# Foundations For Learning

## Foundation Phase
## Literacy
## Lesson plans

## Third term

## Grade 1

Kindly send any response that you may have to:
Dr Jennifer J Joshua
E-mail: joshua.j@doe.gov.za

Department of Education
Sol Plaatje House
123 Schoeman Street
Pretoria
South Africa

Private Bag X895
Pretoria
0001

Tel: +27 12 312 6220
Fax: +27 12 312 6222
www.education.gov.za

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Design and layout: Shereno (012) 344 2817

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# THIRD TERM OVERVIEW

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Oral (Listening & Speaking)** | Discussion on day chart, month chart, weather chart, birthday chart, class and school activities etc | | | | | | | | | |
| | Learners tell daily news / recording on the board at least once a week | | | | | | | | | |
| | Focused listening activities at least once a week | | | | | | | | | |
| | Daily reading aloud of story / poem | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Phonics / Handwriting** | Singing / acting out repetitive songs and rhymes | | | | | | | | | |
| | Teach: **st**<br>Revise: single sounds | Teach: **st, ll**<br>Revise: single sounds | Teach: **ll, ss**<br>Revise: single sounds | Teach**: ff, ck** | Teach: **ck** | Teach: **-l as in sl-, cl-, fl-, pl-** | Teach: **-r as in gr-, pr-, tr-, dr-, fr-** | Teach: **-ng** | Teach: **-mp, -nd, -nt** | Teach: **-ld, -lt, -ft** |
| | Word building<br>**_am, -ub,st_** | Word building<br>**_st, _ill** | Word building<br>**_ll, _ss** | Word building<br>**_ff, _ck** | Word building<br>**_ck** | Word building<br>**sl-, cl-, fl-, pl-** | Word building<br>**gr-, pr-, tr-, dr-, fr-** | Word building<br>**--ng** | Word building<br>**--mp, -nd, -nt** | Word building<br>**-ld, -lt, -ft** |
| | Handwriting Upper & Lower Case: **I, T, L** | Handwriting Upper & Lower Case: **J, H** | Handwriting Upper & Lower Case: **F, E** | Handwriting Upper & Lower Case: **D, P** | Handwriting Upper & Lower Case: **B, R** | Handwriting Upper & Lower Case: **O, Q** | Handwriting Upper & Lower Case: **C, G** | Handwriting Upper & Lower Case: **A, K** | Handwriting Upper & Lower Case: **V, W** | Handwriting Upper & Lower Case: **N, M** |

| | | | | | |
|---|---|---|---|---|---|
| **Reading** | **Shared reading and writing / word and sentence level work** | | | | |
| | **Big Book:** Discussions on prediction, characters, giving opinions / shared writing, sequencing words in a sentence, sequencing sentences, activities on the characters, dramatization | **Big Book:** Discussions on prediction, characters, giving opinions / shared writing in groups based on a picture, discussions on text and illustrations of book, shared writing of the continuation of the story | **Story from Reader or Learner's Book:** discussions, giving opinions, shared writing, written comprehension on the characters / open-ended questioning, high frequency word game, dramatisation of the story | **Posters**: discussions and shared writing of simple posters | **Big Book:** discussions on prediction, characters, shared writing, paired discussions |
| | **Group Reading: each group at least twice a week:** learning new words, reading from a book either together or individually, answering questions for comprehension | | | | |
| | **Paired reading:** once a week | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Writing** | **Writing / illustrating class news using personal dictionaries** | | | | | | | | | |
| | Drawing characters / writing a caption, , copying/ illustrating shared writing sentences, simple written comprehension | Sequencing words in a sentence, sequencing sentences | Copying/ illustrating group's shared writing, drawing/ labelling a character, sentence writing using new vocab & sentence starters | Sentence completion, Word Search, copying/ illustrating shared writing sentences, simple written comprehension | Matching beginning & ending of sentences, activity using alphabetical order, writing of a short description of a family member | Sentence completion, drawing picture & writing a caption, sentence completion, activity on opposites, personal writing | Short written comprehension, multiple choice questions, personal writing on themselves or their home | Making small posters, cloze procedure activity, personal writing on their interests of their family | Sentence completion, drawing picture of a character, writing a Get Well card | Using speech bubbles in a picture, writing a story using a framework |

## OVERVIEW OF ASSESSMENT TASKS

| | ACTIVITIES THAT CAN BE USED FOR ASSESSMENT | | | |
|---|---|---|---|---|
| | **ORAL, LISTENING & SPEAKING** | **PHONICS & HANDWRITING** | **READING** | **WRITING** |
| **WEEK 1** | Daily News time<br>Focused listening activity | | | |
| **WEEK 2** | Focused listening activity | | Group Reading | |
| **WEEK 3** | | Phonics activity<br>Handwriting lesson | Group Reading | Writing of own news |
| **ASSESSMENT TASK 1 COMPLETED** | | | | |
| **WEEK 4** | Focused listening activity | | Group Reading<br>Shared Reading activity | |
| **WEEK 5** | Focused listening activity | Phonics activity<br>Handwriting lesson | Group Reading | Writing of own news |
| **ASSESSMENT TASK 2 COMPLETED** | | | | |
| **WEEK 6** | Focused listening activity<br>Daily News time | Phonics activities | Group / Class Reading | Use Shared Reading lesson |
| **WEEK 7** | Daily News time | Handwriting lesson | Group / Class Reading<br>Written comprehension | Written tasks |
| **ASSESSMENT TASK 3 COMPLETED** | | | | |
| **WEEK 8** | Daily News time<br>Focused listening activity | Phonics activity | Group Reading<br>Discussions on a poster | |
| **WEEK 9** | Daily News time | Phonics activity<br>Handwriting lesson | Group Reading | Writing of own news |
| **WEEK 10** | | | | |
| **ASSESSMENT TASK 4 COMPLETED** | | | | |

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

## THIRD TERM: WEEK 1 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 1, 3, 8 | • Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Says poems and rhymes and does the actions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners tell news about their holidays<br><br>Focused listening activities (says a poem or rhyme and does the actions) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly | • Singing/acting out repetitive action rhymes and songs<br><br>Phonics: Revise initial sounds + ***-am***<br><br>Handwriting: Capital letter: **I** | Phonics: Introduce ***st*** at beg of words<br><br>Handwriting: Capital letter: **T** | Phonics: Revise initial sounds, ***st*** + ***-op***<br><br>Handwriting: Capital letter: **T** | Phonics: Revise initial sounds , ***st*** + ***-ub***<br><br>Handwriting: Capital letter: **L** | Phonics: Oral activity revising the initial sounds and blending of 3-letter words |
| **READING**<br>**LO 3** AS 1, 2, 3, 4, 5<br>**LO 5** AS 1, 2<br>**LO 6** AS 1 | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | Group reading: Groups 3 & 4 | Introduction of first part of new Shared Reading Book (a Big Book)<br><br>Group reading: Groups 1 & 2 | Shared Reading of Big Book + discussions on opinions<br><br>Group reading: Groups 3 & 4 | Shared Reading of Big Book + Shared Writing of a summary<br><br>Group reading: Groups 1 & 2 | Shared Reading of Big Book + Shared Writing of a summary<br><br>Group reading: Groups 3 & 4 |
| **WRITING**<br>**LO 4**<br>AS 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Writing / illustrating own news | Illustrating / labeling a character | Copying / illustrating Shared Writing | Copying / illustrating Shared Writing summary | Writing / illustrating own news<br>Written comprehension based on Big Book |

| WEEK 1 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 2, 3 **LO 2** AS 1, 3, 8 |
| MILESTONES | • Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Says poems and rhymes and does the actions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it |

**DAILY ACTIVITIES**

**DAILY:**

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week/term.
- Learners share their news about the holidays – with every learner telling her/his news at least once during the week if possible; remind learners that they must listen without interrupting. Help the learners to tell their news in the correct sequence. **Use for Assessment Task 1.**
- On at least the first day of term, record either the general class news or one learner's news on the board. (Task 1 for Writing).
- On Day 5, learners should be writing their own news although, if necessary, some may still need to copy the class news or use a sentence starter. Remind learners how to use their personal dictionaries.

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg saying a poem or rhyme and doing the actions.
    - Teach the learners a new rhyme or poem and show them the actions. Alternatively you could add a new verse to one that learners already know eg *When you're happy and you know it clap your hands.* A new verse could ask them to knock their knees or flap their wings!
    - Each group or pair of learners can sing one or two lines of the rhyme and do the actions. **Use this for Assessment Task 1.**

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 1:** Use the daily News time and the focused listening activity to rate the learners, recording specific problems, against the following milestones:

- Says poems and rhymes and does the actions
- Listens without interrupting showing respect for the speaker

| **WEEK 1** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 1** AS 6 **LO 3** AS 4, 5 **LO 4** AS 1 |
| **MILESTONES** | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly |
| **NOTES PHONICS** | **By the end of the second term** all 26 initial sounds should have been taught and learners should be able to use these sounds to make simple, 3-letter words. They should also be able to break down a 3-letter word into 3 separate sounds and use this skill to spell simple words.<br><br>**The focus in Term 3** is on **consonant blends**, both at the beginning and end of words. Common, 2-letter blends such as ***st, ck*** and ***ng*** together with words that have double consonants such as ***ll, ss*** and ***ff*** are introduced during the first half of the term, followed by different blends using ***–r, -l*** and ***–ng*** later in the term. Although the Assessment Standards for Grade 1 only mention building up and breaking down words beginning with consonant blends it is valuable to include the teaching of consonant blends at the end of words as well in this grade. Therefore these have been included in the Milestones and also in the Lesson Plans for Term 3.<br><br>As in the second term the emphasis is on learners using the consonant blends to (1) build up words (**encoding**) and (2) break the words down into separate sounds (**decoding**). It is not enough for the learners to recognise the consonant blend. At least once every two weeks make provision for an **oral lesson** in which you (1) say a word and learners have to break it down in their heads and write the word and (2) say the separate sounds, eg st-a-b, and learners have to either write or say the word. Use these oral lessons also to check individual learner's ability to decode and encode words containing the consonant blends.<br><br>During the first three weeks of this term the single sounds are revised at the same time as the consonant blends are taught. |
| **HANDWRITING** | **By the end of the second term** the formation of all 26 lower case letters should have been taught. During the third term the **upper case letters** are introduced. They can be grouped into stroke-related **letter families** and taught in a sequence such as:<br>• I, L, T, J, H, F, E<br>• D, P, B, R<br>• O, Q, C, G<br>• A, K, V, W, N, M, X, Y, Z<br>• U, S<br>It is valuable also to revise the lower case letter formation at the same time. If 2 – 3 letters per week are taught, on the second day the learners can copy a short sentence using both the capital and the lower case letter. This provides an opportunity to revise the spacing of words in a sentence and the use of punctuation. |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Begin by singing and acting out a repetitive action rhyme or song.
- Teach the blend ***-am*** as in ***am, jam, dam, ham, Sam*** and, at the same time, revise the single sounds of ***a, m, j, d, h*** and ***s***. For Task 2 for Writing the learners can copy and illustrate the five words.

  ***Note:*** *Use a learner's name if it includes the blend you are teaching – children love to feel their name is special!*

HANDWRITING

- Tell learners that, this term, they are going to be learning to write Capital Letters and briefly explain when these are used, eg at the beginning of a sentence and their names. You may well have been teaching some of these already informally so learners may be familiar with some of them.
- Begin by teaching the capital letter **I**, a simple down-stroke. Point out the starting and ending points, size and position on the line.
- Revise the lower case letter **i**, so that learners link the sound to the two forms of the letter. Learners write **Ii** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include the day of the week in the date and 1 row of a suitable pattern eg **I ı I ı** at the end.

**DAY 2:**

PHONICS

- Introduce the consonant blend ***st-.*** You could explain to the learners that some letters are often found together, they make "special friends", so that when they are together they talk as one sound. The first combination, "special friends", they are going to learn about is **s** and **t** which make **st.** Let the learners practise saying the sounds separately and then together so that they can hear the two letters in the single **st** blend. It is important that learners grasp this concept as they will be learning a number of consonant blends this term.
- Ask learners to tell you any words they know that begin with ***st.*** You could draw pictures of them on the board eg *star, stop,* but you might want to avoid writing the words as many contain combinations that have not yet been taught. Focus on the word ***stop,*** briefly revise letters ***t, o*** and ***p,*** and draw a picture of the stop sign. For Task 1 for Writing the learners can draw a picture of a stop sign and write the word STOP in capitals.
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Begin by teaching the capital letter **T**, a simple down-stroke with a cross-stroke across the top. Point out the starting and ending points, size, direction of movement and position on the line.

- Revise the lower case letter **t**, so that learners link the sound to the two forms of the letter. Compare the height of the two letters. Learners write **Tt** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include the day of the week in the date and 1 row of a suitable pattern at the end.

**DAY 3:**

PHONICS

- Briefly revise the sound ***st*** and build words using ***–op*** eg ***hop, mop, pop, top, stop.*** Revise the letter ***m.***
- For Task 1 for Writing draw pictures of ***hop, mop, pop, top, stop*** for learners to copy and write the words.

HANDWRITING

- Revise the formation of letter ***Tt*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Tt*** in their books: the date including the day of the week, 2 rows of letters and a short sentence. The sentence should begin with the capital letter being taught and include words that use the phonics being taught eg *Tom stops the taxi.*

**DAY 4:**

PHONICS

- Teach the blend ***-ub*** as in ***cub, rub, tub, stub*** and, at the same time, revise the single sounds of ***u, c, b*** and ***r***. For Task 1 for Writing the learners can copy and illustrate the words.

HANDWRITING

- Begin by teaching the capital letter **L**, a simple down-stroke with a cross-stroke beginning at the foot of the downstroke, made without taking the pencil from the paper. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **l**, so that learners link the sound to the two forms of the letter. Compare the height of the two letters. Learners write **Ll** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include the day of the week in the date and 1 row of a suitable pattern at the end.

**DAY 5:**

PHONICS

- Aurally revise the single sounds and ***st*** at the beginning of a word***.*** Make it a class activity. For example:
  - Ask learners to break up a word into the different sounds. *Can you break up the word stop? Say the individual sounds for me.* (as a class or individually)
  - If the learners have segmented the word *stop*, ask them to take away the letter ***st*** and replace it with ***p.*** Now what word do they have? Repeat the replacement of one of the letters several times. Initially replace either the first or last letters and then, later, the vowel in the middle.
  - Talk about the letter sound and the letter name and revise these also.
    ***NB:*** *Use the opportunity to ask individual learners to build or break down words using the separate sounds and check which learners know the letter-sound relationships of the sounds.*

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Informal, unrecorded Assessment** of learners' oral use of the single sounds.

The Phonics milestones for each term help you to plan your Phonics teaching across the year. They indicate the number of vowel and consonant blends / digraphs to teach each term and give examples. This helps you to pace your teaching. Even if you choose to follow a different order to that suggested, try to keep pace with the milestones.

| **WEEK 1** | **READING** |
|---|---|
| **LO/ASs** | **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2 **LO 6** AS 1 |
| **MILESTONES** | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story |
| **NOTE** | Learners return to school after a 2 – 3 week break from reading. Use this week to revise the high frequency words you have taught as well as provide plenty of opportunities for reading. It may well be valuable to re-read a text used the previous term that the learners enjoyed.<br><br>This is also the time to change the composition of your reading groups. Learners who were not coping with the reading level of one group might be better reading in a group that reads more slowly and spends more time to learn new words. Conversely, look out for learners who could move to a "higher" group if they can cope. The results of your last Assessment Task at the end of Term 2 will inform this decision.<br><br>The format for the Reading component this term remains the same, based on the use of Shared Reading books, mostly stories with illustrations from either a Big Book or from a Learner's Book or Class Reader. Later in the term learners also focus on interpreting information from an illustration or poster.<br><br>While learners are busy with written Phonics activities and those based on Shared Reading continue to work with your reading groups – at least two groups every day. Try to work with your weaker groups at least three times a week. It is in these smaller group sessions that you can teach/revise the high frequency words, introduce new vocabulary for the next reading book or chapter and re-enforce reading strategies such as using phonics and visual clues. Every learner should have the chance to read during these sessions, normally on their own, but if necessary in pairs or with the teacher. But you can vary the activity by sometimes first reading together as a group. Repeated reading of a passage has been shown to increase fluency. At the same time don't neglect comprehension. Children need to consciously focus on the meaning of what they are reading or they can end up simply "barking at words". |
| **RESOURCES** | • A new Shared Reading book – a Big Book<br>• Flashcards with new vocabulary |

**DAILY ACTIVITIES**

**DAY 1:**

**NB:** After the winter holiday learners will have more to share during News time so this will take longer, especially on the first day. Therefore there is no class reading activity planned for the first day. However you should not neglect Group Reading. Once you have explained the writing tasks (copied News and Phonics) you can begin Group Reading:

- Groups 3 & 4: revise vocabulary taught the previous term and re-cap by re-reading what the learners read at the end of the previous term.

***NB:*** *The assessment of learners' reading during the fourth Assessment Task in Term 2 should have enabled you to identify which learners needed to change groups this term. The composition of the groups is fluid and should change according to learners' reading levels. Change the groupings this week but handle it sensitively to avoid a loss of self esteem by learners who have to "drop" a group.*

**DAY 2:**

- Shared Reading activity
  - Introduce a new Shared Reading book – a Big Book with large, colourful illustrations. Teach new vocabulary, including high frequency words, using flashcards. (Remember that it is better to teach a new word in the context of a sentence rather than in isolation.)
  - Show learners the book cover and read the title. Ask several learners what they think this book will be about. Guide them to tell you why they think so. In this way you are encouraging learners not only to have an opinion but to begin to understand why they think so.
  - Read the first 2 – 3 pages to the learners, pointing to each word. Stop at a place where the characters have been introduced and the story has begun. Ask learners to predict and explain what they think will happen.
  - Re-read the same pages, focusing on the characters. Look briefly at them and write their names on the board.
- Explain the tasks for the Group Reading session, including Task 2 for Writing – learners draw a picture of one or more of the characters in the story, writing the name(s) below as a caption. eg They could write: *This is Tim.*
- Group Reading activities:
  - Groups 1 & 2: revise vocabulary taught the previous term and re-cap by re-reading what the learners read at the end of the previous term.

**DAY 3:**

- Shared Reading activity
  - Ask learners to say what they remembered about the new Big Book story from the previous day. Revise the new vocabulary, including high frequency words, using the flashcards.
  - Start reading the book to the learners, pointing to the words as you read. You should read slowly enough for learners to take in the story. Pausing briefly at the end of sentences and reading with expression also helps comprehension. Read the whole of the book, stopping once or twice to ask a question, eg *Has that ever happened to you? Why do you think he said that?* (The focus is on understanding and enjoying the story.)
  - Once the story has ended, ask learners if they liked or disliked the story and why.
    ***NB:*** *You will know that, for these young learners, discussions need to be short and focused. Preferably ask one, or at the most two, questions in a discussion rather than too many where the learners' attention wanders. Try to ask different learners each time so that over a week all the learners, even the quiet ones, have a chance to respond.*

- Using Shared Writing, write short sentences on the board from this discussion, eg. *I liked the story. It was exciting. OR I disliked the story. It ended sadly.* Learners can copy one of the options and draw a picture for Task 2 for Writing.

- Group Reading activities (groups 3 & 4): continue to revise vocabulary taught the previous term and re-cap by re-reading what the learners read at the end of the previous term.

**DAY 4:**

- Shared Reading activity
  - Revise the new vocabulary.
  - Re-read the book to the learners, pointing to the words as you read. At about a quarter of the way through the story, stop at a point where something has happened so that you can ask learners to explain why something happened ie the cause.
    ***NB:*** *It's important that every learner has the chance to respond during these discussions, even though some of the learners always want to be the ones to answer. You can choose which questions to ask your shy or slower learners so that they have the joy of having answered correctly.*
  - Re-cap what has happened so far and record this in short, simple sentences, using the Shared Writing technique. (Two, short sentences are much easier for learners to read than one, long sentence.) Use vocabulary such as, "*In the beginning…"* or *"At first…"* and *"Then".* By the end of this lesson try to have summarised half the story in 3 – 4 short sentences.
  - For Task 2 for Writing the learners copy 1 – 2 of these sentences.

- Group Reading activities:
  - Groups 1 & 2: continue to revise vocabulary taught the previous term and re-cap by re-reading what the learners read at the end of the previous term.

**DAY 5:**

- Shared Reading activity
  - Reread the story with the learners joining in.
  - With the learners, finish the summary of the story (a maximum of six sentences in total). You could use words such as, *"Then", "Next",* and *"In the end".* Read it through with the learners and make corrections and additions where necessary.
  - Write on the board 2 - 3 short questions based on the story. Learners copy them, answering either *Yes* or *No.* (Task 2 for Writing.)
- Group Reading activities:
  - Groups 3 & 4: continue to revise vocabulary taught the previous term and re-cap by re-reading what the learners read at the end of the previous term.

**ASSESSMENT: Informal unrecorded Assessment** of learners' reading levels.

| WEEK 1 | WRITING |
|---|---|
| LO/ASs | **LO 4** AS 5, 6 **LO 6** AS 1, 2, 3 |
| MILESTONES | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) learners copy and illustrate class news (2) phonic activity: learners copy and illustrate words using -***am***.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners draw a picture of a stop sign and write the word STOP in capitals. (2) learners draw a picture of one or more of the characters in the story, writing the name(s) below as a caption.

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy pictures of ***hop, mop, pop, top, stop*** and write the correct words.(2) learners copy one of the options from the discussions on the story (eg. *I liked the story. It was exciting. OR I disliked the story. It ended sadly.)* and add a picture about the story.

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy and illustrate ***cub, rub, tub, stub*** (2) learners copy 1 – 2 of the sentences summarising the Shared Reading story.

**DAY 5:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news. (Re-cap the use of personal dictionaries.) If necessary provide a sentence starter for struggling learners eg *Tomorrow I am going to…* (2) learners copy 2 - 3 short questions based on the story, answering either *Yes* or *No.*

**ASSESSMENT: Informal, unrecorded assessment of:** ability to write their own news.

## THIRD TERM: WEEK 2 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 1, 3, 8 | • Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Says poems and rhymes and does the actions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners tell daily news<br><br>Focused listening activities (listens to and discusses stories) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly | • Singing/acting out repetitive action rhymes and songs<br>Phonics: Revise initial sounds + ***-est***<br>Handwriting: Capital letter: **J** | Phonics: Revise initial sounds + ***-est***<br>Handwriting: Capital letter: **J** | Phonics: Sorting ***st*** words into word families<br>Handwriting: Capital letter: **H** | Phonics: Revise initial sounds Teach ***-ill***<br>Handwriting: Capital letter: **H** | Phonics: Revise ***-ill*** |
| **READING**<br>**LO 3** AS 1, 2, 3, 4, 5<br>**LO 5** AS 1, 2<br>**LO 6** AS 1 | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | Shared Reading of summary<br>Group reading: Groups 3 & 4 | Shared Reading of Big Book + sequencing sentences of the summary<br>Group reading: Groups 1 & 2 | Shared Reading of Big Book + sequencing words in sentences<br>Group reading: Groups 3 & 4 | Role play: Big Book story<br>Paired reading | Shared Reading of a short text eg poem or rhyme<br>Group reading: Groups 1 & 2 |
| **WRITING**<br>**LO 4**<br>AS 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Writing / illustrating own news | Sequences sentences | Sequences words in a sentence | | Writing / illustrating own news |

| WEEK 2 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 2, 3 **LO 2** AS 1, 3, 8 |
| MILESTONES | • Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Says poems and rhymes and does the actions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it |
| RESOURCES | • A suitable story to tell the learners – one that is easy to understand and talk about. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin the day by discussing the charts and any special happenings.
- Learners share their news – with every learner telling her/his news at least once over a two week period.
- At least once a week, record either the class news or one learner's news on the board. By now the learners should be building their own sentences although, if necessary, a few may still need to copy the class news. (Task 1 for Writing).

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg listening to and talking about a story.
  - Read or tell a story to the learners.
  - Ask the learners to discuss in their groups/pairs what they liked about the story. Encourage the learners to ask questions in their groups. Walk around the classroom and observe learners asking and answering questions.
  - Ask specific learners for feedback – especially those who you did not observe participating in the group/paired discussions.
  - Finally let learners draw a picture of part of the story and write a few words about it. **Use these observations for Assessment Task 1.**

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 1:** Use the focused listening activity to rate the learners, recording specific problems, against the following milestones:

- Listens to a story with interest and enjoyment drawing a picture and writing a few words about it
- Participates in discussions, asking and answering questions

***Note:*** *You can also use your observations from other discussions during Shared Reading to assess the first of these milestones.*

| **WEEK 2** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 1** AS 6 **LO 3** AS 4, 5 **LO 4** AS 1 |
| **MILESTONES** | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly |
| **NOTE** | This week focus initially on the ***st*** consonant blend at the end of a word and then introduce words containing double consonants eg ***ll*** |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Revise the ***st*** consonant blend at the beginning of a word such as ***stop.*** Explain to learners that this week they are going to be learning words that end in ***st.*** Teach the blend ***-est*** as in ***nest, best, rest, vest*** and, at the same time revise the single sounds of ***v, n*** and ***e***. For Task 2 for Writing the learners can copy and illustrate some of these ***-est*** words.

HANDWRITING

- Teach the capital letter **J**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **j**, so that learners link the sound to the two forms of the letter and compare the size, starting and ending points and position on the line. Learners write **Jj** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include 1 row of a suitable pattern.

**DAY 2:**

PHONICS

- Revise the consonant blend -***est*** at the end of word such as ***best, nest, rest, vest*** and introduce more words such as ***test*** and ***pest*** and, at the same time, revise the initial sound ***p***. Write 3 – 4 short sentences containing -***est*** words. For Task 1 for Writing cover the -***est*** words; the learners can copy 2 - 3 sentences, adding the ***-est*** words.

HANDWRITING

- Revise the formation of letter ***Jj*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Jj*** in their books: the date, 2 rows of letters and a short sentence eg *Jill jumps for joy.*

**DAY 3:**

PHONICS

- Briefly revise the sound ***st.*** Either give learners a worksheet or write on the board 8 words containing ***st*** at the beginning or end of the word. If you are using a worksheet learners can cut out the words. Ask learners to identify words starting or ending in ***st*** by either holding up their words or saying them aloud. For Task 1 for Writing the learners sort the words into two families – those with ***st*** at the beginning and those with ***st*** at the end of the word. The learners can either glue or copy the words into their exercise books.

HANDWRITING

- Teach the capital letter **H**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **h**, so that learners link the sound to the two forms of the letter and compare the size, starting and ending points and position on the line. Learners write **Hh** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include 1 row of a suitable pattern.

**DAY 4:**

PHONICS

- List on the board 3 – 4 words ending in ***-ill*** (eg ***hill, bill, fill, pill)*** or find them in your shared reading book. Explain to learners that some words contain two of the same letter eg ***ll.*** Sound out the ***ll*** words you have listed on the board. For Task 1 for Writing the learners can copy the pictures and write 3 - 4 ***-ill*** words. Either cover the words or list them in the wrong order so that it is not simply a copying exercise.

HANDWRITING

- Revise the formation of letter ***Hh*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Hh*** in their books: the date, 2 rows of letters and a short sentence eg *He had his hair cut.*

**DAY 5:**

PHONICS

- Together with the learners, make a chart of words ending in ***-ill*** (eg ***kill, will, mill, till, nill, still)***. Sound out and talk about the meaning of these ***ll*** words. At the same time briefly revise the initial sounds ***k*** and ***w.***
- Let the learners work in pairs to make up and write down a sentence using one of the words. They can read their sentences to others in the group and then to the rest of the class. Write several of them on the board. For Task 1 for Writing the learners can copy 2 – 3 of the sentences and underline the ***ll*** words.

  ***Note:*** *As you copy their sentences on the board use the opportunity to revise capital letters, spelling and punctuation.*

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Informal unrecorded Assessment** of learners' ability to sort ***st*** words into word families.

| **WEEK 2** | **READING** |
|---|---|
| **LO/ASs** | **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2 **LO 6** AS 1 |
| **MILESTONES** | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story |
| **RESOURCES** | • The previous week's Shared Reading book – a Big Book<br>• Flashcards with new vocabulary<br>• Write the sentences summarising the story on long strips of card.<br>• Also write the same sentences on A4 paper and make a copy for each learner.<br>• Choose two of the sentences and on another A4 sheet (or half a sheet) write two of the sentences with the words of each in the incorrect order.<br>• A short text eg a poem or rhyme, one that is easily understood and fun to read. |

**DAILY ACTIVITIES**

**DAY 1:**

- Shared Reading activity
  - Read the previous week's summary and briefly revise the new vocabulary.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**
  - Remember that these group reading sessions usually have three parts: (1) revising and learning new words (especially high frequency words) (2) reading as a group or individually from a book (3) questioning to check comprehension.
    ***NB:*** *The learners' reading proficiency must direct the pace of the reading. Rather than pushing on to read a number of pages with a lot of errors, let learners re-read the same page several times. Make it a game to see if they can read it more quickly a second or a third time. Point out and re-teach difficult words in the passage.*

**DAY 2:**

- Shared Reading activity
  - Re-read the Big Book and revise the high frequency words using the flashcards. Encourage learners to read along with you, especially where there is repetition. Point out punctuation marks and capital letters at the beginning of sentences and for names and also words containing this week's phonics sound.
  - Display strips of card on which you have written the sentences summarising the story. Read the sentences with the learners. Let individual learners or groups each read a sentence or a particular word. Ask questions so that learners recall other events in the story. (The summary it is not the whole story so some events may have been left out in the summary.)

- Give the sentences to different learners and have them stand in front of the class. The other learners help to put the sentences in the correct order. (You could repeat this activity if your learners need more practice.)

- Explain the tasks for the Group Reading session including Task 2 - a worksheet containing the sentences summarising the story written in the wrong order. Learners must cut out the sentences and glue them into their exercise books in the correct order.
  ***Note:*** *They can read their sentences to their partner to check that the order is correct.*
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**

**DAY 3:**

- Shared Reading activity
  - Let individual learners each read a sentence or two of the Big Book. You could let the learner who has just read choose who reads next – the one who is paying attention and knows where to start. (Learners love to do this – they often behave better for another learner than for the teacher!)
  - Display the sentences summarising the story. Then take the first sentence and cut it into separate words, giving the words to different learners. They can put the words in the correct order with help from the rest of the class. Put the sentence on the board with prestick.
  - Repeat this with each of the sentences, using different learners each time so that many learners have the opportunity to participate.
  - For Task 2 for Writing, give each learner another worksheet containing two sentences with the words in the incorrect order, eg

| | | | | |
|---|---|---|---|---|
| **dragon.** | **king** | **The** | **killed** | **the** |
| **for** | **princess** | **help.** | **The** | **called** |

***Note:*** *Point out that the capital letters and full stops are clues to help them.*

- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**

**DAY 4:**

- Shared Reading activity
  - Role play the story with some learners reading the narrative and others playing different characters. You could have different learners playing the main characters for different events in the story so more learners have the opportunity. You could even change the story a little to add more characters.
- Paired reading: Do paired reading on this day if there is not time to do Group Reading. Learners can re-read part of their Group reader or choose a different, easier book to read. It must be simple enough for them to read without assistance from you.

**DAY 5:**

- Shared Reading activity
  - Introduce a new, short text eg a poem or a rhyme. You could write it on the board or use one from a Learner's Book.
  - Talk about the title and what it might be about.
  - First read the poem or rhyme to the learners so that they can hear the rhythm of the language. Discuss any new vocabulary.
  - Re-read it, pointing to the words in each line. Also point out any words that rhyme at the end of the lines.
  - Re-read it with the learners joining in and clapping to the rhythm. They can clap even if they can't yet read all the words.
  - Make it a game and cover one of the words. When they read it again see if they can remember the word that is missing. They can peep to see if they were right. Continue covering more words until they have memorised the poem or rhyme.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**

**ASSESSMENT: Formal: recorded Assessment Task 1:** Use the Class/Group reading times to rate the learners against the following milestones:

- Uses book cover to predict what the book is about
- Uses clues and pictures in the text for understanding
- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story

| WEEK 2 | WRITING |
|---|---|
| LO/ASs | **LO 4** AS 5, 6 **LO 6** AS 1, 2, 3 |
| MILESTONES | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news. (2) phonic activity: learners copy and illustrate four ***-est*** words

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: the learners copy 2 - 3 sentences, adding the ***-est*** words. (2) a worksheet containing the sentences summarising the story written in the wrong order. Learners cut out the sentences and glue them into their exercise books in the correct order.

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: the learners sort the ***st*** words into two families – those with ***st*** at the beginning and those with ***st*** at the end of a word. The learners either glue or copy the words into their exercise books (2) a worksheet containing two sentences with the words in the incorrect order. Learners cut out the separate words and put them in the correct order.

**DAY 4:** Explanation of activity (1) phonic activity: learners copy the pictures and write 3 - 4 ***-ill*** words.
NB Group Reading may be replaced by paired reading on this day as learners are involved in doing a role play.

**DAY 5:** Explanation of activities for the Group Reading session (1) writing / illustrating of class news (2) phonic activity: learners copy 2 – 3 sentences from the board and underline the ***ll*** words.

**ASSESSMENT: Informal, unrecorded assessment of:** ability to use a personal dictionary.

## SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 1 / 3

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 1, 3, 8 | • Says poems and rhymes and does the actions<br>• Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it | Wk 1<br>Wk 2 | • Use the daily News time and the focused listening activity<br>• Use the focused listening activity |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly | Day 2 Wk 3<br>Day 3 Wk 3 | • Phonics: written task<br>• Handwriting: use the handwriting lesson |
| **READING**<br>**LO 3** AS 1, 2, 3, 4, 5<br>**LO 5** AS 1, 2<br>**LO 6** AS 1 | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | Wks 2 & 3 | • Use the Class/ Group reading times |
| **WRITING**<br>**LO 4**<br>AS 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Day 1 Wk 3 | • Assess one day's writing of own news |

## THIRD TERM: WEEK 3 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 1, 3, 8 | • Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Says poems and rhymes and does the actions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news<br><br>Focused listening activities (class discussion) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly | • Singing/acting out repetitive action rhymes and songs<br><br>Phonics: Teach ***-ell***<br><br>Handwriting: Capital letter: **F** + numerals | Phonics: Revise ***–ell and -ill***<br><br>Handwriting: Capital letter: **F** | Phonics: Teach ***-iss***<br><br>Handwriting: Capital letter: **E** + numerals | Phonics: Teach ***-oss***<br><br>Handwriting: Capital letter: **E** | Phonics: Oral activity focusing on ***–ill*** and ***-ell*** |
| **READING**<br>**LO 3** AS 1, 2, 3, 4, 5<br>**LO 5** AS 1, 2<br>**LO 6** AS 1 | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | Visual memory activity<br><br>Group reading: Groups 3 & 4 | Visual memory activity based on cover of a Big Book<br><br>Group reading: Groups 1 & 2 | Shared Reading of a visual text from a Big Book<br><br>Group reading: Groups 3 & 4 | Shared Reading / Writing of a visual text from a Big Book<br><br>Group reading: Groups 1 & 2 | Shared Reading of a Big Book<br><br>Group reading: Groups 3 & 4 |
| **WRITING**<br>**LO 4**<br>AS 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Writing / illustrating own news | Sentence writing using new vocabulary | Drawing / labelling a character | copying / illustrating group's sentences. | Sentence completion using sentence starters. |

| WEEK 3 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 2, 3 **LO 2** AS 1, 3, 8 |
| MILESTONES | • Listens without interrupting showing respect for the speaker<br>• Participates in discussions, asking and answering questions<br>• Says poems and rhymes and does the actions<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it |
| RESOURCES | • A poster linked to one of the special days or weeks on the calendar. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin by discussing the charts and any special happenings.
- Learners share their news – with every learner telling her/his news at least once over a two week period.
- At least once a week, record either the class news or one learner's news on the board eg on Day 5. Use the written news as an opportunity to revise phonic sounds and the use pronouns instead of nouns for people's names. By now the learners should be building their own sentences although, if necessary, a few may still need to copy the class news. (Task 1 for Writing).

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg class discussion. Link this discussion to one of the special dates on the calendar that celebrates, for example, Arbor Day or Water Week. Show learners a poster related to the topic and discuss the purpose of the Day, what information is given on the poster and why it is important to celebrate this day. On Arbor Day, for example, you could discuss trees, why they are important to us and what we can each do.
  ***Note:*** *Many of these special days celebrate Health or Environmental issues or historical or cultural events. It is important that, from a young age, learners are made aware of these days.*

**DAILY:** read-aloud story or poem

**ASSESSMENT: Informal, unrecorded assessment of** learners' ability to talk about their personal experiences

| **WEEK 3** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 1** AS 6 **LO 3** AS 4, 5 **LO 4** AS 1 |
| **MILESTONES** | *Phonics*<br>• Distinguishes aurally between different middle sounds of words<br>• Builds up words using sounds learnt<br>*Handwriting*<br>• Holds pencil and crayon correctly<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Forms numbers correctly |
| **NOTE** | This week learners continue to work with words ending in double ***ll*** and ***ss.*** |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Introduce words ending in ***-ell*** eg ***bell, fell, sell, tell, well, yell.*** Sound out the words and discuss their meanings. Briefly revise ***y*** as well. For Task 2 for Writing the learners can copy and illustrate 5 - 6 ***-ell*** words.

HANDWRITING

- Teach the capital letter **F**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **f**, so that learners link the sound to the two forms of the letter and compare the size, starting and ending points and position on the line. Learners write **Ff** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. Also include 1 row of numerals 0 - 9.

**DAY 2:**

PHONICS

- Revise the ***–ell*** words. Remind learners of the previous week's ***–ill*** words using the chart you made. Spend some time helping learners to hear the difference between the middle sounds of these words eg **fill / fell, bill / bell, till / tell, will / well**. For Task 1 for Writing either give learners a worksheet or write an activity on the board in which learners must circle or write the correct –***ill*** or ***-ell*** words to match the pictures. **Use this for Assessment Task 1.**

HANDWRITING

- Revise the formation of letter ***Ff*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Ff*** in their books: the date, 2 rows of letters and a short sentence eg *Four frogs fly.*

**DAY 3:**

PHONICS

- Introduce the double ***ss*** as in ***-iss.*** Write the words ***kiss, hiss*** and ***miss*** on the board. Sound them out and use them to make sentences. For Task 1 for Writing the learners can draw a picture of a snake with the word ***hiss*** coming from its mouth. (One way of remembering a particular sound is to associate it with a picture or word.)

HANDWRITING

- Teach the capital letter **E**. Compare the formation to that of letter **F.** Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **e**, so that learners link the sound to the two forms of the letter and compare the size, starting and ending points and position on the line. Learners write **Ee** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. Also include 1 row of numerals 0 - 9. **Use this for Assessment Task 1.**

**DAY 4:**

PHONICS

- List on the board words ending in -***oss*** (eg ***boss, loss, toss, moss)***. Sound out the words and confirm the meanings. For Task 1 for Writing the learners can copy and illustrate the words.

HANDWRITING

- Revise the formation of letter ***Ee*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Ee*** in their books: the date, 2 rows of letters and a short sentence eg *Eleven eels sleep.*

**DAY 5:**

PHONICS

- Do a class oral activity focusing on ***–ill*** and ***-ell*** words. Explain to learners that you are going to call out words ending either in ***–ill*** or ***-ell*** – write the endings on the board and point out the difference, ie the middle sound. Give learners a strip of paper to write down the words. They can swop papers and mark each other's. Write the answers on the board for them to check.

  ***Note:*** *This activity helps learners to focus on the difference between* ***i*** and ***e*** *as well as help them to spell some high frequency words.*

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Formal: recorded Assessment Task 1:**

Use Day 2's Phonics task to rate learners against the following milestones:

- Distinguishes aurally between different middle sounds of words
- Builds up words using sounds learnt

Use Day 3's handwriting task to rate learners against the following milestones:

- Holds pencil and crayon correctly
- Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place
- Forms numbers correctly

| WEEK 3 | READING |
|---|---|
| LO/ASs | **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2 **LO 6** AS 1 |
| MILESTONES | *Shared reading*<br>• Uses book cover to predict what the book is about<br>• Uses clues and pictures in the text for understanding<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story |
| RESOURCES | • A new Shared Reading book – a Big Book with colourful illustrations<br>• Flashcards with new vocabulary<br>• Make a photocopy of several illustrations from the Big Book (enough for one per group). |

**DAILY ACTIVITIES**

**DAY 1:**

- Begin by doing a short visual memory activity. You need to prepare for this before the learners arrive by, for example, moving two or three posters or charts to different places on the walls around the classroom and/or adding a new one. Ask the learners if they noticed anything different in the classroom – most won't have!
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. When you introduce a new book always discuss the cover first.

**DAY 2:**

- Shared Reading activity
  - Introduce the new Shared Reading book – a Big Book. Show them the cover only and tell them to look carefully to see what's on it. Then hide the book and ask them what they remember seeing. Take one response from a number of different learners, writing these responses on the board or on A3 paper as a list. You could write a heading, "We saw" and then list the words underneath, possibly using bullets. Accept everything they tell you even if it was not on the cover. Explain to the learners that listing words one under another is a good way of writing down a lot of things. You could ask them if they can remember seeing any other lists eg a list of learners absent, a shopping list etc.
  - Show them the cover again and compare this with their list. Correct it where necessary.
  - Write some of the words on flashcards as new vocabulary and teach these together with other new sight words. By the end of this term learners should be able to read at least 100 sight words.

- Explain the tasks for the Group Reading session including Task 2 - learners choose two of the new sight words and make their own sentences with them. Have them read their sentences to their partners or let their partners read them to see if they make sense. (This is the first step towards learners editing their writing. It also re-enforces the fact that we write so that others can read.)
- Group Reading activities:
    - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures. When you introduce a new book always discuss the cover first. **Assess a few learners' Reading skills for Assessment Task 1.**

**DAY 3:**

- Shared Reading activity
    - Begin by writing a short rhyme or riddle on the board for learners to read. (Most of this lesson will be discussing visual texts so it is important to include some reading as well.) You could make up a riddle describing an object in the classroom or someone they know. Read it with the learners two of three times before asking them to discuss it in their groups and then sharing the answer.
    - Then show learners one page of the Big Book containing a large illustration of one of the main characters. (Cover the text so the learners focus only on the picture.)
    - Talk about the character, give her/him/it a name and identify characteristics to describe her/him/it. List them under the name of the character eg wears glasses, long hair, beautiful, smiles, curly horns. Draw a picture of the character and label her/him/it using the words you listed. Underneath write a sentence describing this character using these labels. Repeat this discussion, listing of characteristics and writing a sentence using a second character.
    - For Task 2 for Writing the learners can draw and label the second character and copy or make up their own sentence describing the character.
- Group Reading activities:
    - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**

**DAY 4:**

- Shared Reading activity
  - Continue working with visual texts on this day but begin as you did the previous day with the learners reading a riddle or rhyme.
  - Revise the lists of words you made the day before describing two of the characters and the new vocabulary. Then give each group of learners one of the copies of the illustrations in the Big Book. Ask them to talk about what their picture shows and write 1-2 sentences describing it. (Help learners with spellings where necessary.) Let each group in turn show their picture to the rest of the class and read their sentences.
    ***NB*** Collect the pictures after the activity for use in Week 5.
- Explain the tasks for the Group Reading session including Task 2 – learners copy their group's sentences.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**

**DAY 5:**

- Shared Reading activity
  - Re-cap the cover of the Big Book and discuss the title. Start reading the book to the learners, pointing to the words as you read. You should read slowly enough for learners to take in the story. Pausing briefly at the end of sentences and reading with expression also helps comprehension.
  - At about a quarter of the way through the story, stop at a point where something has happened so that you can ask learners to predict what will happen next.
  - Read the whole of the Big Book story, stopping a few times to ask questions to ensure comprehension.
  - Afterwards, ask learners whether they liked the story or not, explaining why. Write two options for Task 2 for Writing. You could give learners two choices to complete the sentences:
    - I liked the story. It was…. OR I didn't like the story. It was…..
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 1.**

**ASSESSMENT: Formal: recorded Assessment Task 1:** Use the Class/Group reading times to rate the learners against the following milestones:

- Uses book cover to predict what the book is about
- Uses clues and pictures in the text for understanding

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

| **WEEK 3** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 5, 6 **LO 6** AS 1, 2, 3 |
| **MILESTONES** | • Writes at least two sentences of own news or shared writing using the past tense<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news. If you work with the learners they should all be capable of writing a short sentence. Your more able learners may want to write longer news; they can ask you to write words in their personal dictionaries if necessary. **Use for Assessment Task 1.** (2) phonic activity: learners copy and illustrate 5 - 6 ***-ell*** words.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: a worksheet or an activity on the board in which learners must circle or write the correct –***ill*** or ***-ell*** words to match the pictures. (2) learners choose two new sight words and make their own sentences with them. (Have them read their sentences to their partners or let their partners read them to see if they make sense.)

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners draw a picture of a snake with the word ***hiss*** coming from its mouth (2) learners can draw and label one of the characters and either write or copy a sentence describing the character.

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy and illustrate the ***-oss*** words (2) learners copy their group's sentences describing their picture.

**DAY 5:** Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) learners use the sentence starters to write about whether they liked the story or not. They can finish by drawing a picture.

**ASSESSMENT: Formal: recorded Assessment Task 1:** Use learners' written news to rate them against the following milestones:

- Writes at least two sentences of own news or shared writing using the past tense
- Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat

**Note that you will use this activity to assess learners' ability to write using the past tense. You could also use written news from weeks 1 and 2.**

## THIRD TERM: WEEK 4 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 1, 2, 3<br>**LO 2** AS 1, 6, 7, 9 | • Listens to instructions and announcements and responds appropriately<br>• Sequences pictures of a story and matches captions with the pictures<br>• Role plays different situations, using appropriate language<br>• Interviews an adult visitor to the class | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news<br><br>Focused listening activities (role plays a situation) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Identifies letter-sound relationships of all single sounds<br>• Build up words using sounds learnt<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place | • Singing/acting out repetitive action rhymes and songs<br><br>Phonics: Teach ***-eff***<br><br>Handwriting: Capital letter: **D** | Phonics: Teach ***-ack***<br><br>Handwriting: Capital letter: **D** | Phonics: Teach ***-eck***<br><br>Handwriting: Capital letter: **P** | Phonics: Revise ***– ack*** and ***-eck***<br><br>Handwriting: Capital letter: **P** | Phonics: Oral activity focusing on ***– ack*** and ***-eck*** |
| **READING**<br>**LO 3** AS 3, 4, 5<br>**LO 6** AS 1 | *Shared reading*<br>• Reads book as a whole class with teacher, identifying the sequence of events<br>• Recognises cause and effect in the story<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads own writing, starting to correct errors | Visual memory activity<br><br>Group reading: Groups 3 & 4 | Visual memory / Shared Writing activity based on cover of a new Shared Reading Book (a Big Book)<br><br>Group reading: Groups 1 & 2 | Shared Reading / Writing & predictions using Big Book<br><br>Group reading: Groups 3 & 4 | Shared Reading / discussions on Big Book<br><br>Group reading: Groups 1 & 2 | Shared Reading / Writing using Big Book<br><br>Group reading: Groups 3 & 4<br><br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes words to form a sentence using sounds learnt and common sight words<br>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing | Writing / illustrating own news | Word Search | Copying / illustrating Shared Writing | Sentence completion based on Big Book | Written comprehension based on Big Book |

| WEEK 4 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 1, 2, 3 **LO 2** AS 1, 6, 7, 9 |
| MILESTONES | • Listens to instructions and announcements and responds appropriately<br>• Sequences pictures of a story and matches captions with the pictures<br>• Role plays different situations, using appropriate language<br>• Interviews an adult visitor to the class |
| RESOURCES | • A suitable situation to role play. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin by discussing the charts and any special happenings.
- Learners share their news – with every learner telling her/his news at least once over a two week period.
- Once a week, you can record either the class news or one learner's news on the board. Use this time to point out the correct use of words eg nouns and pronouns and punctuation. By now the learners should be building their own sentences for Written News so it is not so necessary to write class news so frequently.

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activities: eg (1) interviewing an adult visitor to the class and (2) a role play.
  - Let learners interview an adult visitor to the class. Try to link this to your theme so that you invite either one person or several people to the class so that the learners can ask them questions relevant to the theme. Discuss with the learners beforehand the type of questions that can be asked. You might want to do this as part of Lifeskills.
- Role play
  - Use a situation that learners are familiar with, eg telling your mom you have lost your jersey.
  - Divide learners into pairs to role play the conversation. Give learners a chance to talk about it to their partner and decide what will happen.
  - Let one pair take turns to present their role play to the other pair seated at their table group. Encourage the learners to give positive feedback afterwards.
    ***NB:*** *Walk around to observe and assess the interviews and the role plays for* ***Assessment Task 2.***

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 2:** Use the focused Listening Activities to rate the learners, recording specific problems, against the following milestones:

- Role plays different situations, using appropriate language
- Interviews an adult visitor to the class

| **WEEK 4** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 1** AS 6 **LO 3** AS 4, 5 **LO 4** AS 1 |
| **MILESTONES** | *Phonics*<br>• Identifies letter-sound relationships of all single sounds<br>• Build up words using sounds learnt<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place |
| **NOTE** | This week learners complete activities around double consonants, ie ***ff*** and begin working with the consonant digraph ***ck.*** This is an important combination for learners to be able to recognise. It is used in many words following a single vowel sound. These Lesson plans focus on one vowel combined with ***ck*** each day, (continuing in Week 5), as this helps to focus learners. However, instead, you could teach ***ck*** words containing several vowel sounds on a single day. |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Introduce words ending in ***-ff*** eg ***cuff, huff, stuff, puff.*** Sound out the words and discuss their meanings. Point out that these words all have the same ending so they rhyme – explain what this means. For Task 2 for Writing the learners can copy and illustrate the words.
  ***Note:*** *Although there may not be many words ending in double consonants, it is important for learners to be aware that sometimes the last consonant is doubled as this has implications for spelling.*

HANDWRITING

- Teach the capital letter **D**. Point out the starting and ending points, the two separate strokes required, size, direction of movement and position on the line.
- Revise the lower case letter **d**, so that learners link the sound to the two forms of the letter and compare the size, starting and ending points and position on the line. This is one of the letters that (a) learners often confuse with others eg ***b*** and ***p,*** and also (b) one that they often form incorrectly by starting at the top rather than in the middle of the line. Remind learners of the difference between ***d*** and ***b*** and where to start the lower case letter.
- Learners write **Dd** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern.
  ***Note:*** *You should be displaying a chart of the upper and lower case letters in the classroom for learners to refer to and for you to use for revision.*

**DAY 2:**

PHONICS

- Introduce the ***–ck*** consonant digraph. Remind learners that certain letters are often found together. Letter ***c*** is a special friend of letter ***k*** and they are often found together at the end of words. List on the board some ***–ack*** words such as ***back, lack, pack, rack, sack, stack, Jack.*** Sound them and talk about what they mean. For Task 1 for Writing give learners a Word Search using the words.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | p | a | c | k | n | m | g |
| x | s | g | r | a | c | k | g |
| s | l | a | c | k | w | e | r |
| s | d | f | g | b | a | c | k |
| s | a | c | k | s | d | f | j |
| a | g | d | s | t | a | c | k |

HANDWRITING

- Revise the formation of letter ***Dd*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Dd*** in their books: the date, 2 rows of letters and a short sentence eg *Dad did the dishes.*

**DAY 3:**

PHONICS

- Revise***-ack*** words and introduce words ending in ***-eck.*** Write the words ***deck, neck*** and ***peck*** on the board. Sound them out and use them to make sentences. Write the sentences on the board and cover the ***-eck*** words. For Task 1 for Writing the learners can copy the sentences and add the correct words.

HANDWRITING

- Teach the capital letter **P**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **p**, so that learners link the sound to the two forms of the letter and compare the size, the different starting and ending points and position on the line. Learners write **Pp** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Write at random on the board 3 words ending in –***ack*** and 3 words ending in ***-eck.*** Sound out the words so learners can hear the different middle sound. For Task 1 for Writing the learners can draw two boxes, label them ***ack*** and ***eck*** and then write the ***-ack*** words in one box and the ***eck*** words in the other.

HANDWRITING

- Revise the formation of letter ***Pp*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Pp*** in their books: the date, 2 rows of letters and a short sentence, eg *Please put up my picture.*

**DAY 5:**

PHONICS

- Do a class oral activity focusing on ***–ack*** and ***-eck*** words. Explain to learners that you are going to call out words ending either in ***–ack*** or ***-eck*** – write the endings on the board and point out the difference, ie the middle sound.
- Make it a fun activity. Tell learners that when you say an ***–ack*** word they must put their hands on their heads and keep them there until you say an ***-eck*** word. Then they must fold their arms and keep them folded until you say another ***–ack*** word when they must put their hands back on their heads, and so on. *This is good for listening!*
- You could end by talking about words that rhyme and explain what this means eg the words ending in ***–ack*** or ***–eck.*** You could make up a simple rhyme so the learners can hear the endings, eg *Yes, said Jack/ I have my sack/On my back.*

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Informal unrecorded Assessment** of learners' ability to hear the difference between ***–ack*** and ***-eck*** words.

## Progression across the terms: Look out for progression in the milestones.

**The milestones are basically the skills and knowledge contained in the Assessment Standards, divided across the four terms.**

**Many skills appear in more than one term but at a more advanced level. For example:**

**Terms 1 & 2:** Listens without interrupting

**Term 3:** Listens without interrupting **showing respect for the speaker**

**Term 4:** Listens without interrupting showing respect for the speaker **and takes turns to speak**

**Compare the first term's milestone with those of Term 3. This will help you to focus your teaching on what is new for the term.**

| WEEK 4 | READING |
|---|---|
| LO/ASs | **LO 3** AS 3, 4, 5 **LO 6** AS 1 |
| MILESTONES | *Shared reading*<br>• Reads book as a whole class with teacher, identifying the sequence of events<br>• Recognises cause and effect in the story<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads own writing, starting to correct errors |
| RESOURCES | • The previous week's Big Book<br>• Flashcards with vocabulary |

**DAILY ACTIVITIES**

**DAY 1:**

- Write a short riddle on the board for learners to discuss and solve.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book / ask a question for comprehension / re-enforce the use of reading strategies. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 2:**

- Shared Reading activity
  - Revise the vocabulary for the Big Book and re-read the book to the learners, pointing to the words as you read. You should read slowly enough for learners to take in the story.
  - At about a quarter of the way through the book, stop at a point where something has happened so that you can ask learners to explain why it happened (ie to explain cause and effect). Ask learners questions to help them link the story to their own experiences, eg *Has that ever happened to you? Why do you think he said that? What would you have done?*
  - Once the story has ended discuss the sequence of events, recording it as Shared Writing in three or four short sentences on card. Muddle these sentences and let learners write them in the correct order and then illustrating them for Task 2 for Writing.
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book / ask a question for comprehension / re-enforce the use of reading strategies. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 3:**

- Shared Reading activity
  - Re-read the Big Book. Encourage learners to read along with you, especially where there is repetition. Stop several times to point out punctuation and words containing the phonic sounds you are revising this week.

- Read the sentences giving the main idea of the story that you wrote the previous day. Ask questions such as, *What word comes before / after went? Which is the third word in the sentence? Which is the first / last word? Which word means angry? Which word begins / ends with a W / st?* This helps to revise sequencing and positioning concepts as well as word recognition.

- Explain the phonics task for the Group Reading session. As Task 1 (the Phonics activity) is a longer written task there will probably not be time for a second task. Learners who finish early should do paired reading.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 4:**

- Shared Reading activity
  - Let individual learners take turns to read a sentence or two of the Big Book to the rest of the class. **Use for Assessment Task 2.**
  - Talk about the characters in the story and re-cap the previous week's discussions on the two characters, the lists of words and the pictures you drew. Compare the two characters, eg *Was the princess really kind in the story? Was the old man grumpy and cross?*
  - Do a simple oral comprehension based on recognising cause and effect in the story. Write 2 – 3 sentences starters and list suitable words on the board eg *The frog gave the ball back because*…. For Task 2 for Writing learners complete the sentence starters.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book / ask a question for comprehension / re-enforce the use of reading strategies. **Assess a few learners' Reading skills for Assessment Task 2**

**DAY 5:**

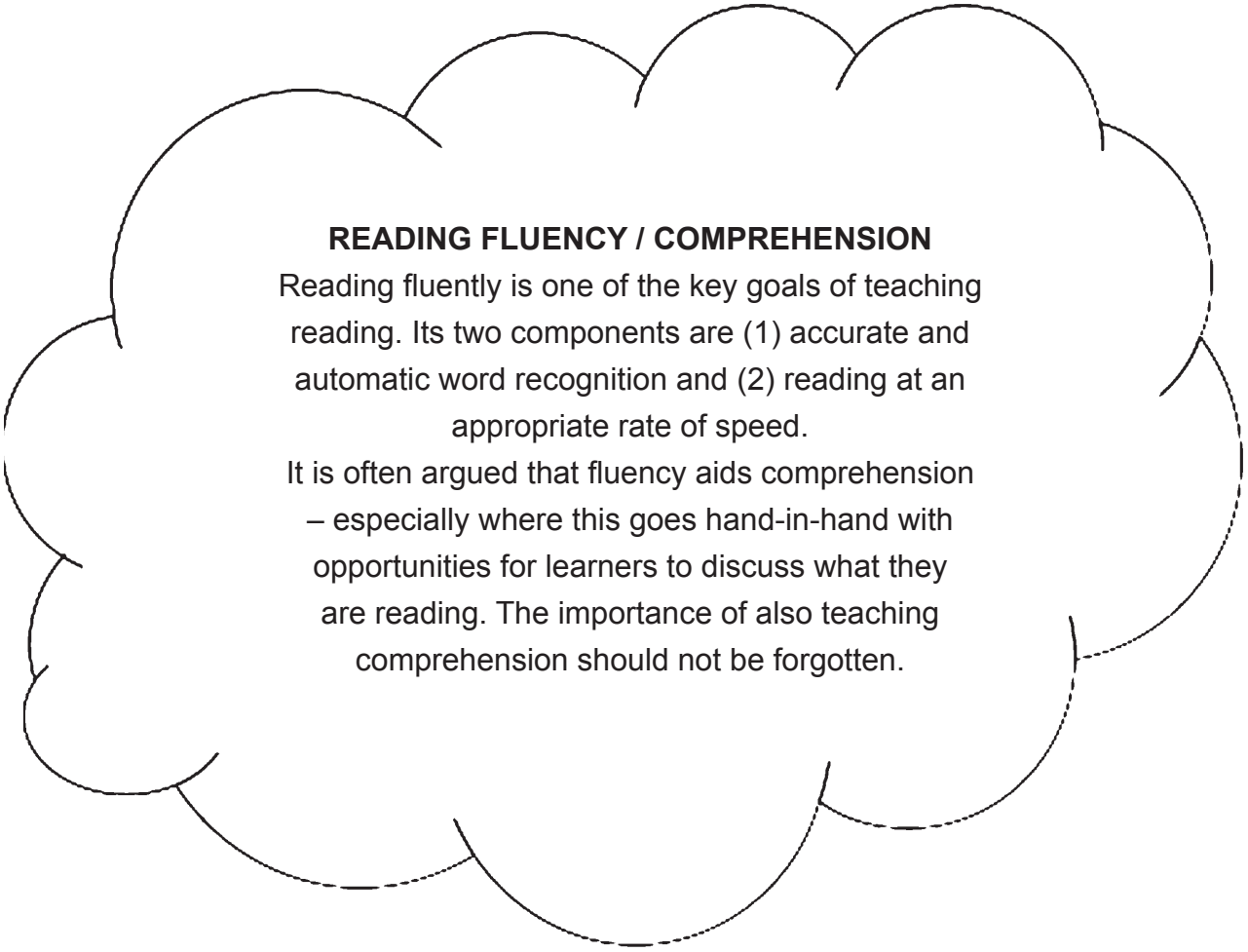
- Shared Reading activity
  - Re-read the story with the learners joining in. **Use for Assessment Task 2.**
  - Write on the board 3 - 4 short questions based on the story. Learners copy them, answering either *Yes* or *No.* (Task 2 for Writing.)
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book / ask a question for comprehension / re-enforce the use of reading strategies. **Assess a few learners' Reading skills for Assessment Task 2.**

**ASSESSMENT: Formal: recorded Assessment Task 2:** Use the Shared Reading activities to rate the learners against the following milestones:

- Reads book as a whole class with teacher, identifying the sequence of events
- Recognises cause and effect in the story

Use the Group reading times to rate the learners against the following milestone:

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



**READING FLUENCY / COMPREHENSION**

Reading fluently is one of the key goals of teaching reading. Its two components are (1) accurate and automatic word recognition and (2) reading at an appropriate rate of speed.

It is often argued that fluency aids comprehension – especially where this goes hand-in-hand with opportunities for learners to discuss what they are reading. The importance of also teaching comprehension should not be forgotten.

| **WEEK 4** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 1, 2, 3 |
| **MILESTONES** | • Writes words to form a sentence using sounds learnt and common sight words<br>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing |
| **DAILY ACTIVITIES** | |

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: learners copy and illustrate words ending in ***ff***

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: a Word Search using ***-ack*** words. (2) Learners write the muddled sentences summarising the sequence of events of the Big Book in the correct order and then illustrate them.

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy 3 - 4 sentences and add the correct ***-eck*** words. (2) paired reading.

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners draw two boxes, label them ***ack*** and ***eck*** and then write the ***-ack*** words in one box and the -***eck*** words in the other (2) learners use the sentence starters to complete sentences showing cause and effect.

**DAY 5:** Explanation of activities for the Group Reading session (1) writing / illustrating of class news (2) learners copy 3 - 4 short questions based on the story, answering either *Yes* or *No.*

**ASSESSMENT: Informal, unrecorded assessment of:** ability to writing sentences using sentence starters.

## SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 1, 2, 3<br>**LO 2** AS 1, 6, 7, 9 | • Listens to instructions and announcements and responds appropriately<br>• Sequences pictures of a story and matches captions with the pictures<br>• Role plays different situations, using appropriate language<br>• Interviews an adult visitor to the class | Wk 5<br>Wk 4 | • Use the focused listening activity (sequencing pictures of a story)<br>• Use the focused listening activity (a role play) |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Identifies letter-sound relationships of all single sounds<br>• Build up words using sounds learnt<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place | Days 4-5 Wk 5<br>Day 2 Wk 5 | • Phonics: Oral activity revising sounds taught so far<br>• Handwriting: use one handwriting lesson |
| **READING**<br>**LO 3** AS 3, 4, 5<br>**LO 6** AS 1 | *Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Shared reading*<br>• Reads book as a whole class with teacher, identifying the sequence of events<br>• Recognises cause and effect in the story<br>*Paired/Independent reading*<br>• Reads own writing, starting to correct errors | Wks 4 & 5<br>Wk 4<br>Wk 5 | • Use Group reading time<br>• Use the Shared Reading activity<br>• Use Day 5's creative writing |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes words to form a sentence using sounds learnt and common sight words<br>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing | Wk 5 | • Use Day 5's creative writing |

## THIRD TERM: WEEK 5 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 1, 2, 3<br>**LO 2** AS 1, 6, 7, 9 | • Listens to instructions and announcements and responds appropriately<br>• Sequences pictures of a story and matches captions with the pictures<br>• Role plays different situations, using appropriate language<br>• Interviews an adult visitor to the class | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news<br><br>Focused listening activities (listens to a story and sequences pictures in a story) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 1** AS 6<br>**LO 3** AS 4, 5<br>**LO 4** AS 1 | *Phonics*<br>• Identifies letter-sound relationships of all single sounds<br>• Build up words using sounds learnt<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place | • Singing/acting out repetitive action rhymes and songs<br><br>Phonics: Teach ***-ock***<br><br>Handwriting: Capital letter: **B** | Phonics: Teach ***-ick***<br><br>Handwriting: Capital letter: **B** | Phonics: Teach ***-uck***<br><br>Handwriting: Capital letter: **R** | Phonics: Oral revision of ***-ck*** words<br><br>Handwriting: Capital letter: **R** | Phonics: Oral revision of ***-ss, -ll, -ff, -st, st-*** words |
| **READING**<br>**LO 3** AS 3, 4, 5<br>**LO 6** AS 1 | *Shared reading*<br>• Reads book as a whole class with teacher, identifying the sequence of events<br>• Recognises cause and effect in the story<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads own writing, starting to correct errors | Shared reading of a rhyme<br><br>Group reading: Groups 3 & 4 | Shared Writing activity based on pictures from a Big Book<br><br>Group reading: Groups 1 & 2 | Shared Writing of an extension of the Big Book story<br><br>Group reading: Groups 3 & 4 | Activities based on the extension of the Big Book story<br><br>Group reading: Groups 1 & 2 | Shared Reading of a short text describing a family member<br><br>Group reading: Groups 3 & 4<br><br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 1, 2, 3 | • Writes words to form a sentence using sounds learnt and common sight words<br>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing | Writing / illustrating own news | Alphabetical order activity | Alphabetical order activity | Matching of beginnings and endings of sentences | Writing of a short description of a family member |

| WEEK 5 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 1, 2, 3 **LO 2** AS 1, 6, 7, 9 |
| MILESTONES | • Listens to instructions and announcements and responds appropriately<br>• Sequences pictures of a story and matches captions with the pictures<br>• Role plays different situations, using appropriate language<br>• Interviews an adult visitor to the class |
| | |
| RESOURCES | • A suitable short story with a clear story line.<br>• Prepare a worksheet containing pictures of the story, but in the wrong order. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin by discussing the charts and any special happenings.
- Learners share their news – with every learner telling her/his news at least once over a two week period. Encourage learners to vary their tone of voice depending on what they are talking about or what story they are telling.
- Record either the class news or one learner's news on the board periodically. By now the learners should be building their own sentences for Written News so it is not so necessary to write class news so frequently.
- This discussion becomes a preparation for the learners' own creative writing. Initially this takes the form of a short sentence of own news, especially on a Monday. However you can vary the activity so that on a Friday learners can write about someone or something in their own world eg their family, home, friends, interests etc. This week learners can write about a member of their family so use part of the oral time to discuss a family member. The class news during the week could reflect this focus, eg *My mom makes lovely cakes.*

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg listens to and sequences a story.
    - Read/tell and discuss a simple story, focusing on the sequence of events.
    - Give learners a worksheet with four pictures of the story, together with four matching captions. Make sure that the learners understand the instructions. The learners must put the pictures in the correct order and then match the captions to the pictures before gluing them into their exercise books.
    - Let learners work in pairs or groups of four to retell the story, using the pictures and captions. Let them take turns so that each learner talks about at least one picture. **Use for Assessment Task 2.**

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 2:**
Use the focused, listening activity, together with your observations of the learners' ability to respond to announcements, to rate them against the following milestones:

- Listens to instructions and announcements and responds appropriately
- Sequences pictures of a story and matches captions with the pictures

| **WEEK 5** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 1** AS 6 **LO 3** AS 4, 5 **LO 4** AS 1 |
| **MILESTONES** | *Phonics*<br>• Identifies letter-sound relationships of all single sounds<br>• Build up words using sounds learnt<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place |
| **RESOURCES** | • Divide an A4 sheet of paper into 32 rectangles. Write the words using the phonics that you have taught this term (***-ll, -ss, -st, st-, -ff, -ck***) in the rectangles. Make a copy of the sheet for each learner. |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Continue with the ***-ck*** consonant digraph***.*** On this day focus on words ending in ***-ock*** eg ***lock, dock, mock, rock, sock.*** Sound out the words and discuss their meanings. Point out that these words all have the same ending so they rhyme – and make up a simple, two-line rhyme using ***–ock*** words eg *He lost his sock/When he climbed the rock.* For Task 2 for Writing, the learners can copy and illustrate a rhyme, underlining the rhyming words at the end.

HANDWRITING

- Teach the capital letter **B**. Point out the starting and ending points, size, direction of movement and position on the line. Refer back to the formation of letter **P,** taught the previous week.
- Revise the lower case letter **b** and compare the size, starting and ending points and position on the line. This is one of the letters that learners often confuse with others eg ***d*** and ***p***. Remind learners of the difference between ***d*** and ***b*** and where to start the lower case letter.
- Learners write **Bb** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern and their name.

**DAY 2:**

PHONICS

- Introduce ***–ick*** words and list some on the board such as ***kick, lick, pick, tick, sick.*** Sound them, underline the ***–ick*** and talk about what the words mean.
  ***Note:*** *Use a variety of different ideas to introduce the sounds eg a story, a picture, a song or a game. You could also link the lesson to the Shared Reading book.*
- Let learners work in pairs or small groups to write a sentence using one or more of these words. Let each group read out their sentence. Write some of them on the board. For Task 1 for Writing the learners can copy 2 – 3 of the sentences and underline the ***–ick*** words.
  ***Note:*** *Sometimes children like to be able to choose which words or which sentences to copy. So you can provide one or two more sentences and let them select which ones they write.*

HANDWRITING

- Revise the formation of letter ***Bb*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Bb*** in their books: the date, 2 rows of letters, their name and a short sentence eg *Bob buys buns.* **Use this for Assessment Task 2.**

**DAY 3:**

PHONICS

- Teach ***-uck*** words such as ***duck, buck, suck, luck, tuck*** and ***stuck***. Sound them out and talk about their meaning. For Task 1 for Writing the learners can copy and illustrate the words.

HANDWRITING

- Teach the capital letter **R**. Point out the starting and ending points, size, direction of movement and position on the line. Remind learners of the formation of letters **B** and **P.**
- Revise the lower case letter **r**, so that learners link the sound to the two forms of the letter and compare the size, the different starting and ending points and position on the line. Learners write **Rr** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Spend the next two days to revise the sounds taught so far this term. Give learners a copy of the sheet of words you have made and have them cut out only the words ending in ***–ck.*** (Collect the sheets with the rest of the words for use the next day.)
- Ask learners to hold up a particular word(s), eg *Show me pick, a word containing –eck, a word beginning with* ***b,*** *two words containing* ***u,*** *a word that goes before shop (tuck), a word that rhymes with* ***duck,*** *etc .*

  ***NB:*** *Use this activity to assess whether individual learners can identify words that rhyme and whether they know the letter-sound relationships of the sounds.* **Use this for Assessment Task 2.**
- For Task 1 for Writing the learners can sort the words according to their middle sound and glue them into their exercise books. At the same time make a chart of the ***–ck*** word families.

HANDWRITING

- Revise the formation of letter ***Rr*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Rr*** in their books: the date, 2 rows of letters and a short sentence eg *Run round the ring.*

**DAY 5:**

PHONICS

- Give learners the rest of the sheets containing the words taught so far and have them cut them out. Work with them in a similar way to the previous day.
  ***NB:*** *Use this activity to assess whether individual learners can identify words that rhyme and whether they know the letter-sound relationships of the sounds.* **Use this for Assessment Task 2.**

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Formal: recorded Assessment Task 2:**

Use Days 4 – 5's Phonics oral activities to rate learners against the following milestones:

- Identifies letter-sound relationships of all single sounds
- Build up words using sounds learnt

Use Day 2's handwriting task to rate learners against the following milestones:

- Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place

**DEVELOPING COMPREHENSION**

We talk about reading *on, between and beyond the lines.* What does this mean?

- Questions that test **literal meaning** (to read on the line) ask learners to identify either the main idea or specific details or sequence the events of a story.
- Questions that ask learners to **read between the lines** expect learners to draw conclusions, make inferences, predict, interpret or explain cause-effect relations.
- To **read beyond the lines** requires learners to critically evaluate a text, to distinguish between fact and opinion, identify the writer's intention or give a point of view.
  **Although when discussing a story it is important to ensure that learners understand what it is about, also ask high-order questions that make learners think *between* and *beyond* the lines.**

| WEEK 5 | READING |
|---|---|
| LO/ASs | **LO 3** AS 3, 4, 5 **LO 6** AS 1 |
| MILESTONES | *Shared reading*<br>• Reads book as a whole class with teacher, identifying the sequence of events<br>• Recognises cause and effect in the story<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads own writing, starting to correct errors |
| RESOURCES | • A Shared Reading book – the Big Book used the previous week<br>• Flashcards with vocabulary<br>• Prepare a worksheet containing the letters listed in alphabetical order and copy for each learner (or let learners prepare their own sheet)<br>• Prepare 3 – 4 sentences describing a member of your family (You could make them up if you prefer!) |

**DAILY ACTIVITIES**

**DAY 1:**

- Write a short rhyme or poem on the board for learners to read.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 2:**

- Shared Reading activity
  - Continue working with the Big Book. Let individual or small groups of learners read the story again and revise the vocabulary.
  - Give each group one of the photocopied pictures from the Big Book that you used in Week 3. Ask them to discuss what is happening in their picture and write one sentence as a caption. Provide help with spelling where necessary. Each group writes a neat copy of their sentence on paper. When they have finished, each group takes turns to display its picture on the board and read its sentence. Make sure the pictures are presented in the correct sequence.
  - Talk about what is meant by alphabetical order and let the individual learners read through the alphabet in that order, giving each learner the opportunity to read 2 – 3 letters. Explain how the words in the personal dictionaries are listed in alphabetical order. Practise finding different letters in the alphabet in their dictionaries. Help them by showing them where in the alphabet a letter comes eg ***a*** comes at the beginning, ***t*** comes near the end.
  - For Task 2 of the Group Reading session give learners a worksheet with the letters of the alphabet listed in 2 – 3 columns in alphabetical order. Write on the board 6 – 8 of the high frequency words that you have been teaching or display the flashcards. The learners must write the words on the sheet next to the correct letter.

For example:

| | |
|---|---|
| A | N |
| B before | 0 |
| C | P |
| D | Q |
| E | R round |
| F | S |
| G getting | T though |
| H | U |
| I | V |
| J | W while |
| K | X |
| L | Y |
| M | Z |

***Note:*** *After collecting and marking the worksheets keep them for use on Day 4.*

- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 3:**

- Shared Writing activity
- By now the learners are thoroughly familiar with both the plot and the characters in the story. Use this knowledge to imagine what might happen after the book ended and record their ideas in 3 – 4 sentences. Many young children lack a vivid imagination so you need to have thought out possible options. Use skilful questioning to prompt learners to come up with some possibilities. Perhaps there was a party to celebrate OR one of the characters returned home to the family to tell the tale OR a new adventure began. Record the sentences on strips of card.
  - For Task 2 for Writing the learners add more words onto their alphabet list.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 4:**

- Shared Reading activity
  - Learners re-read the shared writing sentences they wrote the day before. Then cut each sentence into two halves. Put the first half of each sentence on the board and also display the different sentence endings. With the help of learners match the correct halves of each sentence.
  - For Task 2 for Writing display the 3 – 4 sentence starters in the correct order and, elsewhere on the board, put up the sentence-ending but in the wrong order. The learners need to write the sentences correctly. (Alternatively you could give the learners a worksheet containing this activity so that it becomes a practical task.)
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 2.**

**DAY 5:**

- Shared Reading activity
  - Write 3 -4 sentences describing a member of your family.
  - Read and discuss it with the learners. You could point out that you have described both what the person looks like, something they do well and something about their character. For example: *My Mom has a round, smiling face and brown hair. She makes lovely cakes. She is very kind to me.* Link this to the writing task.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 2.**
- **Paired reading** – Continue as in previous weeks.

**ASSESSMENT: Formal: recorded Assessment Task 2:** Use the Group reading times to rate the learners against the following milestone:

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

| **WEEK 5** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 1, 2, 3 |
| **MILESTONES** | • Writes words to form a sentence using sounds learnt and common sight words<br>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: learners copy and illustrate a rhyme, underlining the rhyming words at the end.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy 2 – 3 of the sentences and underline the ***–ick*** words (2) a worksheet in which learners list 6 – 8 words in alphabetical order.

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy and illustrate ***-uck*** words (2) learners add more words onto their alphabet list.

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners sort the ***–ck*** words according to their middle sound and glue them into their exercise books (2) learners match the sentence starters with the correct endings by rewriting the sentences correctly.

**DAY 5:** Explanation of activities for the Group Reading session (1) learners can either write their own news or write 1 – 2 sentences describing a member of their family. Let them read their sentences to a partner to ensure they make sense. **Use for Assessment Task 2.** (2) paired reading

**ASSESSMENT: Formal: recorded Assessment Task 2:** Use the learners' creative writing on Day 5 to rate them against the following milestones:

- Writes words to form a sentence using sounds learnt and common sight words
- With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing
- Reads own writing, starting to correct errors (A **Reading** milestone)

**One of these milestones requires learners to use nouns and pronouns correctly. Most learners will automatically be able to do this if their spoken language is correct. However, give extra support to those learners who use incorrect pronouns such as I, you, he, we etc.**

## THIRD TERM: WEEK 6 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 3<br>**LO 2** AS 1, 9<br>**LO 5** AS 2 | • Listens to a story with interest and enjoyment drawing a picture and writing a few words about it<br>• Talks about personal experiences e.g. tells news using the correct sequence<br>• Identifies similarities and differences using correct vocabulary | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share news<br><br>Focused listening activities (listens to and discusses a story) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1,5<br>**LO 6** AS 2 | *Phonics*<br>• Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at<br>*Handwriting*<br>• Writes words with correct spacing | • Singing/acting out repetitive action rhymes and songs<br>Phonics: Teach ***sl-***<br>Handwriting: Capital letter: **O** | Phonics: revise ***sl-***<br>Handwriting: Capital letter: **O** | Phonics: Teach ***cl-***<br>Handwriting: Capital letter: **Q** | Phonics: Teach ***fl-, pl-***<br>Handwriting: Capital letter: **Q** | Oral revision of ***sl-, cl-, fl-, pl-*** |
| **READING**<br>**LO 1** AS 3<br>**LO 3** AS 3, 4, 5<br>**LO 5** AS 1, 3 | *Shared reading*<br>• Identifies the sequence of events in what was read<br>• Answers open-ended questions based on the passage read<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads independently | Shared Reading of a short text<br><br>Group reading: Groups 3 & 4 | Shared Reading based on a new text (a story from a Learner's Book)<br><br>Group reading: Groups 1 & 2 | Shared Reading based on a text (a story from a Learner's Book)<br><br>Group reading: Groups 3 & 4 | Shared Writing based on a text (a story from a Learner's Book)<br><br>Group reading: Groups 1 & 2 | Shared Reading of a story<br><br>Group reading: Groups 3 & 4<br><br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Contributes ideas and words for a class story<br>• Begins to use capital letters and full stops, including capital letters for names | Writing / illustrating own news | Sentence completion based on main idea of a story | Drawing a picture / writing a caption of part of the story | Sentence completion based on Shared Writing | Writing / illustrating own news or writing about themselves<br>Opposites |

| WEEK 6 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 3 **LO 2** AS 1, **9** **LO** 5 AS 2 |
| MILESTONES | • Listens to a story with interest and enjoyment drawing a picture and writing a few words about it<br>• Talks about personal experiences e.g. tells news using the correct sequence<br>• Identifies similarities and differences using correct vocabulary |
| RESOURCES | • A suitable story for group discussion. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin by discussing the charts and any special happenings.
  - Learners share their news – with every learner telling her/his news at least once over a two week period. **Use your observations during the next two weeks for Assessment Task 3.**
- Record either the class news or one learner's news on the board periodically. By now the learners should be building their own sentences for Written News so it is not so necessary to write class news so frequently.

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg listens to and discusses a story.
  - Read or tell a simple story to the class.
  - In groups let learners discuss the story, focusing on comparing two different characters – finding the similarities and differences. You will need to be very clear in your instructions, eg how are they the same / how are they different.
  - Afterwards, let learners draw a picture of the story adding a few words about it. **Use your observations, together with their pictures and writing, for Assessment Task 3.**

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 3:** During News rate the learners, recording specific problems, against the following milestones:

- Talks about personal experiences e.g. tells news using the correct sequence

Use the focused, listening activity to rate the learners against the following milestones:

- Listens to a story with interest and enjoyment drawing a picture and writing a few words about it
- Identifies similarities and differences using correct vocabulary

| **WEEK 6** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 3** AS 4, 5 **LO 4** AS 1, 5 **LO 6** AS 2 |
| **MILESTONES** | *Phonics*<br>• Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at<br>*Handwriting*<br>• Writes words with correct spacing |
| **NOTE** | The focus for the rest of the term is on consonant blends at the beginning or end of words. This week work on ***–l*** combinations (***sl-, fl-, cl-, pl-)*** |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- During the term you and the learners have been working with consonant blends and digraphs - - two consonants that are often found together – they are "special friends". Explain to learners that, this week, they are going to work with four special friends of letter ***l.*** Introduce the ***sl-*** consonant blend***.***
- You could act it out by giving two learners the letters ***s*** and ***l.*** When they are apart they make two separate sounds but when they come together they make one sound. By having two learners actually demonstrating this, learners can see that they speak with one voice, but, as it is a blend, you can still hear each separate sound if you listen carefully. Understanding this at the outset will make learning about consonant blends much easier for the rest of the term.
- The learners can practise saying the ***sl-*** sound. Use a story, picture or rhyme to introduce a few of the following: ***slab, slam, slap, slack, slip, slit, slid, slim, slot.***
- Sound out the words, letting different learners take turns to sound one word. Discuss their meanings. For Task 2 for Writing the learners can copy and illustrate some of the words, underlining the ***sl-***.

HANDWRITING

- Teach the capital letter **O**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **o** and compare the size, starting and ending points and position on the line.
- Learners write **Oo** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern.

**DAY 2:**

PHONICS

- Revise the ***sl-*** words and make up sentences using some of the words. Write 3 – 4 of these sentences on the board.
- For Task 1 for Writing cover the ***sl-*** words in the sentences possibly writing them in a separate list; learners copy 2 – 3 of the sentences adding the correct word. **Use as part of Assessment Task 3.**

HANDWRITING

- Revise the formation of letter ***Oo*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Oo*** in their books: the date, 2 rows of letters, their name and a short sentence eg *One ring is lost..*

**DAY 3:**

PHONICS

- Explain to learners that on this day they are going to meet another of ***–l's*** special friends: ***c.*** Introduce words such as ***clock, click, cluck, clack*** and possibly ***club.*** Four of these words have the same beginning and end – only the middle sound changes. Sound out each word and talk about the sound each makes as well as its meaning. Talk about how the word *cluck* sounds like a hen. What makes a sound like *clack*? Learners will enjoy saying these words – make nonsense rhymes using the 3 - 4 ***cl-ck*** words eg *Click, clack, cluck goes the clock!*
- For Task 1 for Writing, learners copy one or more of the nonsense rhymes. They could write it in big words using crayon or koki. They could even write it as a Shape poem so the words are written on a wavy line or on a zigzag.

HANDWRITING

- Teach the capital letter **Q**. Point out the starting and ending points, size, direction of movement and position on the line. Remind learners of the formation of letter **O.**
- Revise the lower case letter **q**, so that learners link the sound to the two forms of the letter and compare the size, the different starting and ending points and position on the line. Learners write **Qq** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Explain to learners that on this day they are going to meet two more of ***–l's*** special friends: ***f*** and ***p.*** Introduce each group of words separately ***fl-*** as in ***flag, flat, flick, flock, flan*** and ***flop*** / ***pl-*** as in ***plum, plus, plan, plot, plod*** and ***pluck.*** Sound out the words you have chosen to use and talk about their meaning. For Task 1 for Writing, learners draw two Word Spiders and add four words to the legs of each spider, naming the spiders ***fl-*** and ***pl-.***

HANDWRITING

- Revise the formation of letter ***Qq*** (the starting and ending points, shape, size, direction of movement, position on the line). Because lower case ***q*** is almost always followed by ***u*** the learners can write one row of ***Q*** and one row of ***qu*** in their books: together with a short sentence eg *Quick! The bell has rung.*

**DAY 5:**

PHONICS

- Play a listening game.
- Give each learner half a sheet of A4 paper. Tell them to fold it into half and then half again so they have four rectangles. In each rectangle they must write ONE word – four words in all - one from each Word family taught during the week i.e. one ***fl-*** word, one ***sl-*** word, one ***pl-*** word and one ***cl-*** word. They can look back in their exercise books to choose the words or you could write 4 – 5 words in each group on the board. It is important that the learners have different words.
  For example:

| | |
|---|---|
| flat | slip |
| plus | clock |

- Have them cut out the words so that they have four separate rectangles. They can read their words to the other learners in their group.
- Ask the learners to hold up different words, for example:
  - Show me a word starting with ***fl-*** / ***sl-*** / ***pl-*** / ***cl-***
  - Who has a word with ***a / e / i / o / u*** in the middle?
  - Who has a word with the ***k / t / p / s*** sound at the end?
  - Who has a word meaning "*add"?*

**Use as part of Assessment Task 3.**

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Formal: recorded Assessment Task 3:**
Use Day 2's Phonics written task and Day 5's oral activity to rate learners against the following milestone:

- Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at

| WEEK 6 | READING |
|---|---|
| LO/ASs | **LO 1** AS 3 **LO 3** AS 3, 4, 5 **LO 5** AS 1, 3 |
| MILESTONES | *Shared reading*<br>• Identifies the sequence of events in what was read<br>• Answers open-ended questions based on the passage read<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads independently |
| NOTE | For the next two weeks of the term the Reading activities will be based on a story from a Learner's Book or Reader. All learners need to be able to read the text for themselves but if necessary two learners can share on book. |
| RESOURCES | • A new Shared Reading text – a story from a Learner's Book or Reader<br>• Flashcards with new vocabulary |

**DAILY ACTIVITIES**

**DAY 1:**

- Write a short poem, rhyme or even a short snippet of interesting news on the board for learners to read together and in pairs.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 2:**

- Shared Reading activity
  - Introduce the new Shared Reading book – a story from a Learner's Book or Reader. Learners will not be able to use the cover to predict what will happen in the story but you could briefly discuss the title. Link the discussion to learners' own knowledge and experience.
  - Introduce some of the new vocabulary on flashcards. Remember that, by the end of this term, learners should be able to read at least 100 sight words.
  - Start reading the story to the learners. Encourage the learners to follow in their books using a book marker to help them focus on the line being read. You should read slowly enough for learners to take in the story. Pausing briefly at the end of sentences and reading with expression also helps comprehension. Stop at the end of a paragraph to re-cap what has happened and to ensure learners recognise the characters as they appear in the story. Unless the story is very short read only half of it on this day. Don't hesitate to re-read a paragraph or sentence if you think some learners have not understood it.
  - Write the following sentence starters on the board. Discuss how to complete the sentences (Task 2 for Writing)
    - The story is called_____
    - The story is about _____

- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 3:**

- Shared Reading activity
  - Revise the previous day's new vocabulary.
  - Re-read the previous day's story and continue to the end. Stop at a certain point where something has happened so that you can ask learners to predict what will happen next or explain why something happened.
  - At the end, ask learners to tell their partners which part of the story they like the best and why. Finally ask several of the learners to share their opinion. List some of the responses in short sentences on the board, eg *Harry wins the game. The snake dies.*
- Explain the tasks for the Group Reading session including Task 2 – learners draw a picture about the part of the story they liked the best and write a caption for their picture.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 4:**

- Shared Reading activity
  - Let learners read the story in pairs.
  - Re-cap what happened in the story and record this in three or four short, simple sentences, using the Shared Writing technique. (Two, short sentences are much easier for learners to read than one, long sentence.) Use vocabulary such as, "*In the beginning…"* or *"At first…" "Then" and "In the end…".* **Use this for Assessment Task 3 for Writing.**
  - Explain the tasks for the Group Reading session including Task 2 – learners copy the shared writing sentences. To make it more than a simple copying exercise you could cover one of the words in each sentence eg *the, a*
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 5:**

- Shared Reading activity
  - Re-read the story and the shared writing summary with the learners joining in.
  - List on the board 4 – 5 words (from the text if possible), and talk about the opposites of these words. Give examples using a full sentence, preferably based on familiar contexts. Eg *My ruler is long but yours is short. This book is thin but that one is fat.* Write the opposites on the board but in a separate list and in a different order.
  - Explain the tasks for the Group Reading session including Task 2 – learners copy the list of words and add the correct opposites.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**ASSESSMENT: Formal: recorded Assessment Task 3:** During Class/Group/Independent reading time rate the learners against the following milestones:

*Shared reading*

- Identifies the sequence of events in what was 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

*Paired/Independent reading*

- Reads independently

Use the Shared Writing activity on Day 4 to rate the learners against the following Writing milestone:

- Contributes ideas and words for a class story

| **WEEK 6** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 2, 3 |
| **MILESTONES** | • Contributes ideas and words for a class story<br>• Begins to use capital letters and full stops, including capital letters for names |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: learners copy and illustrate the ***sl-*** words, underlining the ***sl-***.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy 2 – 3 sentences adding the correct ***sl-*** word.(2) Write the following sentence starters on the board for learners to complete.

- The story is called_____
- The story is about _____

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy one or more of the nonsense rhymes (2) learners draw a picture about the part of the story they liked the best and write a caption for their picture.

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners draw two Word Spiders and add four words to the legs of each spider, naming the spiders ***fl-*** and ***pl-*** (2) learners copy the shared writing sentences.

**DAY 5:** Explanation of activities for the Group Reading session (1) writing / illustrating of news OR 2 – 3 sentences about themselves eg what they like to wear or eat; provide sentence starters if necessary. (2) learners copy a list of words and add the correct opposites.

**ASSESSMENT: Informal, unrecorded assessment of:** ability to use a sentence starter to write a sentence. (Day 2).

## SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 3<br>**LO 2** AS 1, 9<br>**LO 5** AS 2 | • Talks about personal experiences e.g. tells news using the correct sequence<br>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it<br>• Identifies similarities and differences using correct vocabulary | Wks 6 & 7<br>Wk 6 | • Use News time (5-8 learners per day)<br>• Use the focused listening activity |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1,5<br>**LO 6** AS 2 | *Phonics*<br>• Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at<br>*Handwriting*<br>• Writes words with correct spacing | Days 2 & 5 Wk 6<br>Wk 7 | • Phonics: Day 2: written activity<br>• Day 5's oral activity<br>• Handwriting: use one handwriting lesson |
| **READING**<br>**LO 1** AS 3<br>**LO 3** AS 3, 4, 5<br>**LO 5** AS 1, 3 | *Shared reading*<br>• Identifies the sequence of events in what was read<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads independently<br>• Answers open-ended questions based on the passage read | Wks 6 & 7<br>Wk 7 | • Use Class/Group / Independent reading time<br>• Use the written comprehension |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Contributes ideas and words for a class story<br>• Begins to use capital letters and full stops, including capital letters for names | Day 4 Wk 6<br>Wk 7 | • Use the Shared Writing activity<br>• Use the written tasks during the week. |

## THIRD TERM: WEEK 7 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 3<br>**LO 2** AS 1, 9<br>**LO 5** AS 2 | • Listens to a story with interest and enjoyment drawing a picture and writing a few words about it<br>• Talks about personal experiences e.g. tells news using the correct sequence<br>• Identifies similarities and differences using correct vocabulary | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news<br><br>Focused listening activities (responds to instructions) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1,5<br>**LO 6** AS 2 | *Phonics*<br>• Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at<br>*Handwriting*<br>• Writes words with correct spacing | • Singing/acting out repetitive action rhymes and songs<br>Phonics: Teach ***gr-***<br>Handwriting: Capital letter: **C** | Phonics: Revise ***gr-***<br>Handwriting: Capital letter: **C** | Phonics: Teach ***pr-, tr-***<br>Handwriting: Capital letter: **G** | Phonics: Teach ***dr- fr-***<br>Handwriting: Capital letter: **G** | Phonics: listening game: using ***–r*** words |
| **READING**<br>**LO 1** AS 3<br>**LO 3** AS 3, 4, 5<br>**LO 5** AS 1, 3 | *Shared reading*<br>• Identifies the sequence of events in what was read<br>• Answers open-ended questions based on the passage read<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads independently | Shared Reading of a short written text<br><br>Group reading: Groups 3 & 4 | Shared Reading / open-ended questioning using a story in a Learner's Book or Reader<br><br>Group reading: Groups 1 & 2 | Shared Reading of a story in a Learner's Book or Reader<br><br>Group reading: Groups 3 & 4 | Shared Reading of a story in a Learner's Book or Reader<br><br>Group reading: Groups 1 & 2 | Dramatisation of a story<br>High frequency word recognition game<br><br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Contributes ideas and words for a class story<br>• Begins to use capital letters and full stops, including capital letters for names | Writing / illustrating own news | Written comprehension based on story | Multiple choice questions | High frequency word recognition game | Writing / illustrating own news or personal writing |

| WEEK 7 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 3 **LO 2** AS 1, **9** **LO** 5 AS 2 |
| MILESTONES | • Listens to a story with interest and enjoyment drawing a picture and writing a few words about it<br>• Talks about personal experiences e.g. tells news using the correct sequence<br>• Identifies similarities and differences using correct vocabulary |
| RESOURCES | • Instructions to make something by folding and cutting paper. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin by discussing the charts and any special happenings.
- Learners share their news – with every learner telling her/his news at least once over a two week period. **Use your observations last week and this week for Assessment Task 3.**
- Record either the class news or one learner's news on the board periodically. By now the learners should be building their own sentences for written news so it is not so necessary to write class news so frequently.

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg following instructions. This can be a practical activity to make something by folding and cutting paper eg a paper hat, boat or plane.

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 3:** During News rate the learners, recording specific problems, against the following milestone:

- Talks about personal experiences e.g. tells news using the correct sequence

| **WEEK 7** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 3** AS 4, 5 **LO 4** AS 1, 5 **LO 6** AS 2 |
| **MILESTONES** | *Phonics*<br>• Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at<br>*Handwriting*<br>• Writes words with correct spacing |
| **NOTE** | The focus for this week's work is on ***–r*** combinations (***gr-, fr-, tr-, pr-, dr-)*** |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Explain to learners that, this week, they are going to work with four special friends of letter ***r.*** Introduce the ***gr-*** consonant blend***.*** You could act it out by giving two learners the letters ***g*** and ***r.***
- The learners practise saying the ***gr-*** sound and then share different words beginning with this sound. Write down the ones that are "easy to spell" (don't use those with vowel diagraphs such as growl or ground). Simple words could include: ***grab, gran, grid, grin, grip, grit.*** Prompt learners to give you the words you want!
- Sound out the words, letting different learners each sound one word. Discuss their meanings. For Task 2 for Writing the learners can copy and illustrate the words, underlining the ***gr-***.

HANDWRITING

- Teach the capital letter **C**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **c** and compare the size, starting and ending points and position on the line.
- Learners write **Cc** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern.

**DAY 2:**

PHONICS

- Revise the ***gr-*** words and make up sentences using some of the words.
- For Task 1 for Writing draw 4 pictures of ***gr-*** words and write the words but muddle the letters of each word eg ***angr***. The learners must write the words correctly and draw a picture for each.

HANDWRITING

- Revise the formation of letter ***Cc*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Cc*** in their books: the date, 2 rows of letters, their name and a short sentence eg *Carol can cry.*

**DAY 3:**

PHONICS

- Explain to learners that on this day they are going to meet two of ***–r's*** special friends: ***t*** and ***p.*** Introduce each group of words separately: ***pr-*** as in ***pram, prick, prit,*** and ***prod*** / ***tr-*** as in ***trap, trip, trick, truck, track*** and ***trod.*** Sound out each word and talk about its meaning. Draw pictures next to each word. For Task 1 for Writing, learners copy the words and pictures. They can fold their page and write the words in two separate lists headed ***pr-*** and ***tr-.***

HANDWRITING

- Teach the capital letter **G**. Point out the starting and ending points, size, direction of movement and position on the line. Remind learners of the formation of letter **C.**
- Revise the lower case letter **g**, so that learners link the sound to the two forms of the letter and compare the size, the different starting and ending points and position on the line. The lower case ***g*** is one of the more difficult letters so spend a little time revising its formation.
- Learners write **Gg** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Explain to learners that, on this day, they are going to meet two other special friends of ***r***: ***d*** and ***f.*** Introduce each group of words separately: ***dr-*** as in ***drum, dress, drop, dry, drill*** and ***drip*** / ***fr-*** as in ***from, frog,*** and ***fry.*** Sound out each word and talk about its meaning. Choose four of the words (2 from each list) and write sentences using the words. For Task 1 for Writing, learners copy the sentences and underline the ***dr-*** and ***fr-*** words.

HANDWRITING

- Revise the formation of letter ***Gg*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Gg*** in their books: the date, 2 rows of letters, their name and a short sentence eg *Gran gave me a gift.* **Use for Assessment Task 3.**

**DAY 5:**

PHONICS

- Play a listening game. Ask the learners to close their eyes and explain to them that you are going to say a number of words. They must do an action when you say a particular sound eg they must put their tongues our like frogs when they hear a ***fr-*** word. Then change the instruction to making clawing actions like a bear when they hear a ***gr-*** word. But, all the time, they must keep their eyes closed! Do similar actions for other sounds.

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Formal: recorded Assessment Task 3:**
Use Day 4's handwriting task to rate learners against the following milestone:

- Writes words with correct spacing

**MAKING THE CONNECTIONS!**

Struggling learners often find it difficult to see the connections between what they are taught in different lessons.

As you teach look for opportunities to link what you are teaching at the time with (a) the learners' home knowledge and experience (b) what they learnt previously in both Literacy and in Numeracy and Life Skills. Integrate the different aspects of your Literacy lesson (Oral, Phonics, Reading and Writing).

Keep on reminding learners of what they learnt about the theme so they make those links.

| WEEK 7 | READING |
|---|---|
| LO/ASs | **LO 1** AS 3 **LO 3** AS 3, 4, 5 **LO 5** AS 1, 3 |
| MILESTONES | *Shared reading*<br>• Identifies the sequence of events in what was read<br>• Answers open-ended questions based on the passage read<br>*Group, guided reading*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>*Paired/Independent reading*<br>• Reads independently |
| NOTE | At certain times learners in the Foundation Phase are expected to complete national assessments. These usually contain a form of testing known as "multiple choice questioning". Young learners often do badly on these tests not because they don't know the answer but because they have never seen this form of testing. It can be worthwhile therefore to use this type of format occasionally in your teaching and learning activities. This has been included in Day 3 of this week's written tasks.<br><br>You could use this format for written comprehensions occasionally during the rest of the year (at least once more). |
| RESOURCES | • A Shared Reading text – a story from a Learner's Book or Reader<br>• Flashcards with new vocabulary<br>• Prepare a worksheet using multiple choice questions. |

**DAILY ACTIVITIES**

**DAY 1:**

- Write a short poem, rhyme or even a short snippet of interesting news on the board for learners to read together and in pairs.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 2:**

- Shared Reading activity
  - Let the learners read the previous week's story in pairs.
  - Discuss the story, firstly by asking simple questions that require a one or two word answer and then more difficult, "open-ended" questions that require learners to give an opinion. For example you could ask learners questions such as, *Why do you think….? What else could he have done? What would you have said? Do you think that was the best thing to do? How do you think she felt?* **Use this for Assessment Task 3.**
  - Write on the board three short questions based on the story. Learners copy them, answering either *Yes* or *No.* Add one open-ended question. **Use this for Assessment Task 3.** (Task 2 for Writing.)

- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 3:**

- Shared Reading activity
  - Learners re-read the story and the vocabulary words.
  - Introduce learners to the format used in multiple choice questions i.e. they are asked a question and given four answers – one correct answer and three wrong answers. Show them some examples and let different learners circle the correct answer.
    For example: What is the title of this story?
    a) The ship
    b) The good boy
    c) The house
    d) My dog
    This is a good opportunity to remind learners to always read the three choices before choosing the one they think is correct. They mustn't just guess or circle the first one. Provide each learner with a worksheet containing 3 – 4 multiple choice questions. Read them through with the learners. They can complete it for Task 2 for Writing.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 4:**

- Shared Reading activity
  - Let learners read the story in pairs.
  - Revise about 16 high frequency words taught this term.
  - Task 2 for the Group reading session: playing a game of Snap! Give each learner a sheet containing 16 high frequency words for them to cut out. For example:

| | | | |
|---|---|---|---|
| which | mom | have | my |
| wanted | getting | friend | was |
| sister | father | played | after |
| yesterday | saw | brother | before |

- Explain to the learners that they are going to play a game of Snap in pairs using their packs of "cards". Each learner puts down one of his/her "cards" in front of him/her at the same time. If the word is the same as that of the partners' they must call "snap" - the one who calls "snap" first gets a point. They continue to put down words in a pile in front of them until they have put down all their words. They can then start again with the same pile of words but change the order of the words. The winner is the one with the most points.

  ***Note:*** *They can keep these cards to play the following day.*

- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 3.**

**DAY 5:**

- Shared Reading activity
  - Use the shared reading story as the basis of a role play. Choose some learners to read the story and others to play the characters. Make it a fun activity with lots of characters. Encourage them to vary the tone and volume of their voice, depending upon who is speaking. Play different scenes again with different learners playing the characters.

- If there is not time for Group Reading activities do **Paired reading** instead.

**ASSESSMENT: Formal: recorded Assessment Task 3:** During Class/Group/Independent reading time rate the learners against the following milestones:

*Shared reading*

- Identifies the sequence of events in what was 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

*Paired/Independent reading*

- Reads independently

Use the written task on Day 2 to rate the learners against the following milestone:

- Answers open-ended questions based on the passage read

| **WEEK 7** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 2, 3 |
| **MILESTONES** | • Contributes ideas and words for a class story<br>• Begins to use capital letters and full stops, including capital letters for names |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: learners copy and illustrate ***gr-*** words, underlining the ***gr-*** at the beginning of the word.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners write the muddled words correctly and draw a picture for each word (2) Write on the board three short questions based on the story. Learners copy them, answering either *Yes* or *No.*

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy the ***pr-*** and ***tr-*** words and pictures. They can fold their page and write the words in two separate lists. (2) learners complete a worksheet containing 3 – 4 multiple choice questions.

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy the sentences and underline the ***dr-*** and ***fr-*** words. (2) learners play a game of Snap!

**DAY 5:** Explanation of activities for the Group Reading session (1) writing / illustrating of news OR 2 – 3 sentences about themselves or their home; provide sentence starters if necessary. (2) Phonic activity: learners play a game of Snap!

**ASSESSMENT: Formal: recorded Assessment Task 3:** Use the learners' written work during the week to rate them against the following milestone:

- Begins to use capital letters and full stops, including capital letters for names

## THIRD TERM: WEEK 8 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 2 | • Listens for the detail in stories and answers open-ended questions<br>• Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news / describe an object eg a toy<br><br>Focused listening activities (listens for details in a story) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1, 5, 6<br>**LO 6** AS 1, 2 | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing | • Singing/acting out repetitive action rhymes and songs<br><br>Phonics: Teach ***-ang***<br><br>Handwriting: Capital letter: **A** | Phonics: Teach ***-ing***<br><br>Handwriting: Capital letter: **A** | Phonics: Teach ***-ong***<br><br>Handwriting: Capital letter: **K** | Phonics: Teach ***-ung***<br><br>Handwriting: Capital letter: **K** | Phonics: Building up and breaking down 3-letter words |
| **READING**<br>**LO 3** AS 1, 2, 4, 5<br>**LO 6** AS 1 | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words | Shared Reading of a short written text<br><br>Group reading: Groups 3 & 4 | Shared Reading activity based on a poster eg of a special day<br><br>Group reading: Groups 1 & 2 | Shared Reading activity based on a poster eg a sports event<br><br>Group reading: Groups 3 & 4 | Shared Writing of a poster advertising a school event<br><br>Group reading: Groups 1 & 2 | Shared Reading activity based on a poster eg a Health poster<br><br>Group reading: Groups 3 & 4<br><br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Writing / illustrating own news | Making of a small copy of a simple poster | Cloze procedure activity | Making of a small copy of a simple poster | Writing / illustrating own news or personal writing |

| WEEK 8 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 2, 3 **LO 2** AS 2 |
| MILESTONES | • Listens for the detail in stories and answers open-ended questions<br>• Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas |
| RESOURCES | • A suitable toy to discuss with learners eg a teddy bear.<br>• A simple story for the listening activity. |

**DAILY ACTIVITIES**

**DAILY:**

- Begin the day by discussing the charts and any special happenings for the week.
- The last Assessment Task for the third term includes a milestone requiring learners to use interesting words and descriptions when speaking. An easy way to assess this is to have learners bring an object to school to describe to the rest of the class, eg a favourite toy. Demonstrate this by bringing an object from home eg a teddy bear, to describe to the learners. Model using languages from other Learning Areas in your description.
- At the beginning of the week explain to learners that, each day for the next two weeks, you will listen to 4 – 5 learners talking about a special toy. It should, preferably, be something that belongs to them but, alternatively, it could be a picture. Organise this by telling learners on which day they must speak, eg one reading group could talk over two days.
- On Monday learners tell their own family news. Thereafter, each day, a few learners will talk about a toy – with every learner having the chance to speak by the end of two weeks. Give other learners the opportunity to ask questions. **Assess a few learners every day as part of the Oral component of Assessment Task 4.**

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg listens for details in a story.
  - Either tell a story to learners or let them listen to a story on a cd or cassette. Before starting the story tell learners what information they must listen for in the story.
  - Afterwards ask questions to check the details in the story. They can also draw a picture about the story. **Use this for Assessment Task 4.**

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 4:** During News, as learners talk about a special toy, rate them, recording specific problems, against the following milestones:

- Uses interesting words and descriptions when speaking
- Understands and uses appropriate language of different learning areas

**Note: You can also use your observations of learners' spoken language in all three Learning Programmes.**

Use the focused, listening activity to rate the learners against the following milestone:

- Listens for the detail in stories and answers open-ended questions

| **WEEK 8** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2 |
| **MILESTONES** | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing |
| **NOTE** | The focus this week is on the consonant digraph ***ng.*** This occurs in a number of high frequency words so learners need to be able to both decode and encode such words. |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Introduce the ***-ng*** consonant digraph***.*** Spend time explaining how the letters ***n*** and ***g*** are such "special friends" that when they are found together they talk with a single, but very different voice.
- On this day focus on words ending in ***–ang.*** First practise saying the sound and then ask learners if they can tell you any words containing this sound. (Having the learners tell you the words is valuable. However it is not always feasible as there may be many different ways of spelling a particular sound. With ***–ng*** words however this is no problem.) Guide the learners to identify words such as, ***bang, gang, hang, rang, sang*** and perhaps even ***fang.***
  ***Note:*** *The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*
- Sound out the words, letting different learners each sound one word. Discuss their meanings and point out that these words also rhyme. For Task 2 for Writing the learners can copy and illustrate the words, underlining the ***–ang***.

HANDWRITING

- Teach the capital letter **A**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **a** and compare the size, starting and ending points and position on the line. Remind learners of the formation of lower case **c.**
- Learners write **Aa** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern.

**DAY 2:**

PHONICS

- Introduce ***–ing*** words and list some on the board such as ***king, ring, sing, wing, sting.*** Sound them, underline the ***–ing*** and talk about what the words mean.
- For Task 1 for Writing write the words as a list but muddle the letters of each word eg ***gnik***. The learners must write the words correctly and draw a picture for each. **Use as part of Assessment Task 4.**

HANDWRITING

- Revise the formation of letter ***Aa*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Aa*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *Ants ate an apple.*

**DAY 3:**

PHONICS

- Teach ***-ong*** words such as ***song, gong, long,*** and ***dong***. Sound them out and talk about their meaning. Make up a sentence using each of the words. For Task 1 for Writing, cover the ***–ong*** words in the sentences; the learners copy the sentences adding the correct the words. **Use as part of Assessment Task 4.**

HANDWRITING

- Teach the capital letter **K**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **k**, so that learners link the sound to the two forms of the letter and compare the size, the starting and ending points and position on the line. Learners write ***Kk*** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Teach ***-ung*** words such as ***sung, hung, stung, rung*** and ***lung***. Sound them out and talk about their meaning. You could also talk about the difference between *sun* and *sung, run* and *rung.*
- Task 2 for Writing: learners can do a worksheet in which they must draw a line through the words containing ***_ng.*** Example of a worksheet:

| | | |
|---|---|---|
| **lung** | **ran** | **mat** |
| **fin** | **rung** | **sit** |
| **jam** | **ham** | **sung** |

| | | |
|---|---|---|
| **din** | **hang** | **which** |
| **pot** | **bang** | **fan** |
| **tin** | **sang** | **no** |

| | | |
|---|---|---|
| **stir** | **hit** | **not** |
| **hung** | **stung** | **lung** |
| **an** | **the** | **for** |

| | | |
|---|---|---|
| **tub** | **the** | **on** |
| **fan** | **in** | **pit** |
| **thing** | **wing** | **sting** |

HANDWRITING

- Revise the formation of letter ***Kk*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Kk*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *Keep looking for the keys.*

**DAY 5:**

PHONICS

- Do an oral activity to revise the single sounds and the letter-sound relationships. Give them strips of paper to write simple, 3-letter words. Begin by saying the word and then sounding it out, eg *hat h-a-t.* Then only sound out the word, eg *h-a-t.* Next only say the word so that the learners have to break it down into separate sounds themselves, eg *hat.* Finally say the names of the letters that make up a word – here you could introduce a few 4-letter words. Keep the activity short – not more than 10 words in all.
- Afterwards write the correct answers on the board and let the learners mark each other's responses.

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Formal: recorded Assessment Task 4:**

Use Days 2 & 3's Phonics tasks to rate learners against the following milestone:

- Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk

| WEEK 8 | READING |
|---|---|
| LO/ASs | **LO 3** AS 1, 2, 4, 5 **LO 6** AS 1 |
| MILESTONES | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words |
| NOTE | This week the focus will be on interpreting information from a visual/graphical text – a poster. Grade 1 learners have not reached a level at which they can engage meaningfully in reading and understand most posters. It is enough that they come to realise that a poster provides some information eg about health or an event such as a competition or sporting event. |
| RESOURCES | • New Shared Reading texts – posters. Try and find several different posters that are colourful, have large writing and pictures, but not too much written text. In addition the topic should be fairly relevant and accessible to learners.<br>• Flashcards with new vocabulary |

**DAILY ACTIVITIES**

**DAY 1:**

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**

**DAY 2:**

- Shared Reading activity
  - Explain to learners that this week they are going to be reading something different – not a story but different posters and pictures.
  - Display a suitable poster that advertises a special day such as Arbor Day or Water Week. Ask learners what the poster is about. (They might have already looked at it earlier in the year.) Point out the heading in big writing and read it to the learners. "Read" the poster with the learners – both the written text and the pictures. If there is a lot of written text you may prefer to simply explain to learners what information is given in a paragraph. Always keep the discussion at the learners' level. The purpose of letting learners work with posters is for them to understand what a poster is, who it is written for and what type of information is included. Ask learners if they have ever seen any other posters.
    ***NB:** Use the discussions this week to assess the milestone, "Interprets information from an illustration or poster" for **Assessment Task 4**.*

- Explain the tasks for the Group Reading session including Task 2. Learners make their own, small poster in their exercise books by writing a heading and drawing a picture. They can copy the heading from the poster you displayed eg “Save our Trees”, and draw their own picture underneath.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners’ Reading skills for Assessment Task 4.**

**DAY 3:**

- Shared Reading activity
  - Display the previous day’s poster and introduce a new one on a different topic eg a sports event.
  - Briefly re-cap the discussion of the previous day and then ask learners what they think the new poster is advertising. (You could introduce words such as “advertising” and “advert”.) Point out and read the different headings. “Read” the poster with the learners – both the written text and the pictures. If there is a lot of written text, simply explain to learners what information is given in a paragraph. Ask learners if they have ever seen any other, similar posters. **Use for Assessment Task 4.**
  - As a class, using Shared Writing, make a poster to advertise a school event. If possible use a real, forthcoming school event. Plan it first by identifying a possible title (heading), what information needs to be included, and what pictures can be added. List some of this information on the board or on flipchart paper to keep for the next day. Use the following headings:
    - Event
    - Starting time
    - Date

    Use this information to write a sentence, eg *The soccer match starts at 9.00 on 3 March.* Cover the date and starting time to make a cloze procedure activity for learners.
- Explain the tasks for the Group Reading session including Task 2 – learners write the sentence adding the date and starting time. (This is a simple exercise that develops the skill of being able to transfer information from one form to another.)
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners’ Reading skills for Assessment Task 4.**

**DAY 4:**

- Shared Reading activity
  - Using the Shared Writing technique, make a poster to advertise a school event, possibly using the information from the day before. Use a large sheet of paper and plan where the information will be placed. You could write it in first by using a light pencil. Once there is agreement on the format use large letters for the writing. Either you or the learners could draw the pictures.
  - Afterwards, stand back and critique your poster. How can you make the next one better? eg bigger writing and pictures, use kokis, space the words better etc **Use for Assessment Task 4.**
- Explain the tasks for the Group Reading session including Task 2. Learners make their own, small poster in their exercise books by writing a heading and drawing a picture. They can copy the heading from the poster the class made, and draw their own picture underneath.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**

**DAY 5:**

- Shared Reading activity
  - Display a different type of poster eg a Health poster. Discuss this in a similar way to that you used with other posters. **Use for Assessment Task 4.**
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**
- **Paired reading** – Continue as in previous weeks.

**ASSESSMENT: Formal: recorded Assessment Task 4:** During Class/Group reading time rate the learners 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 phonics decoding skills when reading
- Shows an understanding of punctuation when reading aloud
- Recognises at least 100 sight words

Use the discussions on the posters to rate the learners against the following milestone:

- Interprets information from posters

| **WEEK 8** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 2, 3 |
| **MILESTONES** | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: learners copy and illustrate the ***–ang*** words, underlining the ***–ang***.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners write the muddled words correctly and draw a picture for each (2) Learners make their own, small poster in their exercise books by writing a heading and drawing a picture. They can copy the heading from the poster displayed in the classroom, eg “Save our Trees”, and draw their own picture underneath.

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: the learners copy the ***–ong*** sentences adding the correct ***–ong*** words (2) a cloze procedure activity

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners complete a worksheet in which they must draw a line through the words containing ***_ng***. (2) learners make their own, small poster of a school event in their exercise books by writing a heading and drawing a picture.

**DAY 5:** Explanation of activities for the Group Reading session (1) writing / illustrating of news OR 2 – 3 sentences about their interests or their family; provide sentence starters if necessary. (2) paired reading

**ASSESSMENT: Informal, unrecorded assessment of:** ability to write a personal text

**LEARNERS AS WRITERS**

Let the learners develop their own books for the classroom!

You could use a discussion around a Shared Reading story as a starting point. (It provides not only the idea but also a model text that you can copy and adopt.)

Sophie, a Grade 1 Soweto teacher, was reading a story to her learners about a group of children who came together to start a new school. In the story, each child introduced herself and told the rest of the class where she came from. “Hello. My name is _____ and I’m from _____.”

Sophie asked her learners to do the same. She was surprised to see how many different places her learners had come from.

She used this idea to motivate her learners to write about themselves. She gave each of them a sheet of paper on which they copied and completed the sentence, drawing a picture of him / herself underneath. She displayed them on a wall in the classroom.

The next day one of the learners asked if they repeat the activity but write something else about themselves. Proud of their achievement, the learners made a list of what they wanted to know about each other. This included hobbies, pets, favourite foods, favourite sports and so on.

Over the next week the learners wrote a new, longer book about themselves. Some even bought pictures of themselves to add to ‘their’ page.

## SUGGESTED ASSESSMENT TASKS: TASK 4: WEEKS 8 / 9

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 2 | • Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas<br>• Listens for the detail in stories and answers open-ended questions | Wks 8 & 9<br>Wk 8 | • Use the learners' descriptions of their toy (4-5 learners per day)<br>• Use the focused listening activity |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1, 5, 6<br>**LO 6** AS 1, 2 | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing | Days 2 & 3 Wk 8<br>Day 2 Wk 9 | • Phonics: Days 2 & 3's written activities<br>• Handwriting: use one handwriting lesson |
| **READING**<br>**LO 3** AS 1, 2, 4, 5<br>**LO 6** AS 1 | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words | Wk 8<br>Wks 8 & 9 | • Use the discussions on a poster<br>• Use Group reading time |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Wk 9 | • Assess Days 1 and 5's writing of own news and a card |

## THIRD TERM: WEEK 9 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 2 | • Listens for the detail in stories and answers open-ended questions<br>• Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news / describe an object eg a toy<br>• Focused listening activities (listening game) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1, 5, 6<br>**LO 6** AS 1, 2 | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>• *Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing | • Singing/acting out repetitive action rhymes and songs<br>Phonics: Teach ***-amp***<br>Handwriting: Capital letter: **V** | Phonics: Teach ***-ump***<br>Handwriting: Capital letter: **V** | Phonics: Teach ***-and***<br>Handwriting: Capital letter: **W** | Phonics: Teach ***-end***<br>Handwriting: Capital letter: **W** | Phonics: Teach ***-ent*** |
| **READING**<br>**LO 3** AS 1, 2, 4, 5<br>**LO 6** AS 1 | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words | Shared Reading of a short written text<br>Group reading: Groups 3 & 4 | Shared Reading + prediction using a Big Book<br>Group reading: Groups 1 & 2 | Shared Reading + giving opinions using a Big Book<br>Group reading: Groups 3 & 4 | Shared Reading / discussions on a Big Book<br>Group reading: Groups 1 & 2 | Shared Writing of a Get Well card<br>Group reading: Groups 3 & 4<br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Writing / illustrating own news | Sentence completion based on a Big Book | Sentence completion based on a Big Book | Drawing picture of one of the characters | Writing / illustrating a card eg Get Well card |

| WEEK 9 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 2, 3 **LO 2** AS 2 |
| MILESTONES | • Listens for the detail in stories and answers open-ended questions<br>• Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas |

**DAILY ACTIVITIES**

**DAILY:**

- Begin the day by discussing the charts and any special happenings for the week.
- Continue with the previous week's activity with a few learners talking about a toy every day. Ensure that every learner will have had the chance to speak by the end of this week. Give learners the opportunity to ask questions. **Assess a few learners every day as part of the Oral component of Assessment Task 4.**

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: eg listening game. Play a game in which the learners have to respond to spoken instructions. Tell the learners that you are going to **tell** them to do certain actions eg putting their hands on their heads. Warn them that you will also be doing the actions but sometimes you will catch them out because you will do the wrong action. They must listen carefully!

**DAILY:** read-aloud story or poem

**ASSESSMENT: Formal: recorded Assessment Task 4:** During News, as learners talk about a special toy, rate them, recording specific problems, against the following milestones:

- Uses interesting words and descriptions when speaking
- Understands and uses appropriate language of different learning areas

**Note: You can also use your observations of learners' spoken language in all three Learning Programmes.**

| **WEEK 9** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2 |
| **MILESTONES** | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing |
| **NOTE** | Working with consonant blends at the end of words continues this week with ***–mp, -nd*** and ***–nt.*** Unlike digraphs such as ***–ng,*** in a consonant blend one can still hear the two sounds so these blends present less of a challenge to learners than the consonant digraphs. Even if the learners don't remember that, for example, ***m*** and ***p*** make ***mp,*** they might still possibly be able to decode words by sounding the letters separately. However it is valuable to expose learners to high frequency words that contain these blends, even if you do not spend as much time on them as you might for the digraphs. |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Introduce the ***-mp*** consonant blend***.*** Explain how the letters ***m*** and ***p*** are such "special friends" that they are found together at the end of words.
- On this day focus on words ending in ***–amp*** such as ***lamp, camp, damp, ramp, stamp, cramp.***

  ***Note:*** *The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*
- Sound out the words, letting different learners each sound one word. Discuss their meanings and point out that these words also rhyme. For Task 2 for Writing the learners can copy and illustrate some of the words, underlining the ***–amp***.

HANDWRITING

- Teach the capital letter **V**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **v** and compare the size, starting and ending points and position on the line.
- Learners write ***Vv*** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern.

**DAY 2:**

PHONICS

- Introduce ***–ump*** words and list some on the board such as ***lump, bump, pump, jump, dump, hump, stump.*** Sound them, underline the ***–ump*** and talk about what the words mean.
- For Task 1 for Writing write the words as a list but muddle the letters of each word eg ***pmbu.*** The learners must write the words correctly and draw a picture for each.

HANDWRITING

- Revise the formation of letter ***Vv*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Vv*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *Very soon Vicky will have it.*
  **Use for Assessment Task 4.**

**DAY 3:**

PHONICS

- Teach ***-and*** words such as ***band, hand, and, land, rand, sand*** and ***stand***. Sound them out and talk about their meaning. Let learners work in pairs or small groups to make up a sentence using one of the words. Write some of these sentences on the board. For Task 1 for Writing, cover the ***–and*** words in the sentences; the learners copy 3 – 4 of the sentences adding the correct words.

HANDWRITING

- Teach the capital letter **W**. Point out the starting and ending points, size, direction of movement and position on the line. Remind learners of the formation of **V.**
- Revise the lower case letter **w**, so that learners link the sound to the two forms of the letter and compare the size, the starting and ending points and position on the line. Learners write ***Ww*** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Teach ***-end*** words such as ***end, bend, send, lend*** and ***mend***. Sound them out and talk about their meaning.
- Task 2 for Writing: give learners a worksheet containing a Word Search using ***-end*** words.

HANDWRITING

- Revise the formation of letter ***Kk*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Kk*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *Keep looking for the keys.*

**DAY 5:**

PHONICS

- Introduce ***–ent*** words and list some on the board such as ***lent, bent, went, sent, rent, tent, dent.*** Sound them and talk about what the words mean. As a class make up sentences using at least TWO of these words in one sentence and record them on the board. Read the sentences as a class and also let some learners read a sentence on their own or in pairs.

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Formal: recorded Assessment Task 4:**
Use Day 2's handwriting task to rate learners against the following milestones:

- Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place
- Writes words with correct spacing

**WHAT IS 'SCAFFOLDING'?**

These Lesson Plans speak about 'scaffolding' learners.
What does this mean in practice? Put simply, it is the teacher temporarily assisting (guiding) learners to know how to do something so that later they will be able to do the same task alone.
This may entail (1) a demonstration by the teacher (2) doing an activity together with the teacher or (3) giving learners a writing frame or sentence starter.

Recipes help to scaffold our cooking! They give us initial guidance on what to use and how to make the dish. Once we are familiar with the recipe we are quick to adapt it and make it our own. That is our aim for our children.

| WEEK 9 | READING |
|---|---|
| LO/ASs | **LO 3** AS 1, 2, 4, 5 **LO 6** AS 1 |
| MILESTONES | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words |
| NOTE | For the last two weeks of the term the Reading activities will be based on a Big Book – or a story with illustrations. |
| RESOURCES | • A new Shared Reading book – a Big Book<br>• Flashcards with new vocabulary<br>• Examples of cards eg a Get Well card |

**DAILY ACTIVITIES**

**DAY 1:**

- Show the learners a few cards (eg Get Well cards) and read the messages inside. Talk about why and when we send cards to people.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**

**DAY 2:**

- Shared Reading activity
  - Introduce the new Shared Reading book – a Big Book. Show the learners the cover and the title and discuss what they think the book will be about. Link this topic to learners' own worlds.
  - Write some of the words on flashcards as new vocabulary and teach these together with other new words.
  - Start reading the book to the learners, pointing to the words as you read. You should read slowly enough for learners to take in the story. Pausing briefly at the end of sentences and reading with expression also helps comprehension. Focus also on "reading" the illustrations – *We can learn more about the story and the characters from the illustrations. What does this picture tell us?*
  - At about a quarter of the way through the story, stop at a point where something has happened so that you can ask learners to predict what will happen next. Let learners discuss in pairs or small groups what is going to happen in the story.

- Record 2 - 3 of the ideas on the board using short, simple sentences. Eg *I think that Nana will get lost in the forest.* (Accept all their ideas – don't try to steer them towards guessing the right answer. It's more fun if the story is different from what they expect.)

- Explain the tasks for the Group Reading session including Task 2 - learners copy one of the sentences and draw a picture of what they think will happen in the story.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**

**DAY 3:**

- Shared Reading activity
  - Revise the new vocabulary using flashcards.
  - Read the book to the learners, pointing to the words as you read.
  - Stop at a point where you ended the previous day and remind learners of their predictions.
  - Continue reading the story. Stop once or twice more to discuss their predictions and also the illustrations.
  - Afterwards, ask learners whether they liked the story or not, explaining why.
    ***NB:*** *It's important that every learner has the chance to respond first to the story from a personal perspective before beginning to discuss other things in the text. Learners also need to know that they have a right to their opinion – even if others don't agree.*
    Write two options for Task 2 for Writing. You could give learners two choices to complete the sentences:
    - I liked the story. It was….  OR  I didn't like the story. It was…..
- Explain the tasks for the Group Reading session including Task 2 – learners copy the sentences and draw a picture about the story so far.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**

**DAY 4:**

- Shared Reading activity
  - Before beginning to re-read the story, identify two or three main characters and write their names on the board. Ask different groups to listen carefully when you read the story to find out more about one of the characters. Give the groups one character to listen for.

- Re-read the whole of the Big Book story, stopping a few times to ask questions to ensure comprehension and discuss some of the illustrations.
- Give each group a few minutes to talk about their character and then let each group share what it remembers about each character. Record a few key points about each character. For Task 2 for Writing each learner can choose one character to draw and add a caption. Let them draw their character on A4 paper so they can show others the following day.

- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**

**DAY 5:**

- Shared Reading activity
  - Reread the story with the learners joining in.
  - Let the learners show and talk about their pictures in their groups.
  - Use a happening in the story as the context for writing a card eg a Get Well card. Make a large, class, Get Well card. Talk about what you find on the front of a card and what type of information goes in the inside. For Task 2 for Writing learners make their own card using a sheet of A4 paper and write a message in it. (Either use the story as a context or a real life situation.)
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Concentrate on the use of different decoding skills, making sure that every learner is able to use basic phonics skills to break down unknown words. **Assess a few learners' Reading skills for Assessment Task 4.**
- **Paired reading** – Continue as in previous weeks.

**ASSESSMENT: Formal: recorded Assessment Task 4:** During Class/Group reading time rate the learners 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 phonics decoding skills when reading
- Shows an understanding of punctuation when reading aloud
- Recognises at least 100 sight words

| **WEEK 9** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 2, 3 |
| **MILESTONES** | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news **Use for Assessment Task 4.** (2) phonic activity: learners copy and illustrate some of the ***–amp*** words, underlining the ***–amp***.

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners write the muddled ***–ump*** words correctly and draw a picture for each (2) learners copy one of the sentences and draw a picture of what they think will happen in the story.

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners copy 3 – 4 of the sentences adding the ***-and*** words. (2) learners complete one of the options, giving their opinion on the story: *I liked the story. It was….* OR *I didn't like the story. It was…..*

**DAY 4:** Explanation of activities for the Group Reading session (1) phonic activity: learners do a worksheet containing a Word Search using ***-end*** words (2) learners draw one character from the story on A4 paper and add a caption.

**DAY 5:** Explanation of activities for the Group Reading session (1) learners make their own card using a sheet of A4 paper and write a message in it. **Use for Assessment Task 4.** (2) paired reading

**ASSESSMENT: Formal: recorded Assessment Task 4:** Use the learners' written work on Days 1 & 5 to rate them against the following milestones:

- Writes at least two sentences of own news or shared writing using the past tense
- Writes a message on a card e.g. a get well card
- Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat

## THIRD TERM: WEEK 10 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| **ORAL / LISTENING AND SPEAKING**<br>**LO 1** AS 2, 3<br>**LO 2** AS 2 | • Listens for the detail in stories and answers open-ended questions<br>• Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas | • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc<br>• Learners share their news<br><br>Focused listening activities (responds to instructions – makes a simple visual aid) | | | | |
| **PHONICS / HANDWRITING**<br>**LO 3** AS 4, 5<br>**LO 4** AS 1, 5, 6<br>**LO 6** AS 1, 2 | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>• *Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing | • Singing/acting out repetitive action rhymes and songs<br><br>Phonics:<br>Teach ***-old***<br><br>Handwriting:<br>Capital letter:<br>**N** | Phonics:<br>Teach ***–lt - ft***<br><br>Handwriting:<br>Capital letter:<br>**N** | Phonics:<br>Making a visual aid for revision<br><br>Handwriting:<br>Capital letter:<br>**M** | Phonics:<br>Bingo game using consonant blends<br><br>Handwriting:<br>Capital letter:<br>**M** | Phonics:<br>Bingo game using consonant blends |
| **READING**<br>**LO 3** AS 1, 2, 4, 5<br>**LO 6** AS 1 | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words | Shared Reading of a short text<br><br>Group reading:<br>Groups 3 & 4 | Shared Reading of a Big Book + discussions of the illustrations<br><br>Group reading:<br>Groups 1 & 2 | Shared Writing of sentence starters / discussion on how to write a story.<br><br>Group reading:<br>Groups 3 & 4 OR<br>Paired reading | Shared Writing of sentence starters / discussion on how to write a story.<br><br>Group reading:<br>Groups 1 & 2 OR<br>Paired reading | Shared Reading of own stories<br><br>Group reading:<br>Groups 3 & 4<br>OR<br>Paired reading |
| **WRITING**<br>**LO 4** AS 3, 4, 5, 6<br>**LO 6** AS 2, 3 | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat | Writing / illustrating own news | Adding speech bubbles to a picture | Writing the first two sentences of a story | Completing the writing of a story | Writing of a final draft of a story. |

| WEEK 10 | ORAL WORK / LISTENING AND SPEAKING |
|---|---|
| LO/ASs | **LO 1** AS 2, 3 **LO 2** AS 2 |
| MILESTONES | • Listens for the detail in stories and answers open-ended questions<br>• Uses interesting words and descriptions when speaking<br>• Understands and uses appropriate language of different learning areas |

**DAILY ACTIVITIES**

**DAILY:**

- Begin by discussing the charts and any special happenings.
- Learners share their news and possibly any plans for the holidays.

**AT LEAST ONCE DURING THE WEEK:**

- Focused listening activity: - following instructions. Link this to the paper folding and cutting activity on Day 3 in Phonics.

**DAILY:** read-aloud story or poem

**ASSESSMENT: Informal unrecorded Assessment** of learners' ability to follow oral instructions.

| **WEEK 10** | **PHONICS / HANDWRITING** |
|---|---|
| **LO/ASs** | **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2 |
| **MILESTONES** | *Phonics*<br>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk<br>*Handwriting*<br>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place<br>• Writes words with correct spacing |
| **RESOURCES** | • Prepare a sheet of 16 different words using the consonant blends and make enough copies so each learner can have 3 words. |

**DAILY ACTIVITIES**

**DAY 1:**

PHONICS

- Introduce the ***-old*** consonant blend***.*** Explain how the letters ***l*** and ***d*** are such "special friends" that they are found together at the end of words. Also talk about the sound the *'o'* makes.
- Let learners work in groups to find words that end in ***–old.*** Give them scrap paper to try out words by adding a letter to the front, eg ***h + old.*** They can write a list of their words and talk about what each word means. Let each group share one of the words it has made and explain its meaning. List each correct word on the board.
- For Task 2 for Writing the learners can copy and illustrate some of the words.

HANDWRITING

- Teach the capital letter **N**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **n** and compare the size, starting and ending points and position on the line.
- Learners write ***Nn*** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You could also include a pattern.

**DAY 2:**

PHONICS

- Introduce some ***–lt and -ft*** words and list some on the board such as ***belt, felt, melt / left, lift, soft.*** Sound them and talk about what the words mean.
- For Task 1 for Writing the learners can choose four of the words to write and illustrate.

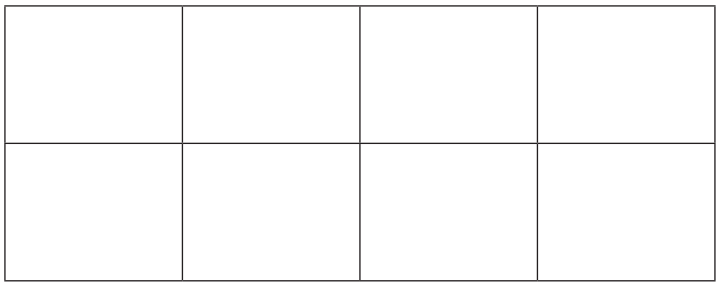
HANDWRITING

- Revise the formation of letter ***Nn*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Nn*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *Never say never!*

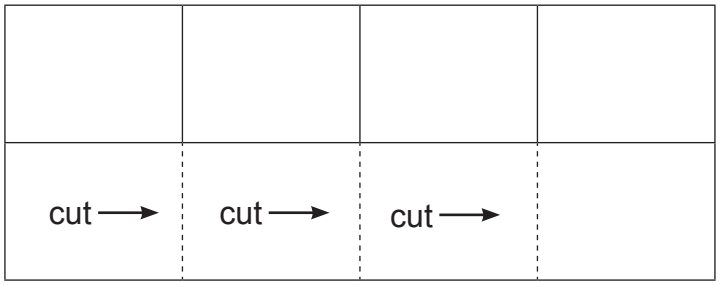
**DAY 3:**

PHONICS

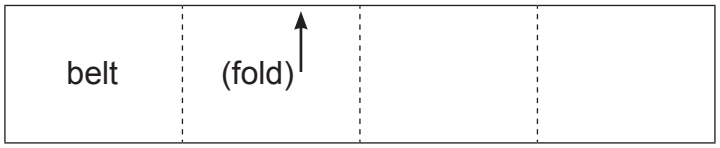
- Use an activity from Week 9 of Term 2 in which learners make a simple visual aid to revise some consonant blends and digraphs taught this term:
- In this activity learners do paper folding and cutting to create a fun way of testing their knowledge. Do the folding and cutting as a class **as the Focused Listening activity for the week,** leaving the learners to do the writing and drawing during Group Reading time.
- Give each learner an A4 sheet of paper to fold twice width-wise (hamburger-style) and then once lengthwise (hot-dog-style). (This will give them eight rectangles.)



- They must make 3 cuts from the edge of the paper (longwise) to the centre of the page.




- Now they must fold the paper lengthwise so they have four flaps.




- During the group Reading time learners choose words eg belt, to write on the top of each flap. Then they lift each flap to draw a picture of the word beneath the flap. Learners can read the word and then lift the flap to check if they read the word correctly.
  ***Tip:*** *Once the learners are used to making this visual aid or chart you can repeat it for many activities. It's fun!*

HANDWRITING

- Teach the capital letter **M**. Point out the starting and ending points, size, direction of movement and position on the line. Remind learners of the formation of **N.**
- Revise the lower case letter **m**, so that learners link the sound to the two forms of the letter and compare the size, the starting and ending points and position on the line. Learners write ***Mm*** in their books. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern also.

**DAY 4:**

PHONICS

- Use a **Bingo game** to revise the **-l, st-** and **-r** blends at the beginning of words (eg **br-, cr-, dr-, gr-, pr-, tr, cl-, fl-, gl-, pl-, sl-, st-**). Write 16 four-letter words containing one of the blends on different squares of paper (divide an A4 sheet into 16 rectangles). Divide the squares among the learners so every learner gets at least three squares. (You will need to make several copies of the sheet of words.) Let each learner read his/her words to the group.
- Sound out one of the words (don't say the whole word). The learner who has that word shouts "Bingo". Although more than one learner has the same word, the winner is the one who shouts out first. You can reward the learner by giving the winner a star, a sweet or a point for his / her team.

  **Note:** *Collect the words at the end of the activity so you can use them again on day 5.*

HANDWRITING

- Revise the formation of letter ***Mm*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Mm*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *My mom makes munchy muffins.*

**DAY 5:**

PHONICS

- Repeat the Bingo game from the previous day. Ensure that every learner receives different words to those of the day before.

**DAILY:** Sing/act out a repetitive action rhyme or song.

**ASSESSMENT: Informal unrecorded Assessment** of learners' oral recognition of consonant blends.

| WEEK 10 | READING |
|---|---|
| LO/ASs | **LO 3** AS 1, 2, 4, 5 **LO 6** AS 1 |
| MILESTONES | *Shared reading*<br>• Interprets information from posters<br>*Group guided reading:*<br>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story<br>• Uses phonics decoding skills when reading<br>• Shows an understanding of punctuation when reading aloud<br>• Recognises at least 100 sight words |
| RESOURCES | • The previous week's Shared Reading book – a Big Book |

**DAILY ACTIVITIES**

**DAY 1:**

- Let the learners read a short text, a song, riddle or rhyme together or in pairs. You could write a nonsense rhyme on the board using different learners in the class. Eg Tall Tim talks too much to Thami.
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures.

**DAY 2:**

- Shared Reading activity
  - Re-read the Shared Reading book – a Big Book with the learners joining in.
  - Go back to the beginning of the book and have learners re-tell the story using only the pictures. Use vocabulary such as, "*In the beginning…"* or *"At first…", "Then"* and *"In the end…".* At the same time point out small, interesting details in the illustrations – often illustrators add extra details that add to the interest of the story.
  - Some illustrations also use speech bubbles – discuss these as well. Draw two stick figures on the board and add empty speech bubbles. Talk about what could be written in the speech bubbles.
- Explain the tasks for the Group Reading session including Task 2 - learners draw their own pictures and add a few words into the speech bubbles.
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures.

**DAY 3:**

- Shared Writing activity
  - Explain to the learners that they are going to write their own short story but you will be giving them lots of help!
  - Let them talk in pairs to first decide (1) the two main characters in their story and (2) what will happen to their characters.
  - Together with the learners write the first two sentences of the story that everyone can use.
    - For sentence 1 they could begin: *Once upon a time there were two children called ___ and ___. OR In a big house in a village lived….. OR There was once …..*
    - Sentence 2 could explain what happened, eg *One day when they went to the shop…*
- Explain the tasks for the Group Reading session including Task 2 – learners write the first two sentences of their story (preferably on paper).
- Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. (You might choose to do paired reading on this day as learners may need your help in writing their story.)

**DAY 4:**

- Shared Reading activity
  - Learners finish the first draft of their story:
    - Guide the learners to write 1 or 2 sentences saying what happened.
    - Finish with a last sentence giving the end of the story: "*In the end…"*
  - Learners write the rest of their story as Task 2 for Writing. (Collect the papers afterwards and correct some spellings for them.)
- Group Reading activities:
  - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. (You might choose to do paired reading on this day as learners may need your help in writing their story.)

**DAY 5:**

- Shared Reading activity
  - Return the corrected stories to the learners.
  - The learners can rewrite their stories on paper and add a picture. Make sure they give their stories a title and sign them as authors. They can read their stories to their partner or to the rest of their group. If there is time let some learners who want to, read their stories to the class. Display the stories around the walls of the classroom.

- If there is time, do Group Reading activities:
  - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures.
- **Paired reading** – Continue as in previous weeks.

**ASSESSMENT: Informal, unrecorded assessment of:** ability to use speech bubbles.

## THE GREAT POETRY RACE

A fun way of encouraging children to read the same text a number of times is to make it a game. (Multiple readings of the same text help improve fluency.)

Choose a simple, four-line poem that learners will enjoy reading. It could include sight words needing reinforcement, vowel sounds you have recently taught, or dialogue requiring expression. Introduce the poem to the learners during shared reading. Then give each learner a copy of the poem and a form with directions and a place for signatures. In a set amount of time (eg a week) the learners need to read the poem to as many people as possible. After the learner has read it, the person signs the form and could make a comment. The learner with the most signatures wins a small prize.

| **WEEK 10** | **WRITING** |
|---|---|
| **LO/ASs** | **LO 4** AS 3, 4, 5, 6 **LO 6** AS 2, 3 |
| **MILESTONES** | • Writes at least two sentences of own news or shared writing using the past tense<br>• Writes a message on a card e.g. a get well card<br>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat |
| **NOTE** | During this week learners can focus on writing their own simple story. If you provide a framework in the form of sentence starters and show them what to write in each sentence all the learners should be able to achieve this. |

**DAILY ACTIVITIES**

**DAY 1:** Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: learners copy and illustrate some of the ***–old*** words

**DAY 2:** Explanation of activities for the Group Reading session (1) phonic activity: learners choose four ***–ft / lt*** words to write and illustrate (2) learners draw a picture of two figures and add a few words into the speech bubbles..

**DAY 3:** Explanation of activities for the Group Reading session (1) phonic activity: learners make a simple visual aid to test their phonic knowledge (2) learners write the first two sentences of their story (preferably on paper).

**DAY 4:** Learners write the rest of their story on paper.

**DAY 5:** Explanation of activity for the Group Reading session: learners write a neat copy of their story.

**ASSESSMENT: Informal, unrecorded assessment of:** ability to write a simple story.

***Notes:***

***Notes:***

***Notes:***