

## COMMUNICATING AND LITERACY

### Element: Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener

LOs - Students should be able to:	Educoot Resource	Pages
Listen to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time	Listening & Speaking 2	Pages 7 to 12 (listening tips) Pages 13 to 14 (listening in different situations) Pages 15 to 16 (barriers to effective listening) Pages 17 to 19 (listening preparation), Pages 20 to 22 (listening for ideas) Pages 23 to 24 (listening with an open mind) Pages 25 to 26 (overcoming distractions) Page 27 (making notes while listening)
Ask questions to obtain information, e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone	Listening & Speaking 2	Pages 46 to 57 (asking questions)
Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, top up a mobile telephone	Listening & Speaking 2	Pages 28 to 41 (following instructions)
Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend	Listening & Speaking 2	Pages 58 to 65 (expressing opinions, facts and feelings)
Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom	Listening & Speaking 2	Page 43 (playing Chinese whispers) Pages 44 to 45 (effective speaking) Pages 66 to 73 (formal and informal communications)



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Listen to and respond to a range of stories	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
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### Element: Using non-verbal behaviour to get the message across

LOs - Students should be able to:	Educoot Resource	Pages
Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action	Nonverbal Communication 2	Page 6 (facial expressions) Pages 7 and 8 (tone of voice) Pages 9 to 14 (signs and symbols) Pages 15 to 17 (clothing) Page 18 (colours), Pages 19 to 21 (gestures) Page 31 (tips for nonverbal communication)
Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or joy, tone of voice to seek assistance/complain	Nonverbal Communication 2	Pages 23 to 26 (using nonverbal behaviour)
Relay a response or request non-verbally, e.g. signalling a phone call	Nonverbal Communication 2	Page 27 (greetings) Pages 28 to 30 (responding)
Respond to non-verbal signals and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials	Nonverbal Communication 2	Pages 32 to 37 (responding to nonverbal signals and signs)
Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/ following fire drill	Nonverbal Communication 2	Pages 39 to 41 (ordering in our daily lives) Pages 42 to 46 (following instructions) Pages 47 to 49 (life sequences) Page 50 (instruction table)

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### Element: Reading to obtain basic information

LOs - Students should be able to:	Educoot Resource	Pages
Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, names of family members	Reading 2	<b>Page 52 to 74</b> (common words including counties, question words, personal address, days of the week, months of the year, bill, rooms in a house, numbers, opposites, foods, family members, common adjectives, similes, technology, job words, personal profile) <b>Pages 76 to 104</b> (Sight Words including Dolch words, yes/no, word shapes, colours, there/their, letter patterns / families, words in words, to/too/two, missing letters)
Use simple rules and text conventions that support meaning, e.g. pause at a full stop	Reading 2	<b>Pages 6 to 27</b> (reading basics including the alphabet, initial sounds, vowels, consonants, letter patterns / families, sentence structure, full stops, capital letters, proofreading, 'reading' a picture)
Interpret different forms of writing and text, including social signs and symbols, e.g. common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing	Reading 2	<b>Pages 29 to 31</b> (Types of texts - matching types of texts and purpose, keeping a record of different texts they have read) <b>Pages 33 to 51</b> (Signs and Symbols including safety signs, road signs, social sight words, warning signs, instructions, logos, marketing signs, direction signs, gestures)
Find key information from different forms of writing, e.g. locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers	Reading 2	<b>Page 106 to 122</b> (everyday texts at home including a label, greeting cards, information, notes,



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		proofreading, directions, email, song, recipe, list, instructions, TV guide, text message) <b>Pages 124 to 136</b> (everyday texts out and about (including appointment card, timetable, list, weather report, menu, poster, instructions, notice, ticket)
Use a range of reading strategies, e.g. clues, context, sound, prediction and decoding	Reading 2	<b>Pages 138 to 169</b> (reading strategies including summarising, syllables, using graphics, picture clues, diagrams, graphic organisers, advert, headlines, key words, prior information, pre-reading, purpose of texts, fact / fiction, fact / opinion, asking questions, text connections, think / pair / share, paraphrasing, evaluating, visualising)

### Element: Using a range of writing forms to express opinions

LOs - Students should be able to:	Educoot Resource	Pages
Write/type notes and messages needed for simple tasks, e.g. address an envelope	Writing 2	<b>Page 85</b> (list) <b>Pages 86 and 87</b> (notes) <b>Page 89</b> (notice) <b>Page 94</b> (appointment) <b>Page 95</b> (picnic list) <b>Page 100</b> (captions) <b>Page 107</b> (key words) <b>Page 110</b> (safety sign) <b>Page 111</b> (favourites) <b>Page 112</b> (labels)

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		<p>Page 116 (adjectives)</p> <p>Page 118 (food tin label)</p> <p>Page 119 (bucket list)</p> <p>Page 120 (labels)</p> <p>Page 122 (park sign)</p> <p>Page 123 (to-do list)</p> <p>Page 124 (speech bubbles)</p> <p>Page 127 (telephone message)</p> <p>Page 129 (mind map)</p>
Write/type at least five sentences so that they convey meaning or information, e.g. arrange a meeting with a friend, give directions	Writing 2	<p>Pages 62 to 76 (correcting and writing sentences)</p> <p>Page 113 (writing about self)</p> <p>Page 130 (weather)</p> <p>Page 131 (gratitude)</p>
Use the main rules of writing appropriately, e.g. use capitals and full stops	Writing 2	<p>Pages 6 to 15 (writing practice)</p> <p>Pages 17 to 27 (writing personal information, capital letters, full stops)</p> <p>Pages 28 and 29 (questions)</p> <p>Pages 31 to 41 (sight words)</p> <p>Pages 43 to 51 (writing CVC words)</p> <p>Pages 53 to 59 (writing dates)</p> <p>Pages 78 to 81 (proofreading)</p> <p>Page 90 (signature)</p> <p>Page 92 (questions)</p> <p>Page 133 (personal word list)</p>

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<p>Use a range of spelling patterns, e.g. add 'ing' to a word – drop, double or nothing</p>	<p>Writing 2</p>	<p><b>Page 9</b> (vowels and consonants)  <b>Pages 31 to 51</b> (sight words – look/say/cover/write/check, words in words, unscrambling, changing one letter, word families, blends, rhyming words)  <b>Page 81</b> (proofreading – spelling)  <b>Pages 43 to 48</b> (CVC words, letter patterns, letter families)</p>
<p>Use a range of different forms of writing to suit purpose and audience, e.g. write a cheque, fill a simple form, complete a diary entry</p>	<p>Writing 2</p>	<p><b>Page 88</b> (invitation)  <b>Page 91</b> (email)  <b>Page 93</b> (writing about a picture)  <b>Page 96</b> (using a dictionary)  <b>Page 97</b> (diary entry)  <b>Page 98</b> (planner)  <b>Page 99</b> (review)  <b>Page 101</b> (recipe)  <b>Page 102</b> (acrostic poem)  <b>Page 103</b> (directions)  <b>Page 104</b> (text message)  <b>Page 105</b> (instructions)  <b>Page 106</b> (article)  <b>Page 108</b> (advert)  <b>Page 109</b> (greetings card)  <b>Page 114</b> (fact file)  <b>Page 115</b> (postcard)  <b>Page 117</b> (menu)</p>

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		<p>Page 121 (memory lane)</p> <p>Page 125 (t-shirt)</p> <p>Page 126 (tweet)</p> <p>Page 128 (colour poem)</p> <p>Page 132 (5W poem)</p>
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### Element: Using expressive arts to communicate

LOs - Students should be able to:	Educoot Resource	Pages
Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Create a range of images using a variety of materials	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Produce a piece of work for display	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Listen to a range of music and respond by discussing thoughts and feelings, e.g. favourite singer and say why they like their music	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Use drama or dance to explore real and imaginary situations	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers

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### Element: Using suitable technologies for a range of purposes

LOs - Students should be able to:	Educoot Resource	Pages
Identify three everyday uses of technology, e.g. for learning, working, and for fun	Using Technology 2	<p><b>Page 6</b> (introduction)</p> <p><b>Pages 7 and 8</b> (inventions)</p> <p><b>Pages 9 to 14</b> (technology at home)</p> <p><b>Pages 15 to 19</b> (technology for entertainment)</p> <p><b>Pages 20 to 23</b> (technology for learning)</p> <p><b>Pages 24 to 26</b> (technology for communication)</p> <p><b>Pages 27 to 31</b> (technology at work)</p> <p><b>Pages 32 and 33</b> (general technology)</p> <p><b>Page 45</b> (technology survey)</p>
Use technology requiring not more than three functions, for personal, home and educational/ workplace use, e.g. assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera, DVD/video player, household appliances	Using Technology 2	<p><b>Pages 35 to 38</b> (using technology at home) <b>Pages 39 and 40</b> (using technology for entertainment)</p> <p><b>Page 41</b> (using technology for learning)</p> <p><b>Page 42</b> (using technology for banking)</p> <p><b>Page 43</b> (using technology table)</p>
Use technology to communicate in an activity with others	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Use a new piece of ICT equipment	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Turn a personal computer on and off safely, e.g. following the steps to shut down a computer	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers





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Identify the information symbols on a desktop, e.g. internet explorer symbol	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Use frequently used keys appropriately	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, e.g. clipart, word document, electronic presentation	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Access a range of websites on the internet e.g. scoilnet, websites of personal interest to the student	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Find information for a project on the web.	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers
Send and open an email	Communicating and Literacy Extras	Communicating and Literacy Extras – Links, etc. for teachers, available on <a href="http://www.educoot.org">www.educoot.org</a> , under Resources and For Teachers

