaning - alliteration and onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• picture clues and context to infer meaning</li> <li>• dramatic words and exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• picture clues and context to infer meaning</li> <li>• identifying and analysing sentences for meaning</li> </ul>	<ul style="list-style-type: none"> <li>• picture clues and context to infer meaning</li> <li>• infer what objects are</li> <li>• analyse for cause and effect</li> <li>• create ideas</li> </ul>
<b>Grammar items and structures</b>	<ul style="list-style-type: none"> <li>• <i>verbs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>exclamation marks</i></li> <li>• <i>adjective, noun and verb</i></li> <li>• <i>action verbs and the past tense form - 'ed', 'ing'</i></li> <li>• <i>adjectives, nouns, verbs and phrases</i></li> </ul>	<ul style="list-style-type: none"> <li>• various sentence structures</li> <li>• question words - why, when, how, what</li> <li>• <i>reasoning/justifying ideas - because; I like.../don't like...; I agree/disagree; I think/don't think so</i></li> <li>• <i>adjectives - 'ed' and '-ing' words</i></li> <li>• <i>comparatives</i></li> <li>• <i>punctuation for direct speech</i></li> </ul>	<ul style="list-style-type: none"> <li>• creating answers to questions that use the same <b>structures</b> correctly</li> <li>• <b>future tense</b> - There will...[verb]: There will be...; They will...; They will need to...;</li> <li>• <b>contractions for 'will'</b> - I'll, we'll</li> <li>• <b>articles</b>: application in oral sentences of a, an, any, some, a few, many</li> <li>• replacing a <b>verb</b> with a synonym in dialogue</li> <li>• <b>verb</b> - '<b>need to</b>' e.g. We need to pack gloves</li> <li>• <b>adjectives</b> - to describe environmental conditions, e.g. rainy, lonely, dangerous</li> <li>• <b>cohesive devices</b> for cause and effect in statements, e.g. because..., so..., if...</li> <li>• using '<b>and</b>' to conclude a list in oral sentence</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• listen to the rhythm and expression of real-life reading of an authentic English text</li> <li>• listen to alliteration and onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• literature sharing circle</li> <li>• discussion - active listening</li> <li>• role play</li> </ul>	<ul style="list-style-type: none"> <li>• discussion- active listening</li> </ul>	<ul style="list-style-type: none"> <li>• listening in drama, roleplay and dialogue</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• orally respond to the story in phrases and sentences</li> <li>• use new book vocabulary in responses</li> <li>• replicate alliteration and onomatopoeia modelled by the teacher</li> <li>• (optional) participate in literature sharing circle</li> </ul>	<ul style="list-style-type: none"> <li>• discussions - orally respond to the story in phrases and sentences</li> <li>• use new book vocabulary in responses</li> <li>• literature sharing circle (optional)</li> <li>• role play (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• discussions - orally respond to the story in phrases and sentences</li> <li>• use new book vocabulary in responses</li> </ul>	<ul style="list-style-type: none"> <li>• drama</li> <li>• roleplay</li> <li>• discussions - orally respond to the story in phrases and sentences</li> <li>• use new book vocabulary in responses</li> </ul>

## Overview — KIP Workshops — Reading Aloud — P4 (cont'd)

Reading Workshop	Night Noises	On The Way Home	Elmer and the Rainbow	Lost and Found (can use in P5)
<b>Objectives - lessons</b> <ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills</li> <li>feel confident to respond orally to the text when asked</li> <li>apply English skills when doing selected tasks about the text (see objectives on the student activities)</li> </ul>	<ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills (see ELCG list last page)</li> <li>feel confident to respond orally to the text when asked</li> <li>apply English skills when doing selected tasks about the text (see objectives on the student activities)</li> </ul>	<ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills (see ELCG list last page)</li> <li>feel confident to respond orally to the text when asked</li> <li>apply English skills when doing selected tasks about the text (see objectives on the student activities)</li> </ul>	<ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills (see ELCG list last page)</li> <li>feel confident to respond orally to the text when asked</li> <li>apply English skills when doing selected tasks about the text (see objectives on the student activities)</li> </ul>	<ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills (see ELCG list last page)</li> <li>participate in drama activities</li> <li>apply familiar and new vocabulary in oral and written statements</li> <li>use a range of thinking skills: <ul style="list-style-type: none"> <li>infer what objects are</li> <li>interpret pictures</li> <li>analyse for cause and effect</li> <li>create ideas</li> <li>interpret pictures to describe the setting in a narrative</li> <li>create complex sentences that describe cause and effect using appropriate language items</li> <li>identify the purpose and audience of various lists</li> <li>in pairs, create a list for a specific purpose using familiar vocabulary</li> <li>in pairs, role play a dialogue using their list</li> <li>participate in various drama techniques</li> <li>use varied language items (e.g. synonyms) and structures in dialogue</li> <li>reflect on and express what he/she has learned</li> </ul> </li> </ul>
<b>Objectives - optional activities</b>	<p>A. retell the story using a story plan template</p> <p>B. think about and discuss the past using familiar and new vocabulary</p> <p>C. discuss birthdays using familiar and new vocabulary</p> <p>D. explore hobbies and interests using mime and discussion (familiar and new vocabulary)</p> <p>E. explore the roles of characters in the story</p> <p>E. discuss pet care using familiar and new vocabulary</p> <p>F. loneliness - discuss loneliness using familiar and new vocabulary</p> <p>G. practise phonemic awareness by listening for examples of alliteration</p> <p>G. are introduced to a literacy device (alliteration) that authors use to make their stories more interesting</p> <p>H. practise phonemic awareness by listening for examples of dramatic words</p> <p>H. are introduced to a literacy device (energetic verbs) that authors use to make their stories more interesting</p> <p>I. provide an opportunity for students to speak and reflect on the book</p> <p>I. encourage students to express their feelings concerning characters and events in the story</p> <p>I. respect each others' opinions and take turns in a group setting</p>	<p>A. retell the story using a story plan template</p> <p>A. explore the structure of this narrative text (story)</p> <p>A. identify a narrative text as fiction not fact</p> <p>B. discuss their relationships with family and/or friends using familiar and new vocabulary in sentences</p> <p>C. discuss 'fear' using familiar and new vocabulary</p> <p>C. explore the concepts of problems and solutions</p> <p>D. discuss their neighbourhood using familiar and new vocabulary in sentences</p> <p>D. identify the setting in a story</p> <p>E. identify the problems and solutions in a story through discussion using sentences</p> <p>E. use familiar and new vocabulary in brainstorming and discussion using sentences</p> <p>E. create solutions to a problem using sentences</p> <p>F. analyse roles of characters in a story</p> <p>F. discriminate between truth imagination</p> <p>F. express personal responses, opinions and judgments about a character</p> <p>F. analyse and express opinions about a story through oral discussion</p> <p>G. analyse the text to identify adjectives, nouns and verbs and phrases</p> <p>G. create oral descriptions using adjectives, nouns, verbs and phrases appropriately</p> <p>H. are introduced to a literacy device (action verbs) that authors use to make their stories more interesting and exciting</p> <p>H. identify action verbs and the past tense form ('ed', 'ing')</p> <p>H. punctuate sentences accurately using speech and exclamation marks</p> <p>I. discuss the use of exclamations in direct speech and the use of exclamation marks</p> <p>I. apply exclamation mark when reading aloud.</p> <p>I. punctuate an exclamation sentence, accurately</p> <p>J. speak and reflect about a story book</p> <p>J. express their feelings concerning characters and events in a story</p> <p>J. respect each others' opinions and take turns in a group setting</p>	<p>A. discuss experiences of fear and happiness and what created them</p> <p>B. apply vocabulary from a book and other sources to make oral descriptions</p> <p>B. compare and contrast the characteristics of characters in a story using comparatives ('-er' and 'more/less') and 'same as' and 'different from'</p> <p>C. search for information about an author /illustrator</p> <p>C. search for information about a book series using key words</p> <p>C. explore the idea of a series of books</p> <p>D. may write to an author to share why they enjoyed his book/s</p> <p>D. read and sing the song 'I can sing a Rainbow' and identify the colours as they are sung</p> <p>E. identify the messages of the story as shown in the leadership of the main character</p> <p>E. write text in direct speech using accurate punctuation</p> <p>F. evaluate the characteristics of a main character form a familiar story</p> <p>F. use the connective 'because' in oral and written justifications</p> <p>G. write a description of the main character in a story</p> <p>H. identify parts of a narrative story structure to a familiar story</p> <p>H. classify parts of a familiar story to a narrative story structure graphic organiser</p>	<p>Optional objectives</p> <ul style="list-style-type: none"> <li>apply new vocabulary in written and oral tasks</li> <li>apply [grammar item/structure] in written and oral tasks</li> <li>use a range of thinking skills to complete a task (make a list)</li> <li>identify examples of authentic lists</li> <li>identify the purpose of examples of lists</li> <li>identify and list examples of information texts</li> <li>study pictures for information</li> </ul>

Figure 14.9 Overview — KIP Workshops — Process Writing — P4

Words in bold are a focus; italicised words are in *optional activities*

Writing Workshop	Making a Fruit Kebab	The Fun Bus	The Gingerbread Man	Fish Report	Lost and Found	My Diary
<b>Text Type</b>	procedural (recipe)	narrative (recount)	narrative (story)	information (report)	information (notice)	narrative (recount)
<b>Themes</b>	culture and food, nutrition, recipes,	transport, rules, occupations, animals/ birds	cooking, food, teamwork, helping, traditional tales	animals, nature, the sea, pets, information texts	travel, countries, climates, maps, loneliness, friends	school to choose e.g. special events, places in Hong Kong, transport, weather, hobbies, sport, food, feelings
<b>Learning experience</b>	make a fruit kebab	shared reading 'The Fun Bus'	shared reading 'The Gingerbread Man'	shared reading 'Bears'; KWL of prior knowledge of fish	reading aloud, book 'Lost and Found'; real life 'lost' notices	reading aloud of 'This is a Bad Day'
<b>Main task and workshop outcomes</b>	write a recipe to describe making kebab	Write a recount to describe an journey experience on transport	write a new story ending with a character description and a resolution	write an information report using correct structure	write a lost notice for a missing penguin	Write a recount of events that happened in a day (diary format)
<b>Vocabulary</b> Text type focus (student vocabulary in bold)	<b>procedure, recipe, title, steps, ingredients, details, sequence, comments, audience</b>	story, story structure, ( <b>main character, character web, story plan, details, recount, description, setting, problem, resolution, events, ending</b> )	<b>story, story structure, character, story board, retell, description, setting, problem, resolution, events, ending, details</b>	<b>information, text, facts, report, audience, title, introduction, general statement, description, paragraph, subheading, label, summary, contents</b>	<b>information, notice text, facts, title, key words, description, subheading, picture, summary</b>	<b>story, diary structure, retell, recount, entry, date, character, sequence of events, description, details, setting, problem, ending</b>
<b>Writing terminology</b>	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary
<b>High frequency words</b>	<b>put, cut, next, finally, then, knife, first, fruit, make, after that, then</b>	up, down, never, ever, boy, girl, people, take, their, there, too, won't	taught as content words in context	but, more, has, have, are is, some, most, all, many, a few	taught as content words in context	<ul style="list-style-type: none"> <li>because, saw, back, who, what, where, when, why, how</li> <li>taught as content words in context</li> </ul>
<b>Content words</b>	<ul style="list-style-type: none"> <li>kebab, skewers, chopping board, plastic gloves, plastic plates, sauce, utensils</li> <li>choose, peel, wash, place, get, put, chop, slice, hold, stir, pour, spread</li> <li>banana, grapes, cherries, strawberries, oranges, pineapple, durian, kiwi, lychee, dragon fruit, peach, pear, blueberries, mango, watermelon, star fruit, orange juice, honey</li> <li>see grammar section</li> </ul>	<ul style="list-style-type: none"> <li>rules</li> <li>peacock, parrot, rooster, cage, basket, box</li> <li>transport, bus, ferry, MTR, LRT, taxi, on foot</li> <li>writer, illustrator, reader, little teacher, checker</li> <li>see grammar examples for vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>big book: fox, old woman, old man, gingerbread man, town, river, bridge, kitchen, hungry, catch, hill, delicious</li> <li>who, what, where, when, why, how</li> <li>words elicited in pre-writing stage</li> <li>see grammar section</li> </ul>	<ul style="list-style-type: none"> <li>habitat, food, appearance, behaviour</li> <li>book, magazine, web page, encyclopaedia,</li> <li>words elicited in pre-writing stage</li> <li>see grammar section</li> </ul>	<ul style="list-style-type: none"> <li>lost, missing, features, file, penguin</li> <li>description words for features of people and animals - freckles, ponytail, limp, ...</li> <li>other</li> </ul>	<ul style="list-style-type: none"> <li>content words and HFWs from the book, <i>This is a Bad Day</i> e.g. breakfast, early, angry, begin, because, saw, favourite, glad, clothes; friend, class, turtle, pyjamas, channel, liver, custard, muesli, softball, medicine, screamed, dropped</li> <li>colloquialism: 'armies up the sleeves'</li> <li>feeling words: excited, tired, nervous, anxious, worried, thrilled, puzzled, glad, interested, upset, surprised</li> <li>time: after that, finally, then, next, later on, after that, before, later, then, next, in the end, during, during the afternoon, after lunch, in the morning</li> </ul>

## Overview — KIP Workshops — Writing — P4 (cont'd)

Writing Workshop	Making a Fruit Kebab	The Fun Bus	The Gingerbread Man	Fish Report	Lost and Found	My Diary
<p><b>Writing Strategies</b></p> <p><b>Graphophonic strategies focus</b></p> <ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• letter/sound + sound/letter relationships</li> <li>• chunking words</li> <li>• using analogy of sounds</li> <li>• prior knowledge</li> </ul>
<p><b>Grammar items and structures</b></p> <p>(learning about / practising or applying writing strategies)</p> <ul style="list-style-type: none"> <li>• <b>simple present tense</b></li> <li>• <b>adverbs</b></li> <li>• <b>adverbial phrases</b></li> <li>• <b>Imperatives</b> e.g. cut, peel</li> <li>• <b>verb phrases</b> e.g. place on chopping board, get the fruit, put on, chop up</li> <li>• <b>adjectives</b></li> <li>• nouns</li> <li>• quantifiers</li> <li>• linking words (time) - first, after that, finally, then, next</li> <li>• punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>adjectives:</b> angry, frightened, excited, interested, happy, sad</li> <li>• <b>nouns:</b> see chosen activities</li> <li>• <b>regular past tense:</b> climbed, carried, jumped, shouted, helped, called, opened, stamped</li> <li>• <b>irregular past tense (-ed):</b> flew, swam, ran, took, brought, put, caught, taught, got, came, held</li> <li>• <b>adverbs/adverbial phrases (time):</b> before, during, after, then, when, (once upon a time, one day, the next day, in the end, now, before long, soon, suddenly, but in no time at all, suddenly, one morning)</li> <li>• <b>question structure</b></li> <li>• <b>word order</b></li> </ul> <p><u>Optional focus:</u></p> <ul style="list-style-type: none"> <li>• punctuation, pronouns, direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• <b>adjectives</b></li> <li>• <b>nouns</b></li> <li>• <b>action verbs</b></li> <li>• <b>descriptive language structures</b></li> <li>• <b>adverbs/phrases (time):</b> after that, finally, then, next, later on, afterwards, before, the other day, yesterday, during</li> <li>• <b>linking words for time</b> e.g. once upon a time, suddenly, before long</li> </ul> <p><u>Optional focus:</u></p> <ul style="list-style-type: none"> <li>• <b>irregular past tense:</b> sang, flew, got, said, ran, swam</li> <li>• <b>regular past tense (-ed):</b> opened, called, cooked, chased</li> <li>• pronouns</li> <li>• punctuation e.g. e.g. ? ! , :</li> <li>• question structure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>nouns phrases for subheadings</b></li> <li>• <b>simple present tense</b></li> <li>• <b>adjectives</b> to precisely describe animal features</li> <li>• <b>comparative &amp; superlative adjectives:</b> the biggest, bigger than, the most</li> <li>• <b>pronouns:</b> they, he (to refer to subject)</li> <li>• <b>connectives:</b> but, and</li> <li>• <b>verbs (singular, plural):</b> has, have, is are</li> <li>• <b>action verbs</b></li> <li>• <b>determiners:</b> some, a lot, a few, most, all</li> <li>• <b>adverbs (frequency):</b> always, seldom, often, usually</li> </ul> <p><u>Optional focus:</u></p> <ul style="list-style-type: none"> <li>• punctuation: e.g. ? ! , :</li> <li>• contractions: won't, there's</li> </ul>	<ul style="list-style-type: none"> <li>• <b>nouns phrases for subheadings</b></li> <li>• <b>general nouns</b></li> <li>• <b>proper nouns:</b> people and places</li> <li>• <b>question tags and short answers</b></li> <li>• <b>timeless present tense</b></li> <li>• <b>adjectives</b> to describe characters e.g. characteristics, behaviours, feelings, likes, and dislikes</li> <li>• <b>action verbs</b> e.g. sob, cry, scream, worry, panic</li> <li>• <b>pronouns:</b> his, hers, her, their, we, my</li> <li>• <b>indefinite pronouns</b> e.g. someone, anyone, no one</li> </ul> <p><u>Optional focus:</u></p> <ul style="list-style-type: none"> <li>• punctuation e.g. ? ! , ; :</li> <li>• contractions</li> <li>• adverbs (frequency) e.g. always, seldom, often, usually</li> <li>• direct speech</li> <li>• possessive apostrophe e.g. penguin's flippers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adverbs/Adverbial phrases (time):</b> after that, finally, then, next, later on, after that, before, later, then, next, in the end, during, during the afternoon, after lunch, in the morning</li> </ul> <p><u>Optional focus:</u></p> <ul style="list-style-type: none"> <li>• adjectives</li> <li>• nouns</li> <li>• action verbs</li> <li>• descriptive language structures</li> <li>• adverbs/adverbial phrases (time): finally, then, next, after that, before, during, during, later, then</li> <li>• simple past tense</li> <li>• irregular past tense: saw, threw up, got, said, went, sent, made, dropped</li> <li>• regular past tense (-ed): played, failed, watched, cooked</li> <li>• word order</li> <li>• punctuation, e.g. question marks, exclamation marks, commas, full stop</li> </ul>	
<p><b>Other syntactic and semantic strategies focus</b></p>		<p><b>colloquial phrases</b> e.g. 'what's the matter?'</p>		<p><b>KWL</b> (what I Know, what I Want to know, what I have Learned)</p>		
<p><b>Listening</b></p>	<p>follow instructions, listen to others when drafting, reading, discussing</p>	<p>follow instructions, listen to others when drafting, reading, discussing</p>	<p>follow instructions, listen to others, critical listening,</p>	<p>follow instructions, listen to others</p>	<p>follow instructions, listen to others</p>	
<p><b>Speaking</b></p>	<p>brainstorm, discuss, read aloud, read along, peer-conference, accurate pronunciation</p>	<p>brainstorm, discuss, read aloud, read along, retell, exchange, interview, peer-conference, role play, board game</p>	<p>brainstorm, discuss, read aloud, read along, retell, exchange, respond to open-ended questions, peer-conference,</p>	<p>brainstorm, discuss, read aloud, read along, retell, exchange, peer-conference</p>	<p>brainstorm, discuss, read aloud, retell, exchange, role play, dialogue, peer-conference?</p>	<p>brainstorm, discuss, read aloud, write and illustrate a retelling, discuss in a group, functional language opportunities (e.g. exchanges)</p>

## Overview — KIP Workshops — Writing — P4 (cont'd)

Writing Workshop	Making a Fruit Kebab	The Fun Bus	The Gingerbread Man	Fish Report	Lost and Found	My Diary
Objectives - lessons	<ul style="list-style-type: none"> <li>read some familiar text fluently and accurately</li> <li>recognise and use high frequency words in writing and speaking</li> <li>recognise and content words in writing and speaking</li> <li>identify the structure of a procedural text (recipe)</li> <li>identify the purpose and audience for writing a recipe</li> <li>label a diagram (fruit kebab) using focus vocabulary</li> <li>read and talk about a recipe</li> <li>plan and organise information by deciding on the sequence of content</li> <li>express own ideas and feelings when making decisions</li> <li>present writing using visual support such as illustrations and given words</li> <li>follow and learn the procedures of the writing process</li> <li>use appropriate formats, conventions and language features when writing a recipe:</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>hear sounds in words (spell unknown words)</li> <li>create and write a recipe independently</li> <li>self-evaluate their work and note what they could and could not do</li> <li>self-evaluate the performance of their work and note what they could and could not do</li> </ul>	<ul style="list-style-type: none"> <li>read some familiar text fluently and accurately</li> <li>recognise and use high frequency words in writing and speaking</li> <li>recognise and content words in writing and speaking</li> <li>identify the structure of a narrative</li> <li>retell a narrative text orally</li> <li>develop a character web</li> <li>identify the purpose and audience for writing</li> <li>follow and learn the procedures of the writing process</li> <li>create and write a narrative text independently</li> <li>use appropriate format, conventions and language features when writing narrative text</li> <li>use story structure that comprises setting, characters, problems, events and solutions</li> <li>use correctly, adjectives that describe people's feelings</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>self-evaluate the performance of their work and note what they could and could not do</li> </ul>	<ul style="list-style-type: none"> <li>read some familiar narrative text fluently and accurately</li> <li>recognise and use high frequency words in writing and speaking</li> <li>recognise and content words in writing and speaking</li> <li>identify the structure of a narrative</li> <li>identify the purpose and audience for writing a narrative text</li> <li>use criteria to create an effective narrative ending</li> <li>develop a story board</li> <li>express own ideas and feelings when making decisions</li> <li>retell a narrative text orally</li> <li>use story structure that comprises setting, characters, problems, events and resolutions</li> <li>follow and learn the procedures of the writing process and</li> <li>work collaboratively with others to pre-write, draft, edit and revise</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>extend and use correctly, adjectives, nouns, verbs and adverb in written work</li> <li>create and write the ending of a narrative text independently or as a group</li> <li>use appropriate format, conventions and language features when writing</li> <li>self-evaluate the performance of their work and note what they could and could not do</li> </ul>	<ul style="list-style-type: none"> <li>read some familiar text fluently and accurately</li> <li>recognise and use high frequency words in writing and speaking</li> <li>recognise and content words in writing and speaking</li> <li>identify the structure of an information text</li> <li>scan and skim materials to identify information report structure</li> <li>research information for writing a piece of information text using an information resource kit</li> <li>understand the connection between ideas by identifying cohesive devices</li> <li>infer the meaning of an unknown words or expression by using visual clues, context and prior knowledge</li> <li>transfer ideas into an information text type structure</li> <li>accurately identify topic sentences in an information text</li> <li>follow and learn the procedures of the writing process</li> <li>create and write an information text independently</li> <li>use appropriate format, conventions and language features when writing information text</li> <li>extend and use correctly, precise descriptive adjectives</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>self-evaluate the performance of their work and note what they could and could not do</li> </ul>	<ul style="list-style-type: none"> <li>read some familiar text fluently and accurately</li> <li>recognise and use high frequency words in writing and speaking</li> <li>recognise and content words in writing and speaking</li> <li>identify the purpose and audience for writing</li> <li>scan and skim materials to identify parts of an information report structure</li> <li>research information using Information Report Kit and using subheadings to assist them.</li> <li>learn how to identify key words from an information report</li> <li>accurately identify topic sentences in an information text</li> <li>understand the connection between ideas by identifying cohesive devices</li> <li>infer the meaning of an unknown words or expression by using visual clues, context and prior knowledge</li> <li>use new language and information in a Role Play</li> <li>use cooperative learning activities to design and create an Individual Penguin File</li> <li>create and write an information text independently</li> <li>transfer ideas into an information text type structure</li> <li>extend and use correctly, precise descriptive adjectives</li> <li>follow and learn the procedures of the writing process</li> <li>use appropriate format, conventions and language features when writing information text (notice)</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>self-evaluate the performance of their work and note what they could and could not do</li> </ul>	<ul style="list-style-type: none"> <li>familiar text fluently and accurately</li> <li>recognise and use high frequency words in writing and speaking</li> <li>recognise and use content words in writing and speaking</li> <li>identify the structure of a narrative recount text in a diary format</li> <li>scan and skim materials to identify the characteristics of a narrative recount in diary structure</li> <li>gather information for writing a diary entry using brainstorming and organising ideas in the Diary Organiser</li> <li>understand the connection between ideas by identifying cohesive devices</li> <li>infer the meaning of unknown words or expressions by using visual clues, context and prior knowledge</li> <li>transfer ideas into a narrative recount in a diary structure</li> <li>accurately write the diary in first person</li> <li>identify the purpose and audience for writing</li> <li>follow and learn the procedures of the writing process</li> <li>create and write another personal diary entry</li> <li>use appropriate format, conventions and language features when writing a diary</li> <li>extend and use, precise descriptive adjectives correctly</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>self-evaluate the performance of their work and what they can and cannot do</li> </ul>

## Overview — KIP Workshops — Writing — P4 (cont'd)

Writing Workshop	Making a Fruit Kebab	The Fun Bus	The Gingerbread Man	Fish Report	Lost and Found	My Diary
Objectives - optional activities	<ul style="list-style-type: none"> <li>identify the structure of a recipe</li> <li> synthesise information to give a title of a recipe</li> <li> sequence and write the steps of a recipe</li> <li> hear sounds in words (spell unknown words)</li> <li> sequence and write the steps of a recipe</li> <li> present writing using visual support such as illustrations and given words</li> <li> present main ideas by using appropriate words or phrases to develop a sentence</li> <li> create and write a recipe</li> <li> use appropriate formats, conventions and language features when writing a recipe</li> </ul>	<ul style="list-style-type: none"> <li> read a text to locate specific information about the story structure by using strategies</li> <li> read a text to identify specific information to match the character pictures</li> <li> present information, ideas and feelings clearly and coherently</li> <li> scan a text to locate specific information by using strategies</li> <li> present main and supporting ideas, and where appropriate with elaboration</li> <li> use a small range of language patterns such as different verb forms and structural patterns</li> </ul>	<ul style="list-style-type: none"> <li> read a text to identify details that support the story structure</li> <li> read a text to identify details that support the story structure</li> <li> present information, ideas and feelings clearly and coherently</li> <li> plan and organise information and express own ideas</li> <li> use a small range of language patterns</li> <li> present information, ideas and feelings clearly and coherently using linking (time) words</li> </ul>	<ul style="list-style-type: none"> <li> infer the meaning of an unknown words or expression by using visual clues, context and prior knowledge</li> <li> understand the connection between ideas by identifying cohesive devices</li> <li> accurately label a diagram in an information text</li> <li> understand the connection between ideas by identifying cohesive devices</li> <li> write a suitable subheading to summarise the main idea of each paragraph</li> <li> use paragraphs, capitalisation and conventional punctuation</li> <li> match supporting details to topic sentence</li> </ul>	<ul style="list-style-type: none"> <li> listen for explicit and implicit meaning by predicting the likely development of a topic by recognising key words</li> <li> discover the pattern of the question tags</li> <li> maintain and interaction by predicting a likely development of a conversation and responding accordingly</li> <li> listen for explicit and implicit meaning by recognizing the stress in connected speech</li> <li> locate specific information in spoken texts</li> <li> present main and supporting ideas with elaboration (where appropriate)</li> <li> recognise content words</li> <li> present main and supporting ideas with elaboration (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li> graphophonic skills for encoding and decoding vocabulary</li> <li> understand the past tense form of verbs and apply them in context</li> <li> infer the meaning of unknown words or expressions by using visual clues, context and prior knowledge</li> <li> infer the meaning of unknown words or expressions by using visual clues, context and prior knowledge</li> <li> understand the connection between ideas by identifying cohesive devices of time</li> </ul>