

SUBJECT: LANGUAGE ARTS

GRADE: KINDERGARTEN

TERM: ONE

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIE OBJECTIVES	ASSESSMENT
A) Listen and speak for personal response and enjoyment	1. Listen and respond in various ways to what they have heard	1. Oral Assessment drawing
	2. Recite rhymes, short poems and sing songs	2. Oral/Checklist
	3. Talk about the stories, rhymes and poems that they have heard	3. Oral Assessment
	4. Retell favourite and familiar stories	4. Refer to Assessment Sheet A
	5. Talk about subjects that are of interest to them	5. Oral Language Assessment (Sheet B)
B) Listen to discriminate between various sounds in the environment.	6. Identify various sounds and associate them with their origin	6. Teacher made checklist
	7. Distinguish between sounds- far-near, soft-loud etc.	7. Teacher made checklist
C) Listen to distinguish between the sounds of the letters of the English alphabet and speak to use the sounds of English productively	8. Identify and name the letters of the alphabet	Sample recognition and letter-sound assessment (Sheet C)
	9. Identify the sounds that are associated with the alphabet	
	10. Identify the beginning sounds in one syllable words	
	13. Use clear and intelligible English sentences	
D) Interpersonal Communication	15. Listen attentively during conversations, take turns and respond appropriately	15. Sample developing phase
	16. Identify obvious variation in tone of voice (e.g. anger) in stories they listen to, in recordings and in actual conversations.	- Speaking Checklist (Sheet E)
	17. Interpret facial expressions and gestures displayed by a speaker	- Sample Listening Self Assessment (Sheet D)
	18. Modify their tone depending on the person to whom they are speaking and the situation.	- Role Play
	19. Listen to a simple message and relay that message to someone else	- Oral questioning
	20. Speak clearly using complete sentences	- Worksheet (Facial Expressions)
		- Complete Sentences
		- Oral Assessment/ Presentations

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E) Listen to and speak to give information	21. Give information in response to questions asked.	- Checklist (Sheet E, F)
	22. Talk about an event or subject of interest	- Sample Developing
	23. Recount a familiar event or happening to the class	- Phase Speaking Checklist
	24. Give simple directions	- Teacher will modify where necessary
		- Interviews
F) Vocabulary Development	29. Use appropriate words to - express ideas - talk about news and stories they have read, listened to or viewed - convey information	
G) Developing proficiency with book language	40. Give simple instructions and directions	
	30. Use appropriate words to refer to categories of : - color - shape - quantity - size - location	Teacher made checklist
	31. Use sensory words to describe objects, pets etc.	Worksheet
	35. Ask for clarification of words that they do not understand in conversations or stories that they have listened to or viewed	
H) Speaking with good enunciation, pronunciation and clarity	44. Pronounce words in their repertoire clearly	- Choral Speaking
	45. Use complete sentences in Standard English	- Readers' Theatre Checklist
	46. Speak confidently	- Recital
I) Attitudes for developing	47. Listen attentively in conversations and read aloud sessions and answer questions when required to do so.	Observation
	48. Show willingness to take part in activities involving oral work	Checklists
	49. Work with classmates in small groups and whole class groups to share information and work collaboratively on projects.	Anecdotal records
	50. Participate in sessions organized to practice Standard English	
	51. Show willingness to express ideas, views and opinion on a range of subjects relevant to their age levels	

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BROAD OUTCOMES: READING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Knowledge about Books	1. Hold a book the right way up	- Observation
	2. Identify the parts of a book e.g. cover, spine, page	- Checklists
	3. Use appropriate words to refer to the parts of a book e.g. spine, cover, page	- Oral Tests
	4. Identify the title and author's name on the cover and title page	
	5. Identify the beginning and end of a book	
B) Concepts about print	6. Follow the directionality of print - left to right - top to bottom	- Observation
	7. Name the letters of the alphabet	- Teacher made tests e.g. A dot on the right side of book
	8. Distinguish between uppercase and lowercase letters of the alphabet	- Written tests Assessment Sheet C1
C) Decoding and Word Recognition	11. Match the sounds of consonants to the corresponding letters	- Phonological Awareness
	13. Identify consonant sounds at the beginning of words	- Diagnostic Assessment
	14. Read simple high frequency sight words.	(Assessment Sheet C3)
D) Vocabulary Development	16. Identify their names in print	- Teacher made evaluation
	17. Recognize words that are related to topical categories foods, colours, shapes etc.	
E) Comprehension	21. Ask questions about the texts they have read, heard or viewed	
	22. Answer questions about text they have read, heard or viewed	
F) Responding to Literature	24. Use illustrations to predict the outcome of a story	- Story Retelling
	27. Identify the characters in a story	- Record for the Early Developing Phase (Sheet A)
	28. Identify the main events in a story	
	30. Use traditional terms in story telling e.g. once upon a time, happily ever after etc.	
	31. Retell familiar stories	- Book Report
	32. Generate and answer questions about stories	
34. Make up an alternative ending for a story		

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
F) Responding to Literature	35. Use a series of pictures to make up a story	
	36. Represent (aspects of) familiar stories in art and role-plays	- Dramatization
G) Text Features	38. Distinguish between types of text: - stories - labels - poems - magazines - signs - newspapers	
H) Features of Narrative Text	39. Identify the title, author's name and the name of the illustrator on the cover and title page of a story book	- Oral evaluation Teacher made test
I) Reading and Writing	41. Express their response to literature through: a- drawing pictures to depict story events b- writing (in their own way) about the story c- talking about the story with teacher and classmates d- retelling the story or part of it e- telling about the story or the events in it f- drama/role-play g- pretending to be a character in the story	Checklist
	42. Tell the story or message depicted in their drawings, pictures and writing	
J) Attitude and Interest	43. Point to text while reading and "Read Along" (join in orally) when teacher reads familiar stories	Observation
	44. Participate actively during reading sessions and related activities	
	45. Talk about books that have been read to them/that they have read	
	46. Share ideas, ask and answer questions about books that they read/that have been read to them	

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BROAD OUTCOMES: WRITING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Developing familiarity with symbols	1. Write consonant –vowel-consonant (CVC) words	- Observation/ Teacher made simple cross word puzzle
	2. Write short sentences	- Checklist
	3. Shape uppercase and lowercase letters of the alphabet	- Portfolio with samples of pupils work
	4. Write from left to right and top to bottom	- Teacher made tests
	5. Use letters that they know to represent written text	- Performance tasks
	6. Scribble, draw a picture or print letters to convey a message	
	7. Order a series of pictures to tell a story in an appropriate sequence	
B) Conventions of written	8. Use a logical/appropriate sequence in recounting what they have represented in drawing or writing	
1. Sentence Structure	9. Use complete and clear sentences in English	- Checklist
	10. Use their knowledge of letter and letter-sound correspondences to write one-syllable words	- Student made word book
2. Spelling	11. Spell high frequency one-syllable words, and use these words in their writing	- Teacher made test
	12. Represent words they may not be familiar with, using inventive spelling and the letters that they know	