

Primary Plus 1

Semester 1 – Literacy

| What are the children going to achieve? | How are the children going to learn? |
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| <p>The outcome at this level is expressed as demonstrative improvement of all language skills.</p> <p>Language focus & skills: These have been selected from Primary Plus 1, magazines 01-04, which are taught in Semester 2 (see table in the next page) as well as vocabulary an English language learner aged 6–7 would typically encounter.</p> <p>In Semester 1 children achieve:</p> <ul style="list-style-type: none"> • To use language in chunks. • To remember, understand and apply language introduced. <p>They are not exposed to the written form of this language.</p> <p>Overall, children will achieve competence in basic communicative exchanges as well as competence in isolated sounds and words.</p> | <p>At this age the success of children's learning depends on providing multiple opportunities for them to:</p> <ul style="list-style-type: none"> • remember • understand • apply new knowledge <p>Teaching approach Each literacy lesson is presented and practised at least twice to ensure that children have more than one opportunity to remember, understand and apply the new item correctly.</p> <p>Letter-sound combination During this stage children will be taught the letters following a phonics approach. Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out.</p> |
| Materials used | Phonics taught |
| Literacy Packs 1-5 | The letters s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, the letter combinations ch, sh, th, ng, qu and their related sounds. |

Semester 2 – Magazines

| Module | Learning aims | Language |
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| Say hello! How do we make friends? | <ul style="list-style-type: none"> • Greet others • Write/Say names • Count and write/say numbers • Talk about age • Talk about likes • Introduce and describe friends • Understand the importance of friendship and helping classmates | <ul style="list-style-type: none"> • Numbers 1–12 • Activities • Places at school • <i>Hello! / Hi!</i> • <i>What's your name?</i> • <i>My name's (Tom). / I'm (Sam).</i> • <i>How old are you? I'm (eight) years old.</i> • <i>(He) is (five) years old.</i> • <i>What do you like? I like (singing).</i> • <i>This is (Miss Brown).</i> • <i>He/She likes (singing).</i> |
| Family time What's my family like? | <ul style="list-style-type: none"> • Identify and name family members • Say who is in a family • Describe what family members like doing • Describe what family members are like • Understand how families are different | <ul style="list-style-type: none"> • Family members • Activities • Adjectives to describe people • <i>I've got (a mum). He's got (a brother).</i> • <i>There are (four) people in my family.</i> • <i>We like (dancing). (She) likes singing.</i> • <i>He's/She's (nine) years old.</i> • <i>This is my (sister). He's/She's (cute).</i> |
| My home What's my home like? | <ul style="list-style-type: none"> • Describe homes in terms of age and size • Identify and name areas of a home • Talk about everyday activities at home • Describe what's in a room/home • Describe items in terms of colour and size • Categorise items at home by room | <ul style="list-style-type: none"> • Adjectives to describe homes • Areas of the home • Activities at home • Furniture and items at home • <i>This home is (big) and (old).</i> • <i>There is a (kitchen).</i> • <i>There are (two bedrooms).</i> • <i>This is the (living room). I (play) here.</i> • <i>There's a (green desk).</i> |
| Yummy! What do we eat and drink? | <ul style="list-style-type: none"> • Identify and name food and drinks • Identify and express likes, dislikes and preferences • Identify and name meals • Describe what is in a dish • Think about what I like to eat and when • Understand and respect that everybody likes different food and drinks | <ul style="list-style-type: none"> • Food and drinks • Meals of the day • <i>I eat (ice cream). I drink (milk).</i> • <i>I like to (eat soup). I don't like to (drink milk).</i> • <i>The (pancake) has got (strawberries).</i> • <i>My (breakfast) is (a pancake).</i> • <i>Do you like (fish)? Yes, I do. / No, I don't.</i> • <i>For (dinner), I like (chocolate).</i> • <i>I've got (pasta and orange juice).</i> |