



Syllabus

KG1 English Language Arts

Course Overview:

In kindergarten we use the Jolly Phonics program, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognize the letters and blend together the respective sounds; when writing a word, they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting.

The basic skills

Learning the letter sounds

Jolly Phonics uses the synthetic phonics method, which means that the letter sounds are taught first, on their own, and children are then taught to blend sounds together to say ('synthesize') the word.

Each sound is taught with an action, which helps children remember the letter(s) that represent it. For the sound 's' for instance, they hear a story about going for a walk and suddenly seeing a snake. They weave their hands, pretending to be that snake, saying sss. One letter sound is taught weekly. As a child becomes more confident, actions are no longer necessary. There is a list of all of the letter sounds and their corresponding actions.

Children should learn each letter by its sound, not its name. This will help in blending. The names of each letter will be taught later. The letters have not been introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make simpler three-letter words than any other six letters. The letters b and d are introduced in different groups to avoid confusion.

Learning letter formation

It is very important that a child holds their pencil in the correct way. The grip is the same for both left- and right-handed children. The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If a child's hold starts incorrectly, it is very difficult to correct later on. A child needs to form each letter the correct way.

Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, sounding out d-o-g and making the word dog. It is a technique every child will need to learn, and it improves with practice. To start with, you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. Try little and often with words like b-u-s, t-o-p, c-a-t and h-e-n. It is easier if the first sound is said slightly louder. There are lists of suitable words in the Jolly Phonics Handbook and the Jolly Phonics Word Book. The Jolly Phonics Regular Word Blending Cards can be used in class to improve this skill

Identifying sounds in words

The easiest way to know how to spell a word is to listen for the sounds in that word. This is also called segmenting and is the reverse of blending. Start by having your child listen for the first sound in a word. Games like I-Spy are ideal for this. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear. Begin with simple three-letter words such as cat or hot. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap.

Stories

Reading and storytelling to children promotes brain development and imagination, develops language and emotions, and strengthens relationships. Sometimes you can read. And sometimes you can look at picture books, sing songs or tell stories from your culture.

We use jolly stories, as well children join the fun adventures of inky mouse and her friends.

Course Outline:

QUARTER	TOPICS
Quarter 1	Set 1 /s/, /a/, /t/, /i/, /p/, /n/
Quarter 2	Set 2 /c//k/, /e/, /h/, /r/, /m/, /d/
Quarter 3	Set 3 /g/, /o/, /u/, /l/, /f/
Quarter 4	Set 3 /b/ Set 4 /j/ Set 5 /z/, /w/, /v/ Set 6 /y/, /x/

Assessments:

Assessment	Purpose	Skills Assessed	When to Assess
Summative Assessments	To assess reading & writing skills attained throughout each quarter.	<ul style="list-style-type: none"> - Identifying sounds - Letter formation - Blending - Segmenting - Vocabulary - Reading & writing CVC words 	At the end of each quarter.
Weekly Assessments (Formative)	To assess reading & writing skills attained weekly.	<ul style="list-style-type: none"> - Identifying sounds - Letter formation - Blending - Segmenting 	At the end of each week.

		<ul style="list-style-type: none"> - Vocabulary - Reading & writing CVC words 	
Leveled Readers	To assess children's ability to sound out letters featured in words and sentences and comprehend short stories featuring vocabulary learned in lessons.	<ul style="list-style-type: none"> - Identifying sounds & CVC words - Blending - Comprehension 	Upon completion of each set.

Grading:

Grading Scale:

E = the student has exceeded the grade level standard(s) (90-100%)

M = the student has met the grade level standard(s) (70- 89%)

P = the student has partially met the grade level standard(s) (60-69%)

D = the student did not meet the grade level standard(s) (0- 59%)

- Semester 1: 50% (25% Quarter 1; 25% Quarter 2)
- Semester 2: 50% (25% Quarter 3; 25% Quarter 4)

Grading Breakdown:

Formative Assessment: 50%

Summative Assessment: 30%

Homework: 10%

Attendance: 10%