

Rigby Star Shared and the Scottish 5–14 Guidelines

Rigby Star Shared provides complete coverage of Levels A + B and begins to work towards Level C.

Strands	Rigby Star Shared
<p>Listening</p> <ul style="list-style-type: none"> ● Listening for information, instructions and directions ● Listening in groups ● Listening in order to respond to texts ● Awareness of genre ● Knowledge about language 	<ul style="list-style-type: none"> ● Lesson plan activities frequently ask children to listen for a purpose. For example, children might be asked to perform action rhymes to act out the meaning of a text, or to pinpoint specific pieces of information in a text. ● The group work sessions in each lesson plan involve communication and collaboration with peers. ● Whole-class lesson plan activities ask children to respond to texts by predicting what they will be about, recalling them in the right order and offering personal responses. ● A balance of fiction and non-fiction genres are offered and lesson plan activities ask children to identify defining features. ● The fiction titles give ample opportunities to explore rhythm and rhyme.
<p>Talking</p> <ul style="list-style-type: none"> ● Conveying information, instructions and directions ● Talking in groups ● Talking about experiences, feelings and opinions ● Talking about texts ● Audience awareness ● Knowledge about language 	<ul style="list-style-type: none"> ● Whole-class and group sessions require children to convey information to others. Some titles concentrate specifically on conveying instructions, such as <i>I Want My Mum!</i>, <i>How to Grow a Sunflower/Hyacinth</i>. ● The group work sessions in each lesson plan involve communication and collaboration with peers. ● Some lesson plan activities specifically require children to relate their own experience to stories read. They are asked to recall events, describe feelings and give their opinions on texts (e.g. <i>Three Friends Together</i>, <i>The Bear Who Wouldn't Share</i>). ● Group and whole-class activities ask children to comment on characters and events, recall events in order, and pick out favourite or significant incidents. ● Talking, role-play and performing for an audience is a common feature of whole-class sessions. ● Whole-class lesson plan activities ask children to read with appropriate expression: with rhythm, loudly, quietly, etc.
<p>Reading</p> <ul style="list-style-type: none"> ● Reading for information ● Reading for enjoyment ● Reading to reflect on writers' ideas and craft ● Awareness of genre ● Reading aloud ● Knowledge about language 	<ul style="list-style-type: none"> ● A range of information texts are offered, and children are frequently required to answer questions from the text. ● All titles are designed to offer enjoyment as well as learning opportunities. ● Reading with the class is always followed by questioning for understanding, prediction, analysis of important incidents, etc. ● A balance of appropriate genres are offered and children are asked to identify defining features. ● Children frequently read their own work aloud in the feedback sessions. ● Throughout the lesson plans, children become familiar with the language of reading, using terms like author, title, index, contents, setting, character, question mark, plot, etc.
<p>Writing</p> <ul style="list-style-type: none"> ● Functional writing ● Personal writing ● Imaginative writing ● Punctuation and structure ● Spelling ● Knowledge about language 	<ul style="list-style-type: none"> ● The non-fiction strand of 14 titles offers ample opportunities for children to engage in functional writing, e.g. instructions, recounts, reports, etc. ● Lesson plan activities often require writing about personal experience – at first in simple sentences and later with more extended writing. ● The books in the fiction strand are used as models for children's own imaginative writing. Children are asked to consider structure, story elements and effective language. ● Children learn to identify capitals and full stops and use in their own writing. They are also introduced to commas and linking words. ● Children learn about some of the critical features of words and common spelling patterns. ● Children become familiar with the terms: letter, word, capital, full stop, comma, question mark, sentence, planning, drafting.