



READING ZONE



3rd Class Curriculum Objectives

Unit	Section	Objectives
Unit 1: The Lion and the Rabbit	A	Learn how to use the basic key questions: Where? Who? Which? What? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: inference, analysis and deduction. Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in own words
	G	Write in a variety of genres with greater sophistication: writing a description Use personal reading as a stimulus to writing
Unit 2: Eat Your Veggies	A	Learn how to use the basic key questions: Where? What? How? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: inference, analysis and deduction Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Give sequence to ideas and events in stories Read a narrative or expository piece and summarise it
	G	Write in a variety of genres with greater sophistication Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: inference and analysis
Unit 3: Queen Aleste saves Prince Ikore	A	Learn how to use the basic key questions: Who? What? Which? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: inference, analysis and deduction Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Express reactions to events and characters in stories Develop basic information retrieval skills: scanning and skimming
	G	Write in a variety of genres with greater sophistication: writing a description Experience different types of texts
Unit 4: Dublin Zoo	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Understand relationship between text and illustration
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Read a narrative or expository piece and summarise it Summarise ideas
	G	Write in a variety of genres Engage with the writing of one piece over a period: a week Develop his/her ability to write using information technology
Unit 5: Bear and Turtle have a Race	A	Learn how to use the basic key questions: What? Why? When? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: noun
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Summarise and prioritise ideas Express reactions to events and characters in stories
Unit 6: Captain Gallant	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material

	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: noun Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Read a narrative or expository piece and summarise it
	G	Develop an awareness of the difference between written language and oral language Experience different types of text
Unit 7: The Talking Horse	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Use personal reading as a stimulus to writing Express reactions to characters in stories Write about favourite characters in a story
	G	Express feelings and attitudes through improvisational drama Use improvisational drama to re-create well known characters
Unit 8: Skate Special	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing Use simple dictionaries effectively: check spelling
	F	Give sequence to ideas in stories Summarise and prioritise ideas

	G	Choose the audience for which to write Develop basic information retrieval skills: scanning and skimming Give sequence to ideas and events in stories Write in a variety of genres with greater sophistication Experience different types of text
Unit 9: The Wizard's Contest	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing Discuss the meanings of words with the teacher Use a range of aids and strategies to improve his/her command of spelling: regular word patterns
	F	Use personal reading as a stimulus to writing Express reactions to characters in stories Write about favourite characters in a story
	G	Summarise and prioritise ideas Express his/her reactions to particular experiences in writing Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: summarising and prediction Discuss a story being read and predict future events and likely outcomes in it
Unit 10: A Hairy Story	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Use simple dictionaries effectively to find words
	F	Express reactions to events and characters in stories Develop basic information retrieval skills: scanning and skimming
	G	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: prediction Discuss a story being read and predict future events and likely outcomes in it Create and tell stories to the class or group and retell them, comparing the versions
Unit 11: Brave Hans	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Use simple dictionaries effectively to find words
	F	Summarise and prioritise ideas Read a story and write it in his/her own words Read a narrative or expository piece and summarise it
	G	Choose the audience for which to write Develop basic information retrieval skills: scanning and skimming Give sequence to ideas and events in stories Write in a variety of genres with greater sophistication Experience different types of text
Unit 12: Jakub and the Kaha Bird	A	Learn how to use the basic key questions: Where? Who? Which? What? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words.
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: inference, analysis and deduction Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Use personal reading as a stimulus to writing Express reactions to characters in stories Use simple dictionaries effectively: find words, find meaning of words
Unit 13: Moko to the Rescue	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Experience different types of text Develop basic information retrieval skills Explore new interests and perspectives through reading: newspaper articles
	G	Develop basic information retrieval skills: scanning and skimming Experience varied and consistent oral language activity as a preparation for writing Write in a variety of genres with greater sophistication: report
Unit 14: The Magic Horse	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material

	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: noun Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Give sequence to ideas in stories Summarise and prioritise ideas
	G	Create stories Create and tell stories to the class or group and retell them after questioning, comparing the versions
Unit 15: The Little Fir Tree	A	Learn how to use the basic key questions: What? Why? When? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: adjective
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Create stories Create and tell stories to the class or group and retell them after questioning, comparing the versions
Unit 16: How Fionn became Leader of the Fianna	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Noun Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Use personal reading as a stimulus to writing Express reactions to characters in stories Write about favourite characters in a story

	G	Present ideas that are relevant to the subject in logical sequence Summarise and prioritise ideas Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, deduction, analysis
Unit 17: Surviving in the Tundra	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Discuss the meanings of words, phrases and expressions with the teacher Develop an awareness of the difference between written language and oral language
	F	Experience different types of text Read an expository piece and summarise it Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, summarising
	G	Create stories Create and tell stories to the class or group and retell them after questioning, comparing the versions
Unit 18: Clumsy Clinton	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Discuss the meanings of words, phrases and expressions with the teacher Develop an awareness of the difference between written language and oral language
	F	Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, deduction Write in a variety of genres with greater sophistication: lists
	G	Express reactions to events and characters in a story Express in writing his/her reactions to personal reading
Unit 19: Tamlin's Rescue	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: verb
	F	Develop basic information retrieval skills: scanning and skimming Give sequence to ideas and events in stories Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: analysis, summarising
	G	Present ideas that are relevant to the subject in logical sequence Summarise and prioritise ideas Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, deduction, analysis
Unit 20: Chinese New Year	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: noun Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Develop basic information retrieval skills: scanning and skimming Give sequence to ideas and events in stories Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: analysis, summarising
	G	Experience different types of text Develop basic information retrieval skills: scanning and skimming Write in a variety of genres with greater sophistication: lists
Unit 21: The Dreamer	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing Discuss the meanings of words with the teacher Use a range of aids and strategies to improve his/her command of spelling: regular word patterns
	F	Read an expository piece and summarise it Write in a variety of genres with greater sophistication: lists Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, deduction, analysis, summarising

	G	Write about an idea to explain it to someone else Create stories Experience varied and consistent oral language activity as a preparation for writing
Unit 22: The Scarecrow	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Discuss the meanings of words, phrases and expressions with the teacher Develop an awareness of the difference between written language and oral language
	F	Develop basic information retrieval skills: scanning and skimming Use personal reading as a stimulus to writing Express reactions to characters in stories Write about favourite characters in a story
	G	Write a sentence and elaborate on it by adding one or more ideas to it Create stories Create and tell stories to the class or group and retell them after questioning, comparing the versions
Unit 23 Animals Growing and Changing	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Discuss the meanings of words, phrases and expressions with the teacher Develop an awareness of the difference between written language and oral language
	F	Read a narrative or expository piece and summarise it Summarise and prioritise ideas Experience different types of text
	G	Write in a variety of genres with greater sophistication: records of what has been learned Present ideas that are relevant to the subject in logical sequence
Unit 24: The Scarlet Rose	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: noun Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Develop basic information retrieval skills: scanning and skimming Use personal reading as a stimulus to writing Express reactions to characters in stories Write about favourite characters in a story
	G	Express reactions to events and characters in a story Create stories Create and tell stories to the class or group and retell them after questioning, comparing the versions
Unit 25: Dad, Sam and Blacky	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Use simple dictionaries effectively to find words
	F	Read a narrative or expository piece and summarise it Summarise and prioritise ideas Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, summarising
	G	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: assimilation, evaluation Experience varied and consistent oral language activity as preparation for writing Express his/her reactions to particular experiences in writing
Unit 26: Two Games to Make and Play	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Discuss the meanings of words, phrases and expressions with the teacher Develop an awareness of the difference between written language and oral language
	F	Summarise and prioritise ideas Read an expository piece and summarise it Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: summarising
	G	Experience different types of text Write down directions on how to perform a particular process Write in a variety of genres with greater sophistication: lists

Unit 27: The Frog Prince	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: verb Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, deduction Express reactions to events and characters in stories Write about favourite characters in a story
	G	Experience varied and consistent oral language activity as preparation for writing Experience different types of text Write in a variety of genres with greater sophistication: lists
Unit 28: Clever Rosa	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development. Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in own words Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: assimilation, deduction, analysis, summarising
	G	Experience varied and consistent oral language activity as a preparation for writing Write in a variety of genres with greater sophistication: stories Create stories Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: inference
Unit 29: The Toy Catalogue	A	Learn how to use the basic key questions: Where? What? How? Who? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to use information technology to increase motivation to read and to enhance reading development Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual

	E	Discuss the meanings of words, phrases and expressions with the teacher Develop an awareness of the difference between written language and oral language
	F	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: summarising, analysis Experience different types of text Develop basic information retrieval skills: scanning and skimming
	G	Write in a variety of genres with greater sophistication Understand relationship between text and illustration Choose the audience for which to write
Unit 30: A Lesson in Sharing	A	Learn how to use the basic key questions: Who? What? Which? Develop basic information retrieval skills Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
	B	Experience and enjoy playful aspects of language Play synonym and antonym games Use simple dictionaries effectively to find words
	C	Become an increasingly independent reader Discuss the meanings of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: inference, analysis and deduction Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	E	Learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Express reactions to events and characters in stories Develop basic information retrieval skills: scanning and skimming Present ideas that are relevant to the subject in a logical sequence
	G	Experience varied and consistent oral language activity as a preparation for writing Write in a variety of genres with greater sophistication: stories Create stories Continue to develop a range of comprehension strategies to deal with narrative expository and representational reading material: analysis