

**ENGLISH
YEAR 1-3
TEACHERS' MANUAL 2013**

ACKNOWLEDGEMENTS

ISBN _____

Curriculum Materials and Assessment Division
Ministry of Education, Sports and Culture

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Funding provided by AusAid, NZAID, ADB under the Education Sector Programme II.

January 2013

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SECTION I INTRODUCTION

PURPOSE

The Teachers' Manual is a guide for teachers of primary schools and supports the implementation of the new primary curriculum. It is designed to extend teachers' understanding of how they can use the curriculum to create, deliver and assess effective teaching and learning programmes for primary school students in all subjects. It includes integrated units where cross curriculum learning is deemed logical and appropriate. It gives suggestions of sequenced instructional activities related to learning outcomes. Along with instructional activities, sample assessment tasks and student work samples will assist in benchmarking student performance and help teachers to assess student progress and growth.

Essentially the Teachers' Manual presents ways in which teachers can focus programmes on the learning of students so that they can achieve learning outcomes.

The Teachers' Manual is aimed at:

- Increasing the content knowledge of teachers
- Increasing teachers' ability to plan, and deliver learning on the basis of the curriculum statements
- Developing teachers' assessment knowledge and practice through gathering and interpreting evidence of student achievement in order to decide on the next instructional steps
- Having teachers use active and interactive methodologies to engage students in learning
- Enabling teachers to attend to the language and literacy demands of different subjects
- Challenging teachers to reflect and evaluate their practice and to make necessary adjustments
- Reassuring teachers to develop own school based curriculum using some of the content in the manual.

The Teachers' Manual is consistent with Ministry of Education Sports and Culture's National Curriculum Policy Framework and the Subject Curriculum Statements.

STRUCTURE

The Teachers' Manual consists of three sections. This section is Section 1 – Introduction. Section 2 provides general information on the Teachers' Manual, approaches to teaching and learning of the English Language, and how to use the guide. Section 3 includes specific examples of units of work that focus on learning activities to achieve the learning outcomes and assessments.

PRINCIPLES

The units of work underpinned by specific principles based on the idea that learners make meaning from what they experience in supportive environments. The units of work therefore have these features:

1. **Problem-focused.** Units are problem-focused, requiring students to solve open-ended contextualised problems.
2. **Generative knowledge.** Units enable students to have access to research and other knowledge in solving problems, (generative knowledge).
3. **Learning strategies.** Students have opportunities for learning how to learn through the use of matrices, and web diagrams, self-reflection and goal setting, formulating questions, relating and applying learning to own context.
4. **Scaffolding.** Students have the necessary scaffolding or structure throughout units.
5. **Learning as a social process.** Because learning is a social process, units of work ensure that students spend at least part of their time in group formats, such as co-operative learning.
6. **Demonstrate Learning.** Units require students to demonstrate learning in some authentic manner and in linking content of the subject and across other subject areas.

SECTION II GENERAL INFORMATION

BACKGROUND

The English Teachers' Manual was developed through consultation with primary teachers, and through a search of the existing English material such as the PEMP materials, and those used in other contexts where English is a second language. It makes use of sample materials teachers are using in various classrooms.

It is important for teachers to remember that materials such as are in the PEMP books and other recent resources such as the books in the Pacific Literacy, and Pacific Science series are still useful. Activities that use these materials must be relevant to the achievement of the learning outcomes in the new primary school curriculum.

HOW TO USE THE TEACHERS' MANUAL

All the materials in the Teachers' Manual are organized in year levels, beginning with Year 1 up to Year 8.

Years 1 & 2 Classes use only the Listening and Speaking strand, which incorporates the sub-strand interpersonal communication.

Years 3 to 8 classes have all the three strands, Listening and Speaking, Reading and Viewing and Writing and Presenting. The Listening and Speaking Strand incorporates the four sub-strands Processes and Strategies, Language, Text, and Interpersonal Communication. Reading and Viewing as well as Writing and Presenting use the three sub-strands Language, Text and Processes and Strategies.

The material included in the Teachers' Manual are examples that illustrate how the curriculum statement is used for organizing teaching learning experiences to achieve the learning outcomes. They include examples of assessment evidence that can demonstrate achievement. A table states the overview of Achievement Objective, the Learning Outcomes, Indicators of Achievement, Learning Activities, Assessment, Context and Resources relevant to the particular focus of the unit and learning experiences that follow. An explanation of the information within each of these is as follows:

- **Achievement Objective (AO)** is the broad statement of what students are expected to learn highlighted in the Curriculum Statement document.
- **Learning Outcomes (LO)** are statements that describe what learners demonstrate they know or are able to do as a result of a learning activity.
- **Indicators of Achievement** are displays of what students should be able to do; it further builds on from LO.
- **Assessment** is an essential aspect of outcomes based learning and this column suggests ways of assessing students' achievement.
- **Context** suggests the kinds of situations teachers can consider as the for the learning experiences or activities. It can include integration with other core subjects.
- **Resources:** are the suggested list of materials, reference books, readers and other mediums for teachers to use. This is a useful column to refer to when planning a unit of study.

After the table are other suggested teacher reference/resource materials, like: poems, sound system-phonology, suggested sentence patterns, suggested basic word list for each class level. For Years 3 classes through to Year 8, suggested themes are included with related activities covering all the strands and sub-strands. Year 7 & 8 classes are given additional reference guide/companion lists commonly used by teachers in these levels.

The following table and information is from the English Curriculum Statement. Teachers need to be fully familiar with the strands, sub-strands and key learning aspects in order to focus the teaching and learning of English.

Year 3- 8			
STRANDS → SUBSTRANDS ↓	LISTENING & SPEAKING (LS)	READING & VIEWING (RV)	WRITING & PRESENTING (WP)
PROCESSES & STRATEGIES (P)	<ul style="list-style-type: none"> • Grammar • Phonology • Vocabulary 	<ul style="list-style-type: none"> • Grammar • Phonology • Vocabulary 	<ul style="list-style-type: none"> • Grammar • Mechanics: spelling, punctuation, capitalisation • Vocabulary
LANGUAGE (L)	<ul style="list-style-type: none"> • Purposes, audiences, ideas • Text form and features • Comprehension 	<ul style="list-style-type: none"> • Purposes, audiences, ideas • Text form and features • Comprehension 	<ul style="list-style-type: none"> • Purposes, audience, ideas • Text form and features
TEXTS (T)	<ul style="list-style-type: none"> • Comprehension • Communication • Thinking critically • Monitor, self-evaluate, reflective 	<ul style="list-style-type: none"> • Processing strategies • Comprehension strategies 	<ul style="list-style-type: none"> • Encoding • Composing
INTERPERSONAL COMMUNICATION (I)	<ul style="list-style-type: none"> • Interpersonal context • Content • Delivery: fluency, pronunciation, non-verbal 		

SECTION III YEAR LEVEL

YEAR LEVEL LEARNING OUTCOMES

The curriculum identifies year level achievement objectives, learning outcomes, and teaching ideas from Years 3 to 8.

Year 1 and 2

Although the policy identifies these as being the informal years of English exposure, the curriculum provides guidelines with regard to what this involves. It outlines the learning outcomes for interpersonal communication for these two years.

INTEGRATION OF SUB- STRANDS

Based on the inter-dependence of language knowledge and skills, the learning outcomes are to be achieved through learning experiences that integrate the strands and sub-strands. When planning units of work, teachers need to select learning outcomes from

- within a strand or across strands skills of Listening & Speaking; Reading and Viewing, and Writing and Presenting. and across the sub-strands (Language, Texts, Processes & Strategies, Interpersonal Communication);
- across subject areas. For example, where there are common skills such as investigative skills, reading, writing, and so on.

The sub-strands and their specific aspects of focus are described fully in the curriculum statement pages 10 to 12.

ACHIEVEMENT AND OUTCOME CODES

The achievement objectives and learning outcomes follow the numbering system in the curriculum statement. The following codes are used when referring to the achievement objectives and learning outcomes in the English curriculum numbering system.

The strand and substrand are abbreviated using three letters e.g.

Listening and Speaking = LS;

Interpersonal Communication = I

Listening and Speaking Interpersonal Communication = LSI

Achievement Objectives use firstly the year level number in front, and uses a number to the first decimal point e.g.

LSI 1.1. Listening and Speaking Interpersonal Communication

Year level number (Year 1)

Achievement objective number

Learning Outcomes are signalled by the use of the third decimal place e.g.



ANOTHER EXAMPLE FOR YEAR 3:

Listening Speaking + Processes and Strategies **Achievement Objective** = LSP 3.1

Listening Speaking + Processes and Strategies **Learning outcome** = LSP 3.1.1; LSP 3.1.2;

The codes are summarised as follows

Strand and Substrand	Code
Listening and Speaking/Processes and Strategies	LSP
Reading and Viewing /Processes and Strategies	RVP
Writing and Presenting/Processes and Strategies	WP
Listening and Speaking/Language	LSL
Reading and Viewing/Language	RVL
Writing and Presenting/Language	WPL
Listening and Speaking/Texts	LST
Reading and Viewing/Texts	RVT
Writing and Presenting/Texts	WPT
Listening and Speaking/Interpersonal Communication	LSI
Reading and Viewing/Interpersonal Communication	RVI
Writing and Presenting/Interpersonal Communication	WPI

Overview

The year level overviews are designed to show teachers how the achievement objectives and learning outcomes can be integrated in a range of learning experiences. One learning experience for example can be used to achieve a number of learning outcomes. Although the arrangement below is by strand, teachers can also integrate across the different strands. Learning outcomes can be selected from each strand, substrand depending on their relevance to the theme and learning activities. It is strongly recommended that learning outcomes are included from each of the substrands: Processes and Strategies, Language, Text, and Interpersonal Communication because the integrated nature of language in which all these substrands operate at any one time. Teachers can select all, several or one learning outcome to focus on. The English Curriculum Statement page for Year 1 is 31. It includes a wide range of possible teaching ideas relevant to the learning outcomes.

STRAND: LISTENING AND SPEAKING : <i>Interpersonal Communication</i>			
<i>Achievement Objective: LSI1.1 Demonstrate an awareness and enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking</i>			
YEAR: 1		DURATION: (1 TERM)	
<i>L earning Outcomes</i>	<i>Contexts for learning and activities</i>	<i>Assessment</i>	<i>Resources</i>
<p>INTERPERSONAL CONTEXT LSI1.1. 1 Listen and respond appropriately to others in some simple but familiar situations; repeat, recite and sing relevant texts.</p> <p>LSI1.1. 2 Follow simple oral requests or directions and be able to give one step directions.</p> <p>CONTENT LSI1.1. 3 Use a number of basic language functions to participate in classroom interactions: simple greetings, oral</p>	<p>Pair dialogues using simple greetings to different people, e.g. friend – Hi Sione, teacher – Hello Ms. Saufo’i, Good morning, afternoon,</p> <p>Listen to and learn the vocabulary of instructions</p> <p>Listen to and follow one-word instructions For example: Run! Sit! No! Stop!</p> <p>e.g. Get the children to clap their hands, move to the rhythm of the song, sing and chant along.</p> <p>Listen to story and follow the pictures;</p>	<p>Assessment of student achievement can be carried out in a number of ways</p> <ol style="list-style-type: none"> 1. Observe children as they participate in various activities and note how successful they are, give feedback through modelling 2. Check their responses to listen tasks e.g. listen and draw tasks to check for accuracy 3. Assess children individually, in groups and as a class e.g. individually you should check they can actually hear the sounds by having them repeat back to you – this means having set times when 	<p>Personal Experiences and possessions, Books Visits to other places & Visitors to class Learning media, books & tapes or CDs Shared Books Charts & Posters Poems & Rhymes (some listed)</p> <p>CURRENT RESOURCE LINKS: PEMP BOOK: AGT Broadcasting: TOMATAU ETC – where specific resources and links exist important to note here.</p>

<p>instructions for classroom routines.</p> <p>LS1.1. 4 Participate in action rhymes, singing songs, choral speaking that focus on the English alphabet, numbers, colours, shapes, greetings.</p> <p>LS1.1. 5 Identify by pointing to, objects around the classroom when they hear the words (e.g. point to a desk, chair, blackboard, window etc); identify recreational objects around the school from pictures (e.g. balls, bats, swing...).balls, bats, swing...)</p> <p>LS1.1. 6 Repeat answers to questions about position or location of real-life objects or persons (e.g. “Where’s Simi? Here.”).</p> <p>LS1.1. 7 Repeat polite words or expressions when modelled (e.g., “Please” and “Thank you”) in short dialogues.</p> <p>DELIVERY: FLUENCY, PRONUNCIATION, NON-VERBAL</p> <p>LS1.1. 8 Use learned formulas and patterns to exchange greetings, information on feelings, likes and dislikes.</p> <p>LS1.1. 9 Use single words, phrases or chunks of language when presented with one-step commands or directions, wh-questions.</p> <p>LS1.1. 10 Pronounce most words in a way that is usually clear to the listener, although</p>	<p>Do lots of listening activities where they give minimal language response e.g. listen and draw, listen and point, listen and Recite simple poems and chant nursery rhymes by joining in with words and phrases. For example:</p> <ul style="list-style-type: none"> • Head, shoulder, knees and toes <p>Listen and point to objects being named; name objects being pointed to; Play ‘Simon Says’- using prepositions as focus. e.g. Place your hands ‘on’ your head; stand ‘next’ to your chair; hands ‘in’ the air, stand up, sit down etc</p> <p>Alphabet song and match to upper and lower letter cases to name</p> <p>Pronounce monosyllable words correctly</p> <p>Example of monosyllable words are:-</p> <ul style="list-style-type: none"> • No! Oh no! Yes! <p>Listen to and repeat:</p> <ul style="list-style-type: none"> • Vowels in the initial position • Consonants in the initial position • Vowels in their medial position <p>Listening and imitating sounds heard e.g. a vowel or consonant sound in the initial position: e.g. “k” sound as in <u>ca</u>t, <u>cr</u>ab “i” sound as <u>i</u>n</p> <p>Listen and point to words that begin with the same letter as the child’s name e.g. /m/ for Mata, Matthew</p> <p>Listening and moving to music. Same or different. Listen to words with the same or different beginning and say same or different. For example pig big</p>	<p>you will assess them; check also vocabulary response by asking them to point to pictures of words you will say</p> <ol style="list-style-type: none"> 4. Checklist e.g. Write the name of each child down the left side of a margin, write the indicators along the top, place a tick when child is able to demonstrate the indicator 5. Student portfolios: start a folder for each child where records of their language learning attempts are kept. <p>Use number 1 & 2 assessment above: Teacher observation and anecdotal notes. Checklist for each child in the class and record teacher observations of students as they perform certain response tasks.</p>	
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heavily influenced by Sāmoan sounds.	pen Ben pat bat pat Pat tie die die die Progress to middle and end sounds, long and short e.g. ship sheep shop shot		
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CURRICULUM MAPPING AND ANNUAL PLANS

Curriculum mapping is a process for analysing the curriculum to identify the core content, skills and attitudes, processes and assessment for each subject area and each year level.

The purpose of a curriculum map is to document the relationship between every component of the curriculum. Used as a planning tool, a curriculum map

- allows teachers to review the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps;
- documents the relationships between the required components of the curriculum and the intended student learning outcomes;
- helps identify opportunities for integration among subjects and year levels - units of work in a year plan
- provides a review of assessment methods; and
- identifies what students have learned, allowing teachers to focus on building on previous knowledge
- ensures students do not experience fragmented, incoherent or repetitive learning experiences.
- keeps track of what is taught and alignment to national curriculum

A curriculum map is useful in helping teachers understand what is taught and when in all subject areas at all levels. It can help teachers create integrated units of work across many subjects. It helps students find common threads of understanding between subjects.

Curriculum mapping steps

1. Take a Year level by subject: strands, objectives, outcomes
2. Identify key concepts and processes
3. Subject maps laid over each other
4. Identify commonality and difference
5. Adjust each year level to focus on unique concepts and processes
6. Develop a common process for covering shared concepts or processes
7. Move from the statements first, get the big sense of the subject first and then the AOs, LOs come into focus later

Use of Central Themes in Annual Plans and Units of work

From the curriculum mapping exercise, the next important consideration is the themes that are suggested by the curriculum concepts and processes. To identify these, teachers can follow these steps

1. What are the most powerful themes suggested by the key concepts/processes?
2. Develop criteria based on the curriculum principles for distinguishing the most powerful themes
3. Lay out themes across year
4. Develop Units of work that match the criteria and principles for powerful learning

Criteria to identify themes (curriculum principles, essential skills)

The curriculum statements include principles, essential skills and values that should be the criteria for choosing themes.

- **It will engage student interests, needs, language, abilities**
- **It will encourage student creativity, inquiry... generative knowledge.** Units enable students to have access to research and other knowledge in solving problems (generative knowledge)
- **It will encourage problem-solving.** Units are problem-focused, requiring students to solve open-ended contextualized problems.
- **It will offer broad understandings** across a number of subject areas that focus on developing the whole child
- **It will emphasize environmental sustainable** practices

Annual Plan

The annual plan for Year 1 that follows is an example of the layout of themes that can be used to organise teaching and learning per term with selected areas of focus from the curriculum.

Schools are requested to use the plan as a template only and to undertake their own curriculum mapping exercise as a school to identify suggested themes that fit the students and the environment of their school. There are many advantages of each school conducting its own curriculum mapping. One of these is avoiding having every year level with different themes. There are many benefits in having shared themes across year levels where the curriculum allows it. Two such benefits are building resource banks that can be used across levels and sharing teaching and assessment tasks.

Annual Plan (An example of an annual plan for Year 1)

Terms/Weeks	1	2	3	4	5	6	7	8	9	10		
1												
2												
3	1	2	3	4	5	6	7	8	9	10		
<p><i>Imaginative Texts:</i></p> <p><i>Interpersonal communication</i></p>	<p>Who am I?/Myself:</p> <p><i>Phonics: initial sounds of letters in the alphabet./recognize and name all upper and lower case letters.</i></p> <p><i>Simple Greetings: e.g. Good morning/Good afternoon/Hello, Hi.</i></p> <p><i>Wh + h questions/classroom interaction</i></p> <p><i>Days of the week/months of the year.</i></p> <p><i>Simple instructions and directions e.g. Sit down/Sweep the floor.</i></p> <p><i>Action Songs and rhymes.</i></p>			<p>My body:</p> <p><i>Phonics: initials sounds of letters in the alphabet.</i></p> <p><i>Greetings.</i></p> <p><i>Classroom routines e.g. tidy the room.</i></p> <p><i>Days of the week/months of the year/</i></p> <p><i>Wh + h questions about parts of the body.</i></p> <p><i>Colours and shapes.</i></p> <p><i>Numbers 1 – 10colours</i></p> <p><i>Songs and rhymes.</i></p>			<p>My Teacher:</p> <p><i>Phonics: letters of the alphabets/pronounce familiar words.</i></p> <p><i>Greetings/classroom interactions/classroom routines/school duties</i></p> <p><i>Prepositions of location/position of objects in the classroom/school</i></p> <p><i>Wh + h questions about the text.</i></p> <p><i>Convey simple ideas in classroom interactions</i></p> <p><i>Feelings: What do you like? Tea, milk, playing etc. What don't you like?</i></p> <p><i>Action songs and rhymes.</i></p>					
4	1	2	3	4	5	6	7	8	9	10		
<p><i>Imaginative Texts.</i></p> <p><i>Interpersonal Communication</i></p>	<p>Use a big book: (a reader)</p> <p><i>Phonics: letter sounds /pronounce the key words of the story/familiar words.</i></p> <p><i>Point to features of the book/cover, title, author, illustrator.</i></p> <p><i>Wh + h questions to discuss the pictures and the content of the story/characters.</i></p> <p><i>Retelling/role play the story.</i></p> <p><i>Poems and action songs.</i></p>			<p>My Family:</p> <p><i>Phonics: letter sounds of the alphabet.</i></p> <p><i>Polite requests: e.g. May I use your rubber please? Thank you</i></p> <p><i>Feelings – likes/dislikes.</i></p> <p><i>Commands or directions- Run to the door.</i></p> <p><i>Family relationships. E.g. What is your father's name?</i></p> <p><i>Wh + h questions. E.g. What colour is your hair? What is the shape?</i></p> <p><i>Action songs and rhymes</i></p>			<p>My Classroom:</p> <p><i>Phonics: recognize and name all upper and lower case letters of the alphabet/sounds of familiar words.</i></p> <p><i>Use words to identify position or location of real –life objects or persons.</i></p> <p><i>Simple instructions</i></p> <p><i>Simple dialogue.</i></p> <p><i>Objects in the room: e.g. Point to the table/Point to the door.</i></p> <p><i>Recite simple poems and chant nursery rhymes.</i></p>				<p>School activities</p> <p>&</p> <p>Assessment</p>	

Sample of Unit Plan

The formal teaching of English in Year 1 is for one term only in a three year term. In a four year term this can stretch across two terms.

STRAND: LISTENING AND SPEAKING

SUB-STRAND: Interpersonal Communication

TEXT /THEME : Who am I?

LEARNING OUTCOME:

(WALT) We are learning to:

Interpersonal context

LS11.1. 1 Listen and respond appropriately to others in some simple but familiar situations; repeat, recite and sing relevant texts.

LS11.1. 2 Follow simple oral requests or directions and be able to give one step directions.

Content

LS11.1. 3 Use a number of basic language functions to participate in classroom interactions: simple greetings, oral instructions for classroom routines.

LS11.1. 4 Participate in action rhymes, singing songs, choral speaking that focus on the English alphabet, numbers, colours, shapes, greetings.

LS11.1. 5 Identify by pointing to, objects around the classroom when they hear the words (e.g. point to a desk, chair, blackboard, window etc); identify recreational objects around the school from pictures (e.g. balls, bats, swing...).

LS11.1. 6 Repeat answers to questions about position or location of real-life objects or persons (e.g. "Where's Simi? Here.")

LS11.1. 7 Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues.

Delivery: fluency, pronunciation, non-verbal

LS11.1. 8 Use learned formulas and patterns to exchange greetings, information on feelings, likes and dislikes.

LS11.1. 9 Use single words, phrases or chunks of language when presented with one-step commands or directions, wh-questions.

SUGGESTED ACTIVITIES:

- Interact using simple greetings. Good morning, Tau. Hi! How are you? I'm fine, thank you.
- Introduce self to others and ask their name e.g. My name is Tina. What is your name?
- Respond to Wh + H questions about relevant visual texts, self and simple instructions
- Phonics – single letters, initial sound/ pronounce familiar words of text.
- Letters of the alphabet – recite.
- Wh +h questions – What, Who, Where, When, Why and How?
- Sing action songs and recite poems. (e.g. Heads, shoulders, knees and toes.)
- Simple instructions: Sweep the floor. Look at the blackboard.
- Point to the parts of the body. E.g. This is my head. These are my eyes. Play Simon says e.g. Touch your head, sit down, stand up, hands up
- Point to the door/windows etc – name all parts within the classroom and outside. Listen and point.

NOTES:

Much time is spent on children listening, and making minimal responses. The focus is on word recognition and being able to distinguish words in a stream of speech.

The point of reciting the letters of the alphabet is to enable familiarity with the different sounds of the letters – encouraging letter – sound recognition. It must be remembered that letters have more than one sound in the English language and children need to recognise this by giving them experience of the different sounds. For example, a for apple, a as in rain.

ASSESSMENT:

- Observation
- Interaction among the students
- Pictures
- Action songs
- Morning talk
- Questions and answers.

Poems

Alphabet

A B C D E F G
School time, learning time,
For you and me.
H I J K L M N O P,
Recess time, book time,
For you and me.
Q R S T U V,
Gym time, sing time,
For you and me.
X, X and Y and Z(Canadian Z)
I'll really be tired
When I go to bed.
sshhh.....

The Canadian Alphabet

A-B C-D E-F G
Say the alphabet with me,
H-I J-K L-M N
Write it down with ink and pen,
O-P Q-R S and T
Read it back out loud to me,
U-V W X-Y-Z
Now it's always in your head.
(by Meguido Zola)

ABC Chant

A - B - CDE (Teacher)
A - B - CDE (Students)
Grade One is where I want to be. (Teacher)
Grade One is where I want to be. (Students)
F - G - HIJ
Learning to read and write each day.
K - L - MNO
Many boys and girls we know.
P - Q - RST
Sharing books with you and me.
U - V - WXY
Now it's time to say good-bye.
Z - Z - ZZZ
Grade One is where I want to be.
(or, with the zed sound -)
Z - Z - ZZZ And the letters are in my head.

Be My Echo

(to the tune of "Are You Sleeping?")
Be my echo (teacher)
Be my echo (students)
E says /e/ (teacher)

E says /e/ (students)
Elephant and enter (teacher)
" " " (students)
Eggs and elevator (teacher)
" " " (students)
/e/, /e/, /e/ (teacher)
/e/, /e/, /e/ (students)
(Can be used for any letter of the alphabet.)

Letters & Rhymes

(this poem can be drawn out)
I saw a little mouse
Who found a place to hide
Beneath a letter K
Turned over on its side.
I saw a hungry fish
With a mouth shaped like a C.
It was about to catch
A swimming letter D.
I saw a snake whose shape
Was like S's end to end.
It was wearing a big smile,
So I guess it was a friend.
I saw a funny owl
With letter O's for eyes.
Its beak was like a V,
And it really looked quite wise.
I saw a little kitten
With a tail shaped like a C.
It was having fun
Sitting on a T.
I saw a little man
Whose hair was quite a mess.
And every hair he had
Looked like the letter S.
I saw two D's turned over
To form two turtle shells.
The turtles both were walking
On legs like letter L's.
I saw a funny face
With a big L for a nose.
The mouth looked like a U,
And the eyes were made of O's.
I saw an alligator
With looks so fierce they'd trouble you.
It had short legs and little eyes
And teeth like M and W.
I saw a two-humped camel
With a big M for a back.

It was walking near
 A little railroad track.
 I saw a lady in a hat
 Like a U turned upside down.
 The hat was very tight,
 And it made the lady frown.
 I saw an elephant
 Standing on same hay.
 Its ear looked like a C,
 And its trunk, a backwards J.
 I saw a spotted bug
 With a body made of O's.
 It had long, skinny legs,
 And feet with many toes.
 I saw a happy clown
 With a big A for a hat.
 It had a funny collar,
 And a nose that was quite fat.
 I saw a pretty flower
 With petals made of V's
 It had a crooked stem
 And leaves like C's and D's.
 I saw a little chair
 Made from the letter L.
 It had letter I's for legs,
 And was really made quite well.

If You're Happy and You Know It

If you're happy and you know it,
 Bounce around "b" "b"
 If you're happy and you know it,
 Bounce around "b" "b"
 If you're happy and you know it,
 Then your face will surely show it
 If you're happy and you know it,
 Bounce around "b" "b".
 Catch a ball "c" "c" ...
 Dance with me "d" "d" ...
 Fall down "f" "f" ...
 Gallop like a horse "g" "g" ...
 Hop on one foot "f" "f" ...
 Jump so high "j" "j" ...
 Kick in the air "k" "k" ...
 Laugh out loud "l" "l" ...
 March in place "m" "m" ...
 Nod your head "n" "n" ...
 Paint a picture "p" "p" ...
 Run in place "r" "r" ...
 Sit on the floor "s" "s" ...
 Talk to me "t" "t" ...
 Vacuum the rug "v" "v" ...

Walk around "w" "w" ...
 Yawn right now "y" "y" ...
 Zip your zipper "z" "z" ...

Friendship

I have a friend
 Whose name is ()
 And we have fun together.
 We laugh and play
 And sing all day
 In any kind of weather.

Friends

Friends care
 Friends share
 We need friends
 Everywhere!

Friend of Mine

(can be sung to the tune of Mary Had a Little Lamb)
 Will you be a friend of mine, a friend of mine,
 a friend of mine?
 Will you be a friend of mine and (insert an action) around with me?
 (name) is a friend of mine, friend of mine,
 friend of mine,
 (name) is a friend of mine, who (insert same action) around with me.
 Friends at school
 Are big and small.
 Friends at school
 Are best of all!

With A Friend

I can talk with a friend
 and walk with a friend
 and share my umbrella in the rain
 I can play with a friend
 and stay with a friend
 and learn with a friend
 and explain
 I can eat with a friend
 and compete with a friend
 and even sometimes disagree
 I can ride with a friend
 and take pride with a friend
 A friend can mean so much to me!
 (by Vivian Gouled)

A Circle of Friends

We've joined together as classmates
as the new year begins...
A year full of learning
while we become friends.
We'll share and be kind
as we work and play.
And our friendship will grow
with each passing day.

My Friend

My friend is nice.
We like to play
We play together every day.
We laugh and cry
And laugh again
Because, you see, we're
Friends
Friends
Friends!
Jane S. Zion
I had a box of crayons,
All shiny, straight and new.
I lent a friend one crayon,
And--oops--it broke in two!
My friend said she was sorry,
But I said "I don't care,
'cause now we both can colour
with one crayon--we can share!"

Friendship

(to the tune of "You are my Sunshine")
You are my best friend,
My very best friend,
You make me happy,
Everyday,
You share your great snacks,
You share your best toys,
So please don't take
My best friend away.

Me

(to the tune of "Frere Jacques")
I am special,
I am special,
Look at me,
You will see,
Someone very special,
Someone very special,
It is me,
It is me.

I am Special

Hundreds of birds in the sky,
Hundreds of fish in the sea,
Hundreds of flowers in the field
But there's only one of me!

I'm Very Happy to be Me

_____ is my hair,
_____ are my eyes.
I'm _____ years old,
I'm just the right size.
My name is _____
And as you can see,
I'm very happy to be me!

All of Me

See my eyes.
See my nose.
See my fingers.
See my toes.
See my lips.
See my knee.
Now you have seen all of me!

Me

There's no one in
This whole wide world
Exactly just like me.
I am me and
You are you,
We're special,
Don't you see?

Me

I have 10 little fingers
And 10 little toes,
2 little arms,
And 1 little nose.
1 little mouth,
And 2 little ears,
2 little eyes
For smiles and for tears.
1 little head
And 2 little feet,
1 little chin -
That's me!
I'm complete.

Glad to Be Me!

Sometimes I wish I was someone else, but
mostly I'm glad I'm ME!

We all have our likes and differences as
everyone can see.

Some of us like to hurry, some like to take our
time.

Some spend all their money, some save each
dime.

Some are good at English; some are good at
math.

Some of us like showers some prefer the bath.

Some of us are quiet; some of us are loud.

Some of us like to be alone; some of us like a
crowd.

Some of us are tall; some of us are short.

Some like to play an instrument, some like to
play a sport.

Some of us are black or brown, and some of
us are white.

Some of us leave the light on when we go to
bed at night.

All of us are special as everyone can see,

You like you, and I like you, but also I like ME

Good Bye

See You Later

See you later alligator,

Bye, bye, butterfly,

Give a hug ladybug,

Be sweet parakeet,

Blow a kiss goldfish,

See you soon racoon,

Take care polar bear,

Out the door dinosaur!

This is the Way We Say Good Bye

This is the way we say good-bye,

Say good-bye, say good-bye.

This is the way we say good-bye,

To all our friends at school!

Good Bye! See you on _____!

Good Bye, Good Bye

Good bye, good bye,

Our day is done,

We've worked, we've played,

We've had some fun,

So let's be happy, and safe, and kind,

Until we're together,

Another day.

Good Bye

(to the tune of the Snow White's Hi Ho, Hi Ho
song)

Good bye, good bye,

It's off to home we go.

We've worked and played

And had a good day.

Good bye, good bye.

Our work is done and it's time to go.

We had a busy day,

It won't be long til we meet again...

I'll see you all on _____ (tomorrow's day).

A Sound

Ann met an ant

And the ant met Ann.

"Hello!" said Ann

"Hello, little man."

B Sound

I blow bubbles, big, big bubbles

Bright bubbles,

Bright blue bubbles.

J Sound

Jimmy likes jelly.

Samuel likes jam.

A jelly for Jimmy,

A jam jar for Sam.

M Sound

Come bumble bee.

Come, come bumble bee.

Hum, hum, bumble bee, Hum.

M Sound

Rub – a – dub, dum,

Hear the boom of the drum.

Come, come, come!

Let us march with the drum.

P Sound

The plum pudding's ready,

The plum pudding's hot

Please put a penny

In the pot, pot, pot.

S Sound

See Sue see-saw!
See saw Sue!
Sam says, "Sue
I'll see-saw too!"

T Sound

Tim has two toes
Tom has too
They've twice as many
Toes as you.

U Sound

Under and up
Under and up
That's how a diver goes Under and up.

Ay Sound

Rain on the house-top
Rain on the tree
Rain on the green grass
But don't rain on me.

Ch Sound

Chop, chop, chop!
Chop the cherry tree down.
I've chosen my chopper so
Fetch your own
And chop the cherry tree down.

Combinations Of Sounds

Silly Billy! Silly Billy!
Why is Billy silly?
Silly Billy ate a lily
Isn't Billy silly?

U Sound

Under and up
Under and up
That's how a diver goes
Under and up.

Ay Sound

Rain on the house-top
Rain on the tree
Rain on the green grass
But don't rain on me.

Ch Sound

Chop, chop, chop!
Chop the cherry tree down.
I've chosen my chopper so
Fetch your own
And chop the cherry tree down.

Brother John

Are you sleeping,
Are you sleeping?
Brother John,
Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding Ding Dong,
Ding Ding Dong.

Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

This Is The Way ...

This is the way we wash our face,
Wash our face, wash our face,
This is the way we wash our face,
Early in the morning.

This is the way we clean our hands,
Clean our hands, clean our hands,
This is the way we clean our hands,
On a cold and frosty morning.

This is the way we brush our teeth,
Brush our teeth, brush our teeth,
This is the way we brush our teeth,
Early in the morning.

This is the way we comb our hair,
Comb our hair, comb our hair,
This is the way we comb our hair,
On a cold and frosty morning.

Head, Shoulders, Knees & Toes

Head, shoulders, knees and toes, knees and
toes, knees and toes. X2
Eyes, ears, mouth and nose.

Sound System – Phonology

The vowels and consonants listed below are taught in Year 1. Although each of the vowels listed has more than one sound, only one sound for each vowel has been selected to be taught. However, teachers can teach the other sounds if their students are able to handle them. Examples of the sound to be taught are given. Teachers are encouraged to give more examples for students to practise the various sounds. Listening activities to discriminate between sounds e.g. listen and point, same or different, listen and say, are very useful in this learning.

Vowels – initial position

a / æ / - apple, ant
e / e / - egg, elephant
i / I / - ink, igloo
o / / - ox, orange
u / Λ / - uncle, umbrella

Vowels – medial position

a / æ / - rat, mat
o / / - Rob, Bob
e / e / - Ben, ten
i / I / - sit, pit
u / Λ / - cup, rub
q / kw / - queen, quack

Consonants – initial position

b / b / - ball, bag
r / r / - rat, radio
c / k / - cat, cow
s / s / - sun, sea
d / d / - door, desk
t / t / - table, ten
f / f / - fan, fish
v / v / - van, vase
g / g / - gate, goat
w / w / - watch, window
h / h / - horse, hoop
x / z / - xylophone
j / / - jar, jack
y / j / - yellow, yolk
k / k / - king, kite
z / z / - zip, zoo
l / l / - line, lake
m / m / - moon, mat
n / n / - nose, night
p / p / - pen, pail
q / kw / - queen, quack

Suggested Sentence Patterns

These patterns are set out under particular functions. These are always common sayings for greetings, thanking and introducing themselves to other friends at the very beginning of school, and to answer simple questions.

1. To exchange greetings members of one's family

- a. This is my father
- b. This is my mother

2. To thank someone

- a. Thank you
- b. You're welcome

3. To bid farewell

- a. Goodbye.
- b. Goodbye

4. To ask for one's name

- a. What is your name?
- b. Tala.

5. To state one's age

- a. I am five years old.

6. To identify members of one's family

- a. This is my father.
- b. This is my mother.

7. To answer simple questions

- a. Do you like this?
- b. Yes/No.
- c. What is this/that?
- d. This/that is a book.
- e. Who is she?
- f. My mother.

8. To refute statements

- a. Is it number nine?
- b. No. it is number ten.

Word List

The word list consists of words commonly used in the English language. These are also words that learners will use in everyday activities in and out of their classroom. Teachers are encouraged to use some or this entire list according to the ability of their learners when teaching.

a	dog	I	say/said
an	down	in	she
afternoon	do/did	is	shirt
about	dress	it	sister
am	ears	jump	table
all	evening	left	teeth
and	face	legs	the
at	feet	like	they
arms	first	live	this
bag	father	look	time
ball	for	man	to
bed	from	morning	up
blue	girl	mother	us
book	good	me	was
boy	go/going	my	we
brother	green	name	went
by	hair	no	what
come	hands	nose	when
can	have	now	where
cap	he	of	years
cat	head	old	yes
class/class	her	on	you
room	him	up	your
day	his	pencil	
desk	hop	red	
door	house	ruler	

Plus:

- Days of the week
- Numbers one to ten
- Pupils' names and their villages
- Name of school
- Social expressions and greetings e.g.
 - Hi!
 - Hello!
 - Good morning
 - Good afternoon
 - Good evening
 - goodbye

Overview

The year level overviews are designed to show teachers how the achievement objectives and learning outcomes can be integrated in a range of learning experiences. One learning experience for example can be used to achieve a number of learning outcomes. Although the arrangement below is by strand, teachers can also integrate across the different strands. Learning outcomes can be selected from each strand, substrand depending on their relevance to the theme and learning activities. It is strongly recommended that learning outcomes are included from each of the substrands: Processes and Strategies, Language, Text, and Interpersonal Communication because the integrated nature of language in which all these substrands operate at any one time. Teachers can select all, several or one learning outcome to focus on. The English Curriculum Statement page for Year 2 is 32. It includes a wide range of possible teaching ideas relevant to the learning outcomes.

STRAND: LISTENING AND SPEAKING : Interpersonal Communication			
Achievement Objective: LSI12.1 Interpret and use simple given information through processes or activities such as labelling, matching, picture sequencing, classifying, and follow simple instructions			
Year: 2		Duration: (1 Term)	
Learning Outcomes	Contexts for learning and activities	Assessment	Resources
<p>INTERPERSONAL CONTEXT</p> <p>LSI12.1.1 Listen and respond to simple oral instructions, recite relevant patterned texts, express simple ideas and demonstrate understanding of familiar social and classroom situations.</p> <p>LSI12.1.2 Exchange short simple messages through activities such as greetings, action songs and poetry.</p> <p>CONTENT</p> <p>LSI12.1.3 Use a number of basic language functions to participate in classroom interactions to: communicate personal needs, gain attention, request assistance, and make choices.</p> <p>LSI12.1.4 Listen and point to features of big books in a large group (e.g. “cover”, “title”, “author”, “illustrator”).</p> <p>LSI12.1.5 Make polite requests from models or gestures (e.g., “Please sit down”).</p> <p>LSI12.1.6 Answer questions or commands about position or location of real-life</p>	<p>Convey simple ideas in classroom interactions using basic language functions: simple greetings, oral instructions for classroom routines; respond to basic questions. E.g. Pair dialogues using simple greetings to different people e.g. friend – Hi Sione, teacher – Hello Ms Saufo’i, Good morning, afternoon,</p> <p>CONTENT</p> <p>Listen to a simple story and follow the pictures; Do lots of listening activities where they give minimal language response e.g. listen and draw, listen and point, listen and act...</p> <p>Listen to and enjoy the rhyme, rhythm, and sounds of poetry, chants and songs.</p> <p>Recite simple poems and chant nursery rhymes by joining in with words and phrases. For example:</p> <ul style="list-style-type: none"> • Head, shoulder, knees and toes • This is the way... <p>Listen to and learn the vocabulary of instructions e.g. Listen to simple instructions and draw very simple shapes e. g a square, a triangle. Listen to instructions on how to make something and follow. e.g. How to make pancakes; Making an ula; Making a paper plane; Making a finger puppet</p> <p>Listen to and follow simple instructions and directions</p>	<p>Assessment of student achievement can be carried out in a number of ways</p> <ol style="list-style-type: none"> 1. Observe children as they participate in various activities and note how successful they are, give feedback through modelling. 2. Check their responses to listen tasks e.g. listen and draw tasks to check for accuracy. 3. Assess children individually, in groups and as a class e.g. individually you should check they can actually hear the sounds by having them repeat back to you – this means having set times when you will assess them; check also vocabulary response by asking them to point to pictures of words you will say. 4. Checklist e.g. Write the name of each child down the left side of a margin, write the indicators along the top, place a tick when child is able to demonstrate the indicator. <p>Student portfolios: start a folder for each</p>	<p>Personal Experiences and possessions. Books. Visits to other places & Visitors to class. Learning media, books & tapes or CDs. Shared Books. Charts & Posters. Poems and rhymes listed in Year 1 Poetry. CURRENT RESOURCE LINKS: PEMP BOOK: A.G. T. Broadcasting: TOMATAU</p>

<p>objects or persons using relational words (e.g., Where’s the pig? Over there.”).</p> <p>DELIVERY: FLUENCY, PRONUNCIATION, NON-VERBAL</p> <p>LS12.1.7 Use learned formulas and patterns to exchange greetings, information on feelings, likes and dislikes.</p> <p>LS12.1.8 Use single words, phrases or chunks of language when presented with one-step commands or directions, wh-questions.</p> <p>LS12.1.9 Pronounce most words in a way that is usually clear to the listener, although heavily influenced by Sāmoan sounds.</p>	<p>accurately.</p> <p>Given a grid, students listen to directions and trace, e.g. to words like move up one space, turn left, go up two , turn right...etc</p> <p>Listen to and follow one-word instructions</p> <p>For example:</p> <ul style="list-style-type: none"> • Run! Sit! No! Stop! <p>e.g. The children clap their hands, move to the rhythm of the song, sing and chant along.</p> <p>Play ‘Simon Says’</p> <p>Listen and point to pictures of books read or poems recited.</p> <p>Name objects around their classroom and school environment</p> <p>Listen to and point to objects being named; or children to name or guess objects being pointed to; Play ‘I spy with my little eyes something beginning with A...</p> <p>Use polite words or expressions in short dialogues</p> <p>Please, help me. Thank you for your help.</p> <p>Listening and moving to music</p> <p>-using prepositions as focus e.g. Place your hands ‘on’ your head; stand ‘next’ to your chair; hands ‘in the air, stand up, sit down etc</p> <p>Use words to identify position or location of real-life objects or persons</p> <p>Revise activities done in Year 1 for Term 1 in Year 2.</p> <p>Alphabet song and match to upper and lower letter cases to name</p> <p>Pronounce monosyllable words correctly</p> <p>Example of monosyllable words are:-</p> <ul style="list-style-type: none"> • No! Oh no! Yes! <p>Listen to and repeat:</p> <ul style="list-style-type: none"> • Vowels in the initial position • Consonants in the initial position • Vowels in their medial position 	<p>child where records of their language learning attempts are kept. In Year 2 you should expect that they are able to understand and uses extended stretches of language, e.g. greetings and response to greetings, instructions, stories and so on.</p>	
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	<p>NOTES</p> <p>Teachers should refer to Samoan Language Themes and integrate with suggested themes of English to further reinforce vocabulary and meaning. For example, Myself, My Body, My Family, My Mother & Father, My Grandparents, My Classroom, My School, The Playground, My Home, My Village, My Church.</p> <p>Extend to other related themes, Healthy Food, Fruits and Vegetables, Health Habits & Cleanliness, People Who Help Us, e.g. Nurse, Doctor, Pastor etc. Ways of Transportation,</p> <p>Pet or Animals we Keep, Games we Play, My Friend, My Teacher, My Aunts/Uncles/Cousins, Likes & Dislikes, Helpful Ways, The Village Shop or Town Supermarket, The Policeman, Firemen and their work, The Nurse, My Favourite Food</p>		
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Annual Plan (An Example of an Annual Plan)

Weeks	1	2	3	4	5	6	7	8	9	10
<p><i>Imaginative Texts.</i></p> <p>Term</p> <p>1</p>	<p>Text: Myself. <i>Phonics: Upper and lower cases of the English alphabet initial sounds.</i> <i>Simple Instructions: e.g. Stand up./ Sit down.</i> <i>Greetings: e.g. Good morning./ Good afternoon./ Hi! /Hullo.</i> <i>Wh – H questions: e.g. What is your name? Where do you live? How old are you? When is your birthday? Why do come late?</i> <i>Action songs, poems and rhymes.</i> <i>Days of the week/months of the year.</i></p>			<p>My Teacher: <i>Phonics: Upper and lower cases letters of the alphabet. Medial position e.g. a as in mat, rat, sat. 'o' as in Rob, Bob.</i> <i>Interaction using simple instructions in the classroom. E.g. Tidy the room./Clean the blackboard.</i> <i>Wh – H questions: Ask about the objects in the classroom. E.g. Where are the books? What is on the table?</i> <i>Polite Requests: e.g. Can I use your ruler, please./May I go outside, please.</i> <i>Days of the week/Months of the year.</i></p>			<p>My mother: <i>Phonics: Upper and lower cases letters of the alphabet.</i> <i>Consonants – initial position e.g. b/b – ball, bag – c/k – cat, cow.</i> <i>Interactions to communicate personal needs. E.g How to make a drink/pancake.</i> <i>Counting numbers 1 – 10./ colours / shapes</i> <i>Months of the year/Days of the week.</i> <i>Polite requests</i> <i>Preposition of locations/position – on, in, under</i> <i>Wh – H questions</i> <i>Rhymes & Poetry</i></p>			
Weeks	1	2	3	4	5	6	7	8	9	10
<p>Term</p> <p>2</p>	<p>My Family: <i>Phonics: Consonants – initial position – 'f' - fan, fish, family/ 't' – table, ten</i> <i>To identify member's of one's family – e.g This is my father/My father's name is Toni. This is my mother. My mother's name is Lina.</i> <i>To answer simple questions. E.g. Who is she? Do you like this/Do you like that?</i> <i>Concepts dealing with sizes. – small, tall, short, big.</i> <i>Days of the week/months of the year.</i> <i>Colours/shapes/</i> <i>Rhymes and Poetry.</i></p>			<p>Story Telling:(A big book) <i>Phonics – Pronunciation of key words.</i> <i>Discuss features: e.g. cover, pictures, title, author, illustrator.</i> <i>Predict what the story is about by looking at the front cover.</i> <i>Wh – H questions based on the story/pictures.</i> <i>Commands: e.g. Run to the door/outside.</i> <i>Read your book quietly.</i> <i>Information on feelings like and dislikes. E.g. What do you like? What don't you like?</i> <i>Recite poems and rhymes.</i> <i>Action songs.</i></p>			<p>A Dialogue: (Father to son) <i>Phonics: Pronunciations of key words correctly.</i> <i>Commands: Sit down and read your book. Stand up and dance.</i> <i>Interactions: single words or phrases to interact with others and convey simple ideas.</i> <i>Practice interacting in pairs.</i> <i>Months of the year/Days of the week.</i> <i>Counting numbers 1 – 20/shapes/colours.</i> <i>Rhymes and Poetry</i> <i>Action songs.</i></p>			

Weeks	1	2	3	4	5	6	7	8	9	10	
Term 3	My Friend: Phonics: Accurate pronunciation of key words. Wh – H questions Sizes, colours, shapes & numbers 1 – 50 Use basic language functions to participate/interact. Information on feelings, likes and dislikes. Months of the year/days of the week Directives: line up/sit down Asking questions. Simple sentences. Poetry and Rhymes Action songs.			People who help us: Phonics: distinguish between words in a stream of speech. Associate alphabet letters with their representative sounds in familiar words. (Policeman, doctor, nurse, teacher etc.) Wh H questions Request assistance/Polite requests Exchange simple messages – greetings Sizes, colours, shapes Counting numbers 1-50 Simple sentences. Action songs, rhymes and poetry.				My pet: Phonics: recognize and name all upper and lowercase letters of the English alphabet. Use correct intonations in simple questions and statements, commands. Colour, shapes, sizes Simple sentences Commands – Go outside and pick up the rubbish. Action songs Poetry and rhymes.			
Weeks	1	2	3	4	5	6	7	8	9	10	
Term 4	Healthy Food: Phonics: Consonants – initial position e.g. h/h – horse, hoop/ f/f – fan, food, fish Answering simple questions. Simple sentences. Instructions Name healthy food to eat. E.g fruits – oranges, mangoes etc. Shapes, colours, sizes Action songs Rhymes and Poetry.			My Village: Phonics: use correct intonation in simple questions, statements, commands. Pronouncing words accurately. Use words to identify position or location of real life objects or persons. Interactions to communicate personal needs and request assistance. Simple sentences to describe something. Action songs Rhymes and Poetry.			S P E C A		My Church: Phonics: accurate pronunciation of key words. Vowels in the initial position, consonants in initial positions Simple sentences to describe something. Words of location pr position- Where is the church? Answering and forming questions Action songs Rhymes and poetry		

Sample of Unit Plan (Duration 2 – 3 Weeks)

STRAND: LISTENING AND SPEAKING

SUB-STRAND: Interpersonal Communication

LEARNING OUTCOMES:

(WALT) We Are Learning To:

Interpersonal context

LSI12.1.1 Listen and respond to simple oral instructions, recite relevant patterned texts, express simple ideas and demonstrate understanding of familiar social and classroom situations.

LSI12.1.2 Exchange short simple messages through activities such as greetings, action songs and poetry.

Content

LSI12.1.3 Use a number of basic language functions to participate in classroom interactions to: communicate personal needs, gain attention, request assistance, make choices.

LSI12.1.4 Listen and point to features of big books in a large group (e.g. “cover”, “title”, “author”, “illustrator”).

LSI12.1.5 Make polite requests from models or gestures (e.g., “Please sit down”).

Delivery: fluency, pronunciation, non-verbal

LSI12.1.7 Use learned formulas and patterns to exchange greetings, information on feelings, likes and dislikes.

LSI12.1.8 Use single words, phrases or chunks of language when presented with one-step commands or directions, wh-questions.

LSI12.1.9 Pronounce most words in a way that is usually clear to the listener, although heavily influenced by Sāmoan sounds.

THEME AND TEXT: Myself

SUGGESTED ACTIVITIES:

- **Phonics:** Say the initial sounds of the letters of the alphabet and the words of familiar texts
e.g:
 - ‘Aa’ : apples, ant, animals, Andy
 - ‘Aa’ : arm, about, afternoon
 - ‘Aa’ : always, altogether, all

Use the sound rhymes within the manual for the letters taught to consolidate the letter sounds taught. e.g. Ann met an ant. (pages 6 & 7)

- **Questions:**
e.g: What is your name? Where do you live? Why are you always late? How old are you?
- **Identify Parts Of The Body:**
e.g. Point to different parts of the face and say: This is my head. These are my eyes.

- **Simple Instructions:** *Listen and respond to simple oral instructions*
e.g. Walk to the door. Open the door. Sweep the room.

- **Greetings:**
e.g. Good morning Tau. How are you this morning? Hi! I'm fine, thank you.

- **Parts of a book:**

Listen and point to features of big books in a large group e.g front of book, back of book, title, writer etc

- **Action Songs And Poem:**
e.g. I have two eyes, I have two ears, I can see and I can hear – I can sit on the mat and have a little .
head shoulders knees and toes.

- **Assessment:**
 - Questions and answers
 - Reciting the letters of the alphabet
 - Pointing to parts of the body
 - Observation of interaction in the class activities
 - Responding to instructions

Year 2 Poems (Review Year 1 Poems)

Sound

There was a little dog
and he had a little tail,
And he used to wag, wag, wag it.
But whenever he was sad,
because he had been bad
On the ground he would
Drag, drag, drag it.

B Sound

Boys boots are big,
So when boys jump
Boys big boots go
Bump, bump, bump!

Buttons, buttons,
I can do up buttons!
I do all my buttons up
When I go to town.
For I have six buttons,
Big round buttons.
Six buttons on my coat
All coloured brown.

Bobby met a beetle
A big black beetle, too.
But Bobby being brave and bold
Cried "Boo, beetle! Boo!
I am no baby boy
To be afraid of you.
Back you go, you big black beetle.
Boo, beetle! Boo!

D Sound

Dance Dot, dance Don,
Dance, dance, do
Down the dale and down the dell
I'll dance too.

E Sound

"Eggs! Eggs, new laid eggs,
Laid by my hen.
Any fresh eggs Ethel?"
"Yes, egg-man; ten."

H Sound

Huff
Hu is a juffy breath
Hu is a blow,
Hear how I huff it
He high, ho.

Here's a heavy hammer
Hold it high and free
Hit the head of every nail
As hard as hard can be.

L Sound

Liza Lee lies in bed
Till half past two or three
Liza lies and lies and lies
Lazy Liza Lee!

M Sound

My motor is humming.
I'm coming, I'm coming,
Make room, make room, make room,
Not a minute, to wait.
I'm late, I'm late.
Make room, make room, make room.

P Sound

Pitter, patter, Pitter, patter
Raindrops pitter patter down.
Pitter patter, pitter, patter
How the raindrops patter down!

Chop! Chop! Choppety chop!
Chop off the bottom
And chop off the top.
What there is left
We will pop in the pot.
Chop! Chop! Choppety chop!

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.
Put her in a pumpkin shell.
There he kept her very well.

Pretty little sparrow
Goes hop! Hop! Hop! Hop!
Pecks the crumbs up with his bill.
Pop! Pop! Pop!

Pantells likes porridge
Petro likes peas.

Peter and Pantells are
Easy to please.

R Sound

The seas was rough,
The waves did roar,
Around the rocks
Upon the shore.

Pussy cat, pussy cat
Where have you bee?
I've been to London
To visit the queen.
Pussy cat, pussy cat,
What did you do there?
I frightened a little mouse
Under her chair.

Where are going,
My little kittens?
We are going to town
To get us some mittens.
What! Mittens for kittens?
Do kittens wear mittens?
Who ever saw little kittens
With mittens?

T Sound

Rat-a-tat. Rat-a-tat-tat.
Rat-a-tat-tat, tattoo!
That's the way the postman goes –
Rat-a-tat-tat, tattoo!
Every morning at half past eight
You hear a bang at the garden gate.
And rat – a-tat-tat, rat-a-tat-tat,
Rat-a-tat-tat, tattoo!

Wh Sound

Why do you cry, Willie?
Why do you cry?
Why Willie? Why Willie?
Why Willie? Why?
Whenever we meet
There's a tear in your eye.
Why Willie? Why Willie?
Why Willie? Why?

Oy Sound

Take your choice
Girls and Boys
Take your choice
Here are toys
Toys for girls
And toys for boys
Take your choice
Choose your toys.

Ng Sound

Little bells ring, Ding, ding, ding!
Big bells boom! Ding dong boom
Boom, boom! Ding, dong, boom!

Combinations Of Sounds

P, I, EI, ER
Pitter-patter, pitter-patter
Listen to the rain!
Pitter-patter, pitter-patter
On the window pane.

I, SK, F, U
Skipping is fun, skipping is fun
Skipping is fun for everyone
The longer you skip,
The better you skip,
So here we go skipping, everyone

Hop little rabbit
Hop, hop, hop.
Hop through the paddocks
Hop, then stop!
Hop through the paddock in sun and rain.
Eat some grass, then hop home again.

Counting Out Rhymes

One, two! This is my shoe.
Three, four. That's the door.
Five, six. A bundle of sticks.
Seven, eight. A big white plate.
Nine, ten. Say it again.
One, two. Tie your shoe.
Three, four. Shut the door.
Five, six. Pick up sticks.
Seven, eight. Lay them straight.
Nine, ten. A big fat hen.

One, two, three, four
Come in please and shut the door.
Five, six, seven, eight.

It's time for school, you're very late.
Nine, ten, nine, ten.
Don't be late for school again.

T Sound

Where are you going
My little cat?
I'm going to town
To get me a hat.
What! A hat for a cat!
A cat get a hat!
Whoever saw a cat
With a hat?

Trains

Puff, puff, puff,
puff, puff, puff.
That's the way,
we play at trains
Puff, puff, puff,
Sh, sh, sh,
That's the way
We go up hills.
Sh, sh, sh.
S. S. S.
That's the way we let off steam.
S, S, S.
Stop, stop, stop.
Don't you see the signals up?
Bubble says the kettle,
Bubble says the pot,
Bubble, bubble, bubble,
We are very hot.
Shall I lift you off the fire?
No! You need not trouble,
That is just the way we talk.
Bubble, bubble, bubble.

Peter Piper

Peter Piper picked a peck
Of pickled peppers
A peck of pickled peppers
Peter Piper Picked

If Peter Piper picked a peck
Of Pickled peppers,

Where's the peck of pickled peppers
Peter Piper Picked?

Pat-A-Cake, Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can;
Pat it and prick it and mark it with 'B',
And put it in the oven for Baby and me.

One, Two, Buckle My Shoe

One, two, buckle my she;
Three, four, knock at the door;
Five, six, pick up sticks
Seven, eight, lay them straight;
Nine, ten, a good fat Hen;
Eleven, twelve, dig and delve;
Thirteen, fourteen, maids a-courting;
Fifteen, sixteen, maids a-kissing;
Seventeen, eighteen, maids a waiting;
Nineteen, twenty, my plate's empty.

Bounce The Ball

Bounce the ball, bounce the ball,
Bounce the ball high,
Bounce the ball, bounce the ball,
Let the ball die

Sound System - Phonology

The vowels and consonants listed below are taught in Year 2. Although each of the vowels listed has more than one sound, only one sound for each vowel has been selected to be taught. However, teachers can extend teaching the other sounds if their students are able to handle them. Examples of the sound to be taught are given. Teachers are encouraged to give more examples for students to practise the various sounds.

Vowels – initial position

- a / æ / - apple, ant
- e / e / - egg, elephant
- i / I / - ink, igloo
- o / / - ox, orange
- u / U / - uncle, umbrella

Vowels – medial position

- a / æ / - rat, mat
- o / / - Rob, Bob
- e / e / - Ben, ten
- i / I / - sit, pit
- u / U / - cup, rub
- q / kw / - queen, quack

Consonants – initial position

- b / b / - ball, bag
- r / r / - rat, radio
- c / k / - cat, cow
- s / s / - sun, sea
- d / d / - door, desk
- t / t / - table, ten
- f / f / - fan, fish
- v / v / - van, vase
- g / g / - gate, goat
- w / w / - watch, window
- h / h / - horse, hoop
- x / z / - xylophone
- j / / - jar, jack
- y / j / - yellow, yolk
- k / k / - king, kite
- z / z / - zip, zoo
- l / l / - line, lake
- m / m / - moon, mat
- n / n / - nose, night
- p / p / - pen, pail
- q / kw / - queen, quack

Suggested Sentence Patterns

These patterns are set out under particular functions. These are always common sayings for greetings, thanking and introducing themselves to other friends at the very beginning of school, and to answer simple questions.

- 1. To exchange greetings.**
 - a. Good morning.
 - b. Good morning.
- 2. To thank someone**
 - a. Thank you.
 - b. You're welcome.
- 3. To bid farewell**
 - a. Goodbye.
 - b. Goodbye
- 4. To ask for one's name**
 - a. What is your name?
 - b. My name is Peka.
- 5. To state one's age**
 - a. I am six years old.
- 6. To identify members of one's family**
 - a. This is my father/My father's name is Tome.
 - b. This is my mother/ My mother's name is Koke.
- 7. To answer simple questions**
 - a. Do you like this?
 - b. Yes/No.
- 8. To refute statements**
 - a. Is it number nine?
 - b. No. it is number ten.

Word List

The word list consists of words commonly used in the English language. These are also words that learners will use in everyday activities in and out of their classroom. Teachers are encouraged to add to this list according to the ability of their students as well as when teaching a particular topic.

a	dress	legs	shirt
an	ears	like	shoe
afternoon	evening	live	sister
about	face	look	socks
am	fist	man	table
all	four	many	teeth
and	feet	morning	the
at	first	mother	they
arms	father	mouth	this
away	for	much	time
back	from	me	tree
bag	girl	my	to
ball	get	name	year
bed	good	next	toilet
belt	go/going	night	up
blue	green	no	we
book	hair	nose	who
boy	hands	not	yes
brother	have	now	us
buy	he	of	want
by	head	office	was
come	help	old	water
can	her	on	what
cap	him	one	when
cat	his	our	where
chair	hop	up	went
class	house	pen	will
classroom	I	pencil	woman
day	in	play	yellow
desk	is	red	you
door	it	right	your
dog	jump	ruler	
down	last	say/said	
do/did	left	she	

Plus:

- Days of the week
- Numbers one to ten
- Pupils' names and their addresses
- Name of school and address
- Social expressions and greetings:

e.g. good morning
good afternoon
good evening
How are you?
goodbye
hello

Overview

The year level overviews are designed to show teachers how the achievement objectives and learning outcomes can be integrated in a range of learning experiences. One learning experience for example can be used to achieve a number of learning outcomes. Although the arrangement below is by strand, teachers can also integrate across the different strands. Learning outcomes can be selected from each strand, substrand depending on their relevance to a theme and learning activities. It is strongly recommended that learning outcomes are included from each of the substrands: Processes and Strategies, Language, Text, and Interpersonal Communication because the integrated nature of language in which all these substrands operate at any one time. Teachers can select all, several or one learning outcome to focus on. The English Curriculum Statement pages for Year 3 are 33 to 41. They include a wide range of possible teaching ideas relevant to the learning outcomes.

YEAR 3
Overview

Listening & Speaking

STRAND: LISTENING AND SPEAKING			
<p>ACHIEVEMENT OBJECTIVES: <i>Processes and Strategies: LSP3.1 Use a range of strategies to understand and participate in classroom interactions (English Curriculum page 33)</i> <i>Language: LSL3.1 Demonstrate awareness of basic conventions of English in order to comprehend and communicate orally for personal and social purposes (English Curriculum page 36)</i> <i>Texts: LST3.1 Recognise that people shape texts according to their purpose, audience, and ideas and be able to participate in selected texts for this year (English Curriculum page 39)</i> <i>Interpersonal Communication: LSI3.1 Participate in limited interactions in pair, small group, and whole class contexts for basic social and curriculum purposes using mainly formulaic but appropriate structures (English Curriculum page 41)</i></p>			
Year: 3	Duration: Throughout the year		
Learning Outcomes	Contexts for learning and activities	Assessment	Resources
<p>Processes and Strategies: Comprehension <i>LSP3.1.1 Practice effective listening using processing strategies</i></p> <p>Communication <i>LSP3.1.2 Participate effectively in an interaction using appropriate strategies to open, maintain and close an interaction</i></p> <p>Language: Grammar <i>LSL3.1.1 Understand and use simple grammatical structures</i></p> <p>Phonology <i>LSL3.1.2 Discriminate and repeat accurately the correct pronunciation of familiar words</i></p> <p>Vocabulary</p>	<p>NOTES The ideas below are only examples. Teachers MUST refer to the English Curriculum Statement for Year 3 Pages 33 to 41 which contain a rich and varied range of ideas that are specific to the learning outcomes and key aspects identified.</p> <p>Initiate a simple conversation.</p> <p>Greeting in the morning.</p> <p>Sustain one to one conversation with peers and adults in a variety of settings. E.g.:</p> <p>One on one conversation with the</p>	<p>NOTES The assessment tasks MUST match the learning outcomes. The tasks must provide the evidence that students have met the learning outcomes. Some examples below are:</p> <p>Teacher observation.</p> <p>Pair/peer assessment.</p> <p>Self-assessment.</p> <p>Does the child pay attention to instructions/stories?</p> <p>Can the child hold a simple</p>	<p>Visitors to class. Personal experiences and possessions. Prior knowledge. Learning media, books and tapes. School library. Audio tapes that support reading materials. Topic Studies. Shared books. Video viewing. Learning media, books and tapes.</p>

<p>LSL3.1.3 Understand at least 300 frequent words related to their immediate physical, and social environment, everyday events, and class topics</p> <p>LSL3.1.4 Use a productive vocabulary of at least 300 frequent words to communicate in routine social and classroom situations</p>	<p>teacher.</p> <p>Structured conversation – ‘do you have anything to share with the class today?’</p>	<p>conversation in English? Is the child able to vary their language according to audience and purpose?</p> <p>Does the child ask questions?</p>	
<p>Texts Purpose, audiences, ideas</p> <p>LST3.1.1 Demonstrate awareness of the features of different familiar audiences and purposes</p> <p>LST3.1.2 Construct brief spontaneous or planned texts for a small range of purposes in familiar school situations</p> <p>Text form and features</p> <p>LST3.1.3 Use their experience of Samoan language to identify the layout and elements of the texts for this year; produce some basic elements of familiar spoken text</p> <p>Comprehension</p> <p>LST3.1.4 Identify basic ideas within short predictable oral texts and exchange personal experiences and information</p>	<p>Sharing times: Repeat what is said Listening and responding to stories. Predicting what happens next in a story. Sit still and look at the speaker Be willing to speak when spoken to. Predicting what happens next in a story.</p> <p>Content within other curriculum studies [Social Science, Science, Math, etc].</p> <p>Puppets, finger plays.</p>	<p>Can the child hold a simple conversation in English? e.g. open, maintain, close a conversation</p> <p>How many words does the child recognise when listening? How many words is the child able to use in real contexts?</p> <p>Can the child add relevant comments to a discussion?</p> <p>Does the child pay attention to instruction or stories?</p>	
<p>Interpersonal communication Interpersonal context</p> <p>LSI3.1.1 Use simple learned formulas and patterns to communicate in routine, familiar, social and classroom situations</p> <p>Content</p> <p>LSI3.1.2 Participate in a range of language functions: greetings and simple introductions/ farewells; express likes/ dislikes/needs; follow basic instructions and respond to simple questions on familiar topics; asking permission, making and accepting apologies; asking for help; indicating when not understanding; stating an opinion in simple language</p>	<p>Share book experience.</p> <p>Structured conversations.</p> <p>Nursery Rhymes/Poems/Singing.</p> <p>Give chance to each child to speak.</p>	<p>Does she/he ask questions?</p> <p>Pair/peer assessment.</p> <p>Teacher observations and anecdotal notes.</p> <p>.</p>	

<p>Delivery: fluency, pronunciation, non-verbal</p> <p>LS13.1.3 Use routine formulas with fluency, say single words, echo phrases they hear</p> <p>LS13.1.4 Use non-standard vocabulary and sentence structures mixing Samoan and English in their constructions</p> <p>LS13.1.5 Pause and hesitate appropriately when speaking; and make use of gestures, facial expressions to accompany simple instructions, information or questions</p> <p>LS13.1.6 Use a gesture or facial expression to indicate that they don't understand</p> <p>LS13.1.7 Use comprehensible pronunciation, stress and intonation though it may be heavily influenced by Samoan</p>			
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Reading and Viewing

STRAND: - READING AND VIEWING			
<p>Achievement Objectives: Processes and Strategies: RVP3.1 Use sources of information in texts, along with their prior knowledge and experience of reading in Samoan, to decode and encode written English, make meaning, and think critically as readers <i>(English Curriculum page 33)</i> Language: RVL3.1 Use the foundations of oral language and previous reading experience in Samoan to understand the nature of written English in order to comprehend simplified texts on familiar contexts <i>(English Curriculum page 36)</i> Texts: RVT3.1 Analyse and respond to a range of simplified texts designed for different purposes and audiences within familiar contexts <i>(English Curriculum page 39)</i></p>			
Year: 3	Duration: Throughout the year		
Learning Outcomes	Contexts for learning and activities	Assessment	Resources
<p>Processes and Strategies</p> <p>Processing strategies RVP3.1.2 Drawing on their experience of reading in Samoan, use a range of processing strategies in integrated ways to decode and understand their texts</p> <ul style="list-style-type: none"> attending and searching, predicting, cross-checking and confirming, self-correcting <p>Comprehension strategies RVP3.1.3 Apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading</p> <ul style="list-style-type: none"> making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring <p>Thinking critically RVP3.1.1 Respond to their texts at a personal level Vocabulary learning strategies RVP3.1.1 Use simple strategies to recognise and produce high frequency words and personally significant words automatically</p> <p>Language:</p>	<p>NOTES The ideas below are only examples. Teachers MUST refer to the English Curriculum Statement for Year 3 Pages 33 to 41 which contain a rich and varied range of ideas that are specific to the learning outcomes and key aspects identified.</p> <p>Read for information and enjoyment by themselves. Read with others.</p> <p>Reading aloud a variety of texts to/with students. Independent reading. Peer reading. Shared book reading. Guided reading. Play reading. Poetry Reading. Picture Interpretation. Content, Author, study.</p> <p>Recognize how the structure of sentences affect</p>	<p>NOTES The assessment tasks MUST match the learning outcomes. The tasks must provide the evidence that students have met the learning outcomes. Some examples below are:</p> <p>Teacher conferences against a set criteria. [e.g. What do you think this story is about”</p> <p>Running records on seen/unseen texts incorporating retelling.</p> <p>Reading logs. [List down title of book, author and date read]</p>	<ul style="list-style-type: none"> Refer Year 1 & 2 Samoan AGT Booklets to help with reading ideas and themes for Year 3. Picture books Library Books, A variety of texts. A Selection of Readers relevant to Year 3. Early & Emergent Readers: (Pacific Series & Sunshine Readers) e.g. “The Hungry Caterpillar.” Posters/Charts Big Books Magazine

<p>Grammar RVL3.1.1 Understand grammar at the simple sentence level to comprehend written text</p> <p>Phonology RVL3.1.2 Demonstrate phonemic awareness using familiar words</p> <p>Vocabulary RVL3.1.3 Recognize at least 300 frequent words related to immediate physical, and social environment, everyday events, and class topics RVL3.1.4 Reads and understands sight words related to personal experience and topics</p>	<p>meanings.</p> <p>Identify and recall main events in a sequence. E.g. story, map, retelling</p> <p>Relate information to others from reading posters, flyers, newsletter. Select texts appropriate to familiar topics, needs and interests. Read a variety of narrative texts. Work out meaning from context/words and pictures. Differentiate between fiction and non-fiction. Use and integrate reading strategies from L1 to L2 reading. [knowledge of reading process] Interpret a mime presentation of a simple story. Respond appropriately to signs, symbols at school and local environment</p> <ul style="list-style-type: none"> • Classroom alive with print • Welcoming classroom atmosphere • Continually changing environment • Well organized • Wide variety of factual and narrative • Reading walks [reading the room] • Poem cards • Wall stories Story maps • Enlarged texts • New books or journals • Library visits • Children’s published writing books/stories 	<p>Cloze exercise</p> <ul style="list-style-type: none"> • Oral – whole class • Groups <ul style="list-style-type: none"> ✓ One month check ✓ One year check ✓ Regular analyzed running records ✓ Reading logs ✓ Teacher observations ✓ Conferencing 	<ul style="list-style-type: none"> • First Directions – Basic Reading Skills Text. (ISBN # 0 05 004465 6) • Graded readers • Comprehension once a week. Book 1 – D. Tiltman & E. Brown (ISBN #9781442507517) • Comprehension once a week Book 2 – D. Tiltman & E. Brown (ISBN#9781442511859) • Selected poems, stories. • Fairy tales • Myths and Legends • Library Books
<p>Purpose, audiences, ideas RVT3.1.1 Participate in reading and viewing for a variety of purposes and explore various literary and media genres (e.g. picture books, poetry, storybooks, instructions – recipes, making things, print and visuals on posters, songs, other media eg. favourite movie, cartoons..</p> <p>Text form and features RVT3.1.2 Distinguish the layout, and elements of the different texts for this year and relate to purpose and audience RVT3.1.3 Read aloud to develop fluency, expression, accuracy and confidence</p> <p>Comprehension RVT3.1.4 Identify and respond to basic ideas in simplified texts on familiar topics RVT3.1.5 Retell story sequence RVT3.1.6 Express an opinion about their texts using either English or Samoan</p>			

Writing and Presenting

STRAND: - WRITING AND PRESENTING			
<p>Achievement Objectives: Processes and Strategies: WP3.1 Use sources of information in texts, along with their prior knowledge and experience of writing and presenting in Samoan, to plan, draft, revise and publish their texts (English Curriculum page 33) Language: WPL3.1 Demonstrate / apply knowledge of basic standard English grammar, spelling, and conventions to convey basic information, ideas, respond to text, and demonstrate creativity (English Curriculum page 36) Texts: WPT3.1 Produce a range of texts with appropriate format and features to suit purpose and audience, and ideas (English Curriculum page 36)</p>			
Year: 3		Duration: Throughout the year	
Learning Outcomes	Contexts for learning and activities	Assessment	Resources
<p>Processes and Strategies Encoding WP3.1.1 Use semantic (meaning), syntactic (language structures), visual and grapho-phonetic (shapes and sounds) sources, and integrate these with their own prior knowledge to match their written words with spoken words Composing WP3.1.2 Draw on their experience of writing Samoan, to use a range of strategies during the four main stages of writing: forming intentions; composing a text; revising; publishing or presenting, in order to create meaningful texts in English</p> <p>Language: Grammar WPL3.1.1 Use complete, grammatical simple sentences when producing written texts</p> <p>Mechanics: spelling, punctuation and capitalization WPL3.1.2 Use standard English</p>	<p>NOTES The ideas below are only examples. Teachers MUST refer to the English Curriculum Statement for Year 3 Pages 33 to 41 which contain a rich and varied range of ideas that are specific to the learning outcomes and key aspects identified.</p> <p>Class reading of the range of texts students are expected to produce – children must see and hear lots of examples of the kinds of texts they are to produce, and know audience, purpose and therefore language and text features Close reading in content areas. Use Samoan to discuss the conventions of print, language and text features of different texts and demonstrate. Discuss the success criteria for different types of texts Analyse samples of children’s writing for this year and say why they are successful examples – list features Use Samoan to discuss the writing sub processes and undertake activities for the</p>	<p>NOTES The assessment tasks MUST match the learning outcomes. The tasks must provide the evidence that students have met the learning outcomes. Some examples below are:</p> <p>Teacher observation Self-assessment. Peer responses to writing. Teacher responses to writing. Group responses to writing. Writing Profiles. Samples of work annotated from drafts to final copies Pair/peer editing or testing. Teacher correcting. Proof read individually and with peer to correct.</p>	<ul style="list-style-type: none"> • Refer to PEMP booklet, English, Year 4 Book 1, Myself. • Dancing with the Pen. • AGT themes in Samoan to model writing in English. • Poems and rhymes listed in Year 1 & 2 Interpersonal Strand to model writing of short rhymes. • Year 3 Poems attached at the end to model writing of short poems and rhymes • Teachers’ Guide / Companion • Motivating the Reluctant Writer (Text) • New Ashley Spellers, Book One, A Spelling Resource. ISBN 0 7055 1552 • Classroom English – Year 1 Peter M. Clutterbuck. ISBN# 0-333-40145-X

<p>mechanics of spelling, punctuation, capitalization</p> <p>Vocabulary WPL3.1.3 Use a productive vocabulary of at least 300 frequent words related to their immediate physical, and social environment, everyday events, and class topics when writing.</p>	<p>various sub processes e.g. brainstorming to collect ideas; diary writing recall of class or home activities; use word lists, classroom aides and their own knowledge. Use L1(Samoan) to model writing of sentences and simple personal stories. Structure exercises to model complete grammatical sentences. Write simple ideas in complete sentences.</p>		
<p>Texts Purposes, audiences, ideas WPT3.1.1 Write simple ideas and responses, often around personal experience, a simple purpose for writing, and communicate basic essential information in writing WPT3.1.2 Present and share ideas for different purposes, audiences and combines different forms of oral and visual information</p> <p>Text form and features WPT3.1.3 Use experience of reading analysis of model texts to structure and use appropriate features in their own texts.</p>	<p>Use list or theme words in their writing. Write simple texts for this year e.g. Write an accurate recount of personal experiences, events and share.</p> <p>Story book to model writing with regards to vocabulary development and use through classroom objects, events and interaction Formal spelling & word study program introduced at this level. Spelling Lists to learn for spelling and use. Simple Present Tense Practice Exercises Proof read for spelling and meaning Display through their writing their understanding of the writing process.</p> <p>Write poems using simple models.</p>		

Annual Plan (An Example of an Annual Plan)

WEEKS	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Myself/My Family: Phonics: (letter sounds) Rhymes and Poetry</p> <p>Vocabulary: Meaning & usage Singular and plural/regular and irregular nouns. Words of sequence: first, second Synonyms and antonyms Gender/males and females.</p> <p>Grammar: Simple Present Tense. Simple commands and instructions Sentence: <i>wh + h</i> questions (<i>who, what, where, why, when and how</i>) Conjoin simple sentences using 'and' 'with' & 'but'. Action verbs.</p> <p>Creative writing: Pictures with sentences. Paragraphs & descriptive stories.</p> <p>Reading Comprehension: Based on level readers.</p>			<p>A Dialogue: (Mother and son) Phonics: Rhymes and Poetry.</p> <p>Vocabulary: Spelling words, meanings of words, correct usage in sentences. Syllabify words. Compound words</p> <p>Grammar: Sentence: (SV,SVO in simple present tense) Joining words: <i>and, but & with.</i> Questions and answers. Clause: Direct Speech/commands. Use contractions made with 'not' to negate a statement.</p> <p>Writing: Simple dialogue Story writing.</p> <p>Reading Comprehension: Based on <i>wh – h</i> questions.</p>			<p>My Birthday: Phonics: Rhymes and Poetry</p> <p>Vocabulary: Meaning & usage. People and occupation Places/every day events Adjectives Synonyms</p> <p>Grammar: Basic parts of speech: Identify nouns, verbs, adverbs and adjectives) Prepositions of location/position Simple comparative and superlative adjectives. Adverbials of reason. Picture clues and cues Expressing views and ideas.</p> <p>Writing: Birthday cards Acrostic poem Story writing.</p> <p>Reading Comprehension practice.</p>			

WEEKS	1	2	3	4	5	6	7	8	9	10			
TERM 2	<p>Stories, Fairy Tales, Legends, Fables: Phonics Rhymes and Poetry.</p> <p>Vocabulary: Meanings, usage & syllabify Root words/word formation Concrete Nouns and Abstract Nouns. Antonyms</p> <p>Grammar: Basic parts of speech – verb, noun, adjectives Prepositions Commands</p> <p>Writing: Creative stories or verses. Describe a character Retelling and acting stories.</p> <p>Reading Comprehension using readers.</p>			<p>People who help us: Phonics Rhymes & Poetry</p> <p>Vocabulary: Spell, meanings, correct usage in sentences. Antonyms / Synonyms Regular / Irregular verbs People /places/occupation.</p> <p>Grammar: Pronouns – I, She, He, it, They Singular /Plural Review Simple Present Tense. Simple Past Tense. Wh – H questions</p> <p>Writing: Dialogues, rhymes, diamantes and creative stories.</p> <p>Reading Comprehension Practice. Leisure Reading/home reading.</p>			<p>My Pet: Phonics/Rhymes & Poetry.</p> <p>Vocabulary: Shapes, colours, numbers and animals/babies Singular and plural Synonyms/antonyms</p> <p>Grammar: Contractions Pronouns review Time adverbials Conjoined: and, but, with</p> <p>Writing: Rhymes/Acrostic poems / stories</p> <p>Reading comprehension practice. Home reading: taking books related to animals that are pets. DVD Viewing animal heroes.</p>			<p>SCHOOL ASSESSMENT</p>			

WEEKS	1	2	3	4	5	6	7	8	9	10
TERM 3	<p>My Mother or My Father: <i>Phonics/Rhymes and Poetry.</i></p> <p>Vocabulary: <i>Say, spell and use correctly.</i> <i>Root Words</i> <i>Gender- Males and Females</i> <i>Compound words</i></p> <p>Grammar: <i>Prepositions</i> <i>Pronouns reviewed: she, he, him, her, we, us, they, them.</i> <i>Comparatives and Superlatives</i> <i>Review Simple Present Tense –</i> <i>Introduce Simple Past tense.</i> <i>Adverbials of time.</i></p> <p>Writing: <i>Dialogues/group plays/stories.</i> <i>Miming/acting</i></p> <p>Reading Comprehension: <i>Practice using level readers & library books</i> <i>Leisure reading/home reading.</i></p>			<p>Simple Advertisement: (About a lost Pet Cat) <i>Phonics & Consonant clusters.</i></p> <p>Vocabulary: <i>Words related to simple advertisement.</i> <i>Spell, meanings and usage.</i> <i>Singular and plural</i> <i>Word formation.</i></p> <p>Grammar: <i>Comparatives and Superlatives.</i> <i>Conjoined: and, but, with/because.</i> <i>Morning Talk/Picture cues</i> <i>Wh – h questions</i></p> <p>Writing: <i>Constructing rhymes in groups for advertising an object or a product.</i> <i>Create a simple advertisement for fundraising.</i></p> <p>Reading Comprehension: <i>Practice using level readers.</i> <i>Peer reading and comprehension activities based on the readers used.</i> <i>Reading aloud to class, a group, or pair an advertisement.</i></p>			<p>My Home: <i>Phonics & Consonant Clusters</i></p> <p>Vocabulary: <i>Meaning & Sentence construction.</i> <i>People, occupation, home, places</i> <i>Synonyms / Antonyms</i> <i>Word discrimination</i></p> <p>Grammar: <i>Sentence structure</i> <i>Simple Past Tense</i> <i>Basic Parts of Speech – nouns, verbs, adjectives.</i> <i>Contractions</i></p> <p>Writing: <i>Simple rhymes</i> <i>Simple poems</i> <i>Stories</i></p> <p>Reading Comprehension Activities <i>Shared Book reading in pairs, groups and or with the whole class.</i> <i>Leisure reading</i> <i>Home reading</i></p>			

WEEKS	1	2	3	4	5	6	7	8	9	10		
TERM 4	<p>My Friend or My Neighbour: <i>Phonics and Consonant Clusters</i></p> <p>Vocabulary: <i>Word meaning, correct usage in sentences.</i> <i>Word building</i> <i>Root words</i> <i>Syllables</i></p> <p>Grammar: <i>Wh –h questions</i> <i>Direct Speech – Punctuation</i> <i>Prepositions</i> <i>Singular & Plural</i> <i>Simple Past Tense</i></p> <p>Writing: <i>Descriptive stories</i> <i>Personal and creative writing.</i></p> <p>Reading Comprehension <i>Practice Activities</i> <i>Leisure Reading</i> <i>Home Reading</i></p>			<p>The Coconut Tree: <i>Phonics & Consonant Clusters</i></p> <p>Vocabulary: <i>Meaning & correct usage in sentences.</i> <i>Synonyms / Antonyms</i> <i>Word discrimination</i> <i>Compound words</i> <i>Rhyming words.</i></p> <p>Grammar: <i>Conjoined: and, but, with</i> <i>Joining word – because</i> <i>Direct Speech</i> <i>Simple Past Tense.</i></p> <p>Writing: <i>Creative poems</i> <i>Stories</i></p> <p>Reading Comprehension using <i>level readers.</i> <i>Leisure Reading</i> <i>Peer and Group Reading</i> <i>Shared Book Reading</i></p>			<p>A Poster: (Conserving Water) <i>Phonics and Consonant Clusters.</i></p> <p>Vocabulary: <i>Meaning & correct usage in sentences.</i> <i>Synonyms/Antonyms</i> <i>Action verbs</i> <i>Singular & Plural</i></p> <p>Grammar: <i>Wh – h questions</i> <i>Adjectives / adverbs</i> <i>Direct Speech – Punctuation</i> <i>Joining word: because</i></p> <p>Writing: <i>Creative posters</i> <i>Descriptive writing</i></p> <p>Reading comprehension using <i>level readers.</i></p>			<p>Revision</p> <p>Evaluation</p> <p>Testing</p> <p>End of the Year Assessment</p> <p>Reading and Writing Records.</p>		

Sample of Unit Plan 1: (Duration 3 – 4 weeks)

STRANDS: LISTENING AND SPEAKING, READING AND VIEWING, WRITING AND PRESENTING.

SUB-STRAND: Interpersonal Communication, Processes and Strategies, Texts, Language.

Learning Outcome: (WALT) We are learning to:

READING AND VIEWING

Processes and Strategies

Comprehension strategies

RVP3.1.1 Apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring

Thinking critically

RVP3.1.1 Respond to their texts at a personal level

Language

Grammar:

RVL3.1.1 Understand grammar at the simple sentence level to comprehend written text

WRITING AND PRESENTING

Language

Grammar:

WPL3.1.1 Use complete, grammatical simple sentences when producing written texts

Mechanics: spelling, punctuation and capitalization

WPL3.1.2 Use standard English mechanics of spelling, punctuation, capitalization

Texts

Purposes, audiences, ideas

WPT3.1.1 Write simple ideas and responses, often around personal experience, a simple purpose for writing, and communicate basic essential information in writing

WPT3.1.2 Present and share ideas for different purposes, audiences and combines different forms of oral and visual information

SUGGESTED ACTIVITIES

Text /Theme : **Pets we keep.**

My grandmother Lisa has a cat and a dog at home. Every morning, she feeds them with milk and left over food from her meals at night. She calls her cat Pinky and her dog Lockie. Pinky has a pink tag around his neck and Lockie with a blue tag around his neck too.

One of the jobs I do every day after school, is to help my grandmother look after her animals.

Pinky sleeps in a box that is in my grandma's room while Lockie sleeps outside the back door to keep away the pigs from our back-yard.

When grandmother goes away, I look after her animals. My grandmother loves her animals and she takes care of them very well.

- Discuss the story. Ask questions to lead and maintain discussion. Prepare questions to use.
- Questions: e.g.
 1. What animals does grandmother keep?
 2. What does she use to feed her animals?
 3. Where does Pinky sleep?
 4. Where does Lockie sleep?
 5. What is tied around grandma's pets' necks?
 6. Who looks after the animals when grandmother goes away?

- **Vocabulary:**
 - Learn, say, spell and use in sentences.
keep, pets, grandmother, dinner, home, tag, night, meals, pink, blue, back-yard, animals.
 - Use the words in sentences. (Key words: feeds, takes, sleeps, loves, goes)
 - Arrange the words in alphabetical: meals, dinner, night, home, pets, keep, tag.
 - Compound words: grandmother/ outside / backyard / grandma
 - Write the opposite words: e.g. outside – inside, after – before
 - Match the words with meanings. e.g. dinner – a meal we have at night.

- **Grammar:**
 - Punctuation: (capitalization, full stops, commas, question marks) e.g. lisa loves her animals/ Lisa loves her animals.
 - Tense: Simple Present Tense ; (use questions to interact in present tense)
e.g. What does your mother do every day? My mother cooks the food.
How do you come to school? I come to school by bus. or I walk to school.

- Use the story to form and write wh + h questions with the following beginnings.
e.g. Who ...? What ...? When ...? Why ...? How ...? Where ...?

- **Writing:**
 - Write two sentences about your pet.
 - Draw a picture of your pet and write a short paragraph about it.
 - List all the things that you want to do to keep your pet healthy.
 - Create a poster on how to care for animals.
 - Present your poster to an audience of your peers.

Assessment:

- Observation
- Questions and Answers
- Group Activities
- Morning talk
- Self assessment
- Written work
- Unit spelling test

Sample of Unit Plan 2 (Duration 3 – 4 weeks)

STRANDS: LISTENTING AND SPEAKING, READING AND VIEWING, WRITING AND PRESENTING.

SUB-STRAND: Interpersonal Communication, Processes and Strategies, Texts, Language.

LEARNING OUTCOMES:

(WALT) We are learning to:

- **READING AND VIEWING**
 - **Processes and Strategies**
 - *Processing strategies*
 - **RVP3.1.1** Use and integrate the sources of information in texts, along with their prior knowledge to decode and understand their texts
 - use visual, graph-phonetic, semantic information to decode and encode words, use picture cues,
 - *Comprehension strategies*
 - **RVP3.1.1** Apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading
 - making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring
 - **Thinking critically**
 - **RVP3.1.1** Respond to their texts at a personal level
 - **Language**
 - *Grammar*
 - **RVL3.1.1** Understand grammar at the simple sentence level to comprehend written text
- **WRITING AND PRESENTING**
 - **Language**
 - *Grammar:*
 - **WPL3.1.1** Use complete, grammatical simple sentences when producing written texts
 - **Texts**
 - *Purposes, audiences, ideas*
 - **WPT3.1.1** Write simple ideas and responses, often around personal experience, a simple purpose for writing, and communicate basic essential information in writing
 - **WPT3.1.2** Present and share ideas for different purposes, audiences and combines different forms of oral and visual information

Text /Theme: **Where do baby turtles go?**

One evening, when Malia was at the beach with her parents, she saw something moving in the sand. A tiny head poked out. It was a baby turtle. A second one came out, and then a third, a fourth and fifth. Baby turtles were coming out all around her. Malia could hear the waves. She could smell the sea. The baby turtles crawled past Malia.

Where were they going? The baby turtles could hear the waves too. They could smell the sea. The baby turtles knew what they had to do. They crawled towards the waves and disappeared.

By *Kaliopeta Hu'ukau*.

SUGGESTED ACTIVITIES:

- Read the story, before discussion using lead question to begin and sustain discussion.
- Questions: e.g.
 1. Who went with Malia to the beach?
 2. What was moving on the sand?
 3. What time did they go to the beach?
 4. What sound did Malia hear?
 5. Where were the turtles before they crawled to the sea?
 6. Who wrote the story?
- **Vocabulary:**
 - Learn, say, spell and use in sentences.
turtles, baby, smell, hear, parents, beach, sand, tiny, poked, evening, moving, second, third, fourth, around, crawled, waves, disappeared, towards.
 - Antonyms or Opposite words:
e.g. tiny – big, disappeared – appeared, evening – morning, towards – away from
 - Arrange in alphabetical order some or all of the words in the list above .
 - Fill in the gaps: (beach, hear, moving, parents)
e.g. My _____ brother is very sick.
- **Grammar:**
 - Singular and Plural Subjects in simple present tense:
e.g. Sina helps her mother. I help my mother. The boys help their mother. We help our mother.
 - Tense: Simple Present Tense Questions and Answers.
e.g. Where do the turtles go? The turtles go to the sea.
 - Where does the turtle go? The turtle goes to the sea.
 - Prepositions: (location/position)
e.g. The cat is under the table. The book is on the table.
- **Writing:**
 - Write three sentences about the story.
 - Draw a picture of a turtle and write a short paragraph about it.
 - Create a poster of how to save the turtles.

ASSESSMENT:

- Observation
- Questions and Answers
- Group Activities
- Role Play

1. He found a _____ of shells.
2. In the afternoon it is very _____.
3. The old wood will _____.
4. She did _____ know the answer.
5. Have you _____ my pencil?

C. Write the list word that complete the following sentences.

1. Another word for father is _____.
2. Mother and father are known as _____.
3. Opposite of brother is _____.
4. The story is about Filipo's _____.
5. Sometimes I call my mother, _____.
6. Tone is Mele's _____.

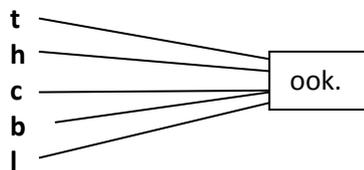
D. Read the words in this box.

rat fat sat bat cat hat mat

E. Choose a word from the box to finish each sentence.

1. She _____ down on a chair.
2. Pili hit the ball with a _____.
3. The large cat lay on the _____.
4. My _____ will keep my head dry.
5. Who will catch the _____ pig?

F. Make new words by adding these consonants to -ook.



G. Use the words you have made to complete these sentences.

1. We are all reading the _____.
2. Did you _____ both ways before you crossed the road?
3. Sarah put the bait on the _____.
4. Some children like to _____ on the stove.
5. Tim _____ his pet lamb to school.

H. Put a consonant in each gap so that each sentence makes sense.

1. Where __id you __ind the kitten?
2. The __itten would __ike a drink of milk.
3. You can __et the milk for it.
4. Pour the __ilk into a saucer.
5. We __ill have fun playing __ith it.

A consonant at the **end of a word** is called a **final consonant**.

Look at these groups of words. Say them aloud.

big am bad man
dog stream speed green

pig from bed upon
egg room glad own

Sort these words into groups with the same final consonant.

bit boil cap said need stop well street cool foot
goal drip fed keep good cut tail shop read paint

**Refer Text : New Ashley Spellers Book One A Spelling Resource
by Allan Ford, Brian Inch, John Rolfe & Basil Shead.**

ISBN # 0 7055 1552

English Structure

Punctuation

Remember, sentences begin with a capital letter and end with a full stop. If the sentence asks a question it must, end with a question mark. Punctuate these sentences and add capital letters where necessary.

1. what is the time 2. i like to work with dad in the garden 3. simi is helping his mother in the kitchen 4. why do you like samoa

Answer in the present tense.

1. What does your mother do every morning?
2. When does your father wear his best clothes?
3. Who helps your mother cook dinner?
4. How does your family keep your house clean?
5. Why does everyone in your family get up early on Sunday morning?

Poems

Use and review poems from Year 1 & 2 class levels. The following poems can also be used by Year 3 for speech training and chant work.

Tick-tock, tick – tock,
Slowly ticks, my Grandfather clock,
Tick-a-tick tock, tick-a-tick tock,
Quickly chatters the kitchen clock.
But, Tickety, tickety, tickety, tickety, tick, tick,
tick,
Goes my clock.

(first child)	Bubble says the kettle.
(second child)	Bubble says the pot.
(both)	Bubble, bubble, bubble, we are very hot.
(third child)	Shall I lift you off the stove?
(first & second)	No you needn't trouble.
(children)	That is just the way we talk. Bubble, bubble, bubble.

I like engines that puff, puff, puff,
Up the track and down the track,
Chuff, chuff, chuff!
Engines that travel very, very fast.
And engines that stop,
With a bump at the last.

Wh Sound

Why do you cry, Willie?
Why do you cry?
Why Willie? Why Willie?
Why Willie? Why?
Whenever we meet,
There's a tear in your eye.
Why Willie? Why Willie?
Why Willie? Why?

Ew Sound

Tom had ten new blue balloons.
He took them out to play.
The wind got up and blew and blew
And blew those balloons away.
Now poor Tom wishes that he knew
Where it was they blew.

Sh Sound

I sell shells. You sell shells. He sells shells. And she sells shells.
I sell shells. You sell shells. She sells shells. We all sell shells. Shells! Shells! Shells! Little shells and big shells. We all sell shells.

Er Sound

When I grow bigger, what shall I be?
A painter, a porter, A sailor at sea.
A driver, a gardener, I'm sure I can't tell,
But whatever it is, I shall work at it well.

Th Sound

When I say "th" my tongue pops out.
Do you think it pops out well?
I think I'll get my mirror So that I can look and tell.
Th! Th! This thing Th! Th! That thing.
Yes, it pops out well.

Oo Sound

New shoes, new shoes,
Red and pink and blue shoes.
Tell me, what would you choose
If they'd let us buy?

Balloons, balloons, balloons!
Here is the old woman
Who sells balloons.
Tie them with string
And let them fly
Red, pink and yellow
And blue in the sky.
Balloons, balloons, balloons.

Oo Sound

Mrs Dove
Coo, Coo, what shall I do?
I've only got one egg,
I ought to have two.
Wait till tomorrow,
That's what you must do.
Thank you, oh thank you, sir,
Coo, Coo.

S, Z, Sh

Guess what is making the sound you hear?
ZZ ZZZ ZZZ.
A bee is making the sound you hear

sh sh sh
The sea is making the sound you hear

I Walk On My Toes

I walk on my toes,
Where I am going
Nobody knows!
Nobody knows!
But all the way
I'll walk on my toes
The whole of the day!

There's a grey kangaroo with soft brown eyes,
And a little warm pouch where the baby lies,
While she bounds in the air and hops about,
He's cozy and safe with his head peeping out.

Running Rhymes

What is Tommy running for,
Running for, running for
What is Tommy running for
On this fine day
Jimmy will run after him,
After him, after him,
Jimmy will run after him
On this fine day.

Note: (Variety of actions may be substituted
e.g. skip, creep, jump, hop.)

run, run, run,
Have a little fun –
In and out the shadows
And in and out the sun.

Miscellaneous

I can walk on tip toe,
Like a fairy I can go,
I can stamp so that you'll say
An elephant is here today.
I can run, I can hop,
I can stretch my arms out wide,
I can sway from side to side,
I can stand up straight and tall,
I can make myself small,
I can kneel without a sound
Then sit cross-legged on the ground.

This is my heel and this is my toe,
Stamp your feet and off we'll go.
This is my elbow, this is my hand,

Stamp your feet and make a band.
This is my finger, this is my thumb,
Stamp your feet and start to run.

The Policeman

The policeman walks with a heavy tread,
Left right, left right,
Swing his arms, hold up his head,
Left right, left right.

Feet

Big feet, black feet,
Going up and down the street,
Dull and shiny father's feet,
Walk by me!
Nice feet, brown feet,
Going up and down the street.
(Pretty, dainty, ladies' feet)
Trip by me!
Small feet, light feet,
Going up and down the street,
Little children's happy feet,
Run by me!

Hopping Rhymes

Hopping on our right legs
Here we go!
Hopping on our right legs
All in a row!
We mustn't use our left legs
So here we go!
Hopping on our right legs
All in a row.

Hop, hop, hoppity hop,
Come with me to the corner shop.
I'll buy sugar and you buy tea
And a five cent bun to share with me.

I'm a baby rabbit
Hopping up and down.
I hop through the paddocks
But I don't like the town.
I hop all the day
But when it is night,
I run down the rabbit hole
And right out of sight.

The Caterpillar

One day I saw a caterpillar
Crawling on the ground.
I thought it was just the ugliest thing
That ever could be found.
I raised my foot to crush it
But mother called, "But why?"
Don't you know that a caterpillar
Is a baby butter fly?

Dogs

The dogs I know
Have many shapes
For some are big and tall,
For some are long
And some are thin
And some are fat and small.
And some are little bits of fluff
And have no shape at all.

Little Bird

Once I saw a little bird
Coming hop, hop, hop.
So I said, "Little bird,
Will you stop, stop, stop."
I was going to the window
To say "How do you do."
When he shook his little tail
And far away he flew.

Wiggley Worm

Under a stone
Where the earth is firm
I found a wiggly, wiggly worm.
"Good morning" I said
"How are you today?"
But the wiggly worm
Just wriggled away.

Tommy Tadpole

Little Tommy Tadpole
Began to weep and wail
For little Tommy Tadpole
Had lost his little tail.
His mother didn't know him.
As he sat upon the log.
For little Tomy Tadpole
Was Mister Thomas Frog.

To Let

Two little beaks went tap, tap, tap,
Two little shells went crack, crack, crack
Two fluffy chickens pecked out and oh!
They liked the look of the big world so
That they left their houses without a fret.
And two little shells are now "to let".

Quiet Please

Sh! Sh!
Mother whispers
Baby is sleeping
So pretend you're a mouse
When you come through the house
And like a mouse
Come creeping, come creeping

Chug, Chug, Chug

Chug, chug, chug,
I'm a little tug,
I'm not a big boat,
Chug, chug, chug.

Chug, chug, chug,
I'm a little tug.
I can pull a little boat,
Chug, chug, chug.

Chug, chug, chug,
I'm a little tug,
I can pull a big boat,
Chug, chug, chug.

Five Brown Buns

Five brown buns in a baker's shop,
Big and round with sugar on the top.
Along came (child's name) with a cent one day,
Bought a bun and took it away.
Four etc. three etc. Two etc. one etc.

Six Little Ducks

Six little ducks that I once knew
Big ones, little ones, fat ones too.
But the one little duck with a feather on his
back
He led the others with his
Quack, Quack, Quack,
Quack, Quack, Quack.
He led the others with his quack, quack, quack.
Down to the river they did go
Wiggle, Woggle, Wiggle, Waggle to and fro.

But ... Repeat to the end.

Into the river they did dive,
Over and under to the other side
But... Repeat to the end

For "H" and "S"

A hippity, hoppity, hop, Heigh ho!
Away to the blacksmiths shop we go.
Have you a pony who hasn't a shoe?
Then we'll get her another
All shiny and new!
Hippity, hoppity, hop.

Bunny

Bun, bun, bunny,
Sitting on a hill,
Up comes a hunter
Keep quiet still.
Quickly he has seen you,
Bang! Goes the gun,
Right into your burrow,
You must run, bunny, run.
(Done with actions)

Pinky tongue thought he would have some fun,
He crept out slowly to see the sun.
He looked up high, he looked down low,
To the left, to the right, then to and fro
And then I heard him softly blowing,
"Th" "th" "th"

Lazy Lizard

I'm a lazy lizard,
Who lives at the zoo,
And catches the flies
And swallows them too.

The Kitchen Clock

Tick, tock, tick, tock,
Listen to the kitchen clock.
Tick, tock, tick, tock,
Ticking loudly, never stops.
Tick, tock, tick, tock.
Tock.

The Grasshopper

Child: Grasshopper, grasshopper
What do you say?
Gr: Chirp-chirp-chirp
It's a beautiful day.
Child: What are doing standing so?
Gr: I'm looking around for a place to go
Child: Here by my feet
Is a flowery clump.
Gr: Harrald I'm coming –
A great big jump

Components to cover in English Structure:

Singular & Plural, Negative, Questions & Answers, Correct Form of the Verb in Present Tense, Present Continuous, Simple Question Tags.

Grammar

Grammar forms part of the language contents in the Curriculum Specifications for Year 3. Grammar items to be taught have been specific under the different grammar categories. To illustrate what is meant by each category and at the same time to specify the scope and depth of the items to be taught examples are given. Words underlined highlight significant points of grammar. In teaching these patterns, it is important that teachers teach them in context and on a meaningful way.

Grammar Items and Some Examples

1. Nouns

1.1 Countable Nouns (Things that can be counted)

e.g one cat, two cats

1.2 Number (singular and plural forms)

Regular plurals (-s)

e.g. cats, frogs

1.3 Proper Nouns (names of people/places)

e.g. Tili, Kiso, Ali

1.4 Gender (masculine, feminine)

Masculine – he

Feminine - she

2. Articles (with singular nouns)

'a' is used before consonants.

e.g. a cat.

'an' is used before vowels.

3. Conjunctions

e.g. Peni and Fani went fishing.

4. Pronouns

4.1 Personal pronouns

e.g I, you, he, she

4.2 Demonstrative Pronouns (refer to a noun)

This/that

e.g this house, that hut

4.3 Possessive adjectives

e.g his bed, her tent

4.4 Possessive pronouns

e.g Ali's bed, Dad's car

4.5 Interrogative pronouns ('Wh' questions)

What/ who
e.g. (for singular forms)
What is this? Who is he?

5. Prepositions (of location and direction)

e.g. in, on, up, down

6. Subject – verb agreement

e.g. Bingo likes Bob. (singular verb for singular noun)

7. Simple Present Tense

What is your name? ... Fiti.

There is a bird in the house.

8. Simple Past Tense

e.g. Pana is in the tent./Pana was in the tent

9. Positive statements.

e.g. This is Sau, mother.

He is my friend.

10. Negative statements

e.g. Is Lana in bed?

No, she is not.

11. Positive Questions

e.g. Can I help?

12. Sentence types – simple sentence

e.g. Pato helps Ami.

13. Punctuation

Capital letters

- for the first word of a sentence
- for proper nouns: names of people, towns
- days of the week
- for the pronoun 'I'

Full stop

- at the end of a sentence

Question mark

- at the end of a question.
- e.g. Is Sina in the office?

Commas

- e.g. He buys a pencil, a ruler, an eraser and a book.

Suggested Sentence Patterns

These patterns are set out under different functions.

1. Exchanging greetings

A: Good morning, teacher.

B: Good morning, Sam.

2. Introducing oneself

A: Good morning. I am

3. Talking about oneself

Hi! I am

I amyears old.

I have two sisters.

I have a brother.

4. Asking questions and giving information.

i. **What** is your name?

My name is.....

ii. **What** is that?

It is a(to identify)

iii. **Where** do you live?

I live at

iv. **Who** is that?

She is my friend.

v. **Where** are you going?

I am going to school.

vi. **When** is the circus coming?

It is coming on Friday.

5. To refute statements

i. It is **not** white.

ii. **No**, it is not white.

iii. Is this yours?**No**.

I have two sisters.

6. To ask permission

Teacher, may I go out?

May I go out please, teacher?

7. To request for specific things.

May I have the book.

May I use your ruler, please.

Sound System

The sound system forms part of the language contents in the Year 3 Curriculum Specifications. The letters to be taught are presented in the orthographic form and in phonetic. The phonetic symbols are enclosed in phonemic notation (/ /). These phonetic symbols are only for teacher's use and not to be taught to pupils. However, the sounds represented by the symbols should be taught. In each item, there are examples of the sounds to be taught and more examples should be given.

1. Initial Blends

1.1	bl / bl /	blue, black, block, blow
1.2	br / br /	brown, broom, break, brain
1.3	cl /kl /	clip, clap, clock, class
1.4	cr /kr/	crab, crown, crib, crop

1.5	f l /fl/	flag, flip, flop, floss
1.6.	fr /fr/	frog, frock, fruit, frill
1.7	gl /gl/	glasses, glad, glue, glow
1.8	gr /gr/	grin, green, group, grip
1.9	pl /p /	plum, plug, plan, play
1.10	pr /pr/	pram, press, pray, print
1.11	st /st/	stamp, stay, start, tick
1.12	sk /sk/	skip, skim, sky, skin

2. Initial Digraphs

2.1	sh //	shy, shoe, shut, shop
2.2	ch //	chair, chain, chin, cheek

3. Final Digraphs

3.1	sh //	fish, dish, cash, mash
3.2	ch //	rich, such, much, which

4. Vowels

Long sounds

- 4.1 oo / u:/ boot, shoot, root, balloon
- 4.3 ea / i: / beat , seat, peat, eat
- 4.5 ee / i: / deep, seep, peep, jeep

Short sounds

- 4.2 oo // book, cook, good, foot
- 4.4 i / i / bit, sit, dip, tip

5. Diphthongs

5.1	ou //	house, loud, round, pound
5.2	ow //	cow , brown, down, clown

6. Silent letters

6.1	silent k	knee, knife, kneel, knit (at the beginning of the word)
6.2	silent h	hour, heir, (at the beginning of the word)

Note: Year 3 should review the sounds from Year 1 & 2 first before these sounds given.

Word List

The word list consists of words commonly used in the English language. These are high frequency words which students will need even when reading simple texts. Teachers should teach students to recognize these words in context when reading and also understand them in the context of what they read. These are also the words that students will use when going about their writing task. Teachers are encouraged to add to this list according to the ability of their students as well as when teaching a particular topic.

a	desk	I	red
about	door	in	right
afternoon	dog	is	ruler
am	down	it	said
an	did	jump	see
and	dress	last	she
all	ears	left	shoe
are	evening	legs	sister
arms	eyes	like	table
at	face	line	the
away	father	live	they
back	feet	look	their
bag	field	man	this
ball	first	morning	tree
bed	for	mother	to
belt	from	me	up
big	girl	my	us
black	get	name	want
blue	good	night	was
book	go	no	we
boy	going	not	went
brother	go	now	what
brown	green	of	when
by	hair	old	where
came	hands	on	who
can	have	one	woman
canteen	he	our	years
cap	head	out	yellow
cat	help	up	yes
chair	her	pen	you
classroom	him	pencil	your
come	his	play	
day	house	put	

plus:

- days of the week
- numbers one to hundred
- pupil's name and address
- name of school
- social expressions and greetings:

e.g.

good morning
good afternoon
good evening
good night
goodbye
hello
thank you