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| **Written language: writing** | **Leerlijnen schrijfvaardigheid groep 1** |
| *Overall Expectations: Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.**Conceptual understandings: Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.* |  |
| choose and “read” picture books for pleasurelocate and respond to aspects of interest in self- selected texts (pointing, examining pictures closely, commenting) | choose different types of reading materials including books |
| handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, endrealize that the organization of on-screen text is different from how text is organized in a bookindicate printed text where the teacher should start reading | hold books the correct way up and turn pages |
| distinguish between pictures and written text, for example, can point to a picture when asked | recall and talk about visual images and objects |
| begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words | **I**k herken verschillende letters. |
| Ik kan een aantal letters benoemen. |
| recognize their own first name | recognise familiar words, e.g. own name, and print in the environment, e.g. logos |
| show curiosity and ask questions about pictures or text | make meaning from pictures in books, adding detail to their explanations |
| express opinions about the meaning of a story | recall details of a story or text by answering open-ended questions or referring to picture prompts |
| make connections to their own experience when listening to or “reading” textsshow empathy for characters in a story | begin to make links to own experiences when listening to or exploring books/texts |
| listen attentively and respond to stories read aloud | talk about ‘what might happen next’ |
|  | **Response and Analysis** |
| enjoy listening to storiesparticipate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity | show an interest in books and enjoys their content |
| join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction. | follow picture books and text read to them and respond appropriately |

Bron Nederlandse leerdoelen: Basisconsult-Nieuwleren (2020) *Leerlijnen voor het Basisonderwijs.* Zwolle: NieuwLeren.