

SEQUENCE PLAN

Global competence	<i>Interact orally, comprehend oral messages and identify the meaning of words, decode symbols, read simple messages and write letters, words and simple sentences.</i>	
Values	National Identity	➤ The learner is proud of being Algerian, Muslim, Arab and Amazigh.
	National Conscience	➤ S/he respects her/his nation's constant fundamental tenets.
	Citizenship	➤ S/he demonstrates respect towards others.
	Openness to the World	➤ S/he Exchanges and communicates with friends from English-speaking countries to widen her/ his friendship.
Cross-curricular competences	Intellectual Competence	<p>The learner can</p> <ul style="list-style-type: none"> ▪ discover the relationship between the context, paralinguistic features and the meaning of words and expressions. ▪ discover the importance of words and chunks used in oral interaction. ▪ demonstrate understanding of the strategies of decoding symbols. ▪ demonstrate understanding of the features of writing.
	Methodological Competence	<p>The learner can</p> <ul style="list-style-type: none"> ▪ make use of the context and paralinguistic features to identify the meaning of words and expressions. ▪ exploit the linguistic repertoire and paralinguistic features to interact orally. ▪ employ the strategies of decoding symbols as required. ▪ implement the features of writing letters appropriately.
	<ul style="list-style-type: none"> ▪ Communicative Competence 	<p>The learner can:</p> <ul style="list-style-type: none"> ▪ react to verbal and non-verbal messages to show understanding ▪ select the appropriate words and chunks to interact orally. ▪ communicate the decoding strategies to peers. ▪ achieve readability through the appropriate use of the features of writing.
	<ul style="list-style-type: none"> ▪ Personal and Social Competence 	<p>The learner can:</p> <ul style="list-style-type: none"> ▪ respond to oral messages. ▪ consider speech acts when interacting. ▪ consider the strategies of decoding symbols to achieve others' understanding. ▪ value others' writings.
Domains	<i>Oral comprehension - Oral production - Written comprehension - Written production</i>	
Target competences	<ol style="list-style-type: none"> 1. <i>Comprehend oral messages and identify the meaning of words in familiar context using paralinguistic features.</i> 2. <i>Interact orally in communicative situations related to the learner's daily concern and interests using simple words and expressions.</i> 3. <i>Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphophonic knowledge and visuals.</i> 4. <i>Write letters, words and simple sentences using correct handwriting and punctuation.</i> 	

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	Values
UNIT 1: ME, MY FAMILY & MY FRIENDS	① ME AND MY FAMILY	Oral comprehension & Oral production	<p>- Introduce family members. (family relationship and name)</p> <p>- Ask and answer questions about name.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Act a short story/ scene out.</p>	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc. Links: video/ audio script related to the topic.</p> <p>To suggest a communicative context related to the topic Key vocabulary: - <i>Parents, father, (dad), mother (mum), brother, sister, grandfather, grandmother, grandparents.</i></p> <p>Grammar</p> <ul style="list-style-type: none"> - Present simple: to be, to have - Contracted form of to be - Wh-question who...? <p style="text-align: center;"><u>Suggestion</u></p> <p>-Who is it? -It's my father....</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions. Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions. Communicative:-React to verbal and non verbal messages to show understanding. Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction. Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally. Communicative:-Select the appropriate words and chunks to interact orally. Personal and Social:-Consider speech acts when interacting.</p>	<ul style="list-style-type: none"> • Be an attentive listener. • Respect the interlocutor.
		Written comprehension	<p>-Read words related to the topic. -Identify and sound <i>letters of the alphabet in simple words related to the topic.</i> -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Discover the relationship between the grapheme and the phoneme</p>	<p style="text-align: center;"><u>Phonics (Sound and Spelling)</u></p> <p>- Words related to the topic. - Letters <i>of the alphabet in simple words related to the topic.</i></p>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols. Methodological: -Employ the strategies of decoding symbols as required. Communicative: -Communicate the decoding strategies to peers. Personal and Social:-Consider the strategies of decoding symbols to achieve others' understanding.</p>	<p>Show respect to his peers' readings.</p>
		Written production	<p>-Write letters represented by the letter: 'l': i , j , l , t , u</p> <p>-Apply the features of writing letters appropriately. (sizing, spacing and alignment)</p>	<p style="text-align: center;"><u>Handwriting</u></p> <p>– Introduction of script/print style lower case:</p> <p>Family 1: (represented by the letter: 'l'): i , j , l , t , u</p>	<p>Intellectual:-Demonstrate understanding of the features of writing. Methodological:-Implement the features of writing letters appropriately. Communicative:-Achieve readability through the appropriate use of the features of writing. Personal and Social: -Value others' writings.</p>	<p>Respect the features of writing letters.</p>

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	Values
UNIT 1: ME, MY FAMILY & MY FRIENDS	② ME AND MY FRIENDS	Oral comprehension & Oral production	<p>- <i>Greet people and take leave.</i></p> <p>- <i>Introduce oneself</i> (name, age, language and place of residence) .</p> <p>- <i>Introduce a friend.</i> (name -age)</p> <p>- Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>- Ask and answer questions about <i>name and age</i>.</p>	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic.</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - <i>friend- mate</i> - numbers (0-10) <p>Grammar</p> <ul style="list-style-type: none"> - Present simple: to be, to have/ to live - Contracted form of to be - Pronouns - Wh-question who/ what...? - Preposition in <p style="text-align: center;"><u>Suggestion</u></p> <p>-Hello, my name's Ali/ I'm Ali. -I am 8 -I live in... -I speak... -What's your name? -My name's... and I live in... I speak... - How old are you? -I'm/ am 9. -What's his/her name? -Her/his name is.... -How old is s/he? -S/He is....</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	<p>Be an attentive listener.</p> <p>Respect the interlocutor.</p>
		Written comprehension	<p>-<i>Read</i> words related to the topic.</p> <p>-<i>Identify words containing</i> the sound /i/ (six- in- live).</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Discover the relationship between <i>the grapheme and the phoneme</i></p>	<p><u>Phonics (Sound and Spelling)</u></p> <p>-Words related to the topic.</p> <p>-Vowel sound /i/ is spelt 'i' (e.g. in, six, live)</p>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others' understanding.</p>	<p>Show respect to his peers' readings.</p>
		Written production	<p>-Write letters represented by the letter: 'I': I, J, L, T, U</p> <p>-Apply the features of writing letters appropriately. (sizing, spacing and alignment)</p>	<p><u>Handwriting</u></p> <p>- Introduction of script/print style</p> <p>Script UPPER case:</p> <p>Family I (represented by the letter: 'I'):</p> <p style="text-align: center;">I, J, L, T, U</p> <p>- personal pronoun subject 'I' is always spelt upper case.</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others' writings.</p>	<p>Respect the features of writing letters.</p>

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT 2: MY SCHOOL	© MY SCHOOL SUBJECTS	Oral comprehension & Oral production	<p>- Name different <i>school subjects</i> and <i>days of the week</i>.</p> <p>-Identify different <i>school subjects</i> and <i>days of the week</i>.</p> <p>-Act a short story/ scene out.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p>	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <p>– <i>School subjects</i> : Arabic, English, maths, etc.</p> <p>– <i>Days of the week</i>: Saturday, Sunday...</p> <p>Grammar :</p> <p>-Wh-question when....?</p> <p>-Preposition of time ‘on’</p> <p style="text-align: center;"><u>Suggestion</u></p> <p>-When do you have (Maths)?</p> <p>-I have (Maths) on (Monday)/-On (Monday).</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	Be an attentive listener. Respect the interlocutor.
		Written comprehension	<p>-<i>Read</i> words related to the topic.</p> <p>-<i>Identify words containing</i> the sound / ʌ / (under- number).</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Discover the relationship between <i>the grapheme and the phoneme</i></p>	<u>Phonics (Sound and Spelling)</u>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others’ understanding.</p>	Show respect to his peers’ readings.
		Written production	<p>-Write letters represented by the letter: ‘r’: b, h, k, m</p> <p>-Apply the features of writing letters appropriately. (sizing, spacing and alignment)</p> <p>-Practice script handwriting at <i>letter and very short word levels</i>.</p>	<u>Handwriting</u>	<p>Script UPPER case:</p> <p>-<i>Family 2</i> (represented by the letter: ‘r’): B, H, K, M</p> <p>-The first letter of the days of the week is always capitalized.</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others’ writings.</p>

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT3: MY HOME	⊙ DESCRIBING MY HOUSE	<i>Oral comprehension & Oral production</i>	<p>-Identify different rooms in a flat/ house.</p> <p>-Describe one’s house/flat (Naming different rooms).</p> <p>-Act a short story/ scene out.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p>	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <p>-Home, bedroom, kitchen, living room, dining room, bathroom, toilets, numbers.</p> <p>Grammar :</p> <p>-Present simple be</p> <p>-Demonstrative pronoun this</p> <p>-articles a, an</p> <p style="text-align: center;"><u>Suggestion</u></p> <p style="text-align: center;">– In my house/flat, there is (a kitchen)/there are (two bedrooms).</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	<p>Be an attentive listener.</p> <p>Respect the interlocutor.</p>
		<i>Written comprehension</i>	<p>-Read words related to the topic.</p> <p>-Identify and sound <i>letters of the alphabet in simple words related to the topic</i>.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Discover the relationship between the grapheme and the phoneme</p>	<u>Phonics (Sound and Spelling)</u>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others’ understanding.</p>	<p>Show respect to his peers’</p>
		<i>Written production</i>	<p>-Write letters represented by the letter: ‘r’: n, p, r</p> <p>-Apply the features of writing letters appropriately. (sizing, spacing and alignment)</p> <p>-Practice script handwriting at letter and very short word levels.</p>	<u>Handwriting</u>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others’ writings.</p>	<p>Respect the features of writing letters.</p>

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT3: MY HOME	② LOCATING ROOMS IN MY HOUSE	Oral comprehension & Oral production	<p>-Locate <i>people and different rooms</i> in a flat/ house.</p> <p>-Act a short story/ scene out.</p>	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <p>-Home, bedroom, kitchen, living room, dining room, bathroom, toilets, numbers, family members.</p> <p>Grammar :</p> <p>-Wh- question: <i>where.....?</i></p> <p>-prepositions of place: <i>next to/opposite/in</i></p> <p style="text-align: center;"><u>Suggestion</u></p> <p>-Where is Ali?</p> <p>-He is <i>in</i> the kitchen.</p> <p>- Where’s the (kitchen)?</p> <p>-It’s <i>next to/opposite</i> (the dining room).</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	Be an attentive listener. Respect the interlocutor.
		Written comprehension	<p>-Read words related to the topic.</p> <p>-Identify and sound <i>letters p and b</i>.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Discover the relationship between <i>the grapheme and the phoneme</i></p> <p>-Identify</p>	<p style="text-align: center;"><u>Phonics (Sound and Spelling)</u></p> <p>-Words related to the topic (names of different rooms in a flat/house).</p> <p>-Consonant sound discrimination: /p/ (spelt ‘p’) vs. /b/ (spelt ‘b’): (pen/Ben)</p>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others’ understanding.</p>	Show respect to his peers’ readings.
		Written production	<p>-Write letters represented by the letter: ‘r’: N, P, R</p> <p>-Apply the features of writing letters appropriately. (sizing, spacing and alignment)</p> <p>-Practice Script handwriting at <i>letter and short word levels</i>.</p>	<p style="text-align: center;"><u>Handwriting</u></p> <p>Script UPPER case:</p> <p><i>Family 2</i> (represented by the letter: ‘r’): N, P, R</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others’ writings.</p>	Respect the features of writing letters.
PAUSE 1 : ASSESSMENT / REMEDIATION & STANDARISATION						

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT 4: MY PLAYTIME	⊙ MY TOYS	Oral comprehension & Oral production	<p>- Name toys.</p> <p>-Identify different toys.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Act out a short story/ scene out.</p>	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <p>– Toys, ball, bike, car, doll, kite, robot, computer, train..</p> <p>Grammar :</p> <p>-Wh-question: what/what’s.....?</p> <p style="text-align: center;"><u>Suggestion</u></p> <p>-What’s this toy?</p> <p>-It is (a doll)/It’s (a doll).</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	<p>Be an attentive listener.</p> <p>Respect the interlocutor.</p>
		Written comprehension	<p>-Read words related to the topic.</p> <p>-Identify and sound <i>letters of the alphabet in simple words related to the topic</i>.</p> <p>-Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>.</p> <p>-Discover the relationship between <i>the grapheme and the phoneme</i></p>	<p style="text-align: center;"><u>Phonics (Sound and Spelling)</u></p> <p>-Words related to the topic (names of toys).</p>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others’ understanding.</p>	<p>Show respect to his peers’</p>
		Written production	<p>-Write letters represented by the letter: ‘c’: c, a, d, e, g,</p> <p>-Apply the features of writing letters appropriately. (sizing, spacing and alignment)</p> <p>- Practice script handwriting at <i>letter and short word levels</i></p>	<p style="text-align: center;"><u>Handwriting</u></p> <p>Script lower case:</p> <p><i>Family 3</i> (represented by the letter: ‘c’):</p> <p style="text-align: center;">c, a, d, e, g,</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social:-Value others’ writings.</p>	<p>Respect the features of writing letters.</p>

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT 4: MY PLAYTIME	② MY FAVOURITE TOY	<i>Oral comprehension & Oral production</i>	<ul style="list-style-type: none"> - Name favourite toys and their colours. - Identify different toys and their colours. - Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. - Ask and answer questions about someone's favourite toy and its colour. - Act a short story/ scene out. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary: – black, white, blue, green, red, yellow, brown - Toys, ball, bike, car, doll, kite, robot, computer, train..</p> <p>Grammar : - Wh-question: what/what's.....? <u>Suggestion</u> - What's your favourite toy? - My favourite toy's (a doll)/It's (a doll). - What's its colour? - Its colour's (colour) / It's (colour).</p>	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	Be an attentive listener. Respect the interlocutor.
		<i>Written comprehension</i>	<ul style="list-style-type: none"> -Read words related to the topic -Identify words containing the sound /æ/ (black, bag). -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Discover the relationship between <i>the grapheme and the phoneme</i> 	<p style="text-align: center;"><u>Phonics (Sound and Spelling)</u></p> <ul style="list-style-type: none"> -Words related to the topic (names of different toys and their colours). – Vowel sound /æ/ is spelt 'a' (black, bag) 	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others' understanding.</p>	Show respect to his peers'
		<i>Written production</i>	<ul style="list-style-type: none"> -Write letters represented by the letter: 'c': C , A , D , E , G -Apply the features of writing letters appropriately. (sizing, spacing and alignment) -Practice Script handwriting <i>at letter and short word levels.</i> 	<p style="text-align: center;"><u>Handwriting</u></p> <p>Script UPPER case:</p> <p>Family 3 (represented by the letter: 'c'): C , A , D , E , G</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others' writings.</p>	Respect the features of writing letters.

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT 5 : MY PETS	⊙ MY PET	Oral comprehension & Oral production	<ul style="list-style-type: none"> - Name pets. -Identify pets. -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Ask and answer questions about pet's names. -Act a short story/ scene out. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> – pet, cat, dog, canary, chick, lamb, goldfish <p>Grammar :</p> <ul style="list-style-type: none"> -Wh-question: what ...? -Yes/no questions -Have you got -articles a, an <p style="text-align: center;"><u>Suggestion</u></p> <ul style="list-style-type: none"> - Have you got a pet? -Yes, I have. -What is it? -It's a (cat). 	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	Be an attentive listener. Respect the interlocutor.
		Written comprehension	<ul style="list-style-type: none"> -Read words related to the topic -Identify and sound <i>letters of the alphabet in simple words related to the topic</i>. -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Discover the relationship between <i>the grapheme and the phoneme</i> 	<u>Phonics (Sound and Spelling)</u>	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others' understanding.</p>	Show respect to his peers'
		Written production	<ul style="list-style-type: none"> -Write letters represented by the letter: 'c': o , q , f , s -Apply the features of writing letters appropriately. (sizing, spacing and alignment) -Practise handwriting using script/print style at <i>the letter, word and simple sentence levels</i>. 	<u>Handwriting</u>	<p>Script lower case:</p> <p>Family 3 (represented by the letter: 'c'): o , q , f , s</p> <p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others' writings.</p>	Respect the features of writing letters.

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources		
UNIT 5 : MY PETS	@ MY PET'S BODY PARTS	Oral comprehension & Oral production	<ul style="list-style-type: none"> - Name pets and their body parts. -Identify pets and their body parts. -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Ask and answer questions about pet's names and their body parts. -Act a short story/ scene out. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - animal body parts: hair, tail, bill, feather, fin - big/small; long/short <p>Grammar :</p> <ul style="list-style-type: none"> -Wh-question: what ...? -Yes/no questions: -Have you got ... -articles a, an -adjectives <p style="text-align: center;"><u>Suggestion</u></p> <ul style="list-style-type: none"> - Have you got a pet? -Yes, I have. -What is it? -It's a (cat). It has got a (long/short) tail. 	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	Be an attentive listener. Respect the interlocutor.	
		Written comprehension	<ul style="list-style-type: none"> -Read words related to the topic -Identify words containing the sound / ɒ / (on, dog). -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Discover the relationship between <i>the grapheme and the phoneme</i> 	<u>Phonics (Sound and Spelling)</u>	<ul style="list-style-type: none"> -Words related to the topic (pets and their body parts). -Vowel sound / ɒ / spelt 'o' (on, dog) 	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others' understanding.</p>	Show respect to
		Written production	<ul style="list-style-type: none"> -Write letters represented by the letter: 'c': O , Q , F , S -Apply the features of writing letters appropriately. (sizing, spacing and alignment) -Practise handwriting using script/print style at <i>the letter, word and simple sentence levels</i>. 	<u>Handwriting</u>	<p>Script UPPER case:</p> <p>Family 3 (represented by the letter: 'c'): O , Q , F , S</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others' writings.</p>	Respect the features of writing letters.

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT 6: MY FANCY BIRTHDAY	⊙ PARTY INVITATION	<i>Oral comprehension & Oral production</i>	<ul style="list-style-type: none"> - Express offers and invitations. - Express and respond to thanks. -Tell time. -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i> -Act a short story/ scene out. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> -Birthday, guests, colours -Numbers. -Days of the week. <p>Grammar :</p> <ul style="list-style-type: none"> -present simple: to be -preposition: at -wh-question: what.....? <p style="text-align: center;"><u><i>Suggestion</i></u></p> <ul style="list-style-type: none"> - My birthday is on (Saturday). You are my guests, colour your face for the party. - What time is the (birthday) party? -It's at (two). -Ok, thank you. -My pleasure. 	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	<p>Be an attentive listener.</p> <p>Respect the interlocutor.</p>
		<i>Written comprehension</i>	<ul style="list-style-type: none"> -Read words related to the topic -Identify and sound letters of the alphabet in simple words related to the topic -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Identify words containing the sound /e/. -Discover the relationship between the grapheme and the phoneme 	<p style="text-align: center;"><u>Phonics (Sound and Spelling)</u></p> <ul style="list-style-type: none"> -words related to the topic (birthday invitation). -vowel sound /e/ is spelt 'e' (ten) 	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others' understanding.</p>	<p>Show respect to his peers' readings.</p>
		<i>Written production</i>	<ul style="list-style-type: none"> -Write letters v, w, x, y, z -Apply the features of writing letters appropriately. (sizing, spacing and alignment). - Practise handwriting using script/print style at the letter, word and simple sentence levels. 	<p style="text-align: center;"><u>Handwriting</u></p> <p>Script lower case:</p> <p style="text-align: center;"><i>Family 4: v, w, x, y, z</i></p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others' writings.</p>	<p>Respect the features of writing letters.</p>

SEQUENCE PLAN

Units	Sections	Domains	Communicative objectives	Resources	Cross curricular resources	
UNIT 6: MY FANCY BIRTHDAY	@PARTY CELEBRATION	Oral comprehension & Oral production	<ul style="list-style-type: none"> - Name face parts. - Identify face parts. -Name different objects and foods related to a birthday party. -Express wishes, feelings and emotions with simple words. - Express offers and invitations. - Express and respond to thanks. -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i> -Act a short story/ scene out. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Links: video/ audio script related to the topic</p> <p>To suggest a communicative context related to the topic</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> -My fancy face: (big/small) <i>eyes</i>, (big/small) <i>nose</i>, (big/small) <i>ears</i>, (big/small) <i>mouth</i>, (big/small) <i>lips</i>, <i>cheeks</i>. -<i>Colours</i> (black, pink, blue, green, red, yellow, brown). -Big/small -Candles, cake, drinks (juice), candies/sweets -(tea/coffee) spoon, fork, knife, glass -happy/glad/excited <p>Grammar :</p> <ul style="list-style-type: none"> -<i>a/an</i> (<i>a</i> mouth / <i>an</i> ear) -<i>imperative</i> <p style="text-align: center;"><u>Suggestion</u></p> <ul style="list-style-type: none"> - <i>Happy birthday.</i> -<i>Please, help yourself./ Please, join us./Have a drink, please.</i> -<i>Thanks.</i> -<i>My pleasure.</i> 	<p style="text-align: center;"><u>Oral comprehension</u></p> <p>Intellectual:-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological:-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative:-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social:-Respond to oral messages.</p> <p style="text-align: center;"><u>Oral production</u></p> <p>Intellectual:-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological:-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative:-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social:-Consider speech acts when interacting.</p>	Be an attentive listener. Respect the interlocutor.
		Written comprehension	<ul style="list-style-type: none"> -Read words related to the topic -Identify words containing the sounds /f/ and /v/. -Recognize <i>simple words</i> in familiar context using <i>phonemic awareness</i>. -Discover the relationship between the grapheme and the phoneme 	<p style="text-align: center;"><u>Phonics (Sound and Spelling)</u></p> <ul style="list-style-type: none"> -Words related to the topic (birthday celebration). -Consonant sound discrimination: /f/ (spelt ‘f’) vs. /v/ (spelt ‘v’): (fan/van) 	<p>Intellectual: -Demonstrate understanding of the strategies of decoding symbols.</p> <p>Methodological: -Employ the strategies of decoding symbols as required.</p> <p>Communicative: -Communicate the decoding strategies to peers.</p> <p>Personal and Social:-Consider the strategies of decoding symbols to achieve others’ understanding.</p>	Show respect to his peers’ readings.
		Written production	<ul style="list-style-type: none"> -Write letters V , W , X , Y , Z -Apply the features of writing letters appropriately. (sizing, spacing and alignment). -Practise handwriting using script /print style at the letter, word and simple sentence levels. 	<p style="text-align: center;"><u>Handwriting</u></p> <p>Script UPPER case:</p> <p>Family 4:</p> <p style="text-align: center;">V , W , X , Y , Z</p>	<p>Intellectual:-Demonstrate understanding of the features of writing.</p> <p>Methodological:-Implement the features of writing letters appropriately.</p> <p>Communicative:-Achieve readability through the appropriate use of the features of writing.</p> <p>Personal and Social: -Value others’ writings.</p>	Respect the features of writing letters.
PAUSE 2 : ASSESSMENT / REMEDIATION & STANDARISATION						

SEQUENCE PLAN
