

The Teaching of

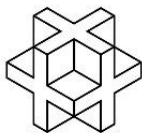
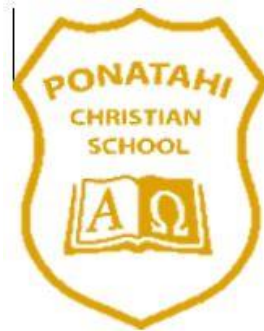
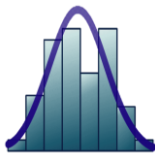
Numeracy and Literacy

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for



The First Six Months



at



Ponatahi Christian School



During the First Six Months

Oral Language

Communicating Ideas and Information

Verbal Reasoning

1. > Describe themselves and their home context
> Describe familiar events, objects, or actions
> Give step-by-step instructions to others
2. > Recount details of personal and shared experiences, scaffolded as needed by visuals or props
> Use play to explore and reenact familiar stories and scenarios
3. > Understand and use the terms 'different' and 'same'
> Describe how two real things are different from each other
> Sort items by attributes

Presenting to Others

- Together with others, recite items such as short texts or songs

Taking on Roles

1. Together with others, recite items such as short texts or songs

Interpersonal Communication

Non-Verbal Communication

1. > Begin to understand and use facial expressions and gestures that support meaning
> Attempt appropriate, audible volume so they can be heard

Listening and Responding to Others

1. > Actively listen to speakers
> Initiate and join discussions and play
> Engage in respectful greetings and farewells



During the First Six Months

Oral Language (2)

Vocabulary and Grammar

Vocabulary

1. Use accurate nouns and verbs relating to themselves, their bodies, and everyday home and school life (e.g., sprint, shoulder, classroom, ruler)
2. Correctly use precise vocabulary, including adverbs of time and words for:
 - colours
 - basic shapes
 - quantity
 - sensory attributes
 - physical sensations
 - size
 - space and position

Sentence Structures and Morphology

1. Communicate in complete sentences with a subject and verb, correctly using:
 - present-tense verbs (suffixes -ing, -s)
 - regular plural nouns (suffix -s)

Communication for Learning

Metacognition

1. Request assistance appropriately to support their own learning

Self-Regulation

1. > Identify and communicate basic physical needs, opinions, and preferences
> Understand the expected talk, behaviour, and routines of the classroom.



During the First Six Months

Reading

Word Recognition

Phonemic Awareness and Phonics Knowledge

1. Orally identify the first, last, and middle phonemes in a three-phoneme word, and connect to print
2. Orally blend up to three phonemes to make words (e.g., bat, fun)
3. Name lower- and uppercase letters of the alphabet and match letters to consonant and short-vowel Phonemes

Decoding

1. Decode consonant-vowel consonant (CVC) words in isolation and in connected text, using their phonics knowledge
2. Decode CVC words with the suffix -s, using their phonics and morpheme knowledge
3. –
4. Read the most common high-frequency words in decodable texts at their year level
5. Self-correct their decoding attempts using taught grapheme-phoneme knowledge

Conventions of Print

1. Match spoken words to written words while decoding (word-to-word matching), pointing to words if necessary
2. Read from left to right and use a return sweep for the next line of text
3. Identify capital letters and full stops to explain where sentences begin and end

Fluency

1. Read words with learned grapheme-phoneme correspondences quickly, as blended units

Comprehension

Vocabulary

1. Notice and ask questions about new or unfamiliar words as they arise in texts that are read to them

Sentence Structure

1. Read and comprehend simple sentences

Text Forms and Genre

1. Distinguish between texts that entertain and texts that inform

Text Structure, Style, and Features

1. Text structure, style, and features



During the First Six Months

Reading (2)

Comprehension (Continued)

Comprehension Monitoring

1. Use their prior knowledge of a topic or concept, along with their knowledge of words, to respond to questions (e.g., how or why) about texts

Summarising and Drawing Conclusions

1. Identify the main event in texts that entertain and the main topic or idea in texts that inform

Inferring using Evidence

1. Use prior knowledge to predict what might happen next in a text

Critical Analysis

Identifying Perspectives

1. -

Connecting and Responding

1. Make personal connections to texts by sharing their feelings and thoughts, drawn from lived experiences, about the characters or ideas in texts.



During the First Six Months

Writing

Transcription Skills

Handwriting

1. Form most lower-case letters and numerals correctly and legibly, with each letter or numeral on the line
2. Sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, with support

Spelling

1. Orally segment phonemes in a single-syllable, CVC word
2. Map graphemes to phonemes for the five short vowels and some single-letter consonants to spell some CVC words
3. –
4. Spell 5 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., I, the, a, my, to)

Composition

Audience, Purpose, and Task

1. Suggest an intended audience and purpose while constructing a text in shared writing lessons

Sentence Structures and Punctuation

1. Demonstrate understanding that a sentence is a group of words used to communicate an idea
2. Repeat simple sentences, modelled by the teacher
3. –
4. Recognise and use a full stop at the end of the sentence

Writing to Entertain

1. Narrate a single event orally, pictorially, or through teacher scribing

Writing to Inform

1. Retell learned information about a topic

Writing to Persuade

1. Orally state an opinion or preference about a topic



During the First Six Months

Writing (2)

Writing Craft

Word Choice

1. Suggest words and phrases related to the topic or concept when participating in shared writing

Language Features and Devices

1. Notice simple language features during shared reading (e.g., onomatopoeia, alliteration, and repetition)

Writing Processes

Planning

1. Plan their writing by saying a sentence to the teacher

Drafting

1. Write the sentence that they have planned orally (with close support)
2. Begin at the margin and leave spaces between words

Revising

1. Reread to check the sentence (with close support)

Editing

1. Check each sentence and add any missing capital letters and full stops, with close support



1st Six Months

Number

Number Structure

4. Subitise (recognise without counting) the number of objects in a collection of up to 5
5. Count forwards or backwards from any whole number between 1 and 10, and then between 1 and 20
6. Identify, read, and write whole numbers up to at least 10
7. Compare and order whole numbers up to at least 10 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words
8. Partition up to 5 objects, and then up to 10 objects, using a systematic approach and noticing patterns

Operations

1. -
2. -
3. Join and separate groups of up to a total of 10 objects by grouping and counting

Rational Numbers

There is nothing here for the first six months of school

Financial Mathematics

There is nothing here for the first six months of school



1st Six Months

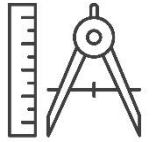
Algebra

Equations and Relationships

1. -
2. Copy, continue, create, and describe a repeating pattern with two elements.

Algorithmic Thinking

There is nothing here for the first six months of school



1st Six Months

Measurement

Measuring

1. -
2. Directly compare two objects by an attribute (e.g., length, mass (weight), capacity)
3. -
4. Connect days of the week to familiar events and daily routines (e.g., the class timetable).

Perimeter, area, and volume

There is nothing here for the first six months of school



1st Six Months

Geometry

Shapes

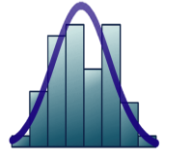
1. Identify, sort by one feature, and describe familiar 2D shapes

Spatial Reasoning

1. Compose by trial and error a target shape using smaller shapes, and decompose a shape into smaller shapes

Pathways

1. Follow instructions to move to a familiar location or locate an object.



1st Six Months

Statistics

There is nothing here for the first six months of school



Probability

There is nothing here for the first six months of school