Foundations For Learning

Foundation Phase Literacy Lesson plans

Third term

Grade 2

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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 weather, birthdays, date, class and school activities etc									
	Learners tell daily news									
	Focussed listening / speaking activities									
	Weekly reading aloud of story / poem									

Phonics & Handwriting	Singing / acting out repetitive songs and rhymes									
	Revision of initial consonant blends **-r** and **-l**	Revision of end consonant blends **-ng, -ld, -lt, -nd, -ft, -nt**	Revision of **st +** teach: **ai** vowel blend	Revision of **ck** + teach **ay** vowel blend:	Revision of consonant diagraphs: **ch, sh, th,** and **wh**	Teaching of vowel blend **oi** + **homophones**	Teaching of vowel blend **oy,** and **short ea**	Revision of vowel blends: **ee, ea, oa**	Onset and rime in more complex patterns eg **dr-eam, scr-eam, str-eam**	Revision of **magic e**
	Handwriting: revision- upper & lower case letters: **Cc, Oo**	Handwriting: revision- upper & lower case letters: **Aa, Dd**	Handwriting: revision- upper & lower case letters: **Gg, Ll**	Handwriting: revision- upper & lower case letters: **Hh, Bb**	Handwriting: revision- upper & lower case letters: **Kk, Tt**	Handwriting: revision- upper & lower case letters: **Ff, Ee**	Handwriting: revision- upper & lower case letters: **Ii, Nn**	Handwriting: revision- upper & lower case letters: **Rr, Mm**	Handwriting: revision- upper & lower case letters: **Pp. Ss**	Handwriting: revision- upper & lower case letters:**Vv, Ww**

Reading	Discussions / activities using a **Shared visual text: a conversation poster or picture**	Discussions / activities using a **visual text: a advert**	Discussions / activities using a **visual text: an information poster**	Discussions / activities using **Shared reading/ writing using a story from a Learner's Book / Reader**	**Shared Writing of a story based on a drawn picture**	Discussions / activities using **Shared reading and shared writing based on a comic story**	Discussions / activities using **Shared reading and shared writing of a short, 'silly' story**	Discussions / activities using **Shared reading of reference texts: a dictionary and encyclopaedia**	Discussions / activities using **Shared reading using a story from a Big Book**	Discussions / activities using **Shared reading of simple non-fiction texts**
	Group Reading using same-ability groups, at least twice a week with each group: introduction of new sight words, reading for fluency from a reader(s), questioning									
	Paired reading									

Writing	All learners write **at least one paragraph of own news using personal dictionaries**									
	Writing activities linked to shared reading and shared writing									
	Group writing of a descriptive paragraph	Group/pair writing of an advert Sentences expressing an opinion	Cloze procedure exercise Activity on alphabetical order	Written comprehension Synonyms and antonyms Punctuation activity	Shared writing of a story	Cloze procedure exercise Group / paired writing of a short description	Matching beginnings and ending of sentences	Written comprehension Activity on alphabetical order	Sentences describing a story character	Creates a mind map Shared writing of a descriptive paragraph (non-fiction)
	Individual writing activities									
		Paragraph describing an advert	Paragraph describing a poster	Expressive text eg Get Well card	Story (one paragraph)	Poem or song	A 'silly' story	1 – 2 paragraphs on personal experiences	Story (one paragraph)	Reflective paragraph

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL, LISTENING & SPEAKING	**PHONICS & HANDWRITING**	**READING**	**WRITING**
WEEK 1	Listening & speaking activity		Shared Reading	
WEEK 2	Daily News time Listening & speaking activity	Phonics activity	Group Reading Shared Reading	
WEEK 3	Daily News time Listening & speaking activity	Phonics activity (word search) Handwriting	Independent, paired Reading	Written news Alphabet activity
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Daily News time Listening & speaking activity Problem-solving in Numeracy		Group Reading Written comprehension Phonics activity	Writing of a Get Well card
WEEK 5		Phonics revision activity Handwriting	Learner's written story Independent Reading	Writing of a story
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily News time Listening & speaking activity	Phonics activity	Group Reading Shared Writing	Writing of Daily News
WEEK 7	Daily News time Listening & speaking activity	Phonics activity Handwriting	Independent Reading	Writing of a story
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Daily News time Problem-solving in Numeracy Role plays		Group Reading	
WEEK 9	Daily News time Listening & speaking activity	Phonics activities Handwriting	Shared Reading	Writing of a story
WEEK 10		Phonics revision activity		
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	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news <u>Listening and Speaking activities</u> • Weekly focused listening activity (says poems and rhymes and does the actions) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Teaching of initial consonant blends. **-r, -l** <u>Handwriting</u> • Revision of upper and lower case letters – one per day: ***Cc, Oo*** + writing a sentence.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a conversation poster/large picture • Shared writing of a descriptive paragraph (group activity) • Introduction of new vocabulary <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups. • Paired reading

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Spells words using phonics and personal dictionary

WEEK 1	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5
MILESTONES	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice
NOTE	The practice of starting each day with a few learners sharing their news and discussing the day's activities etc continues. Focused Listening and Speaking activities can take place later in the day. During the term, provide a range of opportunities for learners to listen (to instructions, stories, poems, other learners) and to speak (in role plays, telling news, describing objects or situations, telling jokes and riddles and interviewing a visitor to the class as well as speaking in class and group discussions). The Assessment Tasks provide the focus per week.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day and the term etc.
- Learners tell personal news. During the first week, try to give all the learners the chance to share something they did during the holidays. Remind others of the need to listen without interrupting – give them a chance to ask questions for clarification.
- On Day 1 you could write class news on the board to remind them of how to write their own news eg to tell news without repetition.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Use the Listening and Speaking activities this week to teach at least one new poem and rhyme. Keep them short but add appropriate actions that help learners to understand the meaning and co-ordinate their speech with the actions. Make sure your instructions to the learners are clear and specific. You could vary the actions so that learners really have to concentrate and listen carefully. **Use for Assessment Task 1.**

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 1:
Use your observations of the learners' participation in the Listening and Speaking activities to rate them against the following milestone:

- Listens to a sequence of instructions and responds appropriately

Note: There will be a further opportunity to assess this milestone in Week 2.

WEEK 1	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTES PHONICS	By the end of the **second term** learners should be familiar with the **sh, ch, th, wh** consonant digraphs, **oo, ee, ea** vowel diagraphs, magic **e** and a number of 2-letter consonant blends. These are revised during the **third term** while five new vowel digraphs are introduced. It is not enough for learners to be able to recognise the diagraphs. The emphasis is on using these diagraphs to (1) build up words (encoding) and (2) break words down into separate sounds (decoding). At least once every two weeks make provision for an **oral lesson** in which you (1) say the word and learners have to break it down in their heads and then write it down and (2) say the separate sounds, eg p-ai-n, and learners have to either write or say the word. Use these oral lessons also to check individual learners' ability to decode and encode words containing consonant and vowel digraphs.
HANDWRITING	During the second term learners should have revised all the upper and lower case letters. The focus during the third term is on **correctly copying written text**, words and short sentences, from the board or from writing strips. This is not a new skill – learners have been doing this from the first term of Grade 1. Use the activity to revise the correct letter formation, the spacing of letters in a word, and also words in a sentence and the use of capital letters and full stops. At the same time, you can use it as an **informal spelling activity** by using sight words and words using the week's phonic sounds. To reinforce this, have an informal spelling test on a Friday in which learners have to write the sentence from memory – a mini dictation.

DAILY ACTIVITIES

DAY 1

PHONICS

During the previous term you and the learners worked with consonant and vowel diagraphs – two consonants or vowels that are often found together and talk with a single voice as they are "special friends". Explain to the learners that during this week they are going to work with special friends of two letters, ***r*** and ***l -*** two days with each. (This is revision of Grade 1 work and First term Grade 2.)

Use the first combination ***gr*** to revise the learners' understanding of consonant blends. Let the learners practise saying the sounds separately at first and then gradually bringing them together until the two sounds merge. You could have two learners act this out. (Note the difference between consonant blends and digraphs – in a blend one can still hear the two separate sounds whereas in a digraph a single, new sound is made.)

- On Day 1 focus on ***–r*** words in ***gr:*** : ***grab, gran, green, greet, grid, grin, grip, grit, grape.*** Give the learners the opportunity to sound these words, also revising the vowel diagraphs at the same time.
- For Task 2 for Writing learners can choose 6 – 8 words to copy and illustrate.

DAY 2
PHONICS

- Write <u>one</u> word on the board for each of the other ***–r*** words: ***cr, dr, fr, pr, tr.*** Sound out each of the words.
- Give each group one of the blends and ask them to see how many words they can find that begin with their two letters. They must be able to say what each word means or use it in a sentence.
- After a few minutes each group can share their words with the rest of the class. Write them (correctly) on the board. These could include:
  - **crab, crack, cry, cream, creep, cross**
  - **drum, dress, drip, dream, drop**
  - **from, frog, fry, frill, freeze, frame, froze**
  - **pram, pritt, prod, pray, prick**
  - **trap, trip, tree, trod, try, track**
- Try to include also the names of the learners in the lists where possible.
- For Task 1 for Writing learners can choose ONE word from each list and write a sentence with each.

DAY 3
PHONICS

- Introduce words that contain ***–l*** blends, beginning with ***sl-*** such as **slap, slam, slack, sleep, sleeve, slip, slit, slid, slim, slot.**
- Have the learners practise saying the letters separately and then together, before sounding out each word.
- Let them work in pairs to make sentences with some of the words. Each pair can then read out their sentence to the rest of the class. Write 3 – 4 of their sentences on the board. Cover the ***sl-*** word in each sentence. For Task 1 for Writing the learners copy the sentences adding the missing words.

DAY 4

PHONICS

- Introduce words that contain other ***-l*** blends, for example:
  - **flag, flat, flan, flick, flock, flop, flee, fly**
  - **club, click, clock, cluck, clean**
  - **plod, plus, plum, plan, pluck, plot, please, plate**
- Have the learners practise saying the letters separately and then together, before sounding out each word.
- Draw pictures on the board or on a worksheet of 6 – 8 of these words. The learners write the correct word under each picture and the either copy or colour in the pictures. (Task 1 for Writing)

DAY 5

PHONICS

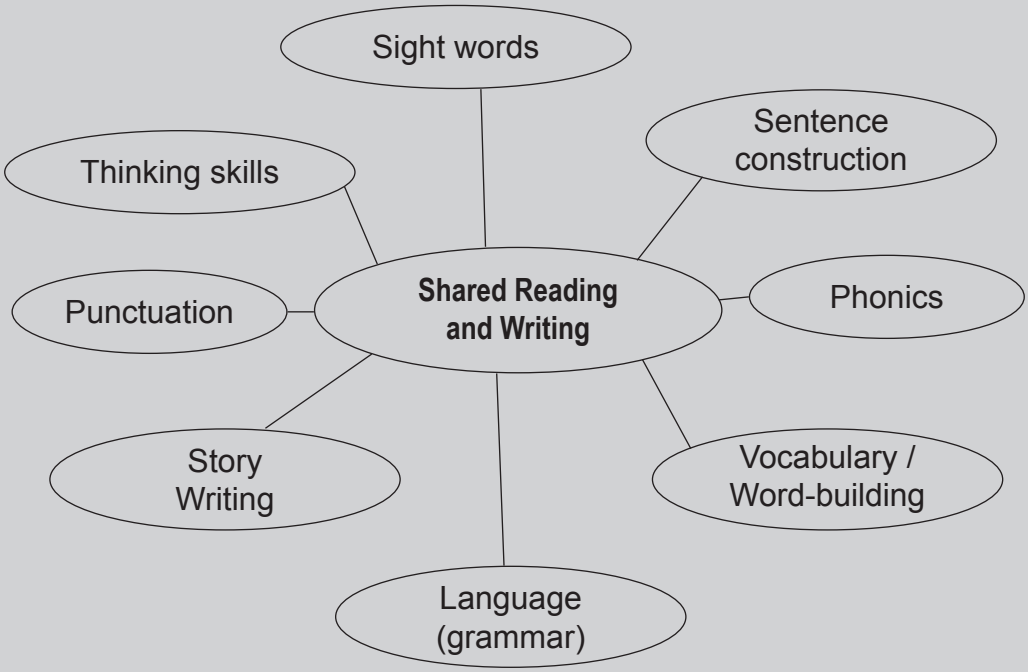
- Give learners a sheet of paper to fold and cut into 8 rectangles. In each rectangle they write one of the following blends: **cl, pl, sl, gr, tr, cr, fr, dr (or fl** and **pr)**
- As you call out words starting with these blends the learners must hold up the correct blend. To start with make it easier by sounding out the word as well. You can use this to informally assess the learners' ability to recognise consonant blends.

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Cc*** and ***Oo*** this week. Demonstrate the upper and lower case letters on the board before learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter. Talk about the need for finger spaces between words, capital letters at the beginning of a sentence and spacing within a word. Handwriting/Spelling sentences for this week could be: *Clean the open clock, please. Open and clean the clock, please.* (Point out phonic sounds at the same time.)

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Informal: unrecorded assessment of learners' ability to recognise consonant blends.

WEEK 1	**READING**
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4
MILESTONES	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures
NOTES	The Shared Reading and Writing of different texts remain as the starting point of the Literacy lesson not only for reading but also for other aspects (grammar, vocabulary, sight words, punctuation, writing etc):  **Choice of texts: In addition to stories, learners should be reading other texts, including simple non-fiction, information texts such as posters and advertisements as well as fun texts such as comics and magazines. The first week of the term uses a visual text as a starting point for shared writing.**
RESOURCES	• A visual text – a large picture (conversation poster) or illustration. • Smaller pictures for use by groups.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading using a visual text: an illustration or large picture / conversation poster.

- Display a visual text, possibly linked to the theme you are using. Show the learners how to "read" such a text by looking at the main focus of the picture and then at other details and the background. Help learners to interpret "the main idea" of the picture, ie what the picture is about. Use phrases such as, "in the centre" and "in the background". You could begin by asking learners what they can see in the picture and simply listing their responses on the board. You could read the list with the learners and then ask them what the picture is about – moving from the details to making a generalisation about the main idea. Together with the learners write 1 – 2 sentences explaining what the picture is about. Use the discussions to revise prepositions such as *in, behind, in front of, under* and *over.*
- For Task 2 for Writing learners can write their own sentences about what they can see in the picture.

DAY 3: Shared Reading using a visual text: an illustration or large picture / conversation poster.

- Display the picture and read the vocabulary words again.
- Write 4 – 5 questions on the board - concentrate on the important aspects of the picture rather than insignificant details. Most questions can require only one-word answers but include at least one open-ended question requiring learners to give their opinion. Use this for Task 2 for Writing.

DAY 4: Shared Writing using a visual text: an illustration or large picture / conversation poster.

- Together with the learners create a simple story from the picture, writing it on the board or on flipchart paper. (It will help if you already have an idea for a story in your mind.) You could:
  - Begin by writing a sentence introducing the story. You could use phrases such as, "Once there was….", "One day…." or "In the village…."
  - Write a sentence introducing the characters and saying what they decided to do.
  - Write 1 – 2 sentences about what happened.
  - Write a concluding sentence to say how the story ended.
- Read the story with the learners. Cover a few words and use it as a cloze procedure exercise for Task 2 for Writing.

DAY 5: Shared Writing in groups based on a picture

- Read the previous day's Shared Writing story.
- Give each group of learners a smaller picture or use one from a Learner's Book. Explain to learners that each group is going to write a paragraph describing their picture. You could give them sentence starters such as:
  - This is a picture of……
  - In the centre of the picture…..
  - In the background….
  - We can also see…….
  - We think that……..
- Remind learners of the need to read their sentences to check for spelling mistakes and words left out.
- For Task 2 for Writing learners write their group's sentences into their exercise books. **Use this towards Assessment Task 1.**

Note: *This will take much of the lesson so there will probably not be time for group reading – do paired reading instead.*

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency. Focus on the use of decoding and comprehension skills:

- Monday and Wednesday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

ASSESSMENT: Formal: recorded Assessment Task 1: use the Group Writing activity to rate learners, recording any problems, against the following milestone:

- Interprets information from an illustration, magazine photograph, poster, advertisement

Note that there will be a further opportunity to assess learners against this milestone in Week 2.

WEEK 1	WRITING
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

By this stage of Grade 2 most learners are able to write more fluently and easily. They are able to write simple sentences using a limited vocabulary. This week's writing tasks involve learners writing their own news and working in a group to write a description of a picture. Other written tasks consolidate the phonics or the shared writing activities.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news about their holiday. (2) Phonics activity learners choose 6 – 8 ***gr*** words to copy and illustrate.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners choose ONE word from each list of ***-r*** words and write a sentence with each (2) learners write their own sentences about what they can see in the class picture.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy 3 - 4 sentences adding the missing ***sl-*** words. (2) written comprehension based on the visual text

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write the correct word under each ***-l*** picture and the either copy or colour in the pictures (2) cloze procedure exercise using the shared writing story.

DAY 5: Explanation of activities for the Group Reading session (1) Phonics revision activity (2) learners write a paragraph in groups about a picture.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to do shared writing as a group.

THIRD TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities • Weekly focused listening activity (following a sequence of instructions) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	Phonics • Singing / acting out a repetitive action rhyme / song • Teaching of ***–ng*** consonant digraph and end consonant blends of **-ld, -lt, -nd, -ft, -nt** Handwriting • Revision of upper and lower case letters – one per day: ***Aa, Dd*** + writing a sentence.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	Shared reading and writing / Word and sentence level work • Shared reading and discussions using advertisements • Shared writing of a short description • Introduction of new vocabulary • Presentations on the group discussions Group, guided and independent reading and writing • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes sentences / a paragraph describing an advert / giving opinions • Group / pair work to write an advertisement. • Spells words using phonics and personal dictionary

WEEK 2	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5
MILESTONES	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. In this context closed questions would involve simply asking for more clarity of detail, ie the facts. Open-ended questions would expect the learner to give an opinion or share feelings. **Use for Assessment Task 1.**
- On Day 1 learners will write a paragraph on personal experiences.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Provide further opportunities for learners to listen and respond to a sequence of instructions.
- The previous week the learners responded in a practical way by doing the actions. This week provide activities that involve drawing or writing but begin with a short practical activity requiring learners to do two or three actions simultaneously. Remind learners that they need to listen to all three instructions first before moving. For example, you could ask learners to close their eyes, fold their arms and bend forwards.
- Give learners a picture or diagram to colour in. For example, you could give learners an outline of the South African flag and give them instructions, one at a time, on how to colour it in. Then tell the learners about the flag and the correct way it should be placed. You could divide the learners into pairs. One member is blindfolded while the partner gives instructions on how to pin the flag the right way up on the wall. It's not as easy as it sounds and learners often battle to know how to explain that the flag is upside down, back-to-front etc. Emphasise that there must be no peeping and no doing it for the partner. It's so tempting to grab it from the partner's hand and do it for them! **Use this for Assessment Task 1.**

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 1:
During News time over the next two weeks rate the learners, recording specific problems you have noticed, against the following milestone:

- Listens without interrupting showing respect for the speaker and asking questions for clarification

Use your observations of the Listening and Speaking activities to rate the learners against the following milestone:

- Listens to a sequence of instructions and responds appropriately

The Oral / Listening and Speaking times provide an opportunity to link Numeracy and Literacy. As the learners share their news and experiences and as you tell stories discuss how we find solutions to different problems that come in our lives.
Use vocabulary such as 'problem', 'solve' 'solution' so learners come to realise that problems are, always, part of our lives – every day in fact. Somehow we have to find a way to solve every one.
In Numeracy learners do problem-solving on a weekly basis. You can talk about these types of problems in your Oral Literacy time.

WEEK 2	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTE	This week's Phonics activities focus on revising consonant blends at the end of a word. These should have been introduce in Grade 1 and taught during the first term of Grade 2. They should therefore not be new to learners. It is suggested that at 2 - 3 days be spent on the ***ng*** ending as this appears in many high frequency words. The other days can be used to revise two-letter consonant blends.
RESOURCES	• Prepare a worksheet to revise some consonant blends at the end of words.

DAILY ACTIVITIES

DAY 1

PHONICS

- Remind learners that the previous week they met certain "special friends" of ***r*** and ***l.*** For example, in words beginning with ***gr*** these two letters can be heard, close together, at the beginning. This week they are going to meet other "special friends" found at the end of words.
- On Day 1 focus on ***–old*** words as in ***-old:*** : ***old, hold, cold, fold, gold, sold, told.*** Point out also that the ***"o"*** vowel makes a different sound – it says its name. Give the learners the opportunity to sound these words and then make a sentence with each word (orally only).
- For Task 2 for Writing learners can choose 6 – 8 words to copy and illustrate.

DAY 2

PHONICS

- Write one or two words on the board for each of the following consonant blends : ***-ft (***eg ***left, lift) –nt (***eg ***ant, went), -lt (***eg ***felt, belt) –nk (***eg ***bank, pink).*** Sound out each of the words and emphasise the consonant blend. The learners should be able to hear both consonants at the end of the words.
- Point out the blends in the learners' names where applicable.
- For Task 1 for Writing give learners a worksheet to revise these blends or use an activity from a Learner's Book. **Use for Assessment Task 1.**

DAY 3

PHONICS

- Introduce the ***–ng*** consonant diagraph. Remind learners that the letters ***n*** and ***g*** are such "special friends" that when they are found together they talk with a single, very different voice. (Note the difference between consonant blends and digraphs – in a blend one can still hear the two separate sounds whereas in a digraph a single, new sound is made.)
- Give each seating group one of the following digraphs (***-ang, -ing, -ong, -ung***) and ask them to find as many words as they can that containing this ending. (Having the learners find words in this way is always a good idea. However it is often not possible as there may be many different ways of spelling a particular sound. With ***–ng*** words, however, this is not a problem.)
- Give each group an opportunity to share their words with the rest of the class. You could write them on chart paper to make lists of the different Word families. These could include:
  - ***-ang: bang, gang, hang, rang, sang, fang, clang***
  - ***-ing: king, ring, sing, wing, sting, fling, thing, string***
  - ***-ong: song, gong, long, dong, wrong***
  - ***-ung: sung, hung, rung, lung: stung, flung***

  NB: *You may well find that learners will give you words such as "sun" instead of "sung". Guide learners to hear the difference in the sounds.*
- For Task 1 for Writing the learners choose one word from each of the Word Families and write sentences using the four words.

DAY 4

PHONICS

- Revise the ***–ng*** words from the day before, making sure learners can recognise the different endings.
- Write either on the board or in a worksheet short phrases explaining (defining) 4 – 6 of the words, eg
  - We sing this (song)
  - Birds fly with these (wings)
  - Mom wears one on her finger (ring)
  - To hit something (bang)
  - Bees _____ (sting)
  - A group of boys (gang)
- Read and discuss the phrases – refer learners to the lists of words you wrote the day before. Learners copy the phrases and add the correct word for each (Task 1 for Writing).

DAY 5

PHONICS

- Do an oral activity to revise the ***–ng*** digraph***.*** Call out words starting with this digraph, sounding it out at the same time so learners hear the vowel in the middle as well. The learners can write them down in a list on a piece of paper and check their own answers.

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Aa*** and ***Dd*** this week. Demonstrate the upper and lower case letters on the board before learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter. Talk about the need for finger spaces between words, capital letters at the beginning of a sentence and spacing within a word. Handwriting/Spelling sentences for this week could be: *Aunt Diane drives her dog. Does Aunt Diane drive her dog?* (Point out the use of the question mark.)

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 1: Use the Phonics activity on Day 2 to rate learners, recording specific problems, against the following milestone:

- Recognises initial and end consonant blends

WEEK 2	READING
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4
MILESTONES	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures
RESOURCES	• Another type of visual text eg advertisements from newspapers and magazines with at least one large, 2-page advert. • Sheets of newspaper containing adverts

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a large, newspaper advertisement

- Display a large advertisement from a newspaper – a two-page advert from one of the supermarkets would be ideal. Discuss the advert using questions such as:
  - Have you seen this type of advert before? If so, where? How have you seen people use it?
  - What is shown in the advert? List some of them on the board, at random. (List at least 16 items as the learners will be doing an activity based on this list during the Group reading.)
  - Where can you buy these things? Point out the name of the supermarket in the advert.
  - What information is given for each item? (often a picture and the price + the size/mass)
- Read through the list of products you wrote on the board and clarify meanings. Discuss with the learners how these can be grouped (classified), eg things we eat, use for cleaning, wear etc.
- Identify four different groups and draw a table divided into four squares, eg

We wear: • • •	**We eat:** • • •
We drink: • • •	**We clean with:** • • •

- For Task 2 for Writing the learners copy the table and list the words in the correct block.

DAY 3: Shared Reading/Writing based on the large advert used the previous day

- Cut out each item from the previous day's advert so that each pair of learners has one item. (You might also need to cut up another, similar advertisement if necessary.)
- Give each pair one of the items and ask them to discuss their item with their partners and then write a short description of their item. Write a framework on chart paper and use it to write a sample text. For example:
  - This is an advert for……
  - It costs…….
  - It weighs…….
  - We can use it for…….
  - We can buy it at……
  - We think that you should buy it because……..OR We think that you should not buy it because……..

  Point out to learners that the verbs (doing words) in these sentences are in the present tense.
- For Task 2 for Writing, each pair writes their own description and edits it for spelling and punctuation errors. Then they can give it to another pair to read and comment on. If there is time let some learners read their descriptions to the rest of the class. **Use this as part of Assessment Task 1.**

  Note: *Collect the adverts for use the next day.*

DAY 4: Shared Reading using advertisements

- Begin by displaying another large advert – try to use one that sells a different product, eg cars. Talk about it with the learners using similar questions to those you used on Day 1. Ask learners how this advert is different from that they saw earlier in the week. (You can't display it as you have already cut it up!) You could list the similarities and differences in two columns.
- Give each group of 2 – 4 learners a page of a newspaper which contains some adverts. Give them a short time to talk about (1) what is being sold, and (2) who is selling the products. Let each group tell the rest of the class about their adverts. Write some of the vocabulary on the board.
- For Task 2 for Writing learners write about their advert. You could give them sentence starters:
  - This advert is selling……
  - You can buy them at……
  - I would like to buy……. because…… **Use this as part of Assessment Task 1.**

DAY 5: Shared Reading based on an advertisement

- Display either the previous day's advert or another, different advert. Talk about how the seller persuades you to buy a product, eg it is cheap, it is better than others, you need it/must have it, you will be more beautiful/smarter, etc. Keep the discussion at a simple level but help learners to begin to see how the seller is trying to make you buy his/her product.
- For Task 1 for Writing let learners work in pairs or groups to make their own advert. They will need to:
  - Decide what they want to sell and give their product a name
  - Draw it and write the price
  - Write a caption

  Note: *As this will take some time you will probably not be able to do more than one written task on this day. Do paired reading instead of group reading.*

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency. Focus on the use of decoding and comprehension skills.

- Monday and Wednesday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

Use for Assessment Task 1.

ASSESSMENT: Formal: recorded Assessment Task 1: use the Group Reading sessions to rate learners, recording any problems, 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 and comprehension skills when reading unfamiliar texts

Use the Shared Reading / Writing activities to rate learners, recording any problems, against the following milestone:

- Interprets information from an illustration, magazine photograph, poster, advertisement

  Note that there was an opportunity to assess learners against this milestone in Week 1.

WEEK 2	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks are based on the Phonics and Shared Reading activities.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family. (2) Phonics activity: learners choose 6 – 8 words ending in ***–old*** to copy and illustrate

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners choose 6 – 8 words containing consonant blends to copy and illustrate (2) learners copy a table and list the words from the advert in the correct block.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners choose one word from each of the Word Families and write sentences using the four words. (2) learners work in pairs to write a description of an item and edit it for spelling and punctuation errors. Afterwards they can give it to another pair to read and comment on.

DAY 4: Explanation of activities for the Group Reading session:
(1) Phonics activity: learners copy the phrases and add the correct word for each
(2) learners write about an advert. They can use sentence starters:

- This advert is selling……
- You can buy them at……
- I would like to buy……. because…….

DAY 5: Explanation of the writing activity based on the Shared Reading session: learners work in pairs or groups to make their own advert. They will need to:

- Decide what they want to sell and give their product a name
- Draw it and write the price
- Write a caption

ASSESSMENT: Informal: unrecorded assessment of learners' ability to write sentences describing and giving their opinions on different adverts.

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

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice	1 / 2 2 / 3 Wk 3	• Use the listening & speaking activities • Use the discussions during news time • Use the listening & speaking activities
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	Wk 2 Wk 3 Wk 3	• Use the Phonics activity on Day 2 • Use the Word Search • Handwriting: use one handwriting lesson for assessment
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	1 / 2 2 3	• Assess learners during shared reading time • Assess learners during group reading (eg 2 - 4 learners per group per day) • Use your observations of learners' independent, paired reading
WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	3 3	• Use the learners' written News on Day 1 • Use the Alphabet activity on Day 5

THIRD TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news <u>Listening and Speaking activities</u> • Weekly focused listening activity (practical activities responding to instructions) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Teaching of ***ai*** vowel diagraph + revising ***st***. <u>Handwriting</u> • Revision of upper and lower case letters – one per day: ***Gg, Ll*** + writing a sentence.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using an information poster • Shared writing of a descriptive paragraph • Cloze procedure exercise • Introduction of new vocabulary <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes sentences/a paragraph describing an information poster • Spells words using phonics and personal dictionary • Activity based on sorting words according to alphabetical order (first two letters)

WEEK 3	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5
MILESTONES	• Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Tells simple stories varying tone and volume of voice
NOTE	• Prepare instructions for practical activities.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. In this context closed questions would involve simply asking for more clarity of detail, ie the facts. Open-ended questions would expect the learner to give an opinion or share feelings. **Use for Assessment Task 1.**
- On Days 1 and 5 learners will write 1 - 2 paragraphs (6 sentences) on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic. Let learners discuss in pairs what they are going to write about. **(Day 1's discussion will be part of Assessment Task 1 for Writing.)**

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Tell learners a short, very familiar story but don't tell them the title. As you speak, model how to vary the tone and volume of your voice. Once you have finished telling your story, ask learners to guess the title.
- Divide learners into pairs or small groups and let each learner tell a short story that they are familiar with but without saying the title. The partner or group members have to guess the title of the story. You could continue this 'game' during both the listening and speaking activities this week as it will give you the chance to observe all your learners. Remind learners that they must let the story-teller finish before they guess the title. **Use your observations for Assessment Task 1.**

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 1:
Use the listening and speaking activities to rate the learners, recording specific problems you have noticed, against the following milestone:

- Tells simple stories varying tone and volume of voice

WEEK 3	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises initial and end consonant blends • Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTE	During the term five new vowel blends (digraphs) need to be taught with at least one being introduced by the end of this week. This Lesson Plan therefore introduces ***ai*** during Week 3.
RESOURCES	• Prepare a Word Search using some ***ai*** words.

DAILY ACTIVITIES

DAY 1

PHONICS

- Explain to the learners that this week they will meet some new "special friends" ***a*** and ***i.*** Together they make a single, new sound (they say the name of the first letter) as in ***tail, fail, hail, pail, jail, mail, nail, rail, sail.*** As in previous lessons teach it using a story, game or song. Give the learners the opportunity to sound these words and then make a sentence with each word. (Point out the meaning of mail as in letters and parcels – not *male* as in "*man*"). Show learners word sums such as ***t + ail = tai (***or ***t + ai + l).***
- For Task 2 for Writing learners copy and "solve" the following "word sums" and then draw pictures: ***t + ail / p + ail / j + ail / m + ail / n + ail / r + ail s + ail***.

DAY 2

PHONICS

- Ask the learners to tell you the ***ail*** words they wrote yesterday. Write these on a chart.
- Let learners work in pairs to make up a sentence using at least two of the words. (Let learners use the plural of the words if necessary – explain that if they add an "s" they can use the words "nails".
- Write 4 – 6 sentences on the board each using one of the ***ail*** words. Make sure the sentence clearly shows the meaning of the word. For example: She hammered the nail into the wall to hang the picture. The bank robber went to jail. I stood on the cat's tail. The yachts sail on the sea. She carried a pail of water. The train runs on rails. Cover the ***ail*** words and let learners copy the sentences for Task 1 for Writing, adding the correct word.

DAY 3

PHONICS

- Introduce and clarify the meanings of the following ***–ain*** words: ***gain, main, pain, rain, stain, chain***. Practise breaking up each word into separate sounds ie ***g / ai / n***, firstly as a class and then in pairs. Revise the ***st*** sound in ***stain.***
- For Task 1 for Writing the learners write 3 – 4 sentences, each containing one of the ***–ain*** words. **Use for Assessment Task 1.**

DAY 4

PHONICS

- Write 8 - 10 ***–ai*** words on the board – use some ***ail*** and ***ain*** words but also add words such as ***wait, laid, paid, raid*** and ***aim***. Sound the words and clarify meanings. Give learners a Word Search containing some of the words written either horizontally or vertically. Use this for Task 1 for Writing.

DAY 5

PHONICS

- Do an oral activity to revise the ***ai*** digraph***.*** Give each learner two small pieces of paper and have them write one ***ai*** word on each.
- Make it a game by asking learners different questions, such as
  - Who has a word that ends in ***ai – t (***or ***ai – d*** or ***ai – n) ?***
  - Who has a word that begins with ***p - ai*** or ***t – ai*** or ***f – ai ?***
  - Does anyone have the word ***g-a-in*** or ***w-ai-t*** or ***s-ai-l?***
  - Who has a five-letter (or four-letter) word?

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Gg*** and ***Ll*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter. Talk about the need for finger spaces between words, capital letters at the beginning of a sentence and spacing within a word.

Handwriting/Spelling sentences for this week could be: *Go to lunch with Granny. Let me stay for lunch with Granny.* **Use for Assessment Task 1.**

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 1: Use **(1)** the Word Search based on ***ai*** words and **(2)** one of the handwriting lessons to rate learners, recording specific problems, against the following milestones:

- Recognises initial and end consonant blends
- Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread
- Builds and sounds words at level of phonetic knowledge
- Uses handwriting tools effectively eg pencil, rubber, ruler
- Forms upper and lower case letters with greater speed and accuracy

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 the aim of our teaching.

WEEK 3	READING
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 3, 4
MILESTONES	*Shared reading* • Interprets information from an illustration, magazine photograph, poster, advertisement *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills when reading unfamiliar texts *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures
RESOURCES	• An information poster eg Water Week, Arbor Day
NOTE	In our daily lives we constantly need to read information in our environment – notices in shops and offices, information on posters and charts etc. Many of us read more for information than for enjoyment. Reading posters helps young learners to develop this type of literacy. During the first term learners worked on visual texts, including a conversation poster. However, this term, the discussions are at a higher level as the milestone expects learners to be able to interpret information from a text such as a poster.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on an information poster

- Display a suitable poster on the board, eg an environmental poster. Those for Water Week, for example, are colourful, have large writing and are suitable for young learners. Help the learners 'read' the poster – the main heading, the written information (summarise if necessary) and the pictures. Talk about how the pictures / diagrams give extra information to help us understand the text. Write some new vocabulary on the board.
- For Task 2 for Writing learners copy the slogan from the poster and draw an appropriate picture.

DAY 3: Shared Reading based on an information poster

- Display the same poster used the previous day. Explain to learners that they must listen carefully as you 'read' the information as you will be asking them questions afterwards. Read it slowly, pausing to ask questions. You will probably need to summarise or simplify the information written on the poster as you 'read' it.
- Let learners work in pairs to discuss what they have learnt from the poster. Ask a few pairs to share with the rest of the class one fact they have learnt. Capture these on the board or on a flipchart in simple sentences.
- For Task 2 for Writing learners can answer the following questions. Provide sentence starters if necessary.
  - What is this poster about? Answer: This is a poster about…….
  - What have you learnt from this poster? Answer: I have learnt that……

DAY 4: Shared Reading / Writing based on an information poster

- Display the same poster used the previous two days.
- As a class write a paragraph summarising the information on the poster. Use the information from the previous day. Model how to write:
  - an introductory sentence eg *This is a poster about*….
  - 4 – 5 sentences about the most important information on the poster. (Concentrate on the important aspects rather than write about insignificant details. You can use some of the previous day's sentences.) Remind learners that you are writing in the present tense – what they can see *now.* Most of the stories they read use the past tense.
- For Task 2 for Writing use this as a cloze procedure exercise. Cover or erase some of the words. (You could list the words below the paragraph on the board.) Learners copy the paragraph adding the missing words.

DAY 5: Shared Reading based on a summary of an information poster

- Let learners read the previous day's summary of the poster in pairs or groups.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, focusing on identifying cause and effect and the giving of a personal opinion:

- Monday, Wednesday and Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

Use the learners' individual reading during these Group reading sessions as well as your observations of the learners' independent reading for Assessment Task 1.

ASSESSMENT: Formal: recorded Assessment Task 1: use the Group Reading sessions as well as your observations of their independent, paired reading to rate them, recording any problems, against the following milestones:

- Reads aloud to a partner
- Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures

WEEK 3	WRITING
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and to describe their experiences. Other activities focus on phonics, alphabetical order and comprehension.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write at least six sentences of their own news OR about their home. **Use for Assessment Task 1.** (2) Phonics activity: learners copy and "solve" the following "word sums" and then draw pictures: ***t + ail / p + ail / j + ail / m + ail / n + ail / r + ail s + ail***.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy 4 - 6 sentences and add the correct ***ail*** words. (2) learners copy the slogan from the information poster and draw an appropriate picture.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write 3 – 4 sentences, each containing one of the ***–ain*** words. (2) learners answer the following questions. Provide sentence starters if necessary.

- What is this poster about? Answer: This is a poster about…….
- What have you learnt from this poster? Answer: I have learnt that……

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: a Word Search containing some of the ***ai*** words written either horizontally or vertically (2) learners complete a cloze procedure exercise.

DAY 5: Explanation of activities for the Group Reading session
(1) Writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family.
(2) Revise alphabetical order.

- Say the alphabet through and then ask learners to find a particular letter in the alphabet. Up till now learners have been using only the first letter when putting words in alphabetical order.

- Remind learners how they write words in their personal dictionaries according to the first letter of a word. Explain that when you have a lot of words all beginning with the same letter it is difficult to find the letter you want so words can also be sorted according to the first two letters of a word. If possible show them a page from a dictionary so they can see how the words are listed.
- Write three words on the board, all starting with the same letter but with a different second letter. Write them in the correct order by looking at the second letter in the word as well. Write 3 – 4 rows of such words. In each row the three words should all begin with the same letter but have a different second letter. For Task 2 for Writing, learners copy the words in the correct alphabetical order. **Use this for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1: use the learners' written News on Day 1 and the Alphabet activity on Day 5 to rate them, recording any problems, against the following milestones:

- Participates in a discussion to choose a topic to write about
- Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news
- Uses correct grammar so that others can read and understand what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Builds own word bank and personal dictionary using the first two letters of the word to develop dictionary skills eg act, ant, ask

THIRD TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 7	• Listens to stories and predicts the ending, or makes up own ending for the story • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Numeracy	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities • Weekly focused listening activity (prediction) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	Phonics • Singing / acting out a repetitive action rhyme / song • Teaching of ***ay*** vowel diagraph + revising ***ck***. Handwriting • Revision of upper and lower case letters – one per day: ***Hh, Bb*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Answers higher order questions based on the passage read eg 'I think', 'I wonder' • Identifies some synonyms and antonyms • Draws conclusions and gives an opinion • Reads own and others writing *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	Shared reading and writing / Word and sentence level work • Shared reading and discussions using story in a Learner's Book or Reader • Shared writing of a descriptive paragraph • Introduction of new vocabulary / finding synonyms and antonyms • Oral and written comprehension Group, guided and independent reading and writing • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Uses correct grammar so that others can read and understand what has been written • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Writes an expressive text e.g. get well card, song, rhyme, etc. • Uses present, past and future tense correctly in writing • Identifies and uses pronouns correctly • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes an expressive text, eg Get Well card • Writes sentences giving their opinions on the story • Activity on punctuation, especially question marks • Spells words using phonics and personal dictionary

WEEK 4	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 7
MILESTONES	• Listens to stories and predicts the ending, or makes up own ending for the story • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Numeracy
NOTE	• Prepare a short story to tell learners. Unlike the longer stories you read to learners during shared reading time, here the emphasis is on listening to and understanding a simple plot and predicting an ending. You could make it a story about yourself, eg what happened when you went to the shop but forgot your money at home.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. Show learners how we vary our tone and volume of voice when we talk about different things or tell a story. **Use for Assessment Task 2.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Explain to the learners that you are going to tell them a short story. They need to listen very carefully so that they remember as much as possible about the story.
- Tell the story to the learners. It should be very short, have a simple storyline, few characters and be easy to remember as they will have to rely on their listening skills.
- Stop at a suitable point and discuss what has happened so far in the story. Ask them to predict how the story will end. Give each learner a piece of paper for them to draw what they think will happen. Emphasise that there is no “right answer” – and many children will have different ideas. They can add a sentence if they want. **Use this for Assessment Task 2.** Give the learners an opportunity to discuss their opinions either in pairs or groups or as a class.

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 2:
During News time over the next two weeks rate the learners, recording specific problems you have noticed, against the following milestones:

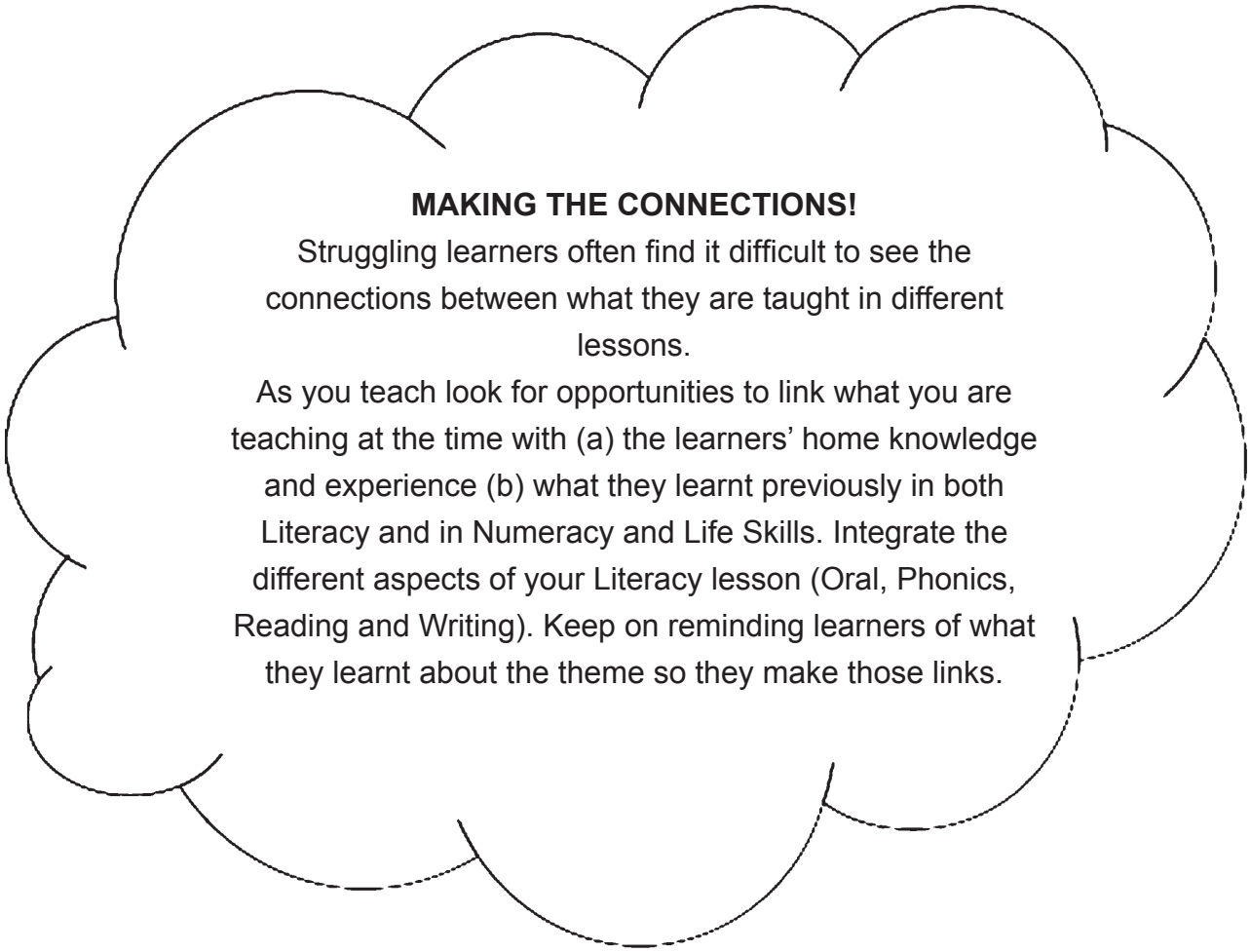
- Talks about personal experiences and more general news e.g. tells news
- Participates in discussions, asking and answering questions

Use your observations of the Listening and Speaking activities to rate the learners against the following milestones:

- Listens to stories and predicts the ending, or makes up own ending for the story
- Participates in discussions, asking and answering questions

In group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestone:

- Suggests solutions to a problem especially during Numeracy



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 4	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation
NOTE	For the second Assessment Task two new vowel blends (digraphs) need to be taught with at least one being introduced by the end of this week. This Lesson Plan therefore introduces ***ay*** during Week 4.

DAILY ACTIVITIES

DAY 1

PHONICS

- Focus this week on another of ***a***'s "special friends" ***y.*** Together they make a single, new sound. They say the name of the first letter – the same as ***ai*** which was introduced the previous week.
- Use a game, story or picture to introduce words such as ***pay, bay, day, gay, hay, lay, may, ray, say, way.*** List them on a chart or on the board (for use the next day) Give the learners the opportunity to sound these words. Then make a sentence with some of the words or talk about their meanings.
- For Task 2 for Writing learners can copy and illustrate 5 - 7 of the words.

DAY 2

PHONICS

- Revise the ***ay*** words from the previous day and add other words beginning with 2-letter consonant blends, eg ***tray, stay, play, clay, stray.*** Add these new words to the previous day's chart.
- Let learners work in pairs to make up a sentence using at least two of the words. (Let learners use the plural of the words if necessary – explain that if they add an "s" they can use the words "nails".
- For Task 1 for Writing, the learners can write 3 – 5 sentences of their own using the ***ay*** words.

DAY 3

PHONICS

- Revise the ***ay*** sound. Let each learner sound out at least one of the words by saying for example ***"p + ay = pay"***.
- Focus on the meaning of the words by either giving a brief definition, a synonym or an antonym. For example, ask learners which of the words:
  - means "*happy",* or *"speak"*

- is the name of a *month*
- is the opposite of "*night",*
- is something you can use to carry cups and saucers, OR they do at break time

Write 4 – 6 words on the board. For Task 1 for Writing the learners copy these and add the correct synonym or antonym. **Use for Assessment Task 2 for Reading.**

DAY 4

PHONICS

- Use this day to revise the ***ck*** digraph.
- Remind learners that these two letters are often together at the end of a word and make a single sound. Show them one or two of the words, pointing out that they can end in ***ack, eck, ick, ock,*** or ***uck.***. For Task 1 for Writing challenge the learners to write down as many words as they can think of that end in ***ck***. They could also look in their reading book to find other words.

DAY 5

PHONICS

- Do an oral activity to revise the ***ay*** digraph***.*** Call out 6 – 10 words ending with this digraph, sounding the word out at the same time. They can write down the answers on a piece of paper. If necessary, learners could also look at the chart you made at the beginning of the week. Towards the end of the activity, add 2 – 3 of the more difficult words eg *tray, stay, play, clay, stray*. Let them mark their own answers.

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Hh*** and ***Bb*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter. Talk about the need for finger spaces between words, capital letters at the beginning of a sentence and spacing within a word.

Handwriting/Spelling sentences for this week could be: *Has Bob been a bad boy before? Bob has been a bad boy before.*

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Day 3's written task to rate learners, recording any problems, against the following READING milestone:

- Identifies some synonyms and antonyms

WEEK 4	**READING**
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Answers higher order questions based on the passage read eg 'I think', 'I wonder' • Identifies some synonyms and antonyms • Draws conclusions and gives an opinion • Reads own and others writing *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures
RESOURCES	• A new shared reading text, a story, either in a Learner's Book or Reader, or a story you have written. All learners need to be able to see the text – at least one between two learners.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a story

- Introduce a new Shared Reading book from a learner's Book or Reader. Put up flashcards with new vocabulary and explain these words to the learners.
- Follow the same pattern as in previous terms, doing *Pre-reading, During reading* and *After reading* discussions.
- During Pre-reading talk about the title of the story and, as there is no cover picture to discuss, prepare learners for the story by giving them a broad outline of what the story is about. For example, you could say that you are going to read them a story about a girl who is given a new bike for her birthday. Then ask questions to link to learners' own worlds, eg *"What would you like for your birthday / Christmas?"*
- Begin reading the story, stopping after 1 – 2 paragraphs to check for understanding of the characters and the plot and to make sure they were following in their books. As learners also have the story in front of them they can re-read the first two paragraphs in pairs.
- For Task 2 for Writing learners do a word search to find 3 – 5 words in the first paragraph of the story. Write the clues on the board. eg a word meaning 'happy'; the opposite of cold; the name of the girl. Learners copy the clue and write the correct word.

DAY 3: Shared Reading based on a story

- Read the story again, continuing to the end, stopping once or twice to check that learners are following and understanding the plot.
- After finishing the book ask the learners for an initial response, eg: *What was the story about? What part of the story did they like / not like?*
- For Task 2 for Writing write on the board the following two sentence starters: *I like the part when…..* and *I didn't like the part when….* Learners copy and complete the sentences.

DAY 4: Shared Reading based on a story

- Let learners read the story together in their groups. Watch this carefully to make sure that all the learners are reading and not letting the others in the group read while they listen. Even if they don't know all the words they can follow the story by pointing to the words as they are being read.
- Write new vocabulary on the board and discuss the meaning, pointing out different phonic sounds.
- Ask questions about different paragraphs, focussing some of the questions on the punctuation. Make sure learners know what the words *sentence* and *paragraph* refer to. For example:
  - In the first paragraph: *how many full stops can you see?*
  - In the second paragraph: *can you see a question mark? Why is it there? Read the question aloud. What was the answer?*
- Talk also about the verbs in the story – are they in the past, present or future tense? You could point out and discuss different prepositions.
- For Task 2 for Writing learners can do an activity based on finding / writing questions. For example they could find and copy all the questions in the story (if this is appropriate to the story).

DAY 5: Shared Reading based on a story

- As a class, read the story together, stopping after every paragraph. Ask different questions requiring higher order thinking and draw conclusions. You could ask learners to give their opinion or explain why a character said something or did an action. You could also ask learners to say what they would have done if that had happened to them. Write 2 – 3 of such questions on the board and let learners discuss them with a partner. For Task 2 for Writing learners write responses to these questions. **Use for Assessment Task 2.**

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and expression.

- Monday, Wednesday and, possibly, Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

Note: *Learners will be writing a Get Well card or rhyme or Friday so you may decide to do paired or independent reading on that day.*

Use for Assessment Task 2.

ASSESSMENT: Formal: recorded Assessment Task 2: use the Group Reading sessions to rate learners, recording any problems, against the following milestones:

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

Use the Day 5's comprehension questions to rate learners, recording any problems, against the following milestone:

- Answers higher order questions based on the passage read eg 'I think', 'I wonder'
- Draws conclusions and gives an opinion

WEEK 4	WRITING
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Uses correct grammar so that others can read and understand what has been written • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Writes an expressive text e.g. get well card, song, rhyme, etc. • Uses present, past and future tense correctly in writing • Identifies and uses pronouns correctly • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news. Other activities focus on phonics, vocabulary and comprehension.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their interests. (2) Phonics activity: learners copy and illustrate 5 - 7 of the ***ay*** words

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write 3 – 5 sentences using the ***ay*** words. (2) learners do a word search to find 3 – 5 words in the first paragraph of the story. Learners copy the clues written on the board. eg a word meaning 'happy'; the opposite of cold; the name of the girl and add the correct word.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy 4 – 6 ***ay*** words and add the correct synonyms or antonyms. (2) Learners copy and complete the sentences giving their opinion of the story.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write down as many words as they can think of that end in ***ck***. ***e*** (2) learners do an activity based on finding / writing questions. For example they could find and copy all the questions in the story (if this is appropriate to the story).

DAY 5: Explanation of activities for the Group Reading session (1) writing / illustrating of a Get Well card (or rhyme). Use the context of the shared reading story or a real-life situation, eg a learner who is sick. This is not the first time learners have written expressive texts but remind them of the format. (An alternative would be to write a rhyme or song.) **Use for Assessment Task 2.** (2) learners write responses to 2 – 3 higher order questions.

ASSESSMENT: Formal: recorded Assessment Task 2: use the Day 5 writing of a get Well card to rate learners, recording any problems, against the following milestone:

- Writes an expressive text eg get well card, song, rhyme etc

Informal: unrecorded assessment of learners' ability to find words in a paragraph.

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 7	• Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Listens to stories and predicts the ending, or makes up own ending for the story • Suggests solutions to a problem especially during Numeracy	4 4 4	• Use learners' responses during news time • Use your observations of the listening and speaking activities • Use the group problem-solving time in Numeracy
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	Wk 5 Wk 5	• Use the Phonics revision activity • Handwriting: use one handwriting lesson
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Answers higher order questions based on the passage read eg 'I think', 'I wonder' • Draws conclusions and gives an opinion • Identifies some synonyms and antonyms • Reads own and others writing *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	4 4 5 4 5	• Use Day 5's written comprehension questions • Written task in Phonics • Use the Writing activity on Day 5 when learners read their own stories • Assess learners during Group reading time (eg 2 - 4 learners per group per day) • Use your observations during the week.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Writes an expressive text e.g. get well card, song, rhyme, etc. • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Uses correct grammar so that others can read and understand what has been written • Uses present, past and future tense correctly in writing • Identifies and uses pronouns correctly • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	4 5	• Use Day 5's Get Well card • Use the learners' written news and story

THIRD TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 7	• Listens to stories and predicts the ending, or makes up own ending for the story • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Numeracy	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities • Weekly focused listening activity (role playing an ending to a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	Phonics • Singing / acting out a repetitive action rhyme / song • Revising ***ch, sh, th, wh*** consonant diagraphs. Handwriting • Revision of upper and lower case letters – one per day: ***Kk, Tt*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Answers higher order questions based on the passage read eg 'I think', 'I wonder' • Identifies some synonyms and antonyms • Draws conclusions and gives an opinion • Reads own and others writing *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures	Shared reading and writing / Word and sentence level work • Shared writing of a story based on a picture drawn on the board • Introduction of new vocabulary (story starters) Group, guided and independent reading and writing • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Uses correct grammar so that others can read and understand what has been written • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Writes an expressive text e.g. get well card, song, rhyme, etc. • Uses present, past and future tense correctly in writing • Identifies and uses pronouns correctly • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes a story using a writing frame • Spells words using phonics and personal dictionary

WEEK 5	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 7
MILESTONES	• Listens to stories and predicts the ending, or makes up own ending for the story • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Numeracy
NOTE	• Prepare to tell learners another short story – one that they can make up their own ending. You could make it about people in the school – some of the learners and the principal for example. Include some dialogue so that learners can hear how you vary the tone and volume of your voice.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. Show learners how we vary our tone and volume of voice when we talk about different things or tell a story. **Use for Assessment Task 2.**

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Tell the learners a short story, but stop before the end. For example, you tell a story about how one of the learners arrived at school late and tried to slip in without being seen, but walked into the principal! Let learners work in pairs to role play the ending of the story. Walk round the class, observing how learners participate.
- Let a few pairs present their role plays to the rest of the class. Talk about the different way the learners spoke when they spoke to the principal than when they spoke to their friends.

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 2:
During News time rate the learners, recording specific problems you have noticed, against the following milestone:

- Talks about personal experiences eg tells news, varying tone and volume of voice

During group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestone:

- Suggests solutions to a problem especially during Numeracy

WEEK 5	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation
NOTE	Begin the week by doing an assessment activity focusing on the recognition of the vowel blends of ***ai*** and ***ay***. Spend the rest of the week revising the consonant digraphs of ***ch, sh, th*** and ***wh.***
RESOURCES	• Prepare a worksheet to assess learners' ability to recognise the ***ai*** and ***ay*** vowel digraphs and build words using these two digraphs.

DAILY ACTIVITIES

DAY 1

PHONICS

- Briefly revise the vowel digraphs of ***ai*** and ***ay*** that were taught in Weeks 3 and 4. Both make the same ***A*** sound but the former is found in the middle of a word while the latter at the end. You might also want to remind learners of words that use the 'magic e' as these also make the same sound.)
- Explain Task 2 for Writing: a worksheet to assess learners' ability to recognise the ***ai*** and ***ay*** vowel digraphs and build words using these two digraphs. **Use for Assessment Task 2.**

DAYS 2 - 5

PHONICS

Use the rest of the week to revise the consonant digraphs of ***sh, ch, th*** and ***wh.*** You may choose to focus on one sound each day, or work with two or more sounds over several days. Use different written Phonics activities each day to reinforce the four digraphs. These can include:

- copying and illlustrating 5 – 8 words.
- adding different *rimes* to the *onset* eg they add ***sh*** to *--ip, --op, --ut, --eep, --ake, --all* and draw pictures.
- writing sentences with some of the words, using two words in each sentence.
- sorting words into two Word Families eg ***sh*** and ***ch***
- a Word Search. See Week 1 of the First Term for details.
- a worksheet or activity from a Learner's Book in which learners match words and pictures.

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Kk*** and ***Tt*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter. Talk about the need for finger spaces between words, capital letters at the beginning of a sentence and spacing within a word.

Handwriting/Spelling sentences for this week could be: *Kim kicked his little toe. Tim's little toe was kicked.* **Use for Assessment Task 2.**

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 4: (1) use the Phonics revision activity based on ***ai*** and ***ay*** words and **(2)** one of the handwriting lessons to rate learners, recording specific problems, against the following milestones:

Phonics

- Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Forms upper and lower case letters with greater speed and accuracy
- Copies written text from the board and workcards correctly, paying attention to correct letter formation

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 5	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Answers higher order questions based on the passage read eg 'I think', 'I wonder' • Identifies some synonyms and antonyms • Draws conclusions and gives an opinion • Reads own and others writing *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures
RESOURCES	• Ideas for writing a shared writing story based on the drawing of a picture on the board

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK
DAYS 2 and 3: Shared Writing based on a picture drawn on the board

Note: *On these days you will use a simple picture to write a story with the learners. This activity is a preparation for later in the week when the learners will write their own story.*

- Draw a simple picture on the board, step-by-step. Discuss with the learners as you draw. You could say:
  - *"I'm going to draw a picture on the board and then we're going to make up a story about a little boy. First I'm drawing a tree with a long branch.*
  - *Now, there's a swing on the tree.*
  - *On the swing is a little boy. What name shall we give him?*
  - *Tell me about the boy.*
    - *How old is he?*
    - *Who are his friends? etc*
  - *Now we're going to write a story about something that happened to him."*
- Give the learners a few minutes to talk to their partner about what might happen in the story. Then take some short responses, eg he got lost/had an accident/won a prize etc. Make a decision with the learners on what their story will be about.
- Use the shared writing technique to write a story on the board. As you write you can use words such as:
  - *In the beginning, There was once, In a village lived*
  - *Then, next*
  - *In the end, finally…*

  Note: *Make a chart of these words so that learners can refer to it when they write their own stories later in the week.*

- You can give them a "writing frame", (write it on a flipchart) for example:
  - Write 1 sentence to start (introduce) the story.
  - Write 2 – 3 sentences telling what happened.

Note: *Stop at this point and finish writing the story the next day. For Task 2 for Writing learners copy the first half of the shared writing story into their books and draw a picture.*

- Continue the next day:
  - Write 1 – 2 sentences to end the story.
  - Read the story through with the learners to edit it. Talk about the correct use of pronouns and the tense(s) that were used.
- For Task 2 for Writing learners copy the rest of shared writing story into their books and draw a picture to show how the story ended.
  A further idea: *depending upon the level of your learners, the learners could change the story a little as they write it into their books. They could use a different name for the boy, make the character a girl or end the story differently.*

On Days 4 and 5 learners will be writing their own story (see Writing). There will probably not be much time for either shared reading or for group reading. You may wish to do paired or independent reading on these days as learners do need to read every day. Provide simple, fun reading material such as comics.
Use your observations of learners' independent reading during the week for Assessment Task 2.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and expression:

- Monday, Wednesday: groups 3 and 4
- Tuesday: groups 1 and 2

ASSESSMENT: Formal: recorded Assessment Task 2: use your observations of learners' paired/independent reading during the week to rate learners, recording any problems, against the following milestone:

- Reads independently for enjoyment from a variety of available texts e.g invitations and simple fiction books, including those other cultures

WEEK 5	WRITING
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Uses correct grammar so that others can read and understand what has been written • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Writes an expressive text e.g. get well card, song, rhyme, etc. • Uses present, past and future tense correctly in writing • Identifies and uses pronouns correctly • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

On Days 4 and 5 learners write their own stories based on the shared writing experience on days 2 and 3. Other activities focus on writing own news and phonics.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family. (2) Phonics activity: worksheet to assess learners' ability to recognise the ***ai*** and ***ay*** vowel digraphs and build words using these two digraphs

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity to revise the consonant digraphs of ***sh, ch, th*** and ***wh*** (2) learners copy the first half of the shared writing story into their books and draw a picture.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity to revise the consonant digraphs of ***sh, ch, th*** and ***wh*** (2) learners copy the rest of shared writing story into their books and draw a picture to show how the story ended.

DAYS 4 and 5: Explanation of writing activities: (1) Phonics activity to revise the consonant digraphs of ***sh, ch, th*** and ***wh***
(2) On Days 4 and 5 learners write their own story. On Days 2 and 3 they have participated in the writing of a class story. They can use the same framework which you should have written on flipchart paper and the chart you made of vocabulary to start different sentences.

- You could either let the learners choose their own story OR repeat the drawing of pictures on the board as a starting point, eg, a new bike, a soccer ball, a taxi, an item of clothing.
- Begin by letting the learners discuss in pairs what they are going to write about.
- Give them paper to write a first draft. Remind them to write one sentence to introduce their story and then 2 – 3 sentences about what happens.
- By the end of Day 4 everyone should have written at least 3 sentences. Give extra support to learners who are battling. Collect the draft stories and try to correct some spellings before the next day.

- On Day 5 learners can finish their stories. Let them read it through to themselves first, and then to their partners to edit – to check for spelling mistakes, punctuation and words missed out.
- They can rewrite their stories into their exercise books and then read their stories to the rest of the class. Alternatively they could write their stories on paper to display on the walls or you could staple 6 – 10 of them together and add a cover to make a class story book.

ASSESSMENT: Formal, recorded assessment of learners' news on day 1 and their story writing on Days 4 and 5 to rate them, recording any problems, against the following milestones:

- Drafts, writes and publishes own story of at least six sentences, adding a suitable title
- Uses correct grammar so that others can read and understand what has been written
- Uses present, past and future tense correctly in writing
- Identifies and uses pronouns correctly
- Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask
- Reads own and others' writing (Reading Milestone)

THIRD TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5, 6, 7	• Listens for the detail in stories and answers open-ended questions eg works out cause and effect • Talks about personal experiences and more general news e.g. tells news • Shows awareness of different words used to describe boys and girls eg tough, pretty • Tells jokes and riddles using language imaginatively	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities • Weekly focused listening activity (telling riddles) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	Phonics • Singing / acting out a repetitive action rhyme / song • Teaching of ***oi*** vowel diagraph + some common homophones. Handwriting • Revision of upper and lower case letters – one per day: ***Ff, Ee*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations, greeting cards and simple fiction books, including those other cultures	Shared reading and writing / Word and sentence level work • Shared reading and discussions based on a comic story • Shared writing of a descriptive paragraph • Introduction of new vocabulary • Cloze procedure activity based on comic story Group, guided and independent reading and writing • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Group/paired writing of sentences describing one of the frames of the comic story • Writes a poem or song • Spells words using phonics and personal dictionary

WEEK 6	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5, 6, 7
MILESTONES	• Listens for the detail in stories and answers open-ended questions eg works out cause and effect • Talks about personal experiences and more general news e.g. tells news • Shows awareness of different words used to describe boys and girls eg tough, pretty • Tells jokes and riddles using language imaginatively
NOTE	• Prepare to tell one or two jokes or riddles.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Vary the telling of news over the next two weeks by having learners pretend to be news readers on the radio or television – you could even have them standing behind a frame of a TV screen. Encourage them to make their news interesting. Other learners can comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. Observe the learners' use of interesting words and descriptions when speaking. Make learners aware of the different words we use to describe boys and girls. **Use for Assessment Task 3.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Tell learners one or two suitable jokes and riddles. Don't make the riddle too easy but give at least 3 clues so learners have to listen hard. Let them work in pairs to discuss and solve the riddle.
- Ask learners to make up their own riddles giving at least two clues. Give different learners the opportunity to share their riddles with the class during the week. (You could also let them share jokes with the class – although this could be problematic at times! **Use for Assessment Task 3.**

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 3:
During News time over the next two weeks rate the learners, recording specific problems you have noticed, against the following milestones:

- Talks about personal experiences and more general news e.g. tells news
- Shows awareness of different words used to describe boys and girls eg tough, pretty

Use your observations of learners telling their riddles to rate the learners against the following milestone:

- Tells jokes and riddles using language imaginatively

DON'T BE AFRAID TO ADAPT YOUR TEACHING

Effective teachers are "adaptive experts". Be willing to try out new strategies and techniques and be flexible in your teaching to the needs of your different learners who may be experiencing difficulty in learning.

As you introduce new ideas into your teaching you will become a reflective teacher and come to know what to abandon and what to keep or modify so that your teaching is based on effective practice and professional insight.

WEEK 6	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTE	For the third Assessment Task another new vowel blend (digraph) needs to be taught. This Lesson Plan therefore introduces ***oi*** during Week 6.

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce the ***oi*** vowel digraph using a story, game or picture. Begin using words ending in ***-oil*** such as ***oil, coil, boil, foil, soil, toil, spoil.***
- List the words on a chart or on the board (for use the next day). Give the learners the opportunity make the ***oi*** sound and to sound the words. Then make a sentence with some of the words or talk about their meanings.
- For Task 2 for Writing learners can copy and illustrate 5 - 7 of the words.

DAY 2

PHONICS

- Revise the ***-oil*** words from the previous day and add other ***oi*** words ending in ***-oin (coin, join)***
- ***.*** Add these new words to the previous day's chart.
- Let learners work in pairs to make up a sentence using at least two of the words. (The learners can use the plural of the words if they want to – explain, for example, that if they add an "s" they can use the words "coins". This is a good way to introduce suffixes.
- For Task 1 for Writing, the learners can write 3 – 5 sentences of their own using the ***oi*** words.

DAY 3

PHONICS

- Revise the ***oi*** sound. Let each learner sound out at least one of the words by saying for example ***"s + oi + l = soil"***. Show learners word sums such as ***t + oi + l = toil.***
- For Task 1 for Writing learners copy and "solve" the following "word sums" and then write sentences using two of the words: ***t + oi + l + s / oi+ l + s / c + oi+n + s / b + oi + l + s / j + oi + n + s/ sp + oi + l + s***. **Use this for Assessment Task 3.**

DAY 4

PHONICS

- Write two sentences on the board using two homophones (words that sound the same but are spelt differently and have different meanings). For example:
  - Father collected his son from school.
  - The sun is hot today.
- Ask learners which two words sound the same in the sentences. Talk about how some words sound the same but are spelt differently. Introduce two more examples: for/four; where/wear. Write six sentences on the board in which learners need to choose the write word, eg
  - I need money for/four the bus fare.
  - The for/four friends sat at the table.

  Note: *There are several other common homophones that learners will encounter during their reading. Point some out and explain the different spellings.*
- For Task 1 for Writing the learners to copy the six sentences using the correct word. **Use this for Assessment Task 3.**

DAY 5

PHONICS

- Do a short, oral activity to revise the ***oi*** digraph***.*** Call out 6 – 10 words ending with this digraph, sounding out the word at the same time. Sometimes use the letter names instead. The learners can write down the answers on a piece of paper - let them mark their own responses.

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Ff*** and ***Ee*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter.

Handwriting/Spelling sentences for this week could be: *Four friends wanted a chocolate egg each. Each friend wanted a chocolate egg.*

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 3: use the Phonics activities on Days 3 and 4 to rate learners, recording specific problems, against the following milestones:

- Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread
- Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect
- Builds and sounds words at level of phonetic knowledge

WEEK 6	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations, greeting cards and simple fiction books, including those other cultures
RESOURCES	• A story written in comic strip format – either from a Learner's Book or Reader, or drawn by the teacher and photocopied; every learner must have access to the text. • A simple song or poem using a repetitive format

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a comic story

- Explain to learners that they are going to be reading a story told in pictures and words. Introduce the text and talk about the first frame of the story, the characters and the setting, what each character says (it's usually in speech bubbles), and, sometimes, a written text below.
- Slowly read through the story with the learners, discussing each picture in turn.
- For Task 2 for Writing learners copy one of the pictures, including the spoken text in the speech bubbles.

DAY 3: Shared Reading based on a comic story

- Read the comic story again but, this time, let the learners read the speech bubbles either as a group or individually.
- Afterwards ask questions about cause and effect – why something happened the way it did. Ask them if they would have done the same thing – if not, what might they have done.
- Afterwards, identify the main idea of the story and write it using shared writing in 1 – 2 sentences on the board. Make this into a cloze procedure activity by covering some of the words and use for Task 2 for Writing.

DAY 4: Shared Reading / Writing based on a comic story

- Re-read the comic story letting the learners read the speech bubbles either as a group or individually.
- As a class, write 2 – 3 sentences on the board about what is happening in the first frame of the story.

- Then allocate one of the frames to each group/pair and have them write 2- 3 sentences about their frame. Have them check for spelling and punctuation errors and, finally, let each group/pair read their sentences in the order of the story. **Use this for Assessment Task 3.**
- For Task 2 for Writing learners re-write their own sentences and draw an appropriate picture below. (They must write first, before they draw the picture!)

DAY 5: Shared Reading based on a poem or song

- Write a simple, repetitive poem or song on the board. It could be one you have written yourself, for example:

I love coke	OR	1 mother
You love hot dogs		2 uncles
He loves chips		3 aunts
She loves hamburgers		4 brothers
They love ice cream		5 sisters
We all love W……! (name of a big fast food chain)		My big family!

- Read your poem or song with the learners, and then talk about the format. For Writing learners can write their own song or poem using a similar format but changing the words.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, focusing on higher order questions eg identifying cause and effect and the giving of a personal opinion:

- Monday, Wednesday and Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

Use for Assessment Task 4.

ASSESSMENT: Formal: recorded Assessment Task 3: use the Shared and Group Reading sessions to rate learners, recording any problems, against the following milestones:

Shared reading

- Reads book as a whole class with teacher (shared reading)
- Answers higher order questions based on the passage read

Group, guided reading

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

Use the Day 4's group/paired writing to rate learners, recording any problems, against the following milestone:

- Reads aloud to a partner

WEEK 6	WRITING
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and their own poem or song. Other activities are based on phonics and shared writing.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family. **Use for Assessment Task 3.** (2) Phonics activity: learners copy and illustrate 5 - 7 of the ***oi*** words

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write 3 – 5 sentences of their own using the ***oi*** words. (2) learners copy one of the pictures from the comic story, including the spoken text in the speech bubbles.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy and "solve" the following "word sums" and then write sentences using two of the words: ***t + oi + l + s / oi+ l + s / c + oi+n + s / b + oi + l + s / j + oi + n + s/ sp + oi + l + s***. (2) a cloze procedure activity based on the comic story.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy the six sentences using the correct homophone (2) learners re-write their own sentences about one frame of the comic story and draw an appropriate picture below.

DAY 5: Explanation of activities for the Group Reading session (1) Phonics revision activity (2) learners write a simple song or poem using the format from the shared reading. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3: Use the learners' written news on Day 1 to rate them, recording any problems, against the following milestone:

- Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5, 6, 7	• Listens for the detail in stories and answers open-ended questions eg works out cause and effect • Talks about personal experiences and more general news e.g. tells news • Shows awareness of different words used to describe boys and girls eg tough, pretty • Tells jokes and riddles using language imaginatively	7 6/7 6	• Use the written comprehension from the Listening and Speaking activity • Use learners' responses during news time • Use your observations of learners telling riddles
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	6/7 7	• Use the Phonics activities on Days 3 & 4 in Week 6 and Day 4 in Week 7 • Handwriting: select one handwriting lesson for assessment
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations, greeting cards and simple fiction books, including those other cultures	6 6 7	• Assess learners during Class (shared) / Group reading time (eg 2 - 4 learners per group per day) • Use Day 4's group / paired writing activity • Use your observations of learners' independent reading
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	6 7	• Use the learners' written news • Use the story written on Day 5

THIRD TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5, 6, 7	• Listens for the detail in stories and answers open-ended questions eg works out cause and effect • Talks about personal experiences and more general news e.g. tells news • Shows awareness of different words used to describe boys and girls eg tough, pretty • Tells jokes and riddles using language imaginatively	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities • Weekly focused listening activity (oral/written comprehension based on a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	Phonics • Singing / acting out a repetitive action rhyme / song • Teaching of ***oy*** and ***short ea*** vowel diagraphs. Handwriting • Revision of upper and lower case letters – one per day: ***Ii, Nn*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations, greeting cards and simple fiction books, including those other cultures	Shared reading and writing / Word and sentence level work • Shared reading and discussions using a short, 'silly' story • Shared writing of a 'silly' story • Introduction of new vocabulary • Activity to match beginning and ending of sentences Group, guided and independent reading and writing • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4	• Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes a 'silly' story • Spells words using phonics and personal dictionary

WEEK 7	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5, 6, 7
MILESTONES	• Listens for the detail in stories and answers open-ended questions eg works out cause and effect • Talks about personal experiences and more general news e.g. tells news • Shows awareness of different words used to describe boys and girls eg tough, pretty • Tells jokes and riddles using language imaginatively
NOTE	• Prepare a short story to read to learners.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Vary the telling of news this week by having learners pretend to be news readers on the radio or television – you could even have them standing behind a frame of a TV screen. Encourage them to make their news interesting. Other learners can comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. Observe the learners' use of interesting words and descriptions when speaking. **Use for Assessment Task 3.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Explain to the learners that you are going to read them a short story. They need to listen very carefully so that they remember as much as possible about the story.
- Read the story to the learners. It should have a simple storyline, few characters and be easy to remember.
- Do a short oral comprehension focusing on a few specific details:
  - The main idea ie *what was the story about?*
  - What happened in the story? ie the sequence of events.
  - What can the cause of an event?
  - What was the result of an action?
- Repeat this activity later in the week but, this time, make it a simple, written comprehension. You could read the story once and then read and discuss the questions. You may need to read the story again to the learners and write key vocabulary on the board before learners do the comprehension. **Use for Assessment Task 3.**

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 3:
During News time this week and the previous week rate the learners, recording specific problems you have noticed, against the following milestones:

- Talks about personal experiences and more general news e.g. tells news
- Shows awareness of different words used to describe boys and girls eg tough, pretty

Use the short written comprehension to rate the learners against the following milestone:

- Listens for the detail in stories and answers open-ended questions eg works out cause and effect

WEEK 7	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTE	This week's Phonics Lesson Plan introduces ***oy*** and the ***short ea.***

DAILY ACTIVITIES

DAY 1

PHONICS

- Briefly revise the ***oi*** sound taught the previous week and explain to learners that, this week, they will learn another way of writing the same sound: ***oy***. Ask learners if they can think of any words that end in this sound. Give them clues eg What is the opposite of girl? Write the words on the board, including ***boy, joy, Roy, toy*** and even ***annoy*** and ***enjoy.***
- List the words on a chart or on the board (for use the next day). Give the learners the opportunity to make the ***oy*** sound and to sound the words. Then make a sentence with some of the words or talk about their meanings.
- For Task 2 for Writing learners can copy and illustrate 4 - 6 of the words.

DAY 2

PHONICS

- Focus on the meaning of the words by either giving a brief definition, a synonym or an antonym. For example, ask learners which of the words:
  - means "*happy"*
  - means to make someone cross
  - is something we play with*"*
  - is the name of a *boy*
  - is the opposite of "*night",*

  Write 4 – 6 meanings (definitions) on the board. For Task 1 for Writing the learners copy these and add or match the correct words.

DAY 3

PHONICS

- List 4 - 6 ***oi*** words and the same number of ***oy*** words on the board in random order. Ask individual learners to sound out the words.
- For Task 1 for Writing learners draw two word-spiders, write ***oi*** on one and ***oy*** on another. They add the correct words to the two spiders.

DAY 4

PHONICS

- Write "bead" and "bread" on the board, explaining that ***ea*** can make a different sound. Introduce other short ***ea*** words such as head, dead, dread, sounding them and talking about their meanings. Write 3 – 4 sentences using the ***short ea*** words.
- For Task 1 for Writing cover the ***short ea*** word in each sentences and let the learners copy the sentences adding the correct word. **Use this for Assessment Task 3.**

DAY 5

PHONICS

- Do a short, oral activity to revise different consonant blends and digraphs***.*** Make it a game. Ask learners questions such as:
  - What word begins with ***sh*** and means a boat?
  - What word contains the sound (short) ***ea*** and means a loaf?
  - What word ends with ***oy*** and means to make someone angry or cross?
  - What word do I get if I add ***en*** and ***joy***?

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Ii*** and ***Nn*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter.

Handwriting/Spelling sentences for this week could be: *I ate nine bananas yesterday. Nick ate nine bananas yesterday.*

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 4: (1) use the Phonics activity on Day 4 and **(2)** one of the handwriting lessons to rate learners, recording specific problems, against the following milestones:

Phonics

- Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread
- Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Uses handwriting tools effectively e.g. pencil, rubber, ruler
- Forms upper and lower case letters with greater speed and accuracy

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.

WEEK 7	**READING**
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment from a variety of available texts e.g invitations, greeting cards and simple fiction books, including those other cultures
RESOURCES	• Write a short, 'silly' story

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a short, 'silly' story

- Write on the board a short, 'silly' story. For example: "At the farm I go to look for eggs in Mr Rooster's nest but he isn't sitting on any eggs. I wonder why? Then I try to milk Mr Bull but he hasn't any milk. What is the problem? Then I look in the pigsty to see if Mrs Pig is feeding her baby lamb. etc" Pause for reaction during the story and afterwards discuss what was wrong with the story. Write vocabulary words on the board
- For Task 2 for Writing learners copy the story into their exercise books but correcting the mistakes.

DAY 3: Shared Writing of a 'silly' story

- Using shared writing, discuss and then write a 'silly' story as a class. This time it could be about people rather than animals. Give the learners a few minutes to discuss ideas in pairs or groups. It helps if you also have an idea for a story before the lesson. Write the story on flipchart paper so you can use it again the next day.
- For Task 2 for Writing, learners copy 2 – 3 sentences from the 'silly story' and draw a picture.

DAY 4: Shared Reading of the Shared Writing story

- Read the previous day's shared writing story as a class.
- Ask questions about why each sentence is silly. The answers should use the word, 'because'. Write 3 – 4 answers on long strips of paper. eg The taxi can't use milk as fuel because it needs petrol.
- Cut each of the sentences into two pieces after the word 'because'. Put them on the board but match them incorrectly. Let different learners read the 'silly' sentences.
- For Task 2 for Writing learners write the 3 – 4 sentences correctly.

DAY 5: Shared Reading based on the previous day's sentences

- As a class, match the previous day's sentences correctly and read them together.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, focusing on identifying cause and effect and the giving of a personal opinion:

- Monday, Wednesday and Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

On Friday, as learners will be writing their own stories you may wish to do paired reading instead of group reading.

Use your observations of learners' independent reading during the week for Assessment Task 3.

ASSESSMENT: Formal: recorded Assessment Task 2: use your observations of learners' paired/independent reading during the week to rate learners, recording any problems, against the following milestone:

- Reads independently for enjoyment from a variety of available texts e.g invitations, greeting cards and simple fiction books, including those other cultures

WEEK 7	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news • Drafts, writes and publishes own story of at least six sentences, adding a suitable title • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and a 'silly' story. Other activities are based on phonics and shared writing.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family. (2) Phonics activity: learners copy and illustrate 4 - 6 of the ***oy*** words

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy 4 – 6 sentences or definitions and add or match the correct words. (2) learners copy the story into their exercise books but correcting the mistakes.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners draw two word-spiders, write ***oi*** on one and ***oy*** on another. They add the correct words to the two spiders (2) learners copy 2 – 3 sentences from the 'silly story' and draw a picture.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy the sentences containing the ***short ea*** words adding the correct word. (2 learners correctly write the 3 – 4 sentences that have been cut in halves.

DAY 5: Explanation of the writing activity:

- Learners write their own 'silly' story. During the week they have participated in the reading and writing of similar stories. In week 5 they wrote a story using a simple framework which you wrote on flipchart paper and a chart you made of vocabulary to start different sentences. They can use these resources to help them write a new story.
- Stress that this time their story must be a 'silly' story. Let them begin by discussing in pairs what they are going to write about.
- Give them paper to write a first draft. Remind them to write one sentence to introduce their story and then 2 – 3 sentences about what happens and one sentence to finish their stories. Let them read it through to themselves first, and then to their partners to edit – to check for spelling mistakes, punctuation and words missed out.

- They can rewrite their stories into their exercise books and then read their stories to the rest of the class. Alternatively they could write their stories on paper to display on the walls or you could staple 6 – 10 of them together and add a cover to make a class 'silly' story book.**Use for Assessment Task 3.**

ASSESSMENT: Formal, recorded assessment of learners' story writing on Day 5 to rate them, recording any problems, against the following milestones:

- Drafts, writes and publishes own story of at least six sentences, adding a suitable title
- Reads and discusses own writing with a partner
- Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

THIRD TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences and more general news e.g. tells news • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Uses interesting words and descriptions when speaking • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news <u>Listening and Speaking activities</u> • Weekly focused listening activity (role plays interviewing an adult) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revising of ***ea, ea*** and ***oa*** vowel diagraphs. <u>Handwriting</u> • Revision of upper and lower case letters – one per day: ***Rr, Mm*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others writing • Recognises at least 25 new sight words	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using extracts from a dictionary and an encyclopaedia • Introduction of new vocabulary • Oral and written comprehensions • Activity based on finding information in alphabetical order <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes 1 - 2 paragraphs on personal experiences • Spells words using phonics and personal dictionary

WEEK 8	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7
MILESTONES	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences and more general news e.g. tells news • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Uses interesting words and descriptions when speaking • Suggests solutions to a problem especially during Numeracy
NOTE	• Prepare 1 – 2 topics for the role plays between an adult and a child.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. In this context closed questions would involve simply asking for more clarity of detail, ie the facts. Open-ended questions would expect the learner to give an opinion or share feelings. **Use for Assessment Task 4.**
- On Days 1 and 5 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Children need to learn how to speak respectfully to adults. Model to learners what this means – you could pretend to speak firstly politely and then rudely to an adult. Discuss the differences and talk about the type of language that should be used, in greetings, making requests, showing appreciation etc.
- One of the milestones for this Assessment Standard requires learners to interview an adult visitor to the class. Ideally each learner should be able to ask questions of an adult visitor. In reality this may not be possible. Instead you could have learners role play such a situation. Let learners work in pairs. Have them take turns to play the roles of child and adult. Set them the task of greeting each other, asking 1 – 2 questions, and ending the conversation. They should do the role play twice – firstly with the “child” speaking disrespectfully, and, secondly, speaking politely. This has the added benefit of helping learners to understand what an adult might feel when being spoken to rudely by a child. And what about how children feel when an adult is rude to them? **Use this for Assessment Task 4.**

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 4:
During News time over the next two weeks rate the learners, recording specific problems you have noticed, against the following milestones:

- Talks about personal experiences and more general news e.g. tells news
- Uses interesting words and descriptions when speaking

Use your observations of the role plays to rate the learners against the following milestones:

- Role plays different situations e.g. news presenter
- Uses appropriate language with different people eg Interviews different people

During group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestone:

- Suggests solutions to a problem especially during Numeracy

WEEK 8	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation
NOTE	This week's Phonics Lesson Plan focuses on the revision of three vowel blends **(ee, ea, oa)**. Throughout the year the plan provides a balance between teaching new skills and knowledge and continuing to consolidate work previously taught. This pattern needs to be repeated for all aspects of Literacy. There is no single, right way in which to do this revision. One teacher might choose to focus on one sound over 1 – 2 days while others may decide to work on the two "E" sounds at the same time. These plans follow the latter approach.

DAILY ACTIVITIES

DAY 1

PHONICS

- Revise the ***ee*** and ***ea*** sounds during days 1 – 3. (These were taught in Term 1)
- Introduce the "E" sound by saying an "E" word eg leaf, and ask learners what sound they hear in the middle of the word. Write the word on the board and underline the ***ea*** sound. Ask learners to tell you other words with the same "E" sound in the middle of a word. List those on the board as well (10 – 12 in all). The words should be a combination of both ***ee*** and ***ea*** sounds – don't let them give you only ***ea*** words.
- Talk about how the words have the same sound in the middle BUT they are spelt differently.
- For Task 2 for Writing the learners can write the words in two lists under the ***ee*** and ***ea*** headings and then illustrate 4 - 6 of the words.

DAY 2

PHONICS

- Choose 6 – 10 more words containing ***ee*** or ***ea*** and let the learners work in pairs to write a sentence using one of the words. Write 4 – 6 of them on the board.
- For Task 2 for Writing the learners can copy 4 - 6 sentences adding the correct words. (Cover the ***ee*** or ***ea*** words in the sentences.)

DAY 3

PHONICS

- Focus on the meaning of some of the ***ee*** and ***ea*** words by either giving a brief definition, a synonym or an antonym (see previous weeks for examples). Include words that sound the same but are spelt differently (homophones) eg sea/see, been/bean, meat/meet.
- Write 5 – 7 meanings (definitions) on the board. For Task 1 for Writing the learners copy these and add or match the correct words.
  Note: *Over the three days try to use a number of different* ***ee*** and ***ea*** words.

DAY 4

PHONICS

- Revise ***oa*** words such as *boat, coat, goat, road, loaf, goal, foal, moan,* sounding them and talking about their meanings. For Task 1 for Writing the learners can do a Word Search. As a variation let the learners make their own Word Searches. Give each learner a blank grid of approximately 10 blocks wide and 8 blocks down. Explain to the learners that they must write 6 – 8 words either horizontally or vertically in the grid and then fill in the rest of the spaces with any letters that they want. They can exchange and let their friend find the words in their Word Search.

DAY 5

PHONICS

- Do a short, oral activity to revise the ***ea, ee*** and ***oa*** words***.*** Call out 6 – 10 words using these vowel digraphs, sounding out the word at the same time and using it in a sentence. The learners can write down the answers on a piece of paper - let them mark their own responses. (This relies on learners knowing how to spell the words containing ***ea*** or ***ee.)***

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Rr*** and ***Mm*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter.

Handwriting/Spelling sentences for this week could be: *Run quickly to my mother. My mother runs quickly to me.*

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Informal: unrecorded assessment of learners' ability to write words that sound the same but are spelt differently.

WEEK 8	**READING**
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others writing • Recognises at least 25 new sight words
RESOURCES	• Simple dictionaries (one between two learners) or 3 – 5 entries from a dictionary written on the board or copied for learners • At least one picture encyclopaedia, preferably with information listed in alphabetical order.
NOTE	During the next two weeks learners are introduced to different reference books – a dictionary and an encyclopaedia. It is valuable for learners to begin to use these types of books to find out information. Some learners will have simple encyclopaedias at home and will be familiar with them, but they will be new for most learners.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on an extract from a simple dictionary

- Begin by revising alphabetical order, reminding learners how they use this order in their own, personal dictionaries to write words they need to spell.
- Show them either a large picture dictionary or give them smaller dictionaries to share between them. Explain that this is similar to their own, personal dictionaries, only with more words. Copy 2 - 3 entries onto the board (preferably nouns or verbs) and discuss what information is provided - usually a definition and sometimes also a sentence using the word. Talk about how dictionaries can help us with spelling words and also to find out what a word means.
- For Task 2 for Writing, learners copy 2 – 3 entries either from the board or from a dictionary, adding a picture and making up a sentence using the word.

DAY 3: Shared Reading based on an extract from a simple dictionary

- Again revise alphabetical order. If there are sufficient dictionaries you can ask learners to find words beginning with a particular letter.
- Write 4 – 6 different entries from a dictionary – you may want to simplify and shorten the definitions. Ask questions such as: *Which word means a reptile that glides along the ground? What does the word boast mean?*
- For Task 2 for Writing, write 3 – 5 questions on the board based on the dictionary entries. Learners answer each question by writing the appropriate word.

DAY 4: Shared Reading based on an extract from an encyclopaedia

- Show learners a page from a picture encyclopaedia, preferably one with entries listed in alphabetical order. Explain to learners that an encyclopaedia is a book that contains a lot of information on many different topics. We can look in an encyclopaedia to find out something. To help us find what we are looking for, the information is listed in alphabetical order. Show learners several, different pages showing different topics.
- Write one entry of between 4 – 6 lines (shorten or simplify it if necessary) on the board. Make sure that it is at the learners' reading level. Read it 2 – 3 times with the learners and then discuss it. Ask simple questions based on only one sentence at a time. For example, read one sentence and then ask learners a question about that sentence. Ask at least one question on every sentence.
- For Task 2 for Writing write 3 – 4 simple questions on the board, based on the passage. Learners copy the question and answer either Yes or No.

DAY 5: Shared Reading based on an extract from an encyclopaedia or non-fiction book

- Write another, simple non-fiction text on the board of 3 – 5 lines. Read it 2 – 3 times with the learners, asking a few, oral questions afterwards.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, focusing on identifying cause and effect and the giving of a personal opinion:

- Monday, Wednesday and, possibly, also Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

Use for Assessment Task 4.

ASSESSMENT: Formal: recorded Assessment Task 4: use the Group and Shared Reading sessions this week and next week to rate learners, recording any problems, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher ie whole group reads same story
- Answers higher order questions based on the passage read
- Draws conclusions and gives an opinion on what was read

WEEK 8	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news. Other activities focus on phonics, alphabetical order and comprehensions based on dictionary and encyclopaedia use.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news. (2) Phonics activity: learners write the words from the board in two lists under the ***ee*** and ***ea*** headings and then illustrate 4 - 6 of the words.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy 4 - 6 sentences adding the correct words. (Cover the ***ee*** or ***ea*** words in the sentences.) (2) learners copy 2 – 3 entries either from the board or from a dictionary, adding pictures and making up sentences using the words.

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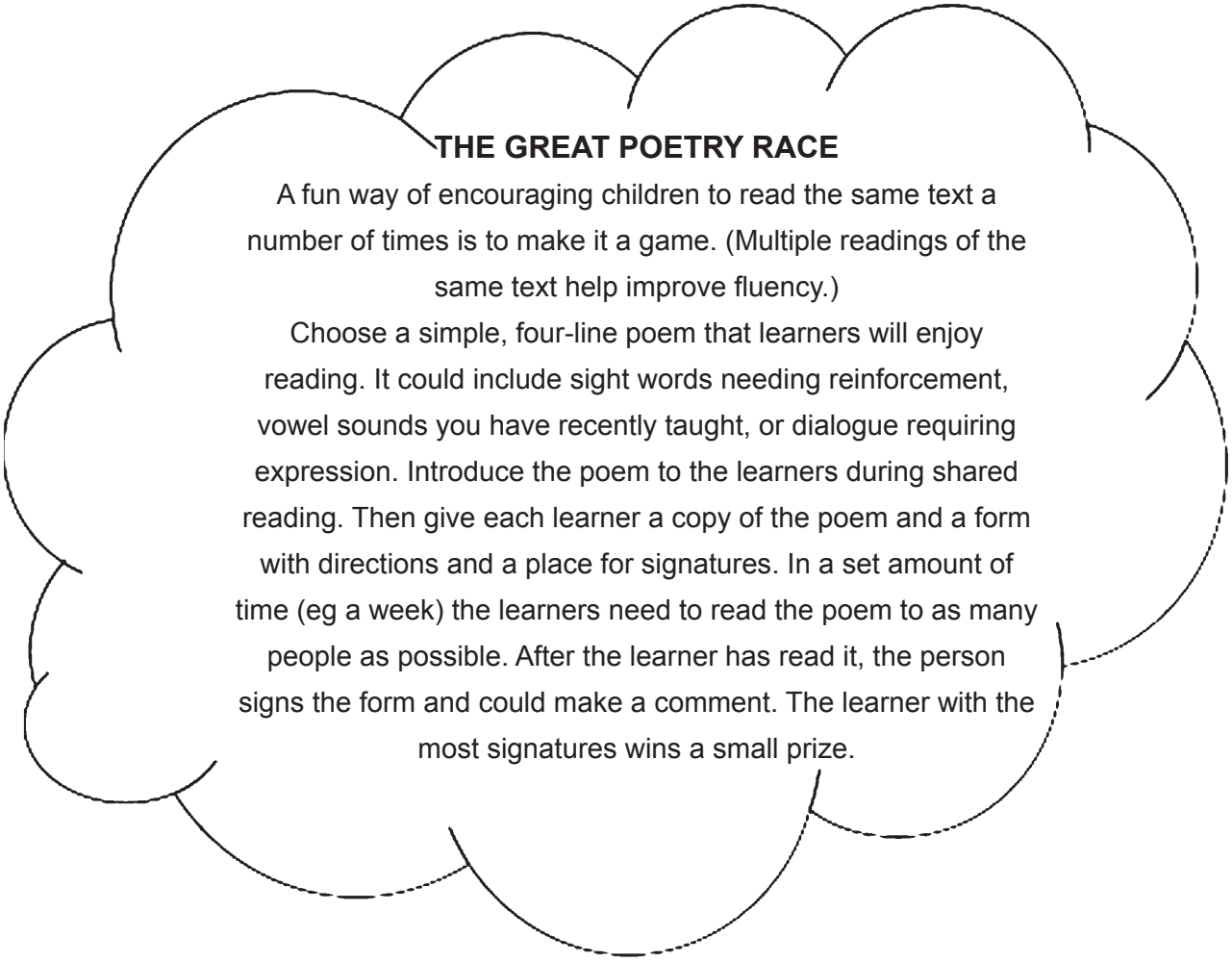
DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy the meaning/definitions and add or match the correct words. (2) Learners answer questions based on the dictionary entries by writing the appropriate word.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners complete a Word Search using ***oa*** words (2) Learners copy 3 - 4 questions based on a simplified extract from an encyclopaedia and answer either Yes or No.

DAY 5: Explanation of the writing activity for the Group/Paired Reading session (1) writing / illustrating of daily news OR about their likes and dislikes. All learners should try to write 1 - 2 paragraphs (at least 10 sentences). Give them time beforehand to talk to a partner about what they want to write and later to read their writing to each other. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4: use the learners' written News on Day 5 to rate them, recording any problems, against the following milestones:

- Participates in a discussion to choose a topic to write about
- Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news
- Uses correct grammar so that others can read and understand what has been written
- Reads own writing to a partner
- Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask



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.

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

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7	• Talks about personal experiences and more general news e.g. tells news • Uses interesting words and descriptions when speaking • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Suggests solutions to a problem especially during Numeracy • Listens for the detail in stories and answers open-ended questions to develop critical listening skills	8 / 9 8 8 9	• Use learners' responses during news time • Use your observations of the role plays • Use the group problem-solving time in Numeracy • Use the Listening and Speaking activity
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	10 9 9	• Use the Phonics revision activity • Use the week's written and oral activities • Handwriting: select one handwriting lesson for assessment
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others' writing • Recognises at least 25 new sight words	8/9 10 8 9 9	• Use the shared and group reading activities • Use the shared reading activities • Assess learners during Group reading time (eg 2 - 4 learners per group per day) • Use shared reading • Use group reading

WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	8	• Use the learners' stories

THIRD TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences and more general news e.g. tells news • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Uses interesting words and descriptions when speaking • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news <u>Listening and Speaking activities</u> • Weekly focused listening activity (oral/written comprehension based on a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Teaching onset and rime in more complex patterns. <u>Handwriting</u> • Revision of upper and lower case letters – one per day: ***Pp, Ss*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others writing • Recognises at least 25 new sight words	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a story, preferably from a Big Book - Making predictions and giving opinions; discussions on different characters • Introduction of new vocabulary including adjectives <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Writes and illustrates sentences describing two characters from the shared reading book • Spells words using phonics and personal dictionary

WEEK 9	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7
MILESTONES	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences and more general news e.g. tells news • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Uses interesting words and descriptions when speaking • Suggests solutions to a problem especially during Numeracy
NOTE	• Prepare a short written comprehension based on a short story read to them.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. **Use for Assessment Task 4.**
- On Days 1 and 5 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Explain to the learners that you are going to tell them a short story. They need to listen very carefully so that they remember as much as possible about the story.
- Read or tell the story to the learners. It should have a simple storyline, few characters and be easy to remember.
- Do a short oral comprehension focusing on:
  - The main idea ie *what was the story about?*
  - Who were the characters OR where (or when) did the story take place?
  - What happened in the story? ie the sequence of events.
- Repeat this activity using a different story later in the week but, this time, make it a simple, written comprehension. You could read the story once and then read and discuss the questions. You may need to read the story again to the learners and write key vocabulary on the board before learners do the comprehension.

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Formal: recorded Assessment Task 4:
During News time in Weeks 8 and 9 rate the learners, recording specific problems you have noticed, against the following milestones:

- Talks about personal experiences and more general news e.g. tells news
- Uses interesting words and descriptions when speaking

Use the written comprehension to rate the learners against the following milestones:

- Listens for the detail in stories and answers open-ended questions to develop critical listening skills

In group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestone:

- Suggests solutions to a problem especially during Numeracy

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 lines') 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 it is important to ensure that learners understand the basic plot of a story, you should also ask high-order questions that make learners think *between* and *beyond* the lines.

WEEK 9	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation
NOTE	This week's Phonics Lesson focuses on onset and rime in more complex patterns. Activities using letter strings such as ***scr-, str-*** and ***-tch*** are included. The decision as to which letter-strings to introduce will depend on the needs of your learners.
RESOURCES	• Write words beginning with ***scr***- and ***str***- in large letters on paper and make 5 – 6 copies. First cut the sheet into separate words and then cut each word into onset and rime.

DAILY ACTIVITIES

DAY 1

PHONICS

- Explain to the learners that, this week, they are going to be working with words that contain groups of three letters, eg match. With the learners identify other words ending in ***–atch,*** (*batch, catch, hatch, latch, patch, thatch*) and list them on the board or on a chart. Show the learners how the words can be broken into two parts (onset and rime) – b + atch.
- For Task 2 for Writing learners copy the ***–atch*** words and then break them down into two parts. **Use for Assessment Task 4.**

DAY 2

PHONICS

- Write the word *itch* in the board and let the learners work in pairs or small groups to find more words containing this letter-string. They have to be able to say what the word means. List them on the board or on a chart – *ditch, hitch, pitch, witch, stitch.* Use the opportunity to explain the difference between *witch* and *which*. Make a nonsense sentence with at least two of the words eg The witch sat on the thatch on the roof.
- For Task 1 for Writing learners can write 2 - 4 nonsense sentences using at least two of the words. (They could also use the words from the previous day.)

DAY 3

PHONICS

- Introduce words beginning with ***str-*** and ***scr*** (stream, strip, strip / scratch, scream, scruffy). Break them down into onset and rime, letting different learners sound out each word.

- Write the words using large letters onto a sheet of paper and make 5 – 6 copies. First cut the sheet into separate words and then cut each word into onset and rime. (You could involve the learners in the cutting.) Give each learner half of a word (or halves of two different words.) Call out the word – the learners who have the two parts stand up and show their halves. They can put the two halves on the board to make the word. **Observe learners for Assessment Task 4.**
- For Task 1 for Writing the learners copy and illustrate the words.

DAY 4

PHONICS

- Revise the letter streams taught this week. Write 5 – 7 of the words on the board but with the letters in the wrong order. For Task 1 for Writing the learners must write the correct words. If there is time they can use one of them to make a sentence.

DAY 5

PHONICS

- Do a short, aural activity. Tell the learners that you are going to read some words. When they hear a particular sound eg *itch* or *atch* they must do an action eg make a funny face or close their eyes. **Observe learners for Assessment Task 4.**

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Pp*** and ***Ss*** this week. Demonstrate the upper and lower case letters on the board before learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter.

Handwriting/Spelling sentences for this week could be: *Please pick up that pink pair of shoes. She picked up a pair of pink shoes.*

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 4: (1) use the Phonics activity on Day 1 based on recognising onset and rime, as well as your observations during oral activities during the week, and **(2)** one of the handwriting lessons to rate learners, recording specific problems, against the following milestones:

Phonics

- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Forms upper and lower case letters with greater speed and accuracy
- Copies written text from the board and workcards correctly, paying attention to correct letter formation

WEEK 9	**READING**
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others writing • Recognises at least 25 new sight words
RESOURCES	• A story - preferably in Big Book

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a new story

- Introduce a new Shared Reading story – preferably in a Big Book, as you need one with illustrations. Display flashcards with new vocabulary and explain these words to learners.
- Follow the same pattern as before by doing *Pre-reading, During reading* and *After reading* discussions.
- For Pre-reading show learners the cover of the book, pointing out the title, the name of the author and illustrator and discussing what they think the book might be about. Link these predictions to learners' prior knowledge and experiences.
- Begin reading the book – both the text and the illustrations. Stop a few times to ask questions to make sure they understand and for prediction. Ask a cause-effect question – why did something happen?

  Note: *Don't hesitate to re-read a sentence or short paragraph if you think learners have missed an important point. You are reading the story not so much for fun but to teach them HOW to read and comprehend. You should be reading other stories to them at other times purely for enjoyment.*
- Stop about a third of the way through the book, at a point where something important in the story is going to happen, and ask learners to discuss in pairs what will happen next.

  Use the discussions this week for Assessment Task 4.
- For Task 2 for Writing learners draw a picture of what they think will happen (next) in the story, adding a caption, eg Jabu finds the lost pot.

DAY 3: Shared Reading based on a story

- Revise the new vocabulary and then read the whole book to the learners. If it is a Big Book make sure that learners are following the text as you read. Stop to discuss whether the learners' predictions from the previous day were correct. Afterwards ask learners whether they enjoyed the story or not. They must give you a reason! It is a good idea to give learners the chance to give a personal response to a story before doing comprehension activities.
- For Task 2 for Writing, learners write at least two sentences about why they liked / disliked the story. eg *I liked/didn't like the story because…. I liked/didn't like the part when…* Give them time to read each other's writing. **Use your observations of this towards Assessment Task 4.**

DAY 4: Shared Reading based on a story

- Re-read the shared reading book, letting individual or groups of learners read one or two sentences. Identify 2 – 3 verbs and discuss what tense they are in.
- Ask some "*Why*?" questions, focusing on identifying and explaining cause-effect relations. These questions will lead on to discussing the different characters. Choose one, important character and ask learners to tell you what she/he/it is like. Write some of these adjectives and phrases on the board.
- For Task 2 for Writing learners draw a picture of the character and write 1 – 2 sentences describing the character, using the words and phrases on the board. They can add a sentence giving their opinion of the character, eg *I think he/she/it is …… because……..* Give them time to read each other's writing. **Use your observations of this towards Assessment Task 4.**

DAY 5: Shared Reading based on a story

- Once more, re-read the shared reading book, letting different learners read one or two sentences. Ask a few more "*Why*?" questions, focusing on a different character. Choose another, important character and ask learners to tell you what she/he/it is like. As you did the previous day, write some of these adjectives and phrases on the board.
- For Task 2 for Writing learners draw a picture of the character you have been discussing on this day and write 1 – 2 sentences describing the character, using the words and phrases on the board. They can add a sentence giving their opinion of the character, eg *I think he/she/it is …… because……..***Use this towards Assessment Task 4.**

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, focusing on identifying cause and effect and the giving of a personal opinion:

- Monday, Wednesday and Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

Use for Assessment Task 4.

ASSESSMENT: Formal: recorded Assessment Task 4: use the Shared and Group Reading sessions this week to rate learners, recording any problems, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions
- Answers higher order questions based on the passage read
- Draws conclusions and gives an opinion on what was read

Use your observations of learners reading their own and others' descriptions on Days 3 and 4 to rate them, recording any problems, against the following milestone:

- Reads own and others' writing
- Recognises at least 25 new sight words

WEEK 9	WRITING
LO/ASs	**LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and to describe different characters. Other activities are based on phonics and the shared reading story.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about someone they know. (2) Phonics activity: learners copy the ***–atch*** words and then break them down into two parts.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write 2 - 4 nonsense sentences using at least two of the ***–itch/-atch*** words. (2) learners draw a picture of what they think will happen (next) in the story, adding a caption.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy and illustrate the ***scr-/str*** words (2) learners write at least two sentences about why they liked / disliked the story. eg *I liked/didn't like the story because…. I liked/didn't like the part when…*

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write the muddled words correctly. If there is time they can use one of them to make a sentence. (2) learners draw a picture of the character and write 1 – 2 sentences describing the character, using the words and phrases on the board. They can add a sentence giving their opinion of the character, eg *I think he/she/it is …… because……..*

DAY 5: Explanation of activities for the Group Reading session (1) writing / illustrating of daily news (2) learners draw a picture of another character and write 1 – 2 sentences describing the character, using the words and phrases on the board. They can add a sentence giving their opinion of the character, eg *I think he/she/it is …… because……..*

ASSESSMENT: Informal: unrecorded assessment of learners' ability to think creatively by drawing a picture to predict what might happen in the picture.

THIRD TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences and more general news e.g. tells news • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Uses interesting words and descriptions when speaking • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news <u>Listening and Speaking activities</u> • Weekly focused listening activity (aural memory games) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revising of magic 'e'. <u>Handwriting</u> • Revision of upper and lower case letters – one per day: ***Vv, Ww*** + writing a sentence.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others writing • Recognises at least 25 new sight words	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using two simple, non-fiction texts • Shared recording of information using a mind map and a chart • Shared writing of a descriptive non-fiction paragraph • Introduction of new vocabulary <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask	• Writes and illustrates sentences ie own news, • Creates a mind map to record information • Writes a paragraph expressing feelings about the term that is ending • Spells words using phonics and personal dictionary

WEEK 10	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 3, 4, 5, 6, 7
MILESTONES	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences and more general news e.g. tells news • Role plays different situations e.g. news presenter • Uses appropriate language with different people eg Interviews different people • Uses interesting words and descriptions when speaking • Suggests solutions to a problem especially during Numeracy
NOTE	• Prepare a short written comprehension based on the story read to them.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. In this context closed questions would involve simply asking for more clarity of detail, ie the facts. Open-ended questions would expect the learner to give an opinion or share feelings. **Use for Assessment Task 4.**
- On Day 1 and possibly also on Day 5 learners will write a paragraph on personal experiences. As an alternative the learners could write about their feelings about the term that is ending – what they enjoyed / didn't enjoy. But be willing to accept their responses as useful feedback of your teaching!

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Do some short, aural memory activities. These could include:
  - Read out a list of 5 – 6 objects and let learners work in pairs to write down what they remember, eg desk, chair, umbrella, coat, ball, dog. You could vary it by adding numbers but reducing the number of objects.
  - Play a game. Begin by saying, "*I went to the shop and bought some bread."* One learner repeats what you said but adds on another item, eg "*I went to the shop and bought some bread and an apple."* The next learner repeats this and adds on another item. Continue until no-one can remember them all and then start all over again with other items.

AT LEAST ONCE MORE DURING THE WEEK

- Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond.

ASSESSMENT: Informal: unrecorded assessment of learners' aural memory.

WEEK 10	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board and workcards correctly, paying attention to correct letter formation
NOTE	Begin the week with a revision and assessment of the 5 new vowel blends taught during the term. Use the rest of the week to revise the magic 'e'.

DAILY ACTIVITIES

DAY 1

PHONICS

- Briefly revise the five new vowel blends taught during the term. For Task 2 for Writing the learners can do a written assessment activity eg matching pictures to words, circling the correct sound, or circling the correct word in a sentence. **Use for Assessment Task 4.**

DAY 2

PHONICS

- Use a **Bingo game** to revise magic 'e' words. (See weeks 6 – 10 in Term 2). Rule a sheet of paper into 32 rectangles and write 32 magic 'e' words in the different rectangles. Make three copies of the paper, cut out the words and divide them among the learners so every learner gets at least three words. Either say one of the words, eg *made*, or sound it out eg *m-ade*, or *ma-de*. The learner who has that word shouts "Bingo". Although more than one learner has the same sound 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. After a while learners can swop their words with either someone behind or in front of them. Collect the words at the end of the activity so you can use them the next day.

DAY 3

PHONICS

- Distribute the words again but this time ask different questions, for example,
  - Who has a word ending with the ***ake*** sound?
  - Who has a word with ***u*** in the middle? (This could be either ***ee*** or ***ea***)
  - Who has a word with 5 letters?
  - Who has a word - that means *thick string /* for something we use for cooking food / the opposite of black?

DAY 4

PHONICS

- Write a long word on the board, eg magnificent. Challenge learners to make other words using some of the letters in the word eg cat, mat, fame.
- Write another long word on the board, eg hippopotamus. For Task 1 for Writing let the learners copy the word into their exercise books and then see how many words they can make from the letters in the long word. (They could work in pairs if necessary)

DAY 5

PHONICS

- Do a short, oral activity to revise some magic 'e' words**.** To make it easier use only one or two rimes eg –*ake* words first and then –*ite* words. Call out 6 – 10 words sounding out the word at the same time and using it in a sentence. The learners can write down the answers on a piece of paper - let them mark their own responses.

HANDWRITING (TWICE PER WEEK)

Focus on one letter each lesson. Revise the formation of both the upper and lower case letters, starting with ***Vv*** and ***Ww*** this week. Demonstrate the upper and lower case letters on the board, referring back to the formation of other letters where applicable. Learners write one row of the upper and lower case letters in the same row in their books, together with two rows of a sentence using the target letter.

Handwriting/Spelling sentences for this week could be: *Very soon we will want a holiday. We want a holiday soon.*

Note: *Informally test learners' spellings by asking them to write from memory one of the sentences on Friday.*

ASSESSMENT: Formal, recorded Assessment Task 4: use the Phonics revision activity on Day 1 to rate learners, recording specific problems, against the following milestone:

- Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread

WEEK 10	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Chooses different texts to find and record information eg a library search with help *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 own and others writing • Recognises at least 25 new sight words
RESOURCES	• Prepare two similar, non-fiction texts (3 – 5 sentences in length) describing similar objects or animals, eg a car and a bicycle OR a dog and a bird. Make sure they contain similar facts that can be compared. For example, if you are comparing two animals give information on what they eat, how many legs they have, what they look like, where they live or sleep. Make multiple copies or write them on the board/flipchart paper so every learner has access to the texts.
NOTE	During this last week, learners are again reading non-fiction texts. Two different ways of recording information are used, at a very simple level, a mind map and a chart. By introducing them at this age learners become familiar with these formats.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a short, non-fiction text

- Introduce one of the two, non-fiction texts and display new vocabulary. Talk about the title and link this to what the learners already know or have seen. Read slowly, pausing at the end of each sentence to give learners time to take in what has been read. Make sure that they are following on their copies. Afterwards, ask the learners what the passage was about – i.e. What is the main idea of the text?
- Read the text again, stopping after each sentence to ask 1 – 2 questions. Focus on simple, factual questions. Record 3 - 4 facts, in point form, on the board or on flipchart paper.
- For Task 2 for Writing learners make a simple mind-map. They can draw a picture of the focus of the text, (eg a dog, car) in the centre of a page, and, around the picture, they can write 3 – 4 facts about the object or animal using the facts on the board/flipchart paper. Depending upon the level of your learners, you might want to make the mind map on the board for learners to copy.

  Note: *If you have given the learners photocopies of the text, collect the copies from the learners after the lesson for use on Day 4.*

DAY 3: Shared Reading based on a second, non-fiction text

- Introduce the second of the two, non-fiction texts and display new vocabulary. Follow the same pattern as the day before:
  - Talk about the title and link this to what the learners already know or have seen. Read slowly, making sure that they are following on their copies. Afterwards, ask the learners what the passage was about – i.e. What is the main idea of the text?
  - Read the text again, stopping after each sentence to ask 1 – 2 questions. Focus on simple, factual questions. Record 3 - 4 facts, in point form, on the board or on flipchart paper.
- For Task 2 for Writing learners make a simple mind-map. They draw a picture of the focus of the text, (eg a dog, car) in the centre of a page, and, around the picture, they write 3 – 4 facts about the object or animal using the facts on the board/flipchart paper. Having done a similar task the day before, all the learners should be able to make a mind map.
  Note: *If you have given the learners photocopies of the text, collect the copies from the learners after the lesson for use on Day 4.*

DAY 4: Shared Reading based on the two short, non-fiction texts

- Either display the two texts on the board or give the learners the copies that they used on Days 2 and 3.
- Let each pair of learners read the two texts together. Then, as a class, re-read each text again.
- Draw a table on the board to summarise and compare the information given. You could use the following table:

	DOG	**BIRD**
Number of legs:		
It eats:		
The sound it makes:		
It sleeps:		

  As a class, read through the two descriptions again, and add the information to the table.
- For Task 2 for Writing learners copy the table into their books. Depending upon the level of your learners, you might want them to fill in an extra row with other information they know.

DAY 5: Shared Writing based on non-fiction text

- Re-read each of the two non-fiction texts with the learners joining in.
- As a class, write a similar text about another object or animal. The information could come from the learners or you and the learners could research it in a book or an encyclopaedia. **Use your observations of the shared reading discussions for Assessment Task 4.**

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, focusing on identifying cause and effect and the giving of a personal opinion:

- Monday, Wednesday and, possibly, Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2

ASSESSMENT: Formal: recorded Assessment Task 4: use the Shared Reading activities to rate learners, recording any problems, against the following milestone:

- Chooses different texts to find and record information eg a library search with help

WEEK 10	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Participates in a discussion to choose a topic to write about • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and to describe their feelings of the school term that is ending. Other activities are based on phonics and the shared reading of non-fiction texts

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family. (2) Phonics activity: a written assessment activity based on the five new vowel blends taught this term

DAY 2: Explanation of activity for the Group Reading session: (1) learners make a simple mind-map. They draw a picture of the focus of the text, (eg a dog, car) in the centre of a page, and, around the picture, they write 3 – 4 facts about the object or animal using the facts written on the board. Depending upon the level of the learners, it might be better to make the mind map on the board for learners to only copy. (No written phonics activity for this day)

DAY 3: Explanation of activity for the Group Reading session: (1) learners make a simple mind-map. They draw a picture of the focus of the text, (eg a dog, car) in the centre of a page, and, around the picture, they write 3 – 4 facts about the object or animal using the facts on the board/ flipchart paper. Having done a similar task the day before all the learners should be able to make a mind map. (No written phonics activity for this day)

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: the learners copy a very long word into their exercise books and then see how many words they can make from the letters in the word. (2) learners copy a table into their books. Depending upon the level of the learners, they can fill in an extra row with other information they know.

DAY 5: Explanation of activity for the Group/paired Reading session (1) learners write a paragraph, talking about the term that is ending: what they learnt, what they enjoyed, and what they didn't enjoy.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to draw a mind map.

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