Foundations For Learning

Foundation Phase Literacy Lesson plans

Second term

Grade 3

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SECOND TERM OVERVIEW

Oral Listening & Speaking	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Oral: Discussion on weather, birthdays chart, date, class and school activities etc									
	Speaking & Listening activities: read-aloud stories, poems, riddles, word problems, interviews, reports + class / group discussions									
Phonics, spelling & Handwriting	Revision of Term 1 sound-letter relationships	**Long 'i'** sound (ie, -y, igh, ight)	**Long 'U'** sound (ue, ew, u-e)	**'ou'** sound **(ow, ouse, ound)**	Homophones	Diagraphs of **'f'** sound (**ph, gh)**	**'aw'** sound and revision final consonant blends **(-ng, -nd, -nt, -nk)**	**'au'** sound and revision final consonant blends **(-sk, -sy, -mp)**	Revision of **consonant blends (cr-, br-,tr-, gr-,dr-,pr-, fr-, gl-, sl-, pl-, cl-, bl-, fl-, sw-; tw-)**	Revision of **consonant blends (sn-; sm-, sp-, st-, sc-, sk-)**
	Spelling: 20 high frequency/sight/phonics words + 5 sentences									Revision of misselt words
	Handwriting: Revision of Term 1 letters and numerals	Handwriting: Joined writing: Upper and lower case letters: **l,h,b,k**	Handwriting: Joined writing: Upper and lower case letters: **a,i,r,n**	Handwriting: Joined writing: Upper and lower case letters: **m,c,o,d**	Handwriting: Joined writing: Upper and lower case letters: **s,g,q,j**	Handwriting: Joined writing: Upper and lower case letters: **e,v,w,f**	Handwriting: Joined writing: Upper and lower case letters: **t,u,y,p**	Handwriting: Joined writing: Upper and lower case letters: **x,z** 1-2 blends and words	Handwriting: Joined writing: 2-4 blends and words	Handwriting: Joined writing: Revision of blends, words

Reading	**Shared Reading and writing using the following texts:**									
	Grade 3 story eg Big Book	Grade 3 Big Book or other shared text		A play (Big Book or from a textbook) and riddle		Non-fiction text with photograph, poster and map		Non-fiction text with photograph		Short story
	Word and sentence level work: weekly vocabulary, comprehension and language activities									
	Illustrating Wall Story, sequencing sentences, oral comprehension cloze activity	Written comprehension, past tense verbs	Cloze activity, vocabulary, revise past/ present tense	Written comprehension, language task (adjectives)	Cloze activity, language task (contractions, alphabetical order)	Written comprehension, language task (prepositions)	Cloze activity, language task (writing directions)	Non-fiction (index, contents) language task: (pronouns, conjunctions)	Cloze activity, language task: (synonyms, and antonyms; subject-verb agreement)	Written comprehension, language task: revision
		Guided reading in same-ability groups: each group working with the teacher at least once a week								
	Group/paired Reading using mixed-ability groups + independent reading									

Writing	A Book Review	Birthday Card	A story	A description	A dialogue	A poster	A poem	A letter	Information paragraph	Personal paragraph:
	Personal writing									
	My first week back at school	Diary entry: Once I went to		I like.... I don't like	Career: I want to be	A weekly diary	Daily News			This term I.....

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL	**PHONICS & SPELLING HANDWRITING**	**READING**	**WRITING**
WEEK 1	Listening & Speaking: Listens to a read-aloud story	Week's phonic activities Handwriting activity		Writing a book review
WEEK 2	Daily Morning Oral Work Listening activity		Shared Reading Comprehension Vocabulary Task	
WEEK 3		Written Phonics Assessment Task	Guided Reading Paired Reading Vocabulary Task	Pre-writing, planning, writing, editing, publishing a story
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Daily Morning Oral Work: Talks Listening & Speaking: Respond to instructions	Week's phonic activities Handwriting activity	Shared Reading Vocabulary Task	Pre-writing, writing, editing, publishing a description
WEEK 5	Daily Morning Oral Work: Talks Listening & Speaking: responding to a story and Word Problems	Written Phonics activities, Days 1-5	Guided reading Vocabulary Task	Writing, editing, publishing a dialogue
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily Morning Oral Work: 'Show and Tell' Listening & Speaking: interviewing	Written Phonics Assessment Task Spelling test Handwriting activity	Shared Reading Vocabulary Task	Personal Writing: A diary
WEEK 7	Daily Morning Oral Work: 'Show and Tell' Listening & Speaking: finishing a story	Week's phonic activities	Comprehension Task Vocabulary task Paired reading Guided reading	Personal writing: Pre-writing, writing paragraphs Pre-writing, drafting, writing, revising, editing, publishing a poem
ASSESSMENT TASK 3 COMPLETED				

WEEK 8	Daily Morning Oral Work: Word problemst Listening & Speaking: Listening to and composing riddles	Week's phonic activities	Shared Reading Vocabulary task Independent Reading	Pre-writing, drafting, writing, revising, editing, publishing a letter
WEEK 9	Listening & Speaking: responding to a story		Guided Reading Independent reading Vocabulary Task	Drafting, writing, revising, editing, publishing an information paragraph
WEEK 10		Week's phonic activities Handwriting activity		
ASSESSMENT TASK 4 COMPLETED				

The criteria for the assessment are drawn from the Learning Outcomes, the Assessment Standards and the Milestones.

SECOND TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 1,5,6 **LO 5** AS 3	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy	<u>Morning oral work</u> • Class discussion: days/months, weather chart • Learners interview each other about a special day in the holidays. <u>Listening and speaking activities</u>: • Story - a read aloud to learners. • Group discussion: Open-ended questions • Drawing response to story
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly	<u>Phonics</u> • Word Wall • Sounding out words • Revision of phonics from Term 1. <u>Spelling:</u> 5 phonics words and 5 sentences <u>Handwriting:</u> • Upper and lower case revision from Term 1.
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 6** AS 2,3	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner	<u>Shared reading and writing</u> • 1 Grade 3 story read as shared text, shared writing to retell story <u>Word and sentence level work</u> • 5 sight words, 5 new vocabulary words written into Spelling Books and Personal Dictionary. <u>Group, guided and independent reading and writing</u> • Oral comprehension / Written comprehension • Response to story • Illustrations for wall story / Copy wall story into books. • Changing a story • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 3** AS 5 **LO 4** AS 1,2,3,4,6 **LO 6** AS 2,3	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Writes a simple book review • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing: *Writing frame: A Book Review* • Shared Reading to model features of a book review. • Oral summary. • Writing book review. Personal writing: My first week back at school

WEEK 1	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1,5,6 **LO 5** AS 3
MILESTONES	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy.
NOTES	• Daily Morning Oral Work is done every day, with the learners sitting on the carpet. • Listening and Speaking activities are done twice a week, later in the day, for example after break.
RESOURCES	• Day/Month chart • Weather chart and symbols

DAILY ACTIVITIES

DAILY MORNING ORAL WORK

DAY 1: DAY/MONTH/WEATHER CHART

- Begin the day by greeting everybody and welcoming them back to school. If there are any new children in the class take a few minutes to introduce them to the other learners. If necessary, briefly remind learners of the classroom routines, classroom rules, toilets, washing hands, playtime etc.
- Discuss the day/month charts and any special happenings.
- Use the weather chart. Show the different weather symbols and words on flashcards: *windy, sunny, cloudy, rainy, stormy.*
- Learners match the symbols and words.
- Talk about the weather. Ask: *What is the weather like today? What was it like yesterday?*
- One learner puts the correct symbol for the day on the weather chart.
- Sing a song with learners joining in.

DAY 2: HOLIDAY NEWS

- Begin the day by discussing the day/month charts and any special happenings.
- Tell the learners about a special day in your holidays. Model for them how to do this expressively by using descriptive language and different gestures.
- Tell the learners they are going to interview a friend about a special day in the holidays. Together as a class, discuss (and write on the board) a list of questions to ask the person, e.g. *Where did you go on that day? Who did you go with? What did you do there? What made that day special?*
- Explain to learners that over the next two days they will use the questions to interview a friend about a special day in the holidays.

DAY 3-4: INTERVIEWS

- Discuss the charts and any special happenings.
- Divide learners into pairs to interview each other about a special day in the holidays. Learners use the list of questions on the board (Day 2) and ask additional questions for clarification.
- Walk around the class and listen to some of the interviews. Observe and record any problems you notice.

DAY 5: MORNING MESSAGE

- Write a 'morning message' on the board for the learners. It should be on the board when they arrive. It should be a short meaningful message, for example:
  Dear Grade 3's, Today we are going to report back about our holidays. From Ms Dlamini.
- Learners try to read it silently and then ask questions, read and discuss it with you.
- Have 5-6 learners volunteer to stand up and tell the class what they learned about their friend's holiday, e.g. *My friend Lufuno went to visit his uncle for the holidays. His best day was when they went swimming together. He loves the sea and it was a special day.*

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable story to the learners. Make sure it is slightly longer than those you read aloud in the first term. You could choose a story from a picture book, text book or reader.
- Introduce the story to the learners and draw on their prior knowledge and experiences (their worlds). Introduce any new words needed for the story. These can be written onto flashcards and placed on the Word Wall.
- Read the story to the learners in a lively, interactive way.
- **Use for Assessment Task 1. Note in your Assessment Notebook who is <u>unable</u> to listen for a longer period with interest.**

ACTIVITY 2: RESPONDING TO THE STORY

- Ask learners some questions about the story, e.g. *Who was in the story? Where did the story take place? How did the story begin? What happened next? etc.*
- Responding to the story: Each learner does a drawing showing their favourite part of the story.
- Learners can show their drawings to a partner and talk about whether they liked the story or not.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Activity 1 (Read Aloud) to rate the learners, recording any problems against the following milestone:

- Listens to stories, read by the teacher or over the radio, for a longer period with interest

Try to make your Listening and Speaking time fun! Listening for mistakes is a game most learners will enjoy. For example, you can count from one to ten, but miss out one of the numbers. Tell learners to put up their hands when you miss out a number. You can also do this activity with the alphabet.

WEEK 1	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly
NOTES	• Although Phonics and Spelling fall under Word and Sentence Level Work, you may prefer to do the Phonics and Spelling early in the day. Phonics and Spelling should be done directly after one another. • **Prepare daily phonic oral activities and written tasks; prepare daily spelling words and sentences.** • **Handwriting is done twice a week. It can be linked to the Phonic/Spelling words and can be done directly after Phonics or at a separate time.**

DAILY ACTIVITIES

PHONICS:

FIRST FULL WEEK: REVISE PHONICS

- Sing the alphabet song. Make sure all the learners can say the **name** and **sound** of each letter.
- Choose some of the consonant blends from the first term to revise this week e.g. **st-, br-, cr-, dr-, sl, sk-**. You should choose the blends that you know have been difficult for your learners, e.g. revising the 'sk' blend may be more important than revising 'st'.
- Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task**.** Here are some suggestions:
- Blending (for reading): Sound out a CVC word. Learners say the word normally.
- Blending (for reading) Sound out a CVC word. Learners construct the word with their letters. (Letters can be made by the learners on squares of paper. See Week 1, Term 1. Plastic letters can also be used.)
- Segmenting (for spelling): Say a CVC word. Learners sound out the word.
- Written Task: Silly sentences. Help learners to create silly alliterative sentences. For example, 'Six snakes sell sweets'. Children can write their sentence and draw a picture to go with it.
- Blending (for reading): Sound it Out: Write the song 'Sound It Out' on chart paper. Sing the song to the tune of 'If you're happy and you know it'. At the end of the song, say a word in parts for the children to orally blend. For example, /fl/ ...ag. Then sing the song several times

At the end of each singing, point to a child to provide word parts for the class to blend.

Sound It Out

If you have a new word, sound it out
If you have a new word, sound it out
If you have a new word,
Then slowly say the word.
If you have a new word, sound it out

- Unscramble It: Divide the class into teams of three to four. Provide each team with a list of ten scrambled words. The words can include the vowel sounds or consonant blends you wish to revise. Allow each team five minutes to unscramble as many words as possible.
- Written Task: Learners choose the correct letters to complete words in sentences, e.g.
  sk sl sp
  I like to __ip.
  We write a __elling test on Fridays.
  My puppy __eeps a lot.
- Written Task: Word Sort: Give learners sets of word cards (approximately 10-15). Have them sort the word cards first in any way they choose such as by word length. Then suggest a way for the learners to sort the words, for example by initial or end-sound. Make sure that the words you provide can be sorted in more than one way. Learners can write their sorted words in columns.

SPELLING ACTIVITIES:

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- Remind learners of the 6-step routine for learning to spell a word: *look, spell out loud, look again, cover, write, check.*
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). After the test you can write the words/sentence on the board for learners to do self- or peer assessment by comparing their answers to those on the board.

HANDWRITING:

ACTIVITY 1:

- Choose two letters dealt with in the first term to revise. You should choose the letters that you know have been difficult for your learners, e.g. d, g, and q can be tricky letters that are easily reversed.
- Revise the formation of both the upper and lower case of the letters. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally, learners copy a sentence from the board using some of the letters and the spelling words.

ACTIVITY 2:

- Choose another two letters dealt with during the first term to revise. Learners write a row of each letter after watching you write it. Finally, learners copy a sentence from the board. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

Use this weeks phonics activities to rate the learners, recording any problems against the following milestone:

- Builds and sounds words at level of phonetic knowledge.

Use one of the handwriting lessons to rate the learners against the following milestones:

- Uses handwriting tools effectively e.g. pencil, rubber, ruler.
- Forms upper and lower case letters correctly.

WEEK 1	**READING**
LO/ASs	**LO 3** AS 1, 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTES	• Reading is developed in Reading and Writing Focus Time for one hour each day. • It is split into: Shared Reading & Writing, Word & Sentence Level Work, and Group, Guided & Independent Reading/Writing. • Prepare multiple copies of a simplified newspaper report to use for Group Reading.
RESOURCES	• A Grade 3 Big Book or a simple story text written on the board. • A sheet of flipchart paper or 5 sheets of A3/A4 paper for 5 sentences. • Copies of a simplified newspaper report for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: SHARED READING

- Introduce a Grade 3 level story Big Book or use a story from a class reader.
- Orientate learners to the text by discussing the cover and title. Do a picture walk. Establish characters, setting.
- Either have a class discussion or have each learner write a sentence saying what they think the story will be about.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. By now, learners will have multiple entries under a single letter. To practice alphabetical ordering have learners take a list of words under the same letter and sort them alphabetically using the initial and then second letter.
- Guided Reading: **Red Group**
- Focus for the week: Using comprehension skills when reading unfamiliar words to make meaning.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING

- Read the Big Book to the learners stopping once or twice to model using comprehension skills to read unfamiliar words, e.g. *This looks like the word 'bed'. Let me read the sentence with 'bed' and see if it makes sense - 'the big bed', yes that makes sense so it must be 'bed'.*
- Afterwards check understanding by asking 3-4 wh questions e.g. *What is the story about? Who are the characters? Where does the story take place? What happens next?*
- Ask learners questions to draw out any cause-effect relations in the story, e.g. *What happened when _____ did _____? Why do you think _____happened?*
- Shared Writing: With learners re-tell the story in 4 - 5 sentences.
- Write each Shared Writing sentence on a new line on flipchart paper or on a separate piece of A3 paper.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Cut the story that you and the learners have written into separate sentences and give one sentence to each group of learners.
- Each group must read their sentence and draw a picture to illustrate their line of text.
- Guided reading: **Blue Group**; Independent reading.

DAY 3: SHARED READING AND WRITING: SHARED READING

- Re-read the Big Book.
- Give 4-5 learners one sentence each, in random order, from the previous day's Shared Writing. Have them stand at the front.
- The class reads each sentence.
- The learners put the Shared Writing sentences into the correct order by moving around.
- The five sentences are put along the wall to make a Wall Story.
- A picture from each group is put above each sentence.
- Read the illustrated Wall Story with the learners.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners copy the story into their Language/Writing books.
- Guided reading: **Green Group**; Independent reading..

DAY 4:

SHARED READING AND WRITING: SHARED READING

- Re-read the Shared Writing sentences put up on the wall.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Do a cloze activity based on the class sentences.
- Sight words: Teach 5 new sight words.
- Sight words task: Learners copy the 5 new sight words into their Spelling Books.
- Guided reading: **Yellow Group**; Independent reading.

DAY 5:

SHARED READING AND WRITING: SHARED WRITING

- Read the Big Book as Shared Reading.
- Shared Writing: Together with the learners re-write 4-5 lines of the story changing the names and / or setting. (Select 4-5 sentences that tell the story). Do this very simply by showing the sentence in the Big Book and then asking learners to change it, for example using a new character.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners copy the new story into their Language/Writing books.
- Learners complete the written activity that they missed during Guided Reading.
- Group reading: Learners read a short, simplified newspaper report in their seating groups.

ASSESSMENT: Informal: unrecorded assessment of learners' participation in Shared Reading and Shared Writing.

Sight words are often referred to as high-frequency words. Both terms are correct.

These words are used more often than others. They are called sight words because we learn to recognise them on sight, without thinking. They are also called high-frequency words because they appear very often i.e. frequently.

WEEK 1	WRITING
LO/ASs	**LO 3** AS 5 **LO 4** AS 1,2,3,4 ,6 **LO 6** AS 2,3
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Writes a simple book review • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask
NOTES	• Writing activities (independent) take place for a total of one hour a week.
RESOURCES	• Learners should be using the back of their Language and Writing books for personal writing or a separate book given to them for this purpose.

DAILY ACTIVITIES

ACTIVITY 1: MODELED WRITING/DRAFTING

- Talk about book reviews. Explain that sometimes, after we have finished reading a book, we can write a review and say something about what we thought of the book.
- Write an example book review on the board:

> Book review by Tshepo
> The title of the book is THE NOISY NEIGHBOUR. This is a fiction book. The book is about a man called Mr Mokoena who lives in a flat. He has a noisy neighbour that makes him very cross.
> I liked the book because it was funny.

- Explain the terms **title, fiction** and **non-fiction.**
- Explain that the sentence in the review that begins *The book is about ....* is a summary of the story.
- Copy the following writing frame on the board:

> Book review by _____
> The title of the book is _____
> This is a _____ book.
> The book is about _____
> _____
> I _____ the book because _____
> _____

- Go through each feature of the book review together with the learners. Include the following:
  - Write your name.
  - Write the title of the book using capital letters and underline it.
  - Say if the book is fiction or non-fiction.
  - Say what or who the book is about.
  - Say if you liked or disliked the book.
- Tell learners they will write their own book reviews.
- Help the learners make an oral summary of the book you used for Shared Reading this week.

ACTIVITY 2: WRITING/PUBLISHING

- Learners write book reviews (using the writing frame).
- They read their book review to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write their book reviews neatly into their books. **Use for Assessment Task 1.**

ACTIVITIES 3: PERSONAL WRITING – FIRST WEEK BACK AT SCHOOL

- Learners can write a diary entry about their first week back at school. They write about what they have done, thought about or heard about this week.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Activity 1-2 to rate the learners, recording any problems you have noticed, against the following milestone:

- Writes a simple book review

Informal: unrecorded assessment: Read through every piece of personal writing and make a positive comment about the contents, e.g. *I am pleased that you are happy to be back at school!*

SECOND TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,3,4,6 **LO 2** AS 1,5,7,8	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy	<u>Morning oral work</u> • Class discussion: day/month, birthday charts, etc. • Learners discuss birthdays (descriptions) and solve word problems. • The 'morning message' is read daily. <u>Listening and speaking activities</u>: • Listening comprehension based on radio weather report • 'Have you ever ...?' questions.
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly	<u>Phonics</u> • Long 'i' sound: **ie, igh, ight, y** • Practice in blending, segmenting, sorting, constructing, and matching words. • 5 written phonics activities <u>Spelling</u> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <u>Handwriting</u> • Joined writing: lower and upper case **l,h,b, k.**
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner	<u>Shared reading and writing</u> • A story read as a shared text. Focus on cause-effect relations. <u>Word and sentence level work</u> • Vocabulary (5 words) Language (Past tense verbs), Sight words (5) <u>Group, guided and independent reading and writing</u> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Sentences using past tense verbs. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. <u>Reading for enjoyment</u>

WRITING **LO 4** AS 1,2,4,6	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Writes a simple book review • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing : *A Birthday Card* • Pre-writing: planning in pairs. • Shared Reading to model features of birthday card messages. • Design and produce birthday card. Personal writing: Diary entry about a celebration attended: I went to.....

WEEK 2	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1,2,3,4,6 **LO 2** AS 1,5,7,8
MILESTONES	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy
RESOURCES	• Day/month/birthday charts

DAILY ACTIVITIES

DAILY MORNING ORAL WORK

DAY 1: DAY/MONTH/BIRTHDAY CHARTS

- Begin the day by discussing the day/month charts and any special happenings.
- Go over the days of the week. Go over the months of the year. Ask questions to make the learners think e.g. *Which day comes before Friday? What is the fifth month? What day of the week is Saturday?*
- Show the birthday chart and ask some questions, e.g. *How many children will celebrate their birthdays this month? How many children will celebrate their birthdays this term?How many boys will celebrate their birthdays this month/term?*
- Continue to write a 'morning message' on the board for learners.

DAY 2: DISCUSSING BIRTHDAYS

- Have a class discussion about birthdays and how different people celebrate their birthdays. Begin the discussion by describing what you did on your last birthday or a childhood birthday that you will never forget. Try to include details such as what you did, what you ate, what you wore and how you felt.
- Let the learners share details about how they celebrate their birthdays.
- Sing 'birthday' songs (in different languages) to end the lesson.

DAY 3: WORD PROBLEMS

- Use birthdays as a theme to base word problems on, e.g. *Mrs Mamelo was born on 2 January 1965 and Mr Mamelo was born on 2 November 1961. How much older is Mr Mamelo than Mrs Mamelo?*
- Make your questions more challenging by adding other family members such as children, e.g. *Who was born in February? Is Treasure older or younger than his sister Mary? etc.*
- Sing a song to end the activity.

DAY 4: DISCUSSING BIRTHDAYS

- Discuss the charts and any special happenings.
- Learners work in small groups to discuss questions like: *What was the best birthday present you ever received? What was special about it? Do people often give different kinds of presents to boys than girls? Why do you think this is so?*
- Before learners start, tell them that each group will have a chance to report back on their discussions tomorrow. Each group should choose one person to prepare to report back.

DAY 5: DISCUSSING BIRTHDAYS

- Discuss the charts and any special happenings.
- Continue to write a 'morning message' on the board for learners.
- Each group has a chance to report back on their discussions.

LISTENING AND SPEAKING

ACTIVITY 1: A WEATHER REPORT

- Record an example of a radio weather report. Prepare the learners by teaching them a few of the key words and phrases used in a weather report, e.g. 'cold front'.
- Write two or three questions about the report on the board (before the learners have listened to the report). Read through the questions and make sure all the learners know what to listen out for.
- Learners listen to the report and write answers to the questions. **Use for Assessment Task 1.**

ACTIVITY 2: HAVE YOU EVER ...? QUESTIONS

- Together with the learners ask and answer a range of 'Have you ever ....?' questions, e.g. Have you ever gone to a birthday party? Have you ever had a birthday party at school? Have you ever been given a doll as a present?
- Explain that asking a question beginning with 'Have you ever ....?' is the same as asking if the person has done it in their lives.
- To practise the structure, learners can work in pairs to ask and answer questions about everyday activities, e.g. *Have you ever played soccer? Have you ever tasted meatballs? Have you ever been to Pretoria? etc.*

ASSESSMENT: Formal: recorded Assessment Task 1:
Use the listening activity 1 to rate the learners, recording any problems you have noticed, against the following milestone:

- Listens and responds to radio or intercom announcements and instructions

Use Morning Oral Work (Days 1-5) to rate the learners, recording any problems you have noticed, against the following milestones:

- Takes part in group and class discussions.
- Suggests solutions to a problem, specifically word problems in Numeracy. (This can also be observed during Numeracy time).

Another fun activity for learners to play is the game **Simon Says...**

To play:

- Give learners instructions, like: 'Touch your head'.
- If you say 'Simon says touch your head', the learners should do the action. If you just say: 'Touch your head', they should not do the action.
- If a learner does the action at the wrong time then they are 'out' of the game.
- The winner is the learner who's left when all the others have stopped playing.

WEEK 2	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly
NOTE	As the handwriting policy in many provinces requires learners to use a joined or cursive script from grade 3 upwards, the Handwriting component of these Lesson Plans has been written with that in mind. If this is not the case in your province, continue to use the Handwriting lessons to develop correct letter formation and to increase the speed of writing.

DAILY ACTIVITIES

PHONICS: LONG-I SOUND

DAYS 1 - 5:

- The most common spellings of the long 'i' sound are **ie** (tie), **igh** (high) and **y (**sky).
- Introduce one spelling each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the long 'i' sound. Sound out each word.
- A suggested sequence:
- **Day 1:** long 'i' sound: **ie** words *(tie, pie, lie, die, tries, dries, cries)*
- **Day 2:** long 'i' sound: **igh** words *(high, thigh, sigh)*
- **Day 3:** long 'i' sound: **ight** words *(right, light, might, tight, bright, fright)*
- **Day 4:** long 'i' sound: **y** words *(my, by, cry, dry, fly, why, sky, shy)*
- **Day 5:** Consolidation of the week's sounds, e.g. give a mixed list of long 'i' sound words for sorting:

ie words	igh words	ight words	y words

Note: *Remember that a suggested plan for the revision / introduction of the phonic sounds is included as an Annexure at the end of this document.*

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task**.** Here are some suggestions:

- Blending: Sound out a word e.g. sk-y. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. high. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words, e.g. ghsit = sight.
- Written Task: Learners choose the correct letters to complete words, e.g.

  ight igh ie y

  It is dark at n_____t.

  I like to eat chicken p__.

  I will tr__ to pick up the box.

  The shelf is very h____.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose, such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the long 'i' sound spelled **y, igh, ie**. Learners can write their sorted words in columns.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

Note: Depending on your provincial policy, Grade 3 is usually when you should teach your learners to join the letters together to make joined or cursive handwriting. If so, it is important to show them how to join letters which are commonly used together, for example 'hi', 'it', 'ee', 'ir', and so on. It is not very useful to teach learners combinations which do not usually occur together in words, for example, 'vw' or 'zt'.

To begin joined writing, this term you would teach learners how to form the letters in both upper and lower case using cursive or joined writing, as per these Lesson Plans.

ACTIVITY 1:

- Show learners the formation of lower and upper case letters ***l, h.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Show learners the formation of lower and upper case letters ***b, k.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ASSESSMENT:

Informal: unrecorded assessment of learners' ability to recognise long 'i' sounds.

WEEK 2	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a story. • Graded group readers or class readers for Guided Reading groups. • Copies of poems and riddles for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce and orientate learners to a new shared text. The text must be a story with a clear beginning, middle and end e.g. a Big Book or a short story.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the 5 vocabulary words into their Personal Dictionaries. Remind learners to try to use the initial and then second letter to put words in alphabetical order. **Use for Assessment Task 1 for Writing. Check learners' personal dictionaries and note in your Assessment Notebook who is unable to use initial and second letters to include words alphabetically in Personal Dictionary. Every learner should be assessed by the end of Week 3.**
- Guided reading**: Blue Group**
- Focus for the week: Using decoding skills when reading unfamiliar words to make meaning. Answering higher order (open-ended) questions.
- Independent reading as before.

Note: *Remember that the vocabulary from the Shared Reading texts can be the starting point for the teaching of additional vocabulary. You can take the opportunity to also introduce other, related words – even if they don't appear in the actual text. For example, if the story uses describing words (adjectives) like happy and long, you could teach learners opposites (antonyms) like sad and short.*

DAY 2:
SHARED READING AND WRITING: MODELED READING

- Read the text to the learners modelling the following: Pausing at full stops, looking carefully at illustrations for more information, reading fluently, pronouncing words correctly. Stop once or twice to model using decoding skills to read unfamiliar words e.g. *This word looks difficult, I don't know it so let me sound it out: m-oun-ta-in, mountain, yes that word fits the story, mountain.*
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why..*).

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Written Comprehension task: Learners complete a short comprehension based on the Shared Reading text. It should consist of 3-4 factual questions, a question about the main idea, setting and sequence of events. **Use for Assessment Task 1.**
- Guided reading**: Yellow Group;** Independent reading.

DAY 3:
SHARED READING AND WRITING: SHARED READING

- Do Shared Reading with learners. Afterwards ask some open-ended questions to draw out any cause-effect relations in the story, e.g. e.g. *What happened when _____ did _____? Why do you think _____happened?* **Use for Assessment Task 1. Note in your Assessment Notebook who is unable to discuss cause-effect relations.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Write a past tense sentence on the board. You should try to use a sentence from the Shared Reading text, e.g. *Mary woke up in the morning and felt very excited*. Read the sentence with the learners and help them identify the action words (*woke, felt*). Explain that action words are called **verbs**. All sentences need to have at least one verb.
- Write a list of past tense verbs on the board, e.g. *woke, gave, looked, saw, waited, sang, enjoyed*. Explain that these verbs tell us about things that are in the past. They are written in the past tense. Help learners identify the verbs from the list that end in **–ed**. Explain that many past tense verbs end with –ed. Help learners identify the verbs from the list that are in the past tense but do not end in –ed.
- Draw attention to any past tense verbs in the text.
- Language Task: Learners choose past tense verbs to complete sentences. The sentences can be based on the text.
- Guided reading**: Green Group;** Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

- Re-read the text together with learners. Make your voice softer but still use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Sight words: Teach 5 new sight words. (*These will be more meaningful if they are from the text or in a sentence.)*
- Sight words task: Learners copy the 5 new sight words into their Spelling Books.
- Guided reading**: Red Group**. Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Read the Big Book as Shared Reading. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed during Guided Reading
- Group reading: Learners read a poem(s) and riddle(s) in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Day 1 (Vocabulary task)) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 3.

Use Day 2's Comprehension tasks to rate the learners, recording any problems you have noticed, against the following milestones:

- Answers higher order questions based on the passage read.
- Demonstrates understanding of the text by identifying details such as setting and sequence of events

Use the Day 3's Shared Reading to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads books as a whole class with teacher (shared reading) and discusses cause-effect relations.

WEEK 2	WRITING
LO/ASs	**LO 4** AS 1,2,4,6
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Writes a simple book review • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask
RESOURCES	• Old birthday cards to bring to class. • Paper and brightly coloured crayons, kokis etc.

DAILY ACTIVITIES

ACTIVITY 1: PRE-WRITING/ MODELED WRITING

- Bring any old birthday cards you may have to class. Ask learners to do the same. Look at the cards together and talk about the design and messages that get written in birthday cards.
- Learners work with a partner to ask and answer questions like, *Have you ever received a birthday card? Would you like to receive a birthday card? What do birthday cards usually look like? What do they say? How do you think people feel when they receive birthday cards?*
- Together with the learners, write an example of a birthday card greeting on the board

  Dear Nombulelo
  Happy 9th birthday! I hope you enjoy your day. Have a happy year!
  Love
  Patience

ACTIVITY 2: WRITING/ EDITING

- Learners each design and produce a birthday card. Point out the importance of planning their birthday messages before they write their cards.
- Learners' cards can be displayed in the classroom.

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write about a birthday party or other celebration that they have attended. You might want to give them a sentence starter, e.g. *I went to* _____.

SECOND TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 4,5	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy	<u>Morning oral work</u> • Class discussion: day/month, birthday charts, etc. • The 'morning message' is read daily. <u>Listening and speaking activities</u>: • Listen to a traditional story or fable. • Dramatise the story.
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly	<u>Phonics</u> • Long 'u' sound: **ue, ew, u-e** • Practice in blending, segmenting, sorting, constructing, and matching words. • 5 written phonics activities <u>Spelling</u> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <u>Handwriting</u> • Joined writing: lower and upper case **a, i, r,n.**
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,4,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner	<u>Shared reading and writing</u> • A story summary: beginning, middle and end. <u>Word and sentence level work</u> • Vocabulary (5 words), Alphabetical order, Language (revise past tense verbs), Sight words (5) <u>Group, guided and independent reading and writing</u> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Sentences using past tense verbs. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 4** AS 1,2,3,4,6	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Writes a simple book review • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing : *A Story* • Pre-writing: discussion in pairs • Drafting: a story plan. • Write, edit, publish story. • Write a book review

WEEK 3	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 4,5
MILESTONES	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy.

DAILY ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday chart and any special happenings.
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.
- To prepare learners for next week's oral work, explain that from next week (and continuing into the following week) you will be asking 3 – 4 learners each day to share a general news event that they might have experienced, heard or read about. Encourage learners to talk to their parents, read the newspaper headlines posted on the side of the road, and watch/listen to the news on TV/radio.
- ***Note:*** *Sharing general news is a good activity to differentiate according to your learners' needs. For example, weaker children might find it easier to share a news event about something they have done or an event at school, e.g. a school gala. More able learners can plan to share a news event that they heard about from their parents, the radio, in a newspaper or on TV.*

LISTENING AND SPEAKING

ACTIVITY 1: STORYTELLING

- Choose a traditional story or fable to tell the learners.
- Introduce the story to the learners and sensitively draw on their prior knowledge. Introduce any new words needed for the story.
- Tell the learners the story in a lively, interactive way.

ACTIVITY 2: DRAMATISATION

- Divide the learners into small groups. Have them go outside and practise dramatising the story.
- Groups can present their individual dramas to the class.

WEEK 3	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly

DAILY ACTIVITIES

PHONICS: LONG-U SOUND

DAYS 1 - 5:

- The most common spellings of the long 'u' sound are **ue** (blue), **ew** (few) and **u-e** (cube).
- Introduce one spelling each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters together make the long 'u' sound. Sound out each word.
- A suggested sequence:
- **Day 1:** long 'u' sound: **ue** words *(blue, value, clue, rescue, argue, continue)*
- **Day 2:** long 'u' sound: **ew** words *(few, new, dew, flew, stew)*
- **Day 3:** long 'i' sound: **u-e** words *(cube, cute, huge, use)*
- **Day 4:** Consolidation of week's sounds, e.g. give a mixed list of long 'u' sound words for sorting:

ue words	ew words	u-e words

- **Day 5:** Written Assessment task based on long 'i' and long 'u' sounds. Use for **Assessment Task 1.**

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task**.** Here are some suggestions:

- Blending: Sound out a word e.g. fl-ew. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. cute. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words, e.g. lueva = value.

- Written Task: Learners choose the correct letters to complete words, e.g.
  ue ew
  Grace and her brother arg__ a lot.
  My shoes are n___.
  The sky is bl___.
  I only have a f___ sweets left.
- Written Task: Learners circle the word that will finish each sentence, e.g.
  - *Dina really loved her (new, stew, flew) pet.*
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the long 'u' sound spelled **ew, ue, u-e.** Learners can write their sorted words in columns.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Show learners the formation of upper and lower case letters ***a,i.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Show learners the formation of upper and lower case letters ***r, n.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ASSESSMENT: Formal: recorded Assessment Task 1:

Use the written phonics assessment task (Day 5) to rate the learners, recording any problems against the following milestone:

- **Recognises 'I' and 'U' sounds e.g. 'I' – tie, high, sky; 'U' – few, blue.**

Informal: unrecorded assessment of learners' ability to form upper and lower case letters correctly in joined script.

Sometimes, when you do Shared Reading cover a word that has a sound-spelling you want to revise. Let learners predict the word based on context and picture clues. Then reveal one letter at a time as learners confirm or change their predictions based on their knowledge of sound-letter relationships.

WEEK 3	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3,4,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• Make a writing frame or copy frame onto board (see below). • Graded group readers or class readers for Guided Reading groups/Independent Reading. • Copies of a suitable text for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Reread the shared text. Revise the sight and vocabulary words from Week 2.
- **Introduce shared writing.** Talk about how all stories have a beginning, middle and an end. Explain that you are going to write a story summary (of Week 2's Shared Reading text). Aim to use some of the vocabulary, sight words, and sentence patterns from the shared text as you write. You could use the following frame:

Story frame (plot)	**What happened**
Beginning	
Middle	
End	

- **Preparation:** Write your own sample text beforehand.
- **Shared writing:** 1. Ask prompt questions from the writing frame. 2. Help learners construct sentences 3. Involve learners as you write the sentences.
- Stop after 3-4 sentences and continue the next day.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Vocabulary task: Write a short list of words on the board. Use some new vocabulary words from the Shared Reading text. Have the learners write the words into their Personal Dictionaries in alphabetical order. Remind the learners that if the first letter of two words is the same, we look at the second letter and so on. **Use for Assessment Task 1. Check learners' personal dictionaries and note in your Assessment Notebook who is unable to use initial and second letters to include words alphabetically in Personal Dictionary. Every learner should be assessed by the end of Week 3.**
- Guided reading**: Yellow Group (Assessment Task 1).**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar words to make meaning.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTINUED.

- Complete the story summary. Edit sentences to ensure they link together.
- Check spelling of sight words with learners. Encourage learners to use a dictionary to check any new spellings.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Learners complete a cloze activity based on the sentences in the story summary, filling in sight words.
- Guided reading**: Blue Group (Assessment Task 1).** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading of the class text (story summary). Talk about other ways the story could have ended.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Revise verbs and adverbs based on shared reading/writing and also talk about the way adverbs make the story more interesting.
- Language task: Provide sentences from the class text in the present tense. Learners re-write them using the past tense.
- Guided reading**: Green Group (Assessment Task 1).** Independent Reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

- Re-read the class text with the learners.

WORD & SENTENCE LEVEL WORK/ GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Vocabulary Words Task: Learners complete a task matching Week 2's vocabulary words with short definitions of the words. You could do this in a Crossword form.
- Guided reading**: Red Group (Assessment Task 1).** Independent Reading. **(Assess learners' ability to read aloud to a partner as part of Assessment Task 1).**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

- Learners re-read the text together. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed this week during Guided Reading.
- Group/paired reading: Learners read a short, simple text in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Day 1 (Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 3.

Use Guided Reading to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads the same story.
- Uses decoding and comprehension skills when reading unfamiliar words to make meaning.

Use Independent Reading to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads aloud to a partner

WEEK 3	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Writes a simple book review • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask
RESOURCES	• Old birthday cards to bring to class. • Paper and brightly coloured crayons, kokis etc.

DAILY ACTIVITIES

ACTIVITY 1: PRE-WRITING DISCUSSION

- Remind learners that all stories have a beginning, middle and an end. Explain that they are going to write a short story of their own.
- In pairs, learners should talk about stories that they know or have heard. Through their discussion learners must decide what story they want to use for their writing.
- ***Note:*** *This writing activity can be differentiated according to learners' needs. Some learners may choose to write a story that you have told them this week, others can write a story they have heard at home, and some might choose to make up a story of their own.*

ACTIVITY 2: DRAFTING

- Explain to learners that before they write their story they should plan it carefully. Copy this story plan frame on the board:

Story plan
Name of story _____
Beginning _____
_____
Middle _____
_____
End _____
_____

- Explain to learners that they do not have to use full sentences in the plan. Including main points will be enough to help learners structure their stories, e.g. *Rabbit wants to race tortoise*.

ACTIVITY 3: WRITING, EDITING, PUBLISHING

- Learners write their story using full sentences. Stories must be at least five sentences long. Encourage them to use adverbs to make their story more interesting.
- They self-edit their sentences for punctuation and sense.
- Learners read their stories aloud in small groups.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Activity 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:

- Participates in a discussion to choose a topic to write about
- Writes own story or a familiar story or another creative text of at least ten sentences
- Uses correct grammar so that others can read and understand what has been written
- Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks
- Reads own writing to a friend or a group
- Identifies and uses nouns, adjectives, verbs and adverbs correctly

SUGGESTED ASSESSMENT: ASSESSMENT TASK 1: WEEKS 1 / 2 / 3

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1, 2,3,4,5,6 **LO 2** AS 1,4,5,6,7,8	• Listens and responds to radio or intercom announcements and instructions • Listens to stories, read by the teacher or over the radio, for a longer period with interest • Participates in group and class discussions, suggesting topics and contributing ideas • Suggests solutions to a problem, specifically word problems in Numeracy	2	Listening Activity 1
		1	Listening & Speaking Activity 1 Read Aloud
		2	Morning Oral Work (Days 1-5)
		2	
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1,6	*Phonics* • Recognises 'I' and 'U' sounds e.g. 'I' - t*ie*, h*igh*, sk*y*; 'U' – f*ew*, bl*ue* • Builds and sounds words at level of phonetic knowledge	3	Written Assessment Task for Phonics and Spelling test Week's phonic activities
		1	
HANDWRITING **LO 4** AS 5	*Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly	1	Handwriting Activity
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,4,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask (**Writing milestone)**	2	Reading Days 2-3: Shared Reading and Writing
		3	Reading Days 1-4: Guided Reading time
		3	Paired reading
		2&3	Day 1's vocabulary tasks

WRITING **LO 4** AS 1,2,3,4,6 **LO 6** AS 2,3	• Participates in a discussion to choose a topic to write about • Writes own story or a familiar story or another creative text of at least ten sentences • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks • Reads own writing to a friend or a group • Writes a simple book review	3	Writing Activity 1: Pre-writing Discussion - A story Writing Activity 2: Pre-writing – A Story Plan Writing Activity 3: Writing, editing, publishing
		1	Writing activities 1 & 2: Writing a book review

You should use the following rating scale for recording and reporting which is given on page 11 of the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band:

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding / Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

SECOND TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 1,4	• Listens to more complex instructions (at least 5) and responds appropriately • Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons • Works out cause and effect in a story using connecting words eg because • Talks about a general news event, expressing feelings and opinions • Suggests solutions to a problem, specifically word problems in Numeracy	<u>Morning oral work</u> • Class discussion: day/month/ birthday charts, etc. • Learners share family or general news. • The 'morning message' is read daily. <u>Listening and speaking activities</u>: • Listening to instructions and drawing.
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed • Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn) • Recognises that the same spelling can represent different sounds eg bread, read • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.	<u>Phonics</u> • 'ou' sound: ow, ouse, ound • Practice in blending, segmenting, sorting, constructing, and matching <u>Spelling</u> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <u>Handwriting</u> • Joined writing: upper and lower case **m, c, o, d**
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	<u>Shared reading and writing</u> • A play read as a shared text. Text features. Focus on cause-effect relations. <u>Word and sentence level work</u> • Vocabulary (5 words) Language (Adjectives), Sight words (5) <u>Group, guided and independent reading and writing</u> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Descriptions using interesting adjectives. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. <u>Reading for enjoyment</u>

WRITING **LO 4** AS 1,2,4,6 **LO 6** AS 3	• Writes own story or a familiar story or another creative text of at least eight sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Uses phonics knowledge and spelling rules to write unfamiliar words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing: *A Description of a person* • Pre-writing: discussion and planning in pairs. • Writing frame. • Writing, editing, publishing description. Personal writing: Diary entry about things I do/don't like: I like ..... I don't like .....

WEEK 4	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 1,4
MILESTONES	• Listens to more complex instructions (at least 5) and responds appropriately • Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons • Works out cause and effect in a story using connecting words eg because • Talks about a general news event, expressing feelings and opinions • Suggests solutions to a problem, specifically word problems in Numeracy
RESOURCES	• Paper, coloured crayons for Activity 2

DAILY ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.
- Explain that when summarizing or telling people about a news event it is important to describe events in an interesting way to keep the audience's interest. This is important whether you are telling general personal news or reporting on something from the newspapers/radio. Demonstrate this by first sharing some general news about something that happened at school and then sharing something you have read/heard about e.g. *the government is renaming many of the streets, more people are coming to South Africa on holiday etc.*
- From Day 2 onwards, have 3-4 learners each day share 2-3 minutes of family or general news, adding their own feelings and opinions. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**

LISTENING AND SPEAKING

ACTIVITY 1: INSTRUCTIONS

- Give each learner a clean sheet of paper. Ask them to follow your instructions to draw something. Give at least five instructions including the instruction to write their names in a particular place. **Use the learners' drawings for Assessment Task 2.**
- Pair work: Learners can take it in turns to give and listen to instructions, e.g. *Go to the front of the class, pick up a pencil, jump twice, bring it back to me and sit with your legs crossed.*

ACTIVITY 2: LISTEN AND DRAW

- Pair work: Learners work in pairs. Each learner must have paper, a pencil and coloured pencil crayons. Learners sit back to back so that they cannot see what their partner is doing. They take it in turns to describe their favourite outfit or clothes that they would like to wear, e.g. *My jeans are dark blue. I'm wearing a red t-shirt and a green long sleeved jersey over it. I have my white takkies on.*
- As one learner describes the outfit, the other should be drawing it. Learners can ask their partner for clarification if they do not understand something. When both learners have had a chance being the describer and the drawer, learners can show one another their drawings. Encourage learners to talk about how they could have improved the descriptions they gave their partners.
- **Note:** *If you do not have enough coloured crayons in your class, learners can do this activity without describing the colour of their clothing.*

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestone:

- Talks about a general news event, expressing feelings and opinions

Use Activity 1 to rate the learners, recording any problems you have noticed, against the following milestone:

- Listens to more complex instructions (at least 5) and responds appropriately.

WEEK 4	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed • Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn) • Recognises that the same spelling can represent different sounds eg bread, read • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.

DAILY ACTIVITIES

PHONICS: /OU/ SOUND

DAYS 1 - 5:

- The most common spellings of the 'ou' sound are **ow** (cow), **ou** (shout).
- Introduce one spelling each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the /ou/ sound. Sound out each word.
- A suggested sequence:
- **Day 1:** /ou/ sound: **ow** words *(cow, brow, vow, wow, now, how)*
- **Day 2:** /ou/ sound: **ouse** words *(house, mouse)*
- **Day 3:** /ou/ sound: **ound** words *(ground, found, round, sound, mound)*
- **Day 4:** Consolidation of /ou/ sound, e.g. give a mixed list of /ou/ sound words for sorting:

ow words	**ouse words**	**ound words**

Day 5: Consolidation: Provide a written task based on 'ou' sound e.g. *found, ground, found, round, sound, mound, mountain, fountain, count.* **Use for Assessment Task 2.**

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task**.** Here are some suggestions:

- Blending: Sound out a word e.g. v-ow. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. m-ou-se. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.

- Segmenting: Learners work in pairs to segment words on the board into 2-3 sounds.
- Written Task: Learners re-arrange groups of letters to make words, e.g. hsoue = house.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the /ou/ sound spelled **ow, ou**. Learners can write their sorted words in columns.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Show learners the formation of upper and lower case letters ***m, c.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Show learners the formation of upper and lower case letters ***o, d.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ASSESSMENT: Formal: recorded Assessment Task 2:

Use this week's phonics activities to rate the learners, recording any problems against the following milestone:

- Builds and sounds words at level of phonetic knowledge.
- Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn)

Use one of the handwriting lessons to rate the learners against the following milestones:

- Forms upper and lower case letters correctly
- Copies words correctly from a variety of sources i.e. board, strips, workcards etc.

WEEK 4	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a play. • Graded group readers or class readers for Guided Reading groups. • Copies of a simplified magazine article for Group Reading.

DAILY ACTIVITIES

Note: Use this week's Shared Reading for Assessment Task 2.

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level Big Book or a text from a class reader. The text should be a play. If you do not have a play, write part of a story the learners are familiar with as a play.
- Orientate learners to the text as before. Do a picture walk. Talk about the features specific to a play, e.g. *the role of the narrator, the use of bold/underlining for characters names and the colon used to introduce the actual words spoken by each character*.
- Ask learners where they think this story takes place (What is the setting?).
- Focus on prediction skills: Have a brief class discussion on what the learners think the play will be about.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 2. Continue to note in your Assessment Notebook who is unable to build their personal dictionary using initial and second letter of words. Every learner should be assessed by the end of Week 5.**
- Guided reading**: Yellow Group**
- Focus for the week: Sight word recognition. Reading aloud with expression, using appropriate stress, pausing and intonation.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners. If suitable, try to use a slightly different expression for the different characters in the play.
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why..*).

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Written Comprehension task: Learners complete a short comprehension based on the shared reading text. It should consist of 2-3 factual questions, a question about the main idea, and an open-ended question e.g. *Why do you think.....? What would you have done?* **Use for Assessment Task 2.**
- Guided reading**: Blue Group;** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading with learners. Afterwards ask some open-ended questions to draw out any cause-effect relations in the story, e.g. e.g. *What happened when _____ did _____? Why do you think _____happened?* **Use for Assessment Task 2. Note in your Assessment Notebook who is unable to discuss cause-effect relations.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Draw attention to any adjectives in the text. Adjectives describe nouns. A noun is a name of a person, place or thing. Words that describe nouns are called adjectives.
- Write a few sentences using descriptive adjectives on the board. Together with the learners read the sentences and underline the descriptive adjectives, e.g. *My best friend lives on a big farm; Neo is clever, caring and kind.*
- Language task: Learners choose adjectives to complete descriptions, e.g.

  juicy lazy noisy

  big, _____ oranges

  fat, _____ boys

  _____, busy classroom

  Use this activity to revise nouns and adjectives and for Assessment Task 2 for Writing.
- Guided reading**: Red Group**; Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

- Re-read the text together with learners. Make your voice softer but still use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Sequencing: Write 5 sentences summarising the events in the story. Mix them up so that they are in the wrong sequence. Learners write the sentences in the correct sequence**. Use for Assessment Task 2.**
- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group**; Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Learners read the book to you. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read a simplified magazine article in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them.

ASSESSMENT: Formal: recorded Assessment Task 2:

On Days 1-5 (Shared Reading) to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations
- Demonstrates understanding of the text by identifying details such as setting and sequence of events
- Answers higher order questions based on the passage read

Use Day 1(Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 5.

WEEK 4	WRITING
LO/ASs	**LO 4** AS 1,2,3, 4,6 **LO 6** AS 3
MILESTONES	• Writes own story or a familiar story or another creative text of at least eight sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Uses phonics knowledge and spelling rules to write unfamiliar words

DAILY ACTIVITIES

ACTIVITY 1: PRE-WRITING/ DISCUSSION AND DRAFTING A DESCRIPTION

- Remind learners that adjectives can be used to make our descriptions of people or things more interesting. Explain that they are going to write a short description of someone they know using interesting adjectives.
- Show this writing frame:

_____ has _____. He/She is a very _____ person. _____ is _____ _____

- Write a short description of someone you know on the board (3-6 sentences). Go through your description and show learners how you used interesting adjectives.
- In pairs, learners should talk about the people they know and help each other to choose a person to write about for their writing. **Use for Assessment Task 2**
- Learners work to plan/draft their description. They can expand on the frame.
- ***NB:*** *Guide learners to be sensitive about the way they describe people to avoid hurting the feelings of others.*

ACTIVITY 2: WRITING/EDITING/PUBLISHING

- Learners read their description to make sure it makes sense/ check for punctuation, spelling etc. **Use for Assessment Task 2**
- Learners write a neat version of their description.
- They read their writing to a group. **Use for Assessment Task 2.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write about the things they do/don't like. Learners can write this as lists, sentences or a paragraph. Guide learners by giving them a sentence starter, e.g. *I like _____, I don't like _____,*

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Activity 1-2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Uses correct grammar so that others can read and understand what has been written
- Identifies and uses **nouns, adjectives**, verbs and adverbs correctly
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Reads and edits own writing by correcting spelling, punctuation, etc.

Note: You could also use the activity on Day 3 in Reading to assess the following milestone:

- Identifies and uses **nouns, adjectives**, verbs and adverbs correctly

(Verbs and adjectives were assessed earlier in the term)

SECOND TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 1,5,7	• Listens to more complex instructions (at least 5) and responds appropriately • Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons • Works out cause and effect in a story using connecting words eg because • Talks about a general news event, expressing feelings and opinions • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: day/month, birthday charts, etc. • Learners share family or general news. • The 'morning message' is read daily. Listening and speaking activities: • Group discussions (a story). • Word Problems.
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed • Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn) • Recognises that the same spelling can represent different sounds eh bread, read • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.	Phonics • Homophones • 5 written phonics activities Spelling • 20 phonics words (4 per day for 5 days) recorded in Spelling books. Handwriting • Joined writing: upper and lower case **s,g,q,j.**
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	Shared reading and writing • A playscript. Word and sentence level work • Vocabulary (5 words), Language (contractions), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Contractions. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 4** AS 1,2,3,4,6	• Writes own story or a familiar story or another creative text of at least eight sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Uses phonics knowledge and spelling rules to write unfamiliar words	Writing : *Dialogue* • Pre-writing: visualisation, modelling the format • Write, edit, publish dialogue. Personal writing: Diary entry about future career: *I want to be ....*

WEEK 5	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 1,5
MILESTONES	• Listens to more complex instructions (at least 5) and responds appropriately • Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons • Works out cause and effect in a story using connecting words eg because • Talks about a general news event, expressing feelings and opinions • Suggests solutions to a problem, specifically word problems in Numeracy

DAILY ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Have 3-4 learners share 2 - 3 minutes of family or general news. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: LISTENS AND RESPONDS TO A STORY

- Read or tell the learners a simple story with a clear cause-effect relationship. Try and use one that learners would be able to give an opinion.
- Divide learners into small groups and ask them to discuss 2 – 3 questions. One should ask them to explain the cause of something that happened in the story and another, an open-ended question, where learners can give their opinions.
- Give each group a chance to report back on their discussions.
- You could ask learners to write a written response to the questions. **Use your observations of the discussions and the feedback for Assessment Task 2.**

ACTIVITY 2: WORD PROBLEMS

- Use bedtimes as a theme to base word problems on, e.g. *Joe goes to bed at 8pm and Philip goes to bed at 8.30pm. Who goes to bed earlier? If Joe goes to bed at 8pm and wakes up at 6am, how many hours sleep does he get?* **Use for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestone:

- Talks about a general news event.

Use Activity 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons
- Works out cause and effect in a story using connecting words eg because
- Suggests solutions to a problem, specifically word problems in Numeracy.

WEEK 5	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed • Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn) • Recognises that the same spelling can represent different sounds eg bread, read • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.

ACTIVITIES

PHONICS: HOMOPHONES

This week will focus on words that have the same sound but that are spelled in different ways and have a different meaning. These words are called homophones. At the same time, point out cases where the same spelling can represent different sounds

DAYS 1 - 5:

- Introduce two pairs of homophones each day.
- Write a set of sentences containing the words on the board. (See below)
- Read the sentences together with the learners. Identify which words sound the same but are spelled differently and mean different things. Underline these words. Talk about how different letters in the words make the same sound, e.g.
  When I am sick, I feel <u>weak.</u>
  We are on holiday for a <u>week.</u>
  In these words 'ea' and 'ee' make the same sound.

  - A suggested sequence:
  - **Day 1:** read-reed; bean-been
  - **Day 2:** blue-blew; hear-here
  - **Day 3:** flower-flour; four-for
  - **Day 4:** ate-eight; hole-whole
  - **Day 5:** by-buy; sale-sail

PHONICS ACTIVITIES: Give learners a written task each day. **Use these activities for Assessment Task 2.** Here are some suggestions:

- Written Task: Learners write their own sentences with each of the words.
- Written Task: Learners choose the correct words to complete sentences, e.g.
  eight nine
  Who _____ the sandwich?
  The number _____ comes before nine.
  There were _____ boys at the party.
  The children _____ all the chips.
- Written Task: Learners complete a cloze procedure activity containing words that have the same spelling but represent different sounds eg bread, read.

Note: *It is also important to make learners aware that the same spelling can represent different sounds. When deciding on the sound in a word it often helps to look at the word in the sentence. It is sometimes important to read the whole sentence to decide on the pronunciation and meaning of a word.*

SPELLING ACTIVITIES

- Written task: Each day, learners write the HOMOPHONES and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- Day 5 have a short, stress-free dictation test of the week's words (as well as the sight words for the week). You will need to give the learners 4-8 sentences to test their spelling (dictation), e.g. *I used a whole packet of flour, The eight boys ate all the cake.*

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Show learners the formation of upper and lower case letters ***s, g.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Show learners the formation of upper and lower case letters ***q, j.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ASSESSMENT: Formal: recorded Assessment Task 2:

Use the written phonics activities on Days 1-5 to rate the learners, recording any problems against the following milestones:

- Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed
- Recognises that the same spelling can represent different sounds eg bread, read

Informal: unrecorded assessment of learners' ability to form upper and lower case letters correctly in joined script.

WEEK 5	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• Graded group readers or class readers for Guided Reading groups/Independent Reading. • Copies of a suitable text for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Reread the shared text- a play. Revise the sight and vocabulary words from Week 4.
- **Introduce shared writing.** Talk about the features of a play, e.g. *the role of the narrator, the use of bold/underlining for characters' names and the colon used to introduce the actual words spoken by each character*.
- Explain that you are going to write a short playscript. Explain that a playscript is written as a dialogue. The words spoken by each person are introduced by a colon (:). Draw attention to this in the Week 4 shared text.
- Aim to use some of the vocabulary, sight words, and sentence patterns from the shared text as you write. You do not have to use an extract from the shared text but can make up your own, e.g.

Narrator:	**One day Ruth Rabbit felt very sad.**
Ruth:	**Oh no! I have no friends to talk to or play with.**
Narrator:	**Ruth felt very alone. Suddenly the phone rang.**
Ruth:	**Hello, Ruth here.**
Danny:	**Hello Ruth, it's Danny speaking.**
.....	

Preparation: Write your own sample text beforehand.

- **Shared writing:** 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.
- Stop after 3-4 sentences and continue the next day.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Sight word task: Teach 5 new sight words. Learners copy the 5 new sight words into their Spelling Books. Learners copy and complete a paragraph choosing the correct sight words. You can use this as a revision using sight words from Weeks 1-5.
- Guided reading**: Yellow Group (Assessment Task 2).**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar words to make meaning.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTINUED.

- Complete the dialogue (playscript). Revise and edit sentences.
- Check spelling of sight words with learners. Encourage learners to use a dictionary to check any new spellings.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Learners complete a cloze activity based on the sentences in the dialogue (playscript).
- Guided reading**: Blue Group (Assessment Task 2).** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading of the class text (dialogue). Try to use a slightly different voice/expression for each of the characters.
- Talk about the function of the narrator.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Write an example of a contraction on the board, e.g. *couldn't, don't, let's, what's, I've, it's* etc. You should try to use a sentence from the Shared Reading text. Explain that two words have been shortened into one to make the contraction, e.g. *could + not = couldn't, do + not = don't, etc.* Show learners that the apostrophe shows that a letter (or letters) has been left out, e.g. *in couldn't the letter 'o' has been left out*.
- Draw attention to any contractions in the shared text.
- Language task: Learners copy and complete a table of contractions, e.g.

couldn't	could _____
can't	_____ not, etc.

- Guided reading**: Green Group (Assessment Task 2).** Independent Reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

- Re-read the class text with the learners.
- Learners can work in small groups to dramatise the dialogue.

WORD & SENTENCE LEVEL WORK/ GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Vocabulary Words Task: Give learners a list of words to sort into alphabetical order. The words should be written into their Personal Dictionaries. **Use for Assessment Task 2. Continue to note in your Assessment Notebook who is unable to build their personal dictionary using initial and second letter of words. Every learner should be assessed by the end of Week 5.**
- Guided reading**: Red Group (Assessment Task 2).** Independent Reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

- Learners re-read the text together. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed this week during Guided Reading.
- Group/paired reading: Learners read a short, simple text in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Day 4 (Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 5.
Use Guided Reading to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses decoding and comprehension skills when reading unfamiliar words

WEEK 5	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes own story or a familiar story or another creative text of at least eight sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Uses phonics knowledge and spelling rules to write unfamiliar words

DAILY ACTIVITIES

ACTIVITY 1: PRE-WRITING DISCUSSION OF A DIALOGUE

- Remind learners that a playscript is written as a dialogue. A dialogue is a conversation or talk between people. The words spoken by each person are introduced by a colon (:). Explain that they are going to write a short dialogue of their own.
- Ask learners to close their eyes and think about a conversation that they had with someone. It could be their mother, friend, father, teacher etc. Ask them to think about what they said and what the other person said.
- Learners open their eyes. Each learner should report on the conversation they thought of to a partner.
- Model the dialogue format by writing an example on the board:

Mr Mbatha: Mrs Dlamini, can you be on tuckshop duty this afternoon?
Mrs Dlamini: I can, Mr Mbatha, but I will have to have someone to help me.
Mr Mbatha: I can help you but I can only get there at 2pm.
Mrs Dlamini: Maybe I can ask Mrs Marufane.

- Point out the names you have included on the left side, the colon used to introduce each speaker and that you have written the exact words spoken.

ACTIVITY 2: WRITING/EDITING/PUBLISHING

- Learners write their dialogues of at least eight lines (sentences).
- They give their work to a partner to check for punctuation and sense.
- Learners read their dialogues aloud in small groups. **Use for Assessment Task 2.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write about what they want to be one day (career). You might want to give them a starter sentence, e.g. *I want to be a* _____.

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Activity 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Writes own story or a familiar story or another creative text of at least eight sentences
- Uses correct grammar so that others can read and understand what has been written

SUGGESTED ASSESSMENT: ASSESSMENT TASK 2: WEEKS 4/5

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1,2 **LO 2** AS 1,4,5,7	• Listens to more complex instructions (at least 5) and responds appropriately • Talks about a general news event, expressing feelings and opinions • Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons • Works out cause and effect in a story using connecting words eg because • Suggests solutions to a problem, specifically word problems in Numeracy	4&5	Listening & Speaking Activity 1 Morning Oral Work (Days 1-5)
		5	Listening & Speaking Activity 1 & 2
		5	
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1,6	• Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed • Recognises that the same spelling can represent different sounds eg bread, read • Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge	5	Written Tasks for Phonics
		4	Week's phonic activities
HANDWRITING **LO 4** AS 5	• Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.	4	Handwriting Activity
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	4	Reading Days 2-3: Shared Reading and Writing
		5	Reading Days 1-4: Guided Reading time
		4&5	Day 1's Vocabulary task

WRITING **LO 4** AS 1,2,3,4,6 **LO 6** AS 3	• Writes own story or a familiar story or another creative text of at least eight sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Uses phonics knowledge and spelling rules to write unfamiliar words	4 5	*A description* Writing Activity 1: Pre-writing discussion in pairs, writing frame. Writing Activity 2: Writing, editing, publishing. *A dialogue* Writing Activity 1: Visualising Writing Activity 2: Writing, editing, publishing.

You should use the following rating scale for recording and reporting which is given on page 11 of the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band:

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding / Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

SECOND TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 6,7,8 **LO 5** AS 2	• Predicts what will happen in a story • Makes an oral presentation e.g. 'Show and Tell', using language to compare information • Uses language to investigate and explore eg suggesting alternatives 'I think it could…', 'If…then…' • Asks questions to clarify and plan a task and get information • Uses language to analyse, compare and contrast information	Morning oral work • Class discussion: day/month, birthday charts, etc. • Show and Tell (comparing two fruits). • The 'morning message' is read daily. Listening and speaking activities: • Interviewing partner about healthy eating. • Word Problems
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn) • Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.	Phonics • 'f' sound: f,ph,gh • Practice in blending, segmenting, sorting, constructing, and matching words. • 5 written phonics activities Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: upper and lower case **e,v,w,f**
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,6	*Shared reading* • Uses visual cues to read a graphical text e.g. a map, flow diagram • Uses the information from the text e.g. walks around the school by following the directions on the map • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner	Shared reading and writing • A non-fiction/information text read as a shared text. Main idea, cause-effect and open-ended questions. • A poster (awareness campaign) Word and sentence level work • Vocabulary (5 words) Language (Adjectives), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries (Alphabetical order). • Comprehension based on shared text. • Prepositions. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. Reading for enjoyment

WRITING **LO 4** AS 1,2,4,6	• Participates in a discussion to choose a topic to write about • Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news • Reads and edits own writing by correcting spelling, punctuation, etc. • Keeps a diary for one week, noting the weather and one other piece of information • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing: *A poster* • Pre-writing: discussion and planning in pairs. • Design and produce a poster. Personal writing: Daily Diary entries. • Writing a short poem using a writing frame • Writing daily news (2 paragraphs)

WEEK 6	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1,2 **LO 2** AS 6,7,8 **LO 5** AS 2
MILESTONES	• Predicts what will happen in a story • Makes an oral presentation e.g. 'Show and Tell', using language to compare information • Uses language to investigate and explore eg suggesting alternatives 'I think it could…', 'If…then…' • Asks questions to clarify and plan a task and get information • Uses language to analyse, compare and contrast information

DAILY ACTIVITIES

DAILY MORNING ORAL WORK:

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.
- Bring two pieces of fruit from home, e.g. an apple and a banana. Make an oral presentation to the learners. Say the name of each fruit, what it looks like and what it tastes like. Use language to compare the two fruit and talk about the similarities and differences e.g. *Both are fruit but one is green and the other is yellow. One is round and the other is long. Bananas can be sweeter than apples but both fruit can be sweet. Both are good for you.*
- Explain that from Day 2 onwards, each day 3-4 learners will bring two fruit to class to talk about. Learners will need to talk for 2-3 minutes. They must describe (and compare) their fruit and say what is the same and different about the two fruits. **Use for Assessment Task 3. Every learner should be assessed by the end of Week 7.**
- ***Note:*** *This activity can be differentiated according to learners' needs. Your weaker learners may choose to compare two fruit in very simple terms. Stronger learners can add details like favourite ways of eating the fruit, vitamins in the fruit etc. Very strong learners may choose to do the same activity with two other foods e.g. bread and cake.*

LISTENING AND SPEAKING

ACTIVITY 1: INTERVIEWING – HEALTHY EATING

- Explain to learners that they are going to find out whether or not they are eating healthily by asking each other questions.
- Let learners work in pairs to think up suitable questions. Use their ideas to write a simple list of interview questions on the board, e.g.

Do you ...	Yes, I do	No, I don't
eat fruit?		
eat a lot of bread, pap or rice?		
get enough of exercise?		
eat a lot of sweets and chocolates?		
drink enough water?		
drink any milk?		

- Pair work: Learners take it in turns to ask and answer interview questions.

ACTIVITY 2: INTERVIEWING – HEALTHY EATING

- First let learners report back to the class on the results of their interviews, e.g. *My partner eats a lot of _____ but she/he doesn't _____.*
- Then ask learners to talk again in pairs about ways that they could eat more healthily eg *If I ate less sweets I would be healthier. If I drank more water….*
- **Use your observations for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestone:

- Makes an oral presentation e.g. 'Show and Tell', using language to compare information
- Uses language to analyse, compare and contrast information

Use the Listening and Speaking activities to rate the learners, recording any problems you have noticed, against the following milestones:

- Asks questions to clarify and plan a task and get information
- Uses language to investigate and explore eg suggesting alternatives 'I think it could…', 'If…then…'

WEEK 6	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn) • Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.

DAILY ACTIVITIES

PHONICS: 'F' SOUND: F, PH and GH

DAYS 1 - 5:

- The 'f' sound can also be spelled **ph** (elephant) and **gh (**laugh).
- Introduce one spelling each day. Begin by revising the 'f' sound.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the 'f' sound. Sound out each word.
- A suggested sequence:
    - **Day 1:** 'f' sound: **f** words *(foot, fork, five, four, fire, fan, fish)*
    - **Day 2:** 'f' sound: **ph** words *(elephant, phone, photo, nephew, telephone)*
    - **Day 3:** 'f sound: **gh** words *(laugh, tough, rough, cough, enough)*
    - **Day 4:** 'f' sound: consolidate learning f, ph and gh words.
    - **Day 5: Written Assessment Task** based on 'f' sound: ph and g. **Use for Assessment Task 3.**

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task**.** Here are some suggestions:

- Blending: Sound out a word e.g. ph-o-to. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. ph-o-ne. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into different sounds.
- Word families: With**-ough**, take a sheet of paper and write a word family starter. Learners suggest words for the word family. *(**Note:** Point out the different pronunciation of 'cough' and 'rough')*
- Written Task: Learners re-arrange groups of letters to make words, e.g. phween = nephew.
- Written Task: Learners read a list of words and underline whichever letters stand for the 'f' sound. They sort the words and write them under the correct headings.

- Written Task: Learners choose the correct diagraphs to complete words, e.g.
  ph gh sh th
  - The di____ is on the table. - The girl is very ____ in.
  - I am my uncle's ne___ew. - There is enou__ food for five people.

Note: *It is important for children to read and write these words in many different contexts so vary your activities and give them lots of practice.*

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). **Use for Assessment Task 2.**

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Show learners the formation of upper and lower case letters ***e,v.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Show learners the formation of upper and lower case letters ***w,f.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line, forming each letter correctly (starting and ending point, shape, size, direction of movement) and transcribing words from a variety of sources eg the chalkboard or from writing strips. **Use one of the handwriting activities for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

Use the Written Assessment Task for phonics (Day 5) and the week's spelling test to rate the learners, recording any problems against the following milestone:

- Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh.

Use one of the handwriting lessons to rate the learners against the following milestones:

- Forms upper and lower case letters correctly
- Copies words correctly from a variety of sources i.e. board, strips, workcards etc.

WEEK 6	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Uses visual cues to read a graphical text e.g. a map, flow diagram • Uses the information from the text e.g. walks around the school by following the directions on the map • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a non-fiction/information text. • A poster • Graded group readers or class readers for Guided Reading groups. • Copies of a textbook from another Learning Area for Group Reading.

DAILY ACTIVITIES

Note: Use this week's Shared Reading for Assessment Task 3.

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text** with photographs.
- Orientate learners to the text as before. Do a picture walk.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 3. Check learners' personal dictionaries and note in your Assessment Notebook who is unable to build their personal dictionary using initial and second letter of words. Every learner should be assessed by the end of Week 7.**
- Guided reading**: Yellow Group**.
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar words; reading with increasing fluency and expression.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions and asking 1 –2 open ended questions e.g. *Do you think _____?* **Use for Assessment Task 3.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Learners complete a comprehension based on the shared reading text. Questions can include transferring information from one form to another, e.g. using information from the text to complete a table.
- Guided reading**: Blue Group**; Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading.
- Learners can work in groups to each make oral questions about the main idea, photographs and/or cause-effect relations in the text. **Use for Assessment Task 3.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Write sentences with prepositions on the board. Prepositions tell us the position of one thing to another, e.g. *into, in, next to, onto.* Read the sentences together with the learners and underline the prepositions. Revise prepositions.
- Language task: Learners copy and complete sentences using prepositions, e.g. The ball rolled _____ the hill very fast.
- Guided reading**: Green Group**; Independent reading

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT AND READING A POSTER

- Re-read the text together with learners. Make your voice softer but still use the pointer.
- Show learners a suitable poster. For example, you could use a poster about children or human rights, AIDS awareness, road safety, healthy eating or looking after the environment. *(**Note:** If possible, the poster and book should have the same theme.)*
- Read the poster together with the learners. Model looking closely at the illustrations for more information.
- Talk about the meaning the poster communicates. Ask learners 4-5 questions about the poster, e.g. *What is the poster trying to tell us? Do you think the message in the poster is important? Why do you think so?*

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Red Group**; Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Learners read the book to you. One learner can be the 'teacher' and use the pointer.
- Re-read the poster with learners.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read a page from a textbook in another Learning Area in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Days 1-5 (Shared Reading) to rate the learners, recording any problems you have noticed, against the following milestones:

- Uses visual cues to read a graphical text e.g. a map, flow diagram
- Uses the information from the text e.g. walks around the school by following the directions on the map
- Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations

Use Day 1(Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 7.

WEEK 6	WRITING
LO/ASs	**LO 4** AS 1,2,4,6
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news • Reads and edits own writing by correcting spelling, punctuation, etc. • Keeps a diary for one week, noting the weather and one other piece of information • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask
RESOURCES	• Sheets of paper and crayons for poster (Activity 2).

DAILY ACTIVITIES

ACTIVITY 1: PRE-WRITING/ DISCUSSION AND DRAFTING

- Re-read the poster you used for Shared Reading and Writing. Talk about how posters tell us about products or things. Show how posters use words and pictures.
- Explain that learners are going to design a poster about road safety.
- Together with the learners brainstorm ideas for slogans and pictures. Write these on the board, e.g. *Look left, right, left again before crossing the road.*
- In pairs, learners should talk about what they want to include on their poster. **Use for Assessment Task 3.**

ACTIVITY 2: WRITING/ EDITING

- Learners each design and produce a poster. Point out the importance of planning their posters before they start and checking spelling etc.
- Learners present their posters in small groups.
- Posters can be displayed in the classroom.

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week learners should keep a diary every day, noting the weather and one other piece of information, e.g. *who they played with at break, what they ate for breakfast, etc.* **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Activity 3 to rate the learners, recording any problems you have noticed, against the following milestones:

- Keeps a diary for one week, noting the weather and one other piece of information.

Informal assessment of learners' posters.

SECOND TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 5,7,8 **LO 5** AS 2	• Predicts what will happen in a story • Makes an oral presentation e.g. 'Show and Tell', using language to compare information • Uses language to investigate and explore eg suggesting alternatives 'I think it could…', 'If…then…' • Asks questions to clarify and plan a task and get information • Uses language to analyse, compare and contrast information	Morning oral work • Class discussion: day/month, birthday charts, etc. • Show and Tell (comparing two fruits). • The 'morning message' is read daily. Listening and speaking activities: • Read aloud • Group Discussion
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn) • Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.	Phonics • **/aw/** sound • Revision of final consonant blends: **-ng, -nd, -nt, -nk.** • Practice in blending, segmenting, sorting, constructing, matching. • 5 written phonics activities Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: upper and lower case **t,u, y,p**
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 6** AS 2,6	*Shared reading* • Uses visual cues to read a graphical text e.g. a map, flow diagram • Uses the information from the text e.g. walks around the school by following the directions on the map • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner	Shared reading and writing • A visual text (map) read as a shared text. Following directions. • A poem Word and sentence level work • Vocabulary (5 words) Language (Prepositions, sound words), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Prepositions and sound words. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 4** AS 1,3,4,6	• Participates in a discussion to choose a topic to write about • Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news • Reads and edits own writing by correcting spelling, punctuation, etc. • Keeps a diary for one week, noting the weather and one other piece of information • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing: *A poem* • Pre-writing: Shared Writing. • Write a poem. Personal writing: Where I Live.

WEEK 7	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1,2 ,4 **LO 2** AS 5,7,8 **LO 5** AS 2
MILESTONES	• Predicts what will happen in a story • Makes an oral presentation e.g. 'Show and Tell', using language to compare information • Uses language to investigate and explore eg suggesting alternatives 'I think it could…', 'If…then…' • Asks questions to clarify and plan a task and get information • Uses language to analyse, compare and contrast information

DAILY ACTIVITIES

DAILY MORNING ORAL WORK:

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Continue to write a 'morning message' on the board for the learners.
- Continue to have each learner bring two fruit to class and give a 2-3 minute talk saying what the fruit are and what is similar and different about them. **Use for Assessment Task 3. Every learner should be assessed by the end of the week.**

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short story, for example a simplified newspaper article or extract from a Life Orientation textbook about a person/people living with physical disabilities. Try to find a text that highlights what can be achieved by people living with disabilities.
- Introduce the text to the learners and draw on their prior knowledge. Introduce any new words needed. These can be written onto flashcards and placed on the Word Wall.
- After reading, ask learners some open-ended questions, e.g. *Do you think people with handicaps are treated the same as people without handicaps?* or *If you were physically challenged what activities might be difficult for you to participate in? How do you think this might make you feel?*

ACTIVITY 2: FINISHING A STORY

- Begin to tell the learners a similar story about someone who had physical disabilities but stop half way through, at a point where there is the chance for someone to help.
- Learners work in small groups to discuss how the story might end.
- Each learner writes 2 – 3 sentences predicting how the story will end. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:
Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestone:

- Makes an oral presentation e.g. 'Show and Tell', using language to compare information
- Uses language to analyse, compare and contrast information

Use Activity 2 to rate the learners, recording any problems you have noticed, against the following milestone:

- Predicts what will happen in a story

WEEK 7	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn) • Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. board, strips, workcards etc.
RESOURCES	• Prepare Daily phonic oral activities and written tasks; prepare sentences for Dictation Test

DAILY ACTIVITIES

PHONICS: /AW/ SOUND AND REVISION OF FINAL CONSONANT BLENDS

- Introduce the learners to the /aw/ sound. Remind learners how the vowel and the consonant together make a single sound (Day 1).
- Revise a different final consonant blend each day (Days 2-5).
- Write a set of final consonant blend words on the board, e.g. *ri**ng**, si**ng**, wi**ng**, thi**ng**, ki**ng*** Read the words. Show learners how the **two letters make one sound**. Sound out each word.
- A suggested sequence:
  - **Day 1: aw** (words: *paw, saw, law, raw, draw, claw, straw)*
  - **Day 2: -ng** at the end of a word *(ring, sing, wing, thing, king)*
  - **Day 3: -nd** at the end of a word (*and, band, find, friend, hand, land, sand)*
  - **Day 4: -nk** at the end of a word (*pink, think, blink, drink, link)*
  - **Day 5: -nt** at end of a word *(bent, cent, front, paint, plant, want)*

DAILY PHONICS ACTIVITIES: Choose 2 oral activities and 1 written task each day. **Use for Assessment Task 3.**

- Blending: Sound out a word e.g. *p-i-nk*. Learners put the sounds together to make a word.
- Segmenting: Learners work in pairs to segment the words on the board into three sounds.
- Written Task : Sorting: Learners sort a mixed group of words according to their final blend.
- Written Task: Constructing: Learners re-arrange groups of letters to make words. E.g. nd a h = hand.
- Games: Call out two words. Learners say if the words end with the same sound or not, e.g. *pink, want (no), pink, think (yes).* Call out one word and let the learners provide a word that ends with the same sound.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Show learners the formation of upper and lower case letters ***t,u.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Show learners the formation of upper and lower case letters ***y,p.*** Show learners how they join onto the letter that follows them. Let the learners tell you how to form each letter correctly whilst writing the letters in the air with their finger. Write a row of each letter on the board for learners to copy (transcribe).

ASSESSMENT: Formal: recorded Assessment Task 3:

Use this weeks phonics activities (Days 1-5) to rate the learners, recording any problems against the following milestone:

- Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn)
- Builds and sounds words at level of phonetic knowledge

Dictation practice is important to help learners segment words and associate sounds with spellings. For learners having difficulty segmenting the sounds in each word, you might want to clap on each sound to provide another clue.

WEEK 7	**READING**
LO/ASs	**LO 3** AS 1,2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,6
MILESTONES	*Shared reading* • Uses visual cues to read a graphical text e.g. a map, flow diagram • Uses the information from the text e.g. walks around the school by following the directions on the map • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTE	• Prepare the simplified map and prepositions on flashcards.
RESOURCES	• A poem written on a chart. • Graded group readers or class readers for Guided Reading groups. • Copies of a suitable text for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Draw a simplified map on a large sheet of paper. You can use simple shapes for the different places on the map. Include things like a school, church, supermarket, and park in different places on the map. You must include streets on your map.
- Display the map at the front of the class. Make sure all the learners can see it.
- Talk to the learners about maps and how they help us find our way to places. Orientate learners to the map and let them talk about what they can see.
- Ask questions, e.g. *Is there a church in this town? What is the name of the main road in this town?*

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Vocabulary task: Write prepositions on flashcards, e.g.**next to, in front of, behind, opposite, between.** Ask questions using prepositions, e.g. *Is the park next to the post office? Is the park in front of the school?* Let learners work in pairs to ask and answer 1-2 questions using the prepositions.
- Learners write the prepositions into their Personal Dictionaries ('next to' and 'in front of' will need to be written as phrases). **Use for Assessment Task 3. Check learners' personal dictionaries and note in your Assessment Notebook who is unable to build their personal dictionary using initial and second letter of words. Every learner should be assessed by the end of the week.**
- Guided reading**: Yellow Group**. **(Assessment Task 3).**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar words; reading with increasing fluency and expression.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: GIVING DIRECTIONS

- Look at the map again with the learners.
- Give learners a 'problem' to solve, e.g. *Mpho is standing outside the church. She wants to go to the school. How can she do that? What buildings must she pass on her way?*
- Learner's instructions should demonstrate using the information from the text, e.g. *Mpho must walk straight down Blay Street and then turn left. She must walk past the supermarket... etc.*

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Learners complete a written task based on instructions (directions), e.g. they write three short sentences telling Mpho how to walk from the post office to the church. **Use for Assessment Task 3.**
- Guided reading**: Blue Group (Assessment Task 3).** Independent reading.

DAY 3:

SHARED READING AND WRITING: INTRODUCING AND READING A SHARED TEXT (POEM)

- Choose a short poem, song or rhyme. Write it onto a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What was the poem about?*
- Pair work: Divide learners into pairs. Each learner gets a chance to say whether they liked the poem or not, if it reminded them of something and how it made them feel. (I felt ..... because.....). Remind learners to use *because.* **Use for Assessment Task 3.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Sight words: Teach 5 new sight words based on the poem.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group (Assessment Task 3).** Independent reading.

DAY 4:

SHARED READING AND WRITING: SHARED READING (POEM)

- Re-read the poem with the learners as Shared Reading. Make sure your voice is heard. Run your pointer under the lines of the poem as you read. Read slowly but naturally.
- Draw attention to some of the features of the poem, e.g. descriptive language, words in bold and/or uppercase for emphasis.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Draw attention to any 'sound words' in the poem. These are words that sound like their meaning, e.g. crunch, crackle, pop, splattered.
- Language task: Learners match pictures with words that sound like their meaning, e.g. crackling with a fire, squeak with a mouse, buzzing with a bee, etc.
- Guided reading: **Red Group (Assessment Task 3).** Independent reading. **Assess learners' ability to read aloud to a partner for Assessment Task 3.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Learners read the poem to you. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read a short, simple text in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 2 (Comprehension Task) to rate the learners, recording any problems you have noticed, against the following milestones:

- Uses visual cues to read a graphical text e.g. a map, flow diagram
- Uses the information from the text e.g. walks around the school by following the directions on the map
- Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations

Use Days 1-5 (Guided Reading) to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Reads with increasing fluency and expression

Use the Paired Reading time to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads aloud to a partner

Use Day 1(Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

By the end of the week every learner should be assessed against this milestone.

Learners enjoy following maps and it gives them good practice in giving and listening to instructions and using prepositions. They can do activities like walking around the school following the directions on a map (given by you) and building obstacle courses in the playground to direct friends around.

WEEK 7	**WRITING**
LO/ASs	**LO 4** AS 1,3,4,6
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news • Reads and edits own writing by correcting spelling, punctuation, etc. • Keeps a diary for one week, noting the weather and one other piece of information • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask

DAILY ACTIVITIES

ACTIVITY 1: SHARED WRITING

- Write the beginning of this poem (or a similar simple poem) on the board:

In a dark, dark wood there was
a dark, dark house
And in that dark, dark house there was
a dark, dark room,
And in that dark, dark room ....

- Together with the learners read and complete the poem. The poem does not have to rhyme and learners should think of a surprise for the ending.
- **Note:** *If you use another poem for this activity it must be very simple with only a few words changing each line.*
- Read the completed poem together with the learners, with rhythm and expression.
- Explain that learners are going to write their own poem based on the one you have done together.
- Give learners a writing frame based on the poem you have used, e.g.

In a dark, dark _____ there was
a dark, dark _____,
And in that dark, dark _____ there was
a dark, dark _____,
And in that dark, dark _____ there was
a dark, dark _____,
And in that dark, dark _____ there was
a _____!

ACTIVITY 2: WRITING/REVISING/EDITING

- Learners write a poem using the writing frame provided. Learners can expand on the frame.
- Learners read their poem to a partner to make sure it makes sense. They edit their own writing by correcting spelling, punctuation, etc.
- Learners write a neat version of their poem in their exercise books. **Use for Assessment Task 3.**

ACTIVITY 3: PERSONAL WRITING

- Learners write about a recent experience. They should write at least 8 sentences (2 paragraphs).
- Let them begin by discussing with a partner what they can write about. **Use this for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use the learners' poems to rate them, recording any problems you have noticed, against the following milestones:

- Reads and edits own writing by correcting spelling, punctuation, etc.

Use the learners' personal writing to rate them, recording any problems you have noticed, against the following milestones:

- Participates in a discussion to choose a topic to write about
- Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news

SUGGESTED ASSESSMENT: ASSESSMENT TASK 3: WEEKS 6/7

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 1,5,6,7,8	• Makes an oral presentation e.g. 'Show and Tell', using language to compare information • Uses language to analyse, compare and contrast information • Uses language to investigate and explore eg suggesting alternatives 'I think it could…', 'If… then…' • Asks questions to clarify and plan a task and get information • Predicts what will happen in a story	6 & 7	Morning Oral Work (Days 1-5)
		6	Listening & Speaking Activity 1 & 2
		7	Listening & Speaking Activity 2
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1,6	• Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh • Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge	6	Written Tasks for Phonics and Spelling test
		7	Written Tasks for Phonics
HANDWRITING **LO 4** AS 5	• Forms upper and lower case letters correctly. • Transcribes words correctly from a variety of sources i.e. chalkboard, strips, workcards etc.	6	Handwriting Activity
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,6	*Shared reading* • Uses visual cues to read a graphical text e.g. a map, flow diagram • Uses the information from the text e.g. walks around the school by following the directions on the map • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	6 & 7	Reading Days 1-5: Shared Reading and Writing activities
		7	Reading Days 1-2: Guided Reading time
		7	Paired reading
		6 & 7	Day 1 Vocabulary task

WRITING **LO 4** AS 1,2,3,4,6	• Keeps a diary for one week, noting the weather and one other piece of information • Participates in a discussion to choose a topic to write about • Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news • Reads and edits own writing by correcting spelling, punctuation, etc.	6 7 7	Diary writing Writing Activity 3: Planning and writing paragraphs of personal writing . Writing Activity 1 & 2: Writing and editing a poem

You should use the following rating scale for recording and reporting which is given on page 11 of the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band:

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding / Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

SECOND TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2,5 **LO 2** AS 2,5	• Listens to, and composes, riddles and jokes • Tells a short story with a simple plot and different characters • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: Charts • Word Problems based on Daily Charts. Speaking and listening activities: • Listening and composing riddles
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work	Phonics • **'au' sound** • Revision of: **aw, ou, ow** • Revision of final consonant blends: **-sk, -st, -mp** • Practice in blending, segmenting, sorting, constructing, and matching words. Spelling • 20 phonics words (5 per day for 4 days), 5 sight words Handwriting • Joined writing: upper and lower case **x, z** and 1-2 consonant blends and words.
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Answers higher order questions based on the passage read • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	Shared reading and writing: • A non-fiction shared text with photograph • Analysis of features of non-fiction text. Word and sentence level work: • Vocabulary (5 words), Language (pronouns and conjunctions, linking sentences to form paragraphs), Sight words (5) Group, guided and independent reading and writing: • Comprehension • Linking sentences to form paragraph using pronouns and conjunctions. • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for Enjoyment

WRITING **LO 4** AS 1,2,3,4,6	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night. • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask	Writing: *Writing frame: A letter* • Shared Reading of model letter. • Pre-writing: Learners work in pairs. • Drafting: Learners use a writing frame. • Publishing: Learners publish writing in small groups.

WEEK 8	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 5 **LO 2** AS 2,5
MILESTONES	• Listens to, and composes, riddles and jokes • Tells a short story with a simple plot and different characters • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem, specifically word problems in Numeracy

DAILY ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day/month/birthday/weather charts and any special happenings. Each day use the charts to base word problems for the learners to solve and consolidate vocabulary used in different learning areas. For example, with the birthday chart you can ask questions like: *In which month(s) does nobody have a birthday? Which months have the most/fewest/same number of birthdays?* With the calendar chart you can ask questions like: *How many days are there in April? Thabo plays soccer every Friday. How many times will he play soccer in April?* **Use for Assessment Task 4.**
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.

LISTENING AND SPEAKING

ACTIVITY 1: RIDDLES

- Read some simple animal riddles to the class and let learners guess what animal you are describing, e.g. *I am an African animal. I have four legs, I have black and white stripes. What am I?* Try to use the same frame for each of your riddles so that learners become confident with the structure, e.g. *I am a _____ animal. I have _____. I have _____. What am I?* **Use for Assessment Task 4.**

ACTIVITY 2: MAKING UP RIDDLES

- Let learners work in small groups to compose and tell riddles. Each learner in the group should have a chance to compose and tell his/her riddle. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4
Use Morning Oral Work each day to rate learners, recording any problems you have noticed, against the following milestones:

- Suggests solutions to a problem, specifically word problems in Numeracy.
- Understands and uses appropriate language of different learning areas

Use Activity 1 and 2 to rate learners, recording any problems you have noticed, against the following milestone:

- Listens to, and composes, riddles and jokes.

WEEK 8	PHONICS AND SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.

DAILY ACTIVITIES

PHONICS: 'AU' SOUND AND REVISION OF FINAL CONSONANT BLENDS

- Introduce the '**au'** sound. Show learners how the two vowels together make a single sound. Point out that '**aw'** and **'au'** make the same sound. ('aw' was dealt with in Week 7).
- Use one day to revise final consonant blends.
- A suggested sequence:
- **Day 1: au** (words: August, autumn, because, taught, caught*)*
  Introduce the sound by writing a set of words on the board. Read the words to demonstrate the sound made by the /au/ in the words.
- **Day 2: au** and **aw**
  Write words and sentences on the board using **au** and **aw** spellings. Together with the learners read and complete the sentences, e.g.
  au aw
  - My birthday is in __ ust .
  - I drink through a str__.
  - My baby brother cr____ls.
  - The leaves fall in ___tumn.
- **Day 3:** Revise **ow, ou, au, aw**
  Write words and sentences on the board using the **au, aw, ow, ou** spellings. Together with the learners read and complete the sentences,
- **Day 4:** Revise final consonant blends: **-sk** (*ask, mask, task, desk*); **- st** (*best, nest, rest, past*, *last, lost, cost*); **-mp** (*jump, bump, lump, lamp, camp*)
- **Day 5:** Written Assessment of **au, aw, ow, ou** spellings. **Use for Assessment Task 4.**

DAILY PHONICS ACTIVITIES: Choose 2 oral activities and 1 written task each day. **Use for Assessment Task 4.**

- Blending: Sound out a word e.g. dr-aw. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. Au-gust. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words, e.g. hsoue = house.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the 'au' sound spelled au, aw Learners can write their sorted words in columns.
- Games: Call out two words. Learners say if the words end with the same sound or not, e.g. *rest, desk (no), rest, best (yes).* Call out one word and let the learners provide a word that ends with the same sound.
- Written Task: Sorting: Learners sort a mixed group of words according to their final consonant blend.
- Written Task: Constructing: Learners re-arrange groups of letters to make words. E.g. P u m j = jump.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their Spelling books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's Spelling words, sentences, and sight words.

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Show learners the formation of upper and lower case letters ***x,z.*** Show learners how they join onto the letter that follows them. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement).

ACTIVITY 2:

- Choose one or two of the final consonant blends revised in this week's Phonics lesson, e.g. **–sk, -st.** Write the blends on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each blend, e.g. **desk, rest.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use this weeks phonics activities (Days 1-4) and the written Assessment (Day 5) to rate the learners, recording any problems against the following milestone:

- Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn)

WEEK 8	**READING**
LO/ASs	**LO 3** AS 1,2, 3, 5 **LO 4** AS 5
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Answers higher order questions based on the passage read • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the information text.
RESOURCES	• A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. (The text should contain at least one photograph.) • Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable page(s) from a comic for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text** with at least **one photograph**. Talk about how we can use non-fiction / information books, for example in a library, as sources of information.
- Orientate learners to the text as before. Do a picture walk. Show and explain to learners the features of a non-fiction text, e.g. table of contents, index, glossary, headings.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 4. Check learners' personal dictionaries and note in your Assessment Notebook who is unable to build their personal dictionary using initial and second letter of words. Every learner should be assessed by the end of Week 9.**
- Guided reading**: Yellow Group**.
- Focus for the week**:** Uses self-correcting strategies when reading.
- Independent reading: Learners read a page or more of a suitable non-fiction book each day. **Use for Assessment Task 4. By the end of Week 9 all learners should have read fiction and non-fiction texts independently.**

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text
- Afterwards check understanding by asking 3 - 4 *wh* questions and asking about any cause-effect relations in the text. **Use for Assessment Task 4.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Learners complete a comprehension based on the shared reading text and the photograph.
- Guided reading**: Blue Group**; Independent reading. **Use for Assessment Task 4.**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading.
- Play a 'thinking' game. Show learners the contents page of the book and ask questions e.g. *Where do you think I will find information on wheels? What can I expect to read about on page 4?*
- To demonstrate how to use an index have individual learners come up and use the index to find information, e.g. *Come and show me where in the book I will find information on trains.*
- Write a few questions on the board, e.g. *What information will I find on page 14? Where will I find information on wheels?* Learners use the contents page of the book to write answers to the questions. **Use for Assessment Task 4.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Notice how the sentences in each paragraph are linked. This is done through the use of conjunctions and pronouns. Revise pronouns such as: *he, she, they, my, your, their.*
- Language task: Learners link sentences into a paragraph using pronouns and conjunctions.
- Guided reading**: Green Group**; Independent reading. **Use for Assessment Task 4.**

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

- Re-read the text together with learners. Make your voice softer but still use the pointer. Point out key words and headings and how they help us to find information quickly.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books. Learners complete a word puzzle based on revising some of the sight words they have learnt this term. There have been 40 sight words (including this week). Learners can write sentences with some of the words, do a Word Search or work in pairs to time themselves reading sight word lists.
- Guided reading: **Red Group**; Independent reading. **Use for Assessment Task 4.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Learners read the book to you. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read 2-3 pages from a comic book in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Days 1-4 (Shared Reading) to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations
- Uses table of contents, index and page numbers to find information
- Uses key words and headings to find information in non-fiction texts
- Finds and uses sources of information eg community members, library books

Use Day 1 (Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 9.

Use Days 1-5 (Independent Reading) to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently both fiction and non-fiction texts.

Every learner should be assessed against this milestone by the end of Week 9.

WEEK 8	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night. • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask
RESOURCES	• Prepare a sample letter to show learners. • Make a writing frame (see below)

DAILY ACTIVITIES

ACTIVITY 1: READING, PRE-WRITING

- Show the learners a sample letter (you have prepared). Your letter should tell your friend about your daily news and be about 10 sentences long, e.g.

Dear Mpho

Today is Friday. I went to my friend Bongi to play. We both like to play soccer.

I have been working very hard at school. We learn new things every day. I enjoy reading and we read many interesting books.

Next week we are going to the zoo. I am very excited. I can't wait to see the elephants.

Please write to me soon.
Love
Dorothy.

- Point out some of the features of the letter, e.g. Using paragraphs, addressing with 'Dear' and finishing by asking your friend to write to you.
- Explain that learners are going to write their own letter to a friend. In the letter they should tell their friend their news.
- In pairs, learners should discuss what they want to include in their letters.

ACTIVITY 2: PRE-WRITING-DRAFTING

- Show learners a writing frame, e.g.

Dear _____
Today is _____. I _____.

I have been _____.
I enjoy _____.

Next week _____.

Please write to me soon.
Love
_____

- Each learner writes a draft letter about their news. They can expand on the frame

ACTIVITY 3: WRITING/EDITING/PUBLISHING A LETTER

- Learners read their letter to make sure it makes sense. They edit their own writing by correcting spelling, punctuation, tenses etc.
- Learners write a neat version of their letters.
- Learners publish their letters by reading them aloud in small groups.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:

- Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news
- Participates in a discussion to choose a topic to write about
- Reads and edits own writing by correcting spelling, punctuation, etc.
- Uses correct grammar so that others can read and understand what has been written
- Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.

SECOND TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2,4 **LO 2** AS 5	• Listens to, and composes, riddles and jokes. • Takes part in group and class discussions. • Suggests solutions to a problem, specifically word problems in Numeracy.	Morning oral work • Class discussion: Charts • Word Problems based on Daily Charts. Speaking and listening activities: • Read Aloud (story) • Group Discussion (using OWL chart)
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work	Phonics • Revision of consonant blends: **cr-, br-,tr-, gr-,dr-,pr-, fr-, gl-, sl-, pl-, cl-, bl-, fl-, sw-; tw-** • Practice in blending, segmenting, sorting, constructing, and matching words. Spelling • 20 phonics words (5 per day for 4 days), 5 sight words Handwriting • Joined writing: four consonant blends and four words.
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5, 6 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Answers higher order questions based on the passage read • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	Shared reading and writing: • A shared writing text: Information paragraph. Word and sentence level work • Vocabulary (5 words), Language (subject-verb agreement) Sight words (5) Group, guided and independent reading and writing: • Vocabulary (5 words) Synonyms and Antonyms • Cloze activity based on information paragraph • Copy and complete sentences using correct verb tenses • Sight words (5) • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups.

WRITING **LO 4** AS 1,2,3,4,6	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.	Writing: *Writing frame: Information paragraph about their families* • Shared writing of model sentences. • Pre-writing: Learners plan their writing (discussion). • Drafting: Learners use a writing frame. • Publishing: Learners publish writing.

WEEK 9	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 5
MILESTONES	• Listens to, and composes, riddles and jokes • Tells a short story with a simple plot and different characters • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem, specifically word problems in Numeracy

DAILY ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day/month/birthday/weather charts and any special happenings. Continue to use the charts to base word problems on for the learners to solve.
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Choose a story that has a simple plot and clearly identified characters.
- Introduce and read the text to learners.
- Provide a short written comprehension focusing on the identification of the plot and different characters. **Use for Assessment Task 4.**

ACTIVITY 2: GROUP DISCUSSION

- Learners work in groups to respond to the poem using an OWL CHART. (See Term 1, Week 5).
- Afterwards they can fill in a peer assessment form:

Name	**Used OWL chart to respond to the story**	**Expressed feelings**	**Was polite to others**	**Did not interrupt**

ASSESSMENT: Formal: recorded Assessment Task 4

Use Activity 1 to rate learners, recording any problems you have noticed, against the following milestone:

- Tells a short story with a simple plot and different characters

WEEK 9	PHONICS AND SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.

DAILY ACTIVITIES

PHONICS: REVISION OF CONSONANT BLENDS

- Use this week to revise consonant blends.
- A suggested sequence:
  - **Day 1**: consonant blends at the beginning of words: **cr-, br-,tr-**
  - **Day 2**: consonant blends at the beginning of words: **gr-,dr-,pr-, fr-**
  - **Day 3**: consonant blends at the beginning of words: **gl-, sl-, pl-**
  - **Day 4:** consonant blends at the beginning of words: **cl-, bl-, fl-,**
  - **Day 5**: consonant blends at the beginning of words: **sw-; tw-**

DAILY PHONICS ACTIVITIES: Choose 2 oral activities and 1 written task each day.

- Blending: Sound out a word e.g. dr-aw. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. sn-a-ke. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2-3 sounds.
- Games: Call out the word. Learners identify the blend the word starts with.
- Written Task: Learners re-arrange groups of letters to make words, e.g. ssgal = glass.
- Written Task: Word Sort: Learners sort a mixed group of words according to initial sounds. Learners can write their sorted words in columns.
- Written Task : Learners complete an activity from a Learner's Book.
- Written Task : Learners choose words to complete sentences.
- Written Task: Constructing: Learners re-arrange groups of letters to make words. E.g. r i d n k = drink.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Choose one or two of the consonant blends revised in this week's Phonics lesson, e.g. **sk-, sc-.** Write the blends on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each blend, e.g. **skip, scarf.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Choose one or two of the consonant blends revised in this week's Phonics lesson, e.g. t**r-, dr-.** Write the blends on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each blend, e.g. **tree, drum.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ASSESSMENT:

Informal: unrecorded assessment of learners' ability to write words correctly in joined script.

WEEK 9	READING
LO/ASs	**LO 3** AS 1,2, 3, 5 **LO 4** AS 5, 6 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Answers higher order questions based on the passage read • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the information text.
RESOURCES	• A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. (The text should contain at least one photograph.) • Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable page(s) from a comic for Group Reading.

DAILY ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the shared text. Revise sight and vocabulary words from Week 8.
- **Introduce shared writing.** Explain that you are going to write a paragraph **summing up the information** read in shared reading. Aim to use some of the vocabulary, sight words, and sentence patterns from the shared text as you write.
- **Writing Frame: Information Paragraph**

Heading: What is the title? i.e. the topic
Introduction: What sentence will introduce the main idea?
Information: What facts do I know about this?
Ending: What is my concluding sentence?

- **Preparation:** Write a sample text for yourself beforehand.
- **Shared writing:** 1. Ask the prompt questions. Get a few responses. 2. Help learners construct sentences 3. Involve learners as you write the sentences.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Vocabulary task: List some of the vocabulary words taught so far on the board. Ask learners if they can think of a word that means the same (a synonym). Also write these words on the board. Ask learners if they can think of another word that means the opposite (an antonym). Write the antonyms on the board. Learners copy the words into their books and write the correct synonyms and antonyms next to them. **Use for Assessment Task 4. Check learners' personal dictionaries and note in your Assessment Notebook who is unable to build their personal dictionary using initial and second letter of words. By the end of this week, every learner should be assessed.**
- Guided reading**: Yellow Group (Assessment Task 4)**.
- Focus: Answers higher order questions based on the passage read.
- Independent reading: Learners read a page or more of a suitable fiction book each day. **Use for Assessment Task 4. By the end of this week all learners should have read fiction and non-fiction texts independently.**

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTD.

- Revise sentences written on Day 1. Make sure the sentences are clearly linked to form a cohesive paragraph, e.g. use pronouns and conjunctions.
- Re-read the Information Paragraph.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Comprehension task: Learners complete a cloze activity based on the new paragraph. (Cover up some words, including sight words and key vocabulary words.)
- Guided reading**: Blue Group (Assessment Task 4);** Independent reading. **(Assessment Task 4)**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading of the information paragraph.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Use a sentence from the shared text. Identify the verb in the sentence. Teach subject-verb agreement, e.g. The butterfly has a small body. Butterflies have colourful wings.
- Language task: Learners copy and complete sentences choosing the correct verb.
- Guided reading**: Green Group (Assessment Task 4);** Independent reading. **(Assessment Task 4)**

DAY 4:

SHARED READING AND WRITING: RE- READING INFORMATION PARAGRAPH

- Re-read the paragraph with learners.
- If you have time, read a second paragraph on the same topic from a textbook, with the learners. Talk about how the two texts are similar/different.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Sight word task: Teach 5 new sight words. Learners copy the 5 new sight words into their Spelling Books.
- Guided reading**: Red Group (Assessment Task 4);** Independent reading. **(Assessment Task 4)**

DAY 5:

SHARED READING AND WRITING: SHARED WRITING

- Learners re-read the paragraph together. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Learners complete the written activity that they missed during this week's Guided Reading.
- Group/paired reading: Learners read a short, simple text in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Days 1-4 (Guided Reading) to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story.
- Answers higher order questions based on the passage read.

Use Days 1-5 (Independent Reading) to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently both fiction and non-fiction texts.

Every learner should be assessed against this milestone by the end of Week 9.

Use Day 1 (Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 9.

WEEK 9	**WRITING**
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night. • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask
RESOURCES	• Make a writing frame (see below)
DAILY ACTIVITIES	

ACTIVITY 1: PRE-WRITING, DRAFTING

- Explain to learners that they will write an information paragraph with at least ten sentences about their families.
- Provide learners with a writing frame, e.g.

Introduction: What is my family's name? How many family members are there?	
Information: Who are the different family members? How old is each family member? Where does my family live? What do the family enjoy doing together?	
Ending: What is special about my family?	

- In pairs, learners should talk about the facts they want to include in their paragraphs.
- Learners make notes of what they want to write.

ACTIVITY 2: WRITING, EDITING INFORMATION PARAGRAPH

- Learners write a paragraph and give it to their partner, to check for sense, spelling errors, tenses and punctuation.

ACTIVITY 3: PUBLISHING INFORMATION PARAGRAPH

- Learners re-write their draft in final form and draw a picture of their families.
- The finished paragraphs can be displayed around the classroom.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:

- Writes own story or creative text of at least ten sentences
- Reads and edits own writing by correcting spelling, punctuation, etc.
- Uses correct grammar so that others can read and understand what has been written
- Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.

SUGGESTED ASSESSMENT: ASSESSMENT TASK 4: WEEKS 8/9/10

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1 AS** 1,2,4,5 **LO 2 AS 2,**5	• Listens to, and composes, riddles and jokes	8	Listening & Speaking Activity 1 & 2
	• Understands and uses appropriate language of different learning areas • Suggests solutions to a problem, specifically word problems in Numeracy	8	Morning Oral Work (Days 1-5)
	• Tells a short story with a simple plot and different characters	9	Listening & Speaking Activity 1
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1	• Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn)	8	Written Tasks for Phonics and Spelling test
	• Builds and sounds words at level of phonetic knowledge.	10	Days 1 – 4 Phonics activities
HANDWRITING **LO 4** AS 5	• Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work	10	Handwriting Activity
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5, 6 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books	8	Reading Days 1-5: Shared Reading and Writing activities
	Group, guided reading • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Answers higher order questions based on the passage read.	9	Reading Days 1-5: Guided Reading time
	Paired/Independent reading • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words	8 & 9	Independent Reading time
	• Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	8 & 9	Reading Day 1: Shared Reading and Writing

WRITING **LO 4** AS 1,2,3,4,6	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.	8	Writing Activity 1: Pre-writing discussion in pairs Writing Activity 2: Drafting Writing Activity 3: Writing, editing, publishing: *A letter*
	• Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.	9	Writing Activity 1-3: Writing, editing, publishing: *Information paragraph*

You should use the following rating scale for recording and reporting which is given on page 11 of the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band:

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding / Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

SECOND TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2 **LO 2** AS 5,6	• Listens to, and composes, riddles and jokes • Tells a short story with a simple plot and different characters • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: Charts • Word Problems based on Daily Charts. Speaking and listening activities: • Interviewing and reporting back
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work	Phonics • Revision of consonant blends: **sn-; sm-, sp-, st-, sc-, sk-** • Practice in blending, segmenting, sorting, constructing, and matching. Spelling • Revision of commonly miss-spelt words Handwriting • Joined writing: revision.
READING **LO 3** AS 2,3,5 **LO 4** AS 6 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Answers higher order questions based on the passage read • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**	Shared reading and writing: • A shared reading text (a story). Word and sentence level work • Vocabulary (5 words), Sight words (5), Comprehension and Language Tasks Group, guided and independent reading and writing: • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for enjoyment

WRITING **LO 4** AS 1,2,3,4,6	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.	Writing: *Writing frame: Paragraph: My Dream Holiday* • Pre-writing: Learners plan their writing (discussion). • Drafting: Learners use a writing frame. • Publishing: Learners publish writing. Personal writing: Something that happened in the term: This term I ...

WEEK 10	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 5 ,6
MILESTONES	• Listens to, and composes, riddles and jokes • Tells a short story with a simple plot and different characters • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem, specifically word problems in Numeracy

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day/month/birthday/weather charts and any special happenings. Continue to use the charts to base word problems on for the learners to solve.
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: INTERVIEWING

- Help learners make a list of all the stories/books they have heard or read this term.
- Write these questions on the board: *Which story did you enjoy most this term and why? Which story did you not enjoy and why?*
- Divide learners into pairs. Learners interview each other using the question on the board and ask additional questions for clarification.
- Walk around the class and listen to some of the interviews. Observe and record any problems you notice.

ACTIVITY 2: REPORTING BACK

- Have 5-6 learners volunteer to stand up and tell the class what they learned about their friend's favourite story.
- Use the information from the learners to draw a bar graph or chart illustrating the most/least popular stories.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to interview someone for a particular purpose and report back on findings.

WEEK 10	PHONICS AND SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters correctly • Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. • Uses correct letter formation in all written work
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.

ACTIVITIES

PHONICS: REVISION OF CONSONANT BLENDS

Use this week to revise consonant blends.

- A suggested sequence:
  - **Day 1**: consonant blends at the beginning of words: . **sn-, sm-, sp-**
  - **Day 2**: consonant blends at the beginning of words: **st-, sc-, sk-**
  - **Day 3**: revision and consolidation of consonant blends (Weeks 9 and 10)
  - **Day 4:** revision and consolidation of consonant blends (Weeks 9 and 10)
  - **Day 5**: revision and consolidation of consonant blends (Weeks 9 and 10)
- You can use some of the activities suggested during the term, make a Word Search or use games such as Bingo to consolidate these sounds. You could also use an activity from a Learner's Book.

SPELLING ASSESSMENT TASK

- Revise some of the most commonly misspelt words taught this term.
- Give a test of approximately 20 words and two of the sentences taught during the term.

HANDWRITING: JOINING LETTERS

ACTIVITY 1:

- Revise the formation of any letters (and joins) that have been difficult for the learners this term. Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly.

ACTIVITY 2:

- Choose two or three of the consonant blends (initial or final) revised this term. Write the blends on the board in joined writing. Learners write a row of each combination after watching you write it. Write a word for each blend. Show learners how to write the words. Learners write a row of each word after watching you write it.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use this weeks phonics activities (Days 1-4) to rate the learners, recording any problems against the following milestone:

- Builds and sounds words at level of phonetic knowledge.

Use one of the handwriting lessons to rate the learners against the following milestones:

- Forms upper and lower case letters correctly.
- Transcribes words correctly from a variety of sources i.e. chalkboard, strips, workcards, etc.

WEEK 10	READING
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 6 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations • Answers higher order questions based on the passage read • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Finds and uses sources of information eg community members, library books *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads independently both fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask. **(Writing milestone)**
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the information text.
RESOURCES	• A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. (The text should contain at least one photograph.) • Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable page(s) from a comic for Group Reading.

ACTIVITIES

DAY 1:SHARED READING: INTRODUCING A NEW TEXT FOR WRITTEN COMPREHENSION

- Introduce a new Shared Reading text (a short story). Orientate learners to the story as before. Do a picture walk and establish characters and setting.
- Read the story and point out new vocabulary.

WORD & SENTENCE LEVEL WORK / GROUP, GUIDED & INDEPENDENT READING

- Comprehension: Learners complete a comprehension including 3-4 factual questions (cause-effect relations), a main idea question and an open-ended question. You could write the questions on the board or, preferably, give each learner a copy of the questions.
- Guided reading**: Yellow Group**
- Focus: Reading with increasing speed and fluency.
- Independent reading: Learners read a page or more of a graded reader every day.

DAY 2: SHARED READING: VOCABULARY / SIGHT WORDS

- Re-read the shared text together with learners.

WORD & SENTENCE LEVEL WORK / GROUP, GUIDED & INDEPENDENT READING

- Teach 5 new vocabulary words based on the text.

- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries.
- Sight words: Teach 5 new sight words
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading**: Blue Group**
- Independent reading.

DAY 3: SHARED READING AND WRITING: SHARED READING

- Re-read the shared text.

WORD & SENTENCE LEVEL WORK / GROUP, GUIDED & INDEPENDENT READING

- Written Language task: Use the story to revise the grammar learnt during the term. The task could include joining two sets of sentences with the correct conjunction, changing a sentence from present to past tense and giving their opinion of the story.
- Guided reading**: Red Group**
- Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

- Re-read the text together with learners. Make your voice softer but still use the pointer.

WORD & SENTENCE LEVEL WORK / GROUP, GUIDED & INDEPENDENT READING

- Written Language task: Use the story to revise the grammar learnt during the term. The task could include checking subject-verb agreement, using prepositions correctly, identifying a contraction and giving their opinion of the story.
- Guided reading**: Green Group;**
- Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Learners read the book to you. One learner can be the 'teacher' and use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

Group/paired reading: Learners read a short, simple text in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to recognise and use the grammar features taught this term.

WEEK 10	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammar so that others can read and understand what has been written • Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.
RESOURCES	• Make a writing frame (see below)

ACTIVITIES

ACTIVITY 1: PRE-WRITING, WRITING – A PARAGRAPH

- Explain to learners that they will write a paragraph with 5-10 sentences about their dream holiday.
- Provide learners with a writing frame, e.g.

My dream holiday

One day I would like to go on holiday to _____.
I want to go there because _____.
I have heard _____.
I _____.
I hope _____.

- In pairs, learners should talk about the facts they want to include in their paragraphs.
- Learners make notes of what they want to write.

ACTIVITY 2: WRITING/EDITING/PUBLISHING PARAGRAPH

- Learners write a paragraph and check it for sense, spelling errors and punctuation. They rewrite their story in final form.

ACTIVITY 3: PERSONAL WRITING:

- Learners can write about something special that happened this term. You might want to give them a sentence starter, e.g. This term I _____.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to use the grammar taught this term in their writing, e.g. consistent tense, use of conjunctions, correct pronouns and subject-verb agreement.

Notes:

Notes: