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Ministry of Education  
& Human Resource Development



## RATIONALE

The Ministry of Education expresses the view that each child matters and that each child has the right to equitable and quality education. An essential first step towards realizing this view is the production of this context-specific Early Childhood curriculum which:

- is child-centred;
- is undergirded by common educational opportunities for all students;
- promotes access to educational opportunities for all students;
- facilitates transfer to successive levels of education;
- encourages optimum use of a variety of educational resources;
- encourages life-long learning;
- recognises and builds on early experiences gained in the home settings;
- engages parents as partners in the total development of all students.



*The evidence is now virtually irrefutable that any provisions for young children whether in the home or outside of it – that is less than top quality represents missed opportunities to make substantial contributions to the rest of their lives. Today, no one argues against that statement. Some may argue about what is meant by top quality...*

Katz (1997, p. 26).

The Ministry of Education, Youth Affairs and Culture, interprets ‘top quality’ to mean:

- explicit objectives
- developmentally and culturally relevant content
- methodologies informed by the prescribed objectives
- a portfolio of assessment modalities
- an environment which is rich with culturally relevant and developmentally appropriate materials and equipment

A curriculum that is shaped by such top quality provision, has the potential to facilitate high standards of learning by all students and high rates of success. A note of caution should be introduced however, for any interpretation imposed on this success should not be confined to the academic domain, but should embrace attitudes and dispositions.





Since, the needs of society have influenced, and will continue to influence the manner in which we educate our children. it bears repeating that the activities suggested, are designed to enhance the skills of problem solving, critical thinking, reasoning, composing and developing positive interpersonal relationships, which will facilitate the child's ability to cope with on-going changes.

This document provides information intended to create positive self-development and opportunities for enhancing and using requisite skills and dispositions, and to effect sound personality growth development.

The Ministry of Education, Youth Affairs and Culture recognizes that language is fundamental to all learning. Children use language to learn about, to learn through, and to construct meaning from their experiences. They enhance their learning experiences by researching, representing, writing and communicating the products of their learning as they recognize and utilize language. Since students must be prepared to meet literacy demands both locally and internationally, competency in Standard English must be achieved. An integrated, language across the curriculum approach to ECE has therefore been adopted in an attempt to enable students to experience success, personal satisfaction, intellectual development, and become responsible and contributing citizens.

## **GENERAL OBJECTIVES**

The early childhood education curriculum is designed to enable children in the three to seven age group to experience growth and expertise in the areas of social and emotional development, cognitive development, and physical development. The strategies and activities suggested should enable students to build trust, promote in each student a sense of competence, foster initiative, and facilitate the development of critical and logical thinking skills. The general objectives underpinning the curriculum are to enable each child to:

- experience a sense of self esteem
- exhibit a positive attitude to life
- demonstrate cooperative, acceptable social behaviour
- acquire learning and problem solving skills
- expand logical thinking skills
- acquire critical thinking skills
- acquire skills concepts and information for the purpose of understanding one's immediate world
- develop expressive and receptive communication skills
- construct meaning from an interaction with the immediate environment

- develop reading skills and strategies
- acquire writing skills
- enhance gross motor skills
- enhance and refine fine motor skills
- acquire auditory, visual, tactile and perceptual skills
- enhance stance and stature

## FORMAT OF THE CURRICULUM

This Early Childhood Curriculum (ECC) consists of syllabuses in the subject domains of Language Arts, Mathematics, Health and Family Life, Music and Visual Arts. The ECC clearly outlines the objectives, themes or topics, skills and concepts, to be taught in a sequential order to children in the three to seven age group. It further contains suggested activities, assessment strategies and resources. In addition, it provides a predetermined ***Scope and Sequence and Attainment Targets*** in each subject domain.

The ***Scope and Sequences*** relates to the content in terms of depth of coverage-***scope*** - and the order in which the latter is to be delivered - ***Sequence***. Scope and Sequences are addressed in relation to suggested attainment targets. With the Scope and Sequences, a box ( ) indicates the level at which a particular topic /skill/ concept should be introduced and a tick (T) indicates that the said topic /skill/concept must be developed and maintained in subsequent age groups.

***Attainment Targets*** are set out in order of increasing difficulty and provide a range of learning outcomes that each child should be exposed to, in order to develop a high degree of competence by the age of seven. The attainment targets for each curricular perspective (Health and Family Life, Language arts, Mathematics, etc.) are presented as a list of objectives which indicate what each pupil should be able to achieve at the end of each school year. The document takes into account the multifaceted nature of the learning process and consequently allows teachers to be guided by the range of individual differences of pupils within each age group. Thus, it provides for flexibility in the teaching/learning process.

***Suggested Activities*** are provided as a guide to ensure that teachers use a variety of stimuli to promote developmentally appropriate strategies for children in the infant years. The activities allow for individual as well as group participation thereby facilitating, learning in a collaborative environment.

***Social and Emotional Learning skills*** cover important aspects of personal, social, moral and spiritual growth including the development of personal values, and an understanding of self and others. Therefore, these skills are strongly emphasised throughout all curriculum areas as students interact in group activities.

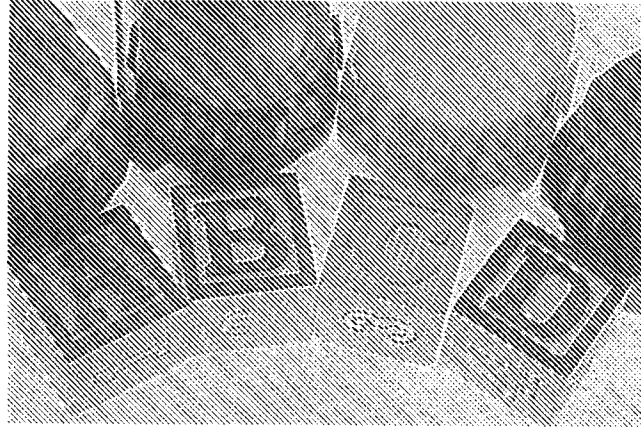
***Child-Centered Approaches*** are key strategies in optimizing learning in early childhood classes. Two suggested approaches are the "Thematic Approach," for planning instruction, and the "Project Approach," for engaging children in their learning. It must be

emphasised that systematic instruction is integral to the teaching/learning process and as such, must be used to ensure that basic concepts are well covered.

***Integration of Technologies*** is suggested wherever feasible to enhance instruction. Teachers are encouraged to use technologies such as the Listening Centre; Language Master, Tape Recorder, VCR, Television, Computer, Overhead Projector, Still and Digital cameras where these are available and where they lend themselves to improved teaching quality.

***Assessment*** is an integral part of teaching/learning process. It plays a critical role in determining what each child knows, understands and can do over time. Therefore, continuous assessment is essential in monitoring the progress of each child. Consequently, teachers are encouraged to compile profiles to record this progress. To this end, observation, portfolios, anecdotal records, checklists, conferencing, teacher-made tests, performances task and journalling are the techniques of assessment suggested in this document. Each assessment modality is described in the Early Childhood Education curriculum guide which accompanies this document.





EARLY CHILDHOOD EDUCATION

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# Language Arts

## SCOPE & SEQUENCE

Ministry of Education  
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EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Scope & Sequence**

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>1.0 ACQUIRES ACCEPTABLE ACCURATE SPEECH SKILLS</b>				
1.0.1 Pronunciation: Articulation of Speech Training rhymes and jingles	◆	✓	✓	✓
1.0.2 Enunciation: Choral speaking and recitation	◆	✓	✓	✓
1.0.3 Intonation: Dramatization and poetry	◆	✓	✓	✓
1.0.4 Narration and Expression: Oral Reading		◆	✓	✓
1.0.5 Oral discussion	◆	✓	✓	✓
1.0.6 Speaking in complete sentences	◆	✓	✓	✓
1.0.7 Listening to reproduce information	◆	✓	✓	✓
1.0.8 Building communicative competence and practicing the language	◆	✓	✓	✓
1.0.9 Describing objects/pictures orally	◆	✓	✓	✓
1.0.1.0 Communicating thoughts orally	◆	✓	✓	✓
1.0.1.1 Speaking fluently to share experiences	◆	✓	✓	✓
1.0.1.2 Asking and answering questions	◆	✓	✓	✓
1.0.1.3 Oral language development skills	◆	✓	✓	✓
1.0.1.4 Acquisition of new appropriate vocabulary	◆	✓	✓	✓
1.0.1.5 Participation in group conversations	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Scope & Sequence**

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>2.0 SOCIAL INTERACTION SKILLS</b>				
2.0.1 Listening for enjoyment	◆	✓	✓	✓
2.0.2 Listening to respond emotionally	◆	✓	✓	✓
2.0.3 Listening to respond to mood			◆	✓
2.0.4 Information sharing	◆	✓	✓	✓
2.0.5 Turn taking when listening to or engaging in discourse	◆	✓	✓	✓
2.0.6 Speech episodes to develop language etiquette and courtesy	◆	✓	✓	✓
2.0.7 Listens attentively to interpret conversations	◆	✓	✓	✓
2.0.8 Shared communication for decision making and problem solving	◆	✓	✓	✓
2.0.9 Speech activities to develop self confidence	◆	✓	✓	✓
2.0.1.0 Speech episodes to develop sense of caring and acceptance of persons with differing speaking abilities	◆	✓	✓	✓
2.0.1.1 Provision of opportunities for children to engage in language communication in interest areas	◆	✓	✓	✓
2.0.1.2 Opportunities for small group interaction and large group discussions	◆	✓	✓	✓
<b>3.0 EMERGENT LITERACY</b>				
3.0.1 Use of environmental print	◆	✓	✓	✓
3.0.2 Representation of ideas by drawing and scribbling	◆	✓	✓	✓
3.0.3 Recognition of print in various settings and context	◆	✓	✓	✓
3.0.4 Verbalisation and visual representing of thoughts	◆	✓	✓	✓
3.0.5 Generation of interest in books and other reading materials	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Scope & Sequence**

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
3.0.6 Recognition of print as means of communicating thoughts, knowledge, sentiments etc.	◆	✓	✓	✓
3.0.7 Development of appropriate literacy behaviours	◆	✓	✓	✓
3.0.8 Use of left to right progression	◆	✓	✓	✓
3.0.9 Use of top to bottom progression	◆	✓	✓	✓
3.0.1.0 Initial medial and final concepts		◆	✓	✓
3.0.1.1 Development of book handling skills	◆	✓	✓	✓
3.0.1.2 Use of representational drawings and art work	◆	✓	✓	✓
3.0.1.3 Use of pictures to relate stories	◆	✓	✓	✓
3.0.1.4 Use of inventive spelling	◆	✓	✓	✓
3.0.1.5 Use of random letters	◆	✓	✓	✓
3.0.1.6 Use of phonetic spelling		◆	✓	✓
3.0.1.7 Activities to encourage word building and spelling		◆	✓	✓
3.0.1.8 Oral spelling activities		◆	✓	✓
3.0.1.9 Manipulation of materials to develop spelling skills		◆	✓	✓
3.0.2.0 Manipulation of puzzles and other materials to develop reasoning and critical thinking skills	◆	✓	✓	✓
3.0.2.1 Manipulation of word lottos, word bingo, spelling wheels and other materials to build interest in reading	◆	✓	✓	✓
3.0.2.2 Reading a variety of books appropriate to age and stage	◆	✓	✓	✓
3.0.2.1 Use of picture matching cards, word cards, sentence strips etc.	◆	✓	✓	✓

◆ Begins teaching the concepts/skill  
 ✓ Maintains and develops the concepts/skill

## Language Arts Scope & Sequence

## CONCEPTS/SKILL

## CLASS

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>4.0 VOCABULARY BUILDING</b>				
4.0.1 Use of basic sight words associated with basal readers		◆	✓	✓
4.0.2 Use of phonetic analysis to identify and spell words			◆	✓
4.0.3 Formation of compound words			◆	✓
4.0.4 Finding the smaller words from one big word			◆	✓
4.0.5 Compilation of word banks, pictionaries and dictionaries			◆	✓
4.0.6 Use of inventive spelling	◆	✓	✓	✓
4.0.7 Picture to picture matching	◆	✓	✓	✓
4.0.8 Letters to sound matching	◆	✓	✓	✓
4.0.9 Letters to word matching		◆	✓	✓
4.0.1.0 Matching words by pairing		◆	✓	✓
4.0.1.1 Sorting words in alphabetical order according to first letter and second			◆	✓
4.0.1.2 Sorting words according to initial, medial final sound			◆	✓
4.0.1.3 Identifying words based on configuration of word		◆	✓	✓
4.0.1.4 Use of context clues to determine words			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Scope & Sequence**

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>5.0 READING TECHNIQUES</b>				
5.0.1 Read aloud picture stories	◆	✓	✓	✓
5.0.2 Read aloud environmental print	◆	✓	✓	✓
5.0.3 Read aloud story books		◆	✓	✓
5.0.4 Decodes words		◆	✓	✓
5.0.5 Use of phonics to decode words		◆	✓	✓
5.0.6 Acquisition of effective eye movement	◆	✓	✓	✓
5.0.7 Silent reading of passages books appropriate to age		◆	✓	✓
5.0.8 Reads information to perform task		◆	✓	✓
5.0.9 Acquires rhythm in reading		◆	✓	✓
<b>6.0 COMPREHENSION SKILLS</b>				
6.0.1 Noting details		◆	✓	✓
6.0.2 Recalling details		◆	✓	✓
6.0.3 Reading for information		◆	✓	✓
6.0.4 Reading to make predictions		◆	✓	✓
6.0.5 Reading to confirm/reject predictions				◆
6.0.6 Deducing meaning from text			◆	✓
6.0.7 Drawing conclusions			◆	✓
6.0.8 Summarises information with guidance				◆
6.0.9 States likes and dislikes about text				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
Language Arts  
**Scope & Sequence**

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>7.0 PENMANSHIP</b>				
7.0.1 Tracing	◆	✓	✓	✓
7.0.2 Join up the dots to form letters shapes numerals	◆	✓	✓	✓
7.0.3 Spatial awareness		◆	✓	✓
7.0.4 Visual recall skills	◆	✓	✓	✓
7.0.5 Left-to-right progression	◆	✓	✓	✓
7.0.6 Figure ground activities		◆	✓	✓
7.0.7 Formation of basic writing strokes // \ \    ( ) 0		◆	✓	✓
7.0.8 Letter formation		◆	✓	✓
7.0.9 Writes words, sentences		◆	✓	✓
7.0.1.0 Alignment of letters		◆	✓	✓
7.0.1.1 Legibility		◆	✓	✓
7.0.1.2 Spacing		◆	✓	✓
<b>8.0 COMPOSITION</b>				
8.0.1 Sequencing pictures, words, sentences etc		◆	✓	✓
8.0.2 Language experience stories	◆	✓	✓	✓
8.0.3 Expository writing		◆	✓	✓
8.0.4 Journal writing			◆	✓
8.0.5 Composing rhymes, skits, poems		◆	✓	✓
8.0.6 Letter writing			◆	✓
8.0.7 Interviewing		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

# Language Arts

## Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>9.0 STRUCTURAL ANALYSIS</b>				
9.0.1 Use of prefixes			◆	✓
9.0.2 Use of suffixes			◆	✓
9.0.3 Use of antonyms, synonyms, homonyms				◆
9.0.4 Definite and indefinite articles			◆	✓
9.0.5 Present and past tense			◆	✓
9.0.6 Plurals			◆	✓
9.0.7 Opposites			◆	✓
9.0.8 Gender			◆	✓
9.0.9 Use of nouns as naming words			◆	✓
9.0.1.0 Adjectives as describing words			◆	✓
9.0.1.1 Verbs as action words			◆	✓
9.0.1.2 Punctuation			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill







EARLY CHILDHOOD EDUCATION

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# Language Arts

**ATTAINMENT  
TARGETS**

Ministry of Education  
& Human Resource Development

EARLY CHILDHOOD EDUCATION  
Language Arts  
**Attainment Targets**

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PUPILS SHOULD BE ABLE TO:

CLASS

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Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
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EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>1.0 ACQUIRES ACCEPTABLE ACCURATE SPEECH SKILLS</b>					
1.0.1	Engage in speech training rhymes and jingles	◆	✓	✓	✓
1.0.2	Participate in choral speaking	◆	✓	✓	✓
1.0.3	Enhance delivery of speech by effective use of voice, language, posture, gesture and visuals	◆	✓	✓	✓
1.0.4	Identify and uses levels of language, idiomatic expression and figures of speech			◆	✓
1.0.5	Engage in oral reading		◆	✓	✓
1.0.6	Participate in guided discussion	◆	✓	✓	✓
1.0.7	Receive and delivers messages with completeness and accuracy	◆	✓	✓	✓
1.0.8	Participate in dramatic play activities and other learning centre activities	◆	✓	✓	✓
1.0.9	Engage in show and tell activities	◆	✓	✓	✓
1.0.1.0	Relate ideas to personal experiences or prior knowledge	◆	✓	✓	✓
1.0.1.1	Seek clarification if needed by asking questions	◆	✓	✓	✓
1.0.1.2	Create and use different types of sentences for statements	◆	✓	✓	✓
1.0.1.3	Creates and uses different types of sentences for questions	◆	✓	✓	✓
1.0.1.4	Communicates thoughts orally	◆	✓	✓	✓
1.0.1.5	Uses appropriate vocabulary	◆	✓	✓	✓
1.0.1.6	Appreciate and orally interpret sounds, words, imagery, repetitive rhyme and patterns in language	◆	✓	✓	✓
1.0.1.7	Develop grammatical competence out of language use	◆	✓	✓	✓
1.0.1.8	Use oral competency by engaging in class discussion	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0.1.9 Speak in full sentences	◆	✓	✓	✓
1.0.2.0 Acquire standard English when communicating in class setting	◆	✓	✓	✓

**2.0 SOCIAL INTERACTION SKILLS**

2.0.1 Enjoy listening to and sharing personal experience, stories and drama	◆	✓	✓	✓
2.0.2 Give oral reports (e.g. news, special events, themes etc.)	◆	✓	✓	✓
2.0.3 Demonstrate the rhythm flow and melody of language when speaking	◆	✓	✓	✓
2.0.4 Listen courteously and in a supportive manner	◆	✓	✓	✓
2.0.5 Engage in sharing behaviours	◆	✓	✓	✓
2.0.6 Engage in turn taking during discussions	◆	✓	✓	✓
2.0.7 Listen attentively and courteously to perform speaking tasks	◆	✓	✓	✓
2.0.8 Make decisions and solve problems in a group setting	◆	✓	✓	✓
2.0.9 Speak audibly and with clarity	◆	✓	✓	✓
2.0.10 Speak confidently before a group and within the community	◆	✓	✓	✓
2.0.11 Summarize to assure focus and clarity	◆	✓	✓	✓
2.0.12 Avoid personal attacks	◆	✓	✓	✓
2.0.13 Maintain eye contact as appropriate	◆	✓	✓	✓
2.0.14 Accept and show acceptance of persons with differing speaking abilities	◆	✓	✓	✓
2.0.15 Interpret and use non verbal cues such as body language and visual aids to enhance an oral presentation	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
<b>3.0</b>	<b>ALPHABET KNOWLEDGE</b>				
3.0.1	Recognize upper case and lower case letters in relation to names	◆	✓	✓	✓
3.0.2	Recognize upper-case and lower-case letters of the alphabet		◆	✓	✓
3.0.3	Associate letters with appropriate sounds		◆	✓	✓
3.0.4	Differentiate between long and short vowel sounds				◆
3.0.5	Recognize and articulate vowel digraphs ( <u>pai</u> l, <u>bee</u> , <u>pie</u> , <u>book</u> , <u>toe</u> , <u>soap</u> , <u>blow</u> , <u>blue</u> , <u>stew</u> )				◆
3.0.6	Identify rhyme and rhythm in words		◆	✓	✓
<b>4.0</b>	<b>EMERGENT LITERACY</b>				
4.0.1	Identify and select reading material according to special interest	◆	✓	✓	✓
4.0.2	Read and interpret environmental print	◆	✓	✓	✓
4.0.3	Represent ideas by drawing and scribbling	◆	✓	✓	✓
4.0.4	Recognize print in various settings/context	◆	✓	✓	✓
4.0.5	Verbalize and scribble thoughts	◆	✓	✓	✓
4.0.6	Display interest in books and other materials	◆	✓	✓	✓
4.0.7	Recognize that print has meaning	◆	✓	✓	✓
4.0.8	Demonstrate appropriate literacy behaviours	◆	✓	✓	✓
4.0.9	Handle books appropriately	◆	✓	✓	✓
4.0.10	Read from left to right	◆	✓	✓	✓
4.0.11	Read from top to bottom	◆	✓	✓	✓
4.0.12	Understand beginning, middle and end	◆	✓	✓	✓
4.0.13	Open books from front to back	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION  
Language Arts  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0.14 Attach print to art work	◆	✓	✓	✓
4.0.15 Use pictures to relate stories	◆	✓	✓	✓
4.0.16 Use inventive spelling for random letters	◆	✓	✓	✓
4.0.17 Use inventive spelling for some representative letters	◆	✓	✓	✓
4.0.18 Use inventive spelling for phonetic spelling		◆	✓	✓
4.0.19 Use correct spelling of basic words frequently used			◆	✓
4.0.20 Read for pleasure and to widen background experiences	◆	✓	✓	✓

**5.0 VOCABULARY BUILDING**

5.0.1 Recognise and use basic sight words		◆	✓	✓
5.0.2 Use phonetic analysis to identify and spell words		◆	✓	✓
5.0.3 Spell words using a variety of syllable divisions			◆	✓
5.0.4 Blend and uses simple words to form compound words			◆	✓
5.0.5 Compile simple word banks, pictionaries and dictionaries		◆	✓	✓
5.0.6 Use inventive spelling	◆	✓	✓	✓
5.0.7 Match picture to picture	◆	✓	✓	✓
5.0.8 Match picture to letter		◆	✓	✓
5.0.9 Match letters to words		◆	✓	✓
5.0.10 Match words to words		◆	✓	✓
5.0.11 Alphabetise using (a) first letter only;(b)				◆
5.0.12 Sort words according to initial sound		◆	✓	✓
5.0.13 Sort words according to medial sounds			◆	✓

◆ Begins teaching the concepts/skill

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## Language Arts Attainment Targets

PUPILS SHOULD BE ABLE TO:

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0.14 Sort words according to final sounds		◆	✓	✓
5.0.15 Recognise words based on configuration		◆	✓	✓
5.0.16 Recognise words in sentences context			◆	✓
<b>6.0 READING TECHNIQUES</b>				
6.0.1 Vocalise when reading	◆	✓	✓	✓
6.0.2 Demonstrate efficient eye movement	◆	✓	✓	✓
6.0.3 Maintain good rhythm in oral reading			◆	✓
6.0.4 Read silently		◆	✓	✓
6.0.5 Follow both oral and written directions and instructions		◆	✓	✓
6.0.6 Decode words accurately			◆	✓
6.0.7 Acquire Standard English pronunciation	◆	✓	✓	✓
6.0.8 Acquire appropriate volume pitch and enunciation	◆	✓	✓	✓
6.0.9 Develop effective phrasing and expression			◆	✓
<b>7.0 COMPREHENSION SKILLS</b>				
7.0.1 Note and recall details			◆	✓
7.0.2 Read for information		◆	✓	
7.0.3 Read to verify a point made during discussion				◆
7.0.4 Read to confirm or reject predictions				◆
7.0.5 Interpret meaning of the text and draws conclusion			◆	✓
7.0.6 Summarize information read				◆
7.0.7 Evaluate for emotional re-action			◆	✓

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EARLY CHILDHOOD EDUCATION  
Language Arts  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0.8 Evaluate for likes or dislikes with reason			◆	✓
7.0.9 Evaluate for worth of character			◆	✓
7.0.10 Evaluate for worth of stories			◆	✓
7.0.11 Evaluate for worth of facts			◆	✓
7.0.12 Predict and anticipate outcomes		◆	✓	✓
7.0.13 Interpret diagrams and pictographs		◆	✓	✓
7.0.14 Use context clues to determine meaning of unfamiliar words			◆	✓
7.0.15 Provide titles for selected pictures			◆	✓
7.0.16 Illustrate stories read or heard	◆	✓	✓	✓
7.0.17 Arrange facts or events in correct sequence		◆	✓	✓

**8.0 PENMANSHIP**

8.0.1 Join up dot to dot	◆	✓	✓	✓
8.0.2 Trace letters and numerals	◆	✓	✓	✓
8.0.3 Form letters and numerals correctly		◆	✓	✓
8.0.4 Form lines without lifting the writing instrument		◆	✓	✓
8.0.5 Print names correctly	◆	✓	✓	
8.0.6 Use spaces between words when writing		◆	✓	✓
8.0.7 Align letters appropriately		◆	✓	✓
8.0.8 Write legibly		◆	✓	✓
8.0.9 Display speed and accuracy when writing			◆	✓
8.0.10 Copy information from work cards, etc		◆	✓	✓

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EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
8.0.11 Engage in activities to develop memory	◆	✓	✓	✓
8.0.12 Engage in activities for developing spatial awareness	◆	✓	✓	✓
8.0.13 Match similar shapes by drawing line from left to right		◆	✓	✓
8.0.14 Circle the object that is different		◆	✓	✓
8.0.15 Circle the object that is the same	◆	✓	✓	✓
8.0.16 Write basic lines and curves \ /   _ _ 0		◆	✓	✓
8.0.17 Visually withdraw specific shapes from among other superimposed shapes		◆	✓	✓
8.0.18 Visually recall activities		◆	✓	✓

**9.0 COMPOSITION WRITING**

9.0.1 Select important words or phrases and sentences and write about them		◆	✓	✓
9.0.2 Sequence pictures to tell a story	◆	✓	✓	✓
9.0.3 Sequence sentences to make short stories			◆	✓
9.0.4 Engage in language experience stories	◆	✓	✓	✓
9.0.5 Explain how to make and do things		◆	✓	✓
9.0.6 Illustrate how to make and do things		◆	✓	✓
9.0.7 Write compositions about self, family, pets etc.			◆	✓
9.0.8 Create news sheets	◆	✓	✓	✓
9.0.9 Create readers based on experiences (dictated stories)	◆	✓	✓	✓
9.0.10 Engage in journal writing			◆	✓
9.0.11 Compose short poems		◆	✓	✓
9.0.12 Manipulate puzzles	◆	✓	✓	✓

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EARLY CHILDHOOD EDUCATION  
**Language Arts**  
**Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
9.0.13 Use the computer and other media to develop research skills				◆
9.0.14 Use the computer as a word processing tool	◆	✓	✓	✓
9.0.15 Design simple postcards		◆	✓	✓
9.0.16 Write letters of invitation			◆	✓
9.0.17 Write thank you letters			◆	✓
9.0.18 Formulate or dictate written questions for interviewing	◆	✓	✓	✓

**10.0 STRUCTURAL ANALYSIS**

10.0.1 Add prefixes to form new words				◆
10.0.2 Add suffixes to form new words				◆
10.0.3 Use simple antonyms (e.g. day/night; under/over) homonyms		◆	✓	✓
10.0.4 Use indefinite article (e.g. a, an)		◆	✓	✓
10.0.5 Use present and past tense of the verb correctly (am, is, are, were, was, has, have)			◆	✓
10.0.6 Form plurals by adding <b>s</b> and <b>es</b>			◆	✓
10.0.7 Use nouns, verbs and adjectives correctly			◆	✓
10.0.8 Categorize words according to initial, medial and final sounds			◆	✓
10.0.9 Use the apostrophe to show possession				◆
10.0.10 Use subject and object forms of personal pronouns				◆
10.0.11 Use the conjunction " <b>and</b> " to join sentences		◆	✓	✓
10.0.12 Capitalise the personal pronoun <b>I</b>		◆	✓	✓
10.0.13 Use punctuation marks (. ? , !) in writing		◆	✓	✓

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