Foundations For Learning

Foundation Phase Literacy Lesson plans

Third term

Grade 3

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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	**Oral:** Discussion on weather, birthdays chart, date, class and school activities, sharing news, clock (telling time) and word problems, etc									
	Speaking & Listening activities: read-aloud stories and non-fiction texts, word problems, interviews, reports + class / group discussions									
Phonics, spelling & Handwriting	Revision of consonant diagraphs (Terms 1 and 2)	Revision of consonant and vowel blends (Terms 1 and 2)	Revision of 'a' sound – short and long **(a, a-e, ai, ay)**	Revision of 'e' sound – short and long **(e, ee, -y, ea)** **Revision of homophones**	Revision of 'i' sound – short and long **(i, ie, i_e,y)**	Silent letters **k, b, l**	Silent letters **w, h, g**	Revision of 'o' and 'u' sounds (**oa, o-e, ow, o** and **u**) **Homophones**	Revision of **oi oy, ou** and **aw Homophones**	Revision of **ar, er, ir, or, ur** and other **vowel diagraphs**
	Spelling: 20 high frequency/sight/phonics (spelling) words + 5 sentences									
	Handwriting: Joined writing: Consonant diagraphs (words and sentences)	Handwriting: Joined writing: Consonant blends and sentences	Handwriting: Joined writing: Words and sentences: long and short 'a'	Handwriting: Joined writing: Words and sentences: long and short 'e'	Handwriting: Joined writing: Words and sentences: long and short 'i'	Handwriting: Joined writing: Words and sentences	Handwriting: Joined writing: Words and sentences	Handwriting: Joined writing: Words and sentences	Handwriting: Joined writing: Words and sentences	Handwriting: Joined writing: Words and sentences

Reading	**Shared Reading and writing using the following texts:**									
	Grade 3 story Big Book or other	Grade 3 Big Book or other shared text		A play (Big Book or from a textbook)		Non-fiction text with photograph/ diagram	A poem	A story/ A poster	An advertisement non-fiction text	Short story
	Word and sentence level work: weekly vocabulary, comprehension and language activities									
	Oral comprehension cloze activity	Written comprehension, joining sentences using conjunctions and pronouns	Cloze activity, vocabulary, different types of sentences (command, question and statement)	Written comprehension, language task (subject-verb agreement, revision of present and past tense verbs)	Cloze activity, language task (present continuous/ progressive tense)	Written comprehension, language task (past continuous/ progressive tense)	Response to poem, comprehension task, language task (prepositions)	Written comprehension and response, language task: (revision of parts of speech and sight words)	Comprehension task (text design and graphical features), language task: (revision of conjunctions and pronouns)	Written comprehension, language task: revision
		Guided reading in same-ability groups: each group working with the teacher at least once a week								
	Group/paired Reading using mixed-ability groups + independent reading									

Writing	A notice	A personal narrative	A descriptive paragraph	A story	A diary entry	Sentences about a picture	A story	A letter	A mind-map	Describing sentences (a picture)
	Personal writing									
	My first week back at school	One day I want to be able to			My pet or a pet I would like to own	A favourite meal or family celebration			A place I would like to visit	Things I enjoyed/did not enjoy learning about this term.....

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL	**PHONICS & SPELLING HANDWRITING**	**READING**	**WRITING**
WEEK 1	Daily Morning Oral Work	Week's phonic activities, Days 1-5	Vocabulary Task Written Comprehension	
WEEK 2	Daily Morning Oral Work Listening & Speaking:	Spelling test	Vocabulary Task	Pre-writing, planning, writing, editing, publishing a descriptive paragraph
WEEK 3	Listening & Speaking: interviewing visitors	Handwriting activity	Guided Reading Vocabulary Task Word and Sentence Level Work	
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Listening & Speaking: Sequencing	Week's spelling test Handwriting activity	Shared Reading Vocabulary Task Paired and independent Reading and Reading for Enjoyment	Pre-writing, writing, editing, publishing a story
WEEK 5	Daily Morning Oral Work: Talks Listening & Speaking: Read Aloud and Group Discussion	Written phonics activities, Days 1-5	Vocabulary Task Guided Reading Paired and independent Reading and Reading for Enjoyment	Writing, editing, publishing a diary entry
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily Morning Oral Work	Handwriting activity	Comprehension Task Vocabulary Task Word and Sentence Level Work	
WEEK 7	Daily Morning Oral Work Listening & Speaking: Group Discussions	Week's phonic activities, Days 1-5	Comprehension Task Guided Reading Vocabulary Task	Pre-writing, drafting, writing, revising, editing, publishing a story
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Daily Morning Oral Work and Listening and Speaking: Word Problems	Handwriting activity	Shared Reading Vocabulary Task Independent Reading and Reading for Enjoyment	Pre-writing, drafting, writing, revising, editing, publishing a letter

WEEK 9	Listening & Speaking: Telling a story	Week's phonic activities, Days 1-5 Spelling test	Vocabulary Task Comprehension Task Word and Sentence Level Work Independent Reading and Reading for Enjoyment	Pre-writing, writing a mind-map
WEEK 10	Listening & Speaking: Read Aloud and Responding to the Story		Vocabulary Task Comprehension Task Independent Reading and Reading for Enjoyment	Giving writing a title
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	WEEK 1
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 1,4,5,7 **LO 5** AS 3	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking	Morning oral work • Class discussion: days/months, birthdays/weather chart • Learners share holiday or general news. Listening and speaking activities: • Non-fiction text a read-aloud to learners. • Group discussion: Open-ended questions • Personal response to story
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises all vowel and consonant blends learnt so far • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed	Phonics • Word Wall • Sounding out words • Revision of consonant diagraphs. Spelling: 5 phonics words and 5 sentences Handwriting: • Consonant diagraphs (words and sentences).
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 6** AS 2,3	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)** • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing • Grade 3 story read as shared text Word and sentence level work • 5 sight words, 5 new vocabulary words written into Spelling Books and Personal Dictionary. Group, guided and independent reading and writing • Oral comprehension / Written comprehension • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 3** AS 5 **LO 4** AS 1,2,3,4,6,7 **LO 6** AS 2,3	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class	Writing: • Shared reading of notices to model genre features • Writing a (public) notice Personal writing: My first week back at school

WEEK 1	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1,4,5,7 **LO 5** AS 3
MILESTONES	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking
NOTES	• Daily Morning Oral Work is done every day, with the learners sitting on the carpet. • Listening and Speaking activities are done twice a week, later in the day, for example after break.
RESOURCES	• Day/Month/Birthday chart • Weather chart and symbols

ACTIVITIES

DAILY MORNING ORAL WORK

DAY 1: DAY/MONTH/BIRTHDAY/WEATHER CHART

- Begin the day by greeting everybody and welcoming them back to school. If there are any new children in the class take a few minutes to introduce them to the other learners. Discuss the day/month charts and any special happenings, including birthdays.
- Use the weather chart.
- Talk about the weather. Ask: *What is the weather like today? What was it like yesterday?*
- Have learners select the correct weather symbol for the day and put it on the weather chart.
- Continue to write a 'morning message' on the board for learners. (See Terms 1 and 2.)

DAY 2: HOLIDAY NEWS

- Begin the day by discussing the day/month charts and any special happenings.
- Tell the learners about a special day in your holidays. Model how to do this expressively by varying the tone and pitch of your voice and using interesting and descriptive language.
- Tell the learners they are each going to share 2-4 minutes of news about their holiday or something else they have seen/read/experienced recently. Explain that to make their news interesting it is important to vary the volume and pitch of their voice, make eye contact with the people they are talking to, and use interesting words and descriptions.
- From Day 3 onwards, have 3-4 learners each day share 2-4 minutes of holiday or general news. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 2.**

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable non-fiction text to the learners. You could choose a text from a picture book, textbook or reader, e.g. a short paragraph about a famous person or people who help others.
- Introduce the text to the learners and draw on their prior knowledge (their worlds). Introduce any new words needed. These can be written onto flashcards and placed on the Word Wall.
- Read the text to the learners in a lively, interactive way.

ACTIVITY 2: RESPONDING TO THE TEXT

- Ask learners some questions about the text, e.g. *Who/What was the text about? Where was Gandhi born? What did he do in South Africa?*
- Give learners a task that requires them to respond individually to the text, e.g. if the text is about a famous or special person you could ask learners to think about a special person that they know. Learners could tell a partner who the person is and why they think the person is special.

Prepare for the following week's Listening and Speaking activities by explaining to the learners that parents are being invited to visit the class to talk to the learners about the work they do. You will need to:

- Make the arrangements with the parents who are able to come and also with other members of the community.
- Talk to the learners about behaviour when there are visitors to the class and discuss the type of questions they could ask.

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers
- Uses interesting words and descriptions when speaking

Every learner should be assessed against this milestone by the end of Week 2.

Try to make your Listening and Speaking time fun! Throughout the year you should continue to teach your learners simple songs and motivate them by singing with them.

WEEK 1	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises all vowel and consonant blends learnt so far • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed
NOTES	• Although Phonics and Spelling fall under Word and Sentence Level Work, you may prefer to do the Phonics and Spelling early in the day. Phonics and Spelling should be done directly after one another. • Prepare daily phonic oral activities and written tasks; prepare daily spelling words and sentences. • Handwriting is done twice a week. It can be linked to the Phonic/Spelling words and can be done directly after Phonics or at a separate time.

ACTIVITIES

PHONICS:

FIRST WEEK: REVISE CONSONANT DIAGRAPHS

- This week you should revise the consonant diagraphs: **sh, ch, th, wh, ck** and **ng**
- Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task**.** (Use one or more of these tasks for **Assessment Task 1**.) Here are some suggestions:
- Blending (for reading) Sound out a word. (You can use a CVC word or break the word into onset and rime for the learners, e.g. ch-eese.) Learners construct the word with their letters. (Letters can be made by the learners on squares of paper. See Week 1 Term 1. Plastic letters can also be used.)
- Segmenting (for spelling): Say a word. Learners sound out the word.
- Blending (for reading): Write words and sentences on the board based on the diagraph you are revising. For example, write a first row of words with the /sh/ sound in the initial position and a second row of words with the /sh/ sound in the final position. The sentences should include high-frequency words previously taught:
  - sack shack shop
  - dish fish mash rush
  - The ship is big.
  - I need a dish.

- Read the words/sentences with the learners. Based on the words/sentences you provide, have learners use their letters (e.g. a,i,o,sh,m,f,w,p) to build as many words as possible and write the words on a sheet of paper.
- Blending (for reading): Sound it Out: Write the song 'Sound It Out' on chart paper. Sing the song to the tune of 'If you're happy and you know it'. At the end of the song, say a word in parts for the children to orally blend. For example, /wh/ ...at. Then sing the song several times.
  At the end of each singing, point to a child to provide word parts for the class to blend. (See Week 1 Term 1)
- Unscramble It: Divide the class into teams of three to four. Provide each team with a list of ten scrambled words. The words should include the consonant digraphs you wish to revise. Allow each team five minutes to unscramble as many words as possible.
- Written Task: Learners choose the correct letters to complete words in sentences, e.g.
  sh th
  I like to __op.
  I walk to school wi__ my sister.
  I wi__ I had a red di___.

Note: *Remember that a suggested plan for the revision / introduction of the phonic sounds is included as an Annexure at the end of the first term's Lesson Plans.*

SPELLING ACTIVITIES:

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

HANDWRITING: JOINING LETTERS

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

ACTIVITY 1:

- Choose two or three of the consonant diagraphs revised in this week's Phonics lesson, e.g. **sh, ch, wh.** Write the diagraphs on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each diagraph, e.g. **shape, cheque, white.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Write one-two sentences on the board or on writing strips using some of the diagraphs you have revised this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Builds and sounds words at level of phonetic knowledge.

WEEK 1	READING
LO/ASs	**LO 3** AS 1, 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)** • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTES	• Reading is developed in Reading and Writing Focus Time for one hour each day. • It is split into: Shared Reading & Writing, Word & Sentence Level Work, and Group, Guided & Independent Reading/Writing. • Prepare multiple copies of a simplified newspaper report to use for Group Reading.
RESOURCES	• A Grade 3 Big Book or a simple story text written on the board. • Copies of poems and riddles for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: SHARED READING

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

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. By now learners will have multiple entries under a single letter. Remember that learners can practice alphabetical ordering by taking a list of words under the same letter and sorting them alphabetically using the initial and then second letter. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Guided Reading: **Red Group**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar texts.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

MODELED READING

- Read the text to the learners modelling the following: Pausing at full stops, looking carefully at illustrations for more information, reading fluently and pronouncing words correctly. Stop once or twice to model using decoding skills to read unfamiliar words and self-correction strategies, e.g. *That word didn't sound right/make sense. Let me look at it again. What word could it be?*
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why..*).

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

- Written Comprehension task: Learners complete a short comprehension based on the Shared Reading text. It should consist of 2-3 factual questions (about the main idea, characters and plot) and an open-ended or higher order question e.g. *Did you enjoy the story?* Why*?* **Use for Assessment Task 1.**
- Guided reading**: Yellow Group;** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading with learners. Afterwards ask some open-ended questions to help learners relate the story to their own lives, e.g. *Has something like this ever happened to you? What would you do if _____?*

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

- Language: Use sentences from the book (or based on the theme of the book) to revise subject-verb agreement (dealt with in Term 2 Week 9).
- Language Task: Learners copy and complete sentences choosing the correct verb.
- Guided reading**: Green Group;** Independent reading.

DAY 4:

SHARED READING AND WRITING:: RE-READING

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

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

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

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

READING FOR ENJOYMENT

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

ASSESSMENT:

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

Use the shared reading discussions this week together with the written comprehension task on Day 2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer
- Answers higher order questions based on the passage read.

Reading for enjoyment is an important part of your literacy teaching. To become lifelong readers children have to see their reading as being both purposeful and enjoyable.

WEEK 1	**WRITING**
LO/ASs	**LO 3** AS 5 **LO 4** AS 1,2,3,4 ,6,7 **LO 6** AS 2,3
MILESTONES	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class
NOTES	• Writing activities (independent) take place for a total of one hour a week.
RESOURCES	• Learners should be using the back of their Language and Writing books for personal writing or a separate book, given to them for this purpose. • Prepare 2-3 short notices for lost property to show to the learners for the writing activity.

ACTIVITIES

ACTIVITY 1: PRE-WRITING: PLANNING

- Show learners the notices for lost property you have prepared beforehand, e.g.

> Please help! I lost my jersey at school yesterday. I know I had it with me in the morning but I think I forgot it out on the field at break time. It is blue with a picture of a house on it. My father is very upset with me, so please help me find it.
> Anthony, Grade 3H.

> Please help us find our family cat. Her name is Whiskers. She has brown fur. She went missing on Tuesday 12th March. We are all very upset. Please help us find her.
> TSHEPHO 021 365 5566

- Ask learners questions to check their understanding of the purpose of the notices. Point out the way the notices are structured, e.g. short, simple sentences, contact details included, etc. Often such notices also include a drawing of the lost property.
- Tell learners that they will each write (and draw) about something they have lost for the class/school notice board.
- Learners talk to a partner about the (imagined) thing they have lost and discuss the details they plan to include in their notice.

ACTIVITY 2: WRITING, PUBLISHING

- Learners write their notices.
- They read their notice to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write (and illustrate) a neat copy of their notice. These can be displayed in the classroom.

ACTIVITY 3: PERSONAL WRITING – FIRST WEEK BACK AT SCHOOL

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

ASSESSMENT: Informal: unrecorded assessment: Read through every piece of personal writing and make a positive comment about the content rather than focusing on things like spelling and punctuation, e.g. *I am also pleased to be back at school!*

THIRD TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 1,5,7,8 **LO 5** AS 2	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking	Morning oral work • Class discussion: days/months, birthdays/weather chart • Learners share holiday or general news. • The 'morning message' is read daily. Listening and speaking activities: • Interviewing visitors about the work people do
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Recognises all vowel and consonant blends learnt so far • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed	Phonics • Revise consonant and vowel blends taught • 5 written phonics activities Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: consonant blends (e.g. gr- and fr-) and sentences.
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)** • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing • A story read as a shared text. Word and sentence level work • Vocabulary (5 words) Language (Conjunctions and pronouns)), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Joining sentences using conjunctions and pronouns, e.g. when, because. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. Reading for enjoyment

WRITING **LO 4** AS 1,2,3,4,6	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class	Writing: • Pre-writing: planning in pairs. • Writing a descriptive paragraph of 'What work I want to do when I grow up' • Read writing to class Personal writing: Diary entry about more general hopes/dreams for the future

WEEK 2	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1,2 **LO 2** AS 1,5,7,8 **LO 5** AS 2
MILESTONES	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking
RESOURCES	• Day/month/birthday charts • Parents or other members of the community; remember to thank them afterwards!

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings, especially the visitors to the class.
- Have 3-4 learners share 2 - 4 minutes of holiday or general news. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 2.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: PEOPLE AT WORK

- Invite a few parents or members of the community to join the class for the beginning of the day. Explain to them that the learners would like to find out about the type of work that people do.
- After welcoming and introducing the visitors, remind the learners of the purpose of the activity. Divide learners into small groups. Learners take it in turns to ask and answer questions about the work people do. **Use for Assessment Task 1.**
  Note: *Observe the groups carefully to ensure that neither parents nor learners are embarrassed.*

ACTIVITY 2: PEOPLE AT WORK

- Give each group a chance to talk about their visitor and what he/she told them. Make some notes on the board from what they learners say.
- Sing a song to end the activity.

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers
- Uses interesting words and descriptions when speaking

Every learner should be assessed against this milestone by the end of Week 2.

Use the listening and speaking activity to rate the learners, recording any problems you have noticed, against the following milestone:

- Interviews people for a particular purpose

WEEK 2	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises all vowel and consonant blends learnt so far • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed

ACTIVITIES

PHONICS: REVISE CONSONANT BLENDS

- This week you should revise some of the common consonant and vowel blends learnt in Terms 1 and 2, e.g. **–ng, -nd, -nt, -nk, -sk, -st, -mp, br-, tr-** etc. and **ai, ay, oa, ow**
- You should choose the blends that <u>you know</u> have been difficult for your learners, e.g. revising the 'sw' blend may be more important than revising 'bl'.
- Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task**.** Here are some suggestions:
- <u>Blending:</u> Sound out a word e.g. dr-aw. Learners put the sounds together to make a word.
- <u>Blending:</u> Sound out a word e.g. sn-a-ke. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- <u>Segmenting:</u> Learners work in pairs to segment words on the board into 2/3 sounds.
- <u>Games</u>: Call out the word. Learners identify the blend the word starts with.
- <u>Written Task: Constructing:</u> Learners re-arrange groups of letters to make words, e.g. ssgal = glass.
- <u>Written Task:</u> Word Sort: Learners sort a mixed group of words according to initial sounds. Learners can write their sorted words in columns.
- <u>Written Task :</u> Learners complete an activity from a Learner's Book.
- <u>Written Task :</u> Learners choose words to complete sentences.

SPELLING ACTIVITIES

- <u>Written task:</u> Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). **Use for Assessment Task 1.**

HANDWRITING: JOINING LETTERS

ACTIVITY 1:

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

ACTIVITY 2:

- Write one-two sentences on the board or on writing strips using some of the blends you have revised this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use the spelling test of the week's words to rate the learners, recording any problems you have noticed, against the following milestone:

- Recognises all vowel and consonant blends learnt so far.

WEEK 2	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)** • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a story. • Graded group readers or class readers for Guided Reading groups. • Copies of summarised or shortened newspaper report for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

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

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the 5 vocabulary words into their Personal Dictionaries. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Guided reading**: Blue Group.**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar texts. Using a range of self-correcting methods when reading. Reading with fluency and expression, pronouncing words correctly and accurately.
- Independent reading as before.

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the text to the learners modelling the following: Pausing at full stops, looking carefully at illustrations for more information, reading fluently, pronouncing words correctly. Stop once or twice to model various decoding and comprehension skills.
- Afterwards check understanding by asking 3-4 wh questions e.g. *What is the story about? Who are the characters? Where does the story take place? What happens next?*

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

- Written Comprehension task: Learners complete a cloze activity based on the sentences in the story.
- Guided reading**: Yellow Group;** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading with learners. Afterwards ask some open-ended questions to draw out any cause-effect relations in the story, e.g. e.g. *What happened when _____ did _____? Why do you think _____happened?*

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

- Language: Revise pronouns and conjunctions with the learners, e.g. when, because. Try to use the sequence of the story to demonstrate this, e.g. The princess was wearing a golden crown when....
- Language Task: Learners link sentences using pronouns and conjunctions. **Use for Assessment Task 1.**
- Guided reading**: Green Group;** Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

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

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

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

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

- Learners complete the written activity that they missed during Guided Reading
- Group reading: Learners read a simplified or summarised newspaper report in their seating groups.

READING FOR ENJOYMENT

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

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

WEEK 2	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class

ACTIVITIES

ACTIVITY 1: PRE-WRITING

- Have learners work in pairs to talk about the work they want to do when they grow up. You may want to write a set of questions on the board to help guide the learners' discussions, e.g. Do you want to
  - help people?
  - act, write or make music for people?
  - sell things?
  - make things?
  - fix things?
  - teach people?
  - heal people?
- Learners should explain to their partner what they think is involved in this kind of work and why they want to do it. (Learners can use dictionaries or other non-fiction/reference books to find additional information). Assist them to summarise their ideas on a mind map. **Use for Assessment Task 1.**

ACTIVITY 2: WRITING, PUBLISHING

- Learners write about what they want to do when they grow up and why. (If necessary you can provide learners with a writing frame for this descriptive paragraph.)
- They read their paragraph to check that it makes sense and edit for spelling and punctuation.
- Learners write a neat copy in their books and then read their completed writing to the class. **Use for Assessment Task 1.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write a diary entry about their (more general) hopes and dreams for the future. You might want to give them a sentence beginning to start with, e.g. *One day I want to be able to* _____.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use the writing activities on Days 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description
- Summarises and records information eg using mind maps, tables, notices, diagrams or charts
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Reads own writing to the class

THIRD TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 5	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking	Morning oral work • Class discussion: day/month, birthday charts, etc. • The 'morning message' is read daily. Listening and speaking activities: • Listen to a story. • Responding to a story (written answers).
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Recognises all vowel and consonant blends learnt so far • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed	Phonics • Revision of long and short 'a' sound: **a, a-e, ay, ai** • Practice in blending, segmenting, sorting, constructing, and matching words. • 5 written phonics activities Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: letters, words and sentences.
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)** • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing • A story summary: beginning, middle and end. Word and sentence level work • Vocabulary (5 words), Language (different sentence types), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Language activity based on different sentence types. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 4** AS 1,2,3,4,6	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class	Writing : *A Description* • Pre-writing: cut out pictures to construct an imaginary animal/creature • Drafting: a description. • Write, edit, publish a description

WEEK 3	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 5
MILESTONES	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts and any special happenings. Use the charts to base word problems for the learners to solve. For example you can use the calendar chart to ask questions like: *How many public holidays are there in August/the year? Which months have 30 days? Mary plays netball on Tuesdays. How many times will she play netball in September?*
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable story to the learners. You could choose a story from a picture book, textbook or reader.
- Introduce the story to the learners and draw on their prior knowledge (their worlds). Introduce any new words needed.
- Read the story to the learners in a lively, interactive way.

ACTIVITY 2: RESPONDING TO THE STORY

- Write 4-5 questions about the story on the board, e.g. *Where did the story take place? Who was the main character in the story, etc.* Include 1-2 open-ended questions, *e.g. Why do you think _____?*
- Learners write individual responses to the questions. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

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

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

WEEK 3	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises all vowel and consonant blends learnt so far • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed

ACTIVITIES

PHONICS: REVISION OF 'A' SOUNDS

DAYS 1 - 5:

- Revise different 'a' sounds: **long 'a'** – **a-e** (cake), **ay** (say), **ai** (pain) and **short 'a**' – (cat)
- Revise one spelling each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the long or short 'a' sound. Sound out each word.
- A suggested sequence:
- **Day 1:** short 'a' sound: **a** words *(cat, mat, catch, sack, sand, track, hand, clap)*
- **Day 2:** long 'a' sound: **a-e** words *(cake, came, case, cave, face, flame, grape, make, plate, place)*
- **Day 3:** long 'a' sound: **ay** words *(today, play, pay, may, birthday, maybe, player, say, clay)*
- **Day 4:** long 'a' sound: **ai** words *(pain, fail, jail, mail, paid, paint, snail, train, wait, aim)*
- **Day 5:** Consolidation of week's sounds, e.g. give a mixed list of long and short 'a' sound words for sorting:

a words	ay words	ai words	a-e words

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

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

- Written Task: Learners choose the correct letters to complete words, e.g.
  ay ai a-e
  I t_k_ my suitcase to school.
  The dog wags its t__l.
  It will r__n tomorrow.
  Can I pl___ now?
- Written Task: Learners circle the word that will finish each sentence, e.g.
  - *My (cat, sat, cut) took a nap on the mat.*
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the long 'a' sound spelled **ai, ay, a-e.** Learners can write their sorted words in columns.

SPELLING ACTIVITIES

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

HANDWRITING: JOINING LETTERS

ACTIVITY 1:

- Choose one or two of the 'a' sounds revised in this week's Phonics lessons, e.g. **ay, ai.** Write the letters that make this sound on the board in joined writing. Show learners how the two letters are joined. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Learners write a row of each combination after watching you write it. Write a word for each sound, e.g. **play, chain.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Write one-two sentences on the board, on writing strips or on work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught. Learners copy the sentences. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

Use the second handwriting lesson to rate the learners against the following milestones:

- Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing
- Writes with increasing speed

Informal: unrecorded assessment of learners' ability to recognise the spellings that make the short and long 'a' sound.

'Word Hunt' is a good game to play with learners to reinforce particular phonic sounds and spelling patterns. Learners can work independently or in pairs. Ask learners to go through what they have recently read, e.g. a shared or group/guided reading text, to find words that fit a particular sound or pattern, e.g. 'Find all the words you can that sound like 'cake' in the middle'. Learners write down the words they find and then compare and discuss their findings.

WEEK 3	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)** • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTE	• Prepare the Language work/task and the Vocabulary Words Task (Day 4).
RESOURCES	• Graded group readers or class readers for Guided Reading groups/Independent Reading. • Copies of a suitable text for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the shared text. Revise the sight and vocabulary words from Week 2.
- **Introduce shared writing.** Talk about how all stories have a beginning, middle and an end. Explain that you are going to write a story summary (of Week 2's Shared Reading text). Aim to use some of the vocabulary, sight words, and sentence patterns from the shared text as you write.
- Remember that to prepare for shared writing you should write your own sample text beforehand. As you write you must remember to: 1. Ask learners prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.
- Stop after 3-4 sentences and continue the next day.

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

- Vocabulary task: Learners write the 5 vocabulary words into their Personal Dictionaries. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Guided reading**: Yellow Group (Assessment Task 1).**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar texts. Using a range of self-correcting methods when reading. Reading with fluency and expression, pronouncing words correctly and accurately.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTINUED.

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

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

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

DAY 3:

SHARED READING AND WRITING: SHARED READING

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

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

- Language: Different types of sentences: Write different types of sentences on the board, e.g. a statement: *Today is Friday;* a question: *Have you got your book?* and a command: *Sit down now!*
- Read the sentences together with the learners. Talk about what each of the sentences does: makes statements, asks questions, or gives a command. Point out the punctuation used for each type of sentence.
- Pairwork: Learners can take it in turns to make up three different oral sentences: a statement, question and a command.
- Language task: Provide a written activity based on sentence types. For example, depending on the level of your learners, they can punctuate different sentence types correctly, change sentences from one type to another, e.g. from a command 'Sit down!' to a question 'Can you sit down?' or write different sentences of their own. **Use for Assessment Task 1.**
- Guided reading**: Green Group (Assessment Task 1).** Independent Reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

- Re-read the class text with the learners.

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

- Vocabulary Words Task: Learners complete a task matching vocabulary words with short definitions or using a dictionary to look up definitions.
- Guided reading**: Red Group (Assessment Task 1).** Independent Reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

Use the language task on Day 3 (different types of sentences) to rate the learners, recording any problems you have noticed, against the following milestone:

- Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)**

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses decoding and comprehension skills when reading unfamiliar texts
- Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing
- Reads with increasing fluency and expression, pronouncing words correctly and accurately

WEEK 3	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class
RESOURCES	• Magazines for learners to cut out pictures from, scissors and glue.

ACTIVITIES

ACTIVITY 1: PRE-WRITING

- Explain to learners that they will be creating and writing about an animal/creature of their own.
- Have learners cut out 4 pictures of animals from magazines.
- Learners should cut the animals into four parts and glue together parts from the four different animals to make a new creature/animal.

ACTIVITY 2: DRAFTING

- Learners stick their creature/animal in their books and draw in the background.
- Learners name their creature/animal.
- Next explain that learners should write a description of their animal (2 paragraphs). They should first describe what their animal looks like and then describe some of its characteristics, e.g. what it eats, what it likes doing, where it lives, etc.
- Learners can plan/draft their writing. They do not have to use full sentences in the plan as including main points will be enough to help them structure their descriptions.

ACTIVITY 3: WRITING, EDITING, PUBLISHING

- Learners write their description using full sentences (2 paragraphs).
- Learners self-edit their sentences for punctuation and sense.
- Learners meet in small groups, present their creatures/animals and read their descriptions aloud.

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

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1, 2,3,4,5,6 **LO 2** AS 1,4,5,6,7,8	• Listens for the detail in stories and answers open-ended questions	3	Listening & Speaking Activity 1 Read Aloud
	• Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Uses interesting words and descriptions when speaking	1 + 2	Morning Oral Work (Days 1-5)
	• Interviews people for a particular purpose	3	Listening & Speaking Activity
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1,6	• Recognises all vowel and consonant blends learnt so far	2	Spelling test
	• Builds and sounds words at level of phonetic knowledge	1	Week's phonic activities
HANDWRITING **LO 4** AS 5	• Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Writes with increasing speed	3	Handwriting Activity

READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,4,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read	1	Shared reading and the written comprehension task based on Shared Reading text (Day 2)
	Group, guided reading • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing • Reads with increasing fluency and expression, pronouncing words correctly and accurately	3	Reading Days 1-4: Guided Reading time
	• Builds own word bank and personal dictionary. **(Writing milestone)**	1-3	Reading Days 1 & 4 (Vocabulary Task
	• Uses different sentence types when writing, e.g. questions, commands, etc. **(Writing milestone)**	3	Day 3 Shared reading and writing (Language Task)
WRITING **LO 4** AS 1,2,3,4,6 **LO 6** AS 2,3	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class	2	Writing Activity 1 and 2: Pre-writing and writing/ publishing

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

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

THIRD TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 5	• Listens to a story and works out cause and effect in the story • Puts events in order of logical sequence • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: day/month/ birthday charts, etc. • The 'morning message' is read daily. Listening and speaking activities: • Sequencing a process (pictures). • Why...? questions
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Revision of long 'e' sound: e, -y, ee, ea • Revising homophones Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: words and sentences
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 2,4 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • 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 and information from a variety of fiction and non-fiction texts • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing • A dialogue/play read as a shared text. Text features. Word and sentence level work • Vocabulary (5 words) Language (Adjectives), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text: sequencing events • Subject-verb agreement; revision of simple present and past tenses. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. Reading for enjoyment
WRITING **LO 4** AS 1,2,4,6,7 **LO 6** AS 3,4	• Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description • Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses a variety of vocabulary to make the writing more interesting • Reads own writing to the class	Writing: *A Story* • Pre-writing: discussion and planning in pairs. • Drafting, writing, editing and publishing a story.

WEEK 4	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 5
MILESTONES	• Listens to a story and works out cause and effect in the story • Puts events in order of logical sequence • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy
NOTE	• Prepare the pictures illustrating a sequence.
RESOURCES	• A sequence of pictures illustrating a sequence - either enlarged or photocopied so that all learners have access to the text.

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.

LISTENING AND SPEAKING

ACTIVITY 1: SEQUENCING

- Show learners the pictures illustrating a process e.g. making tea, that you have prepared beforehand. Display the pictures in the incorrect sequence.
- Have learners work with a partner to a.) describe what is happening in each picture, b.) work out what is wrong with the sequence shown in the pictures and c). work out what order the pictures should be in.
- Learners report back on the correct sequence for the pictures/process. **Use for Assessment Task 2.**
- **Note:** *This activity will work particularly well if you can provide each pair with a different illustrated process (photocopied). This way you can have one pair working on the process of making tea, another on making a sandwich, etc. This will also allow you to differentiate the activity so that stronger learners can, for example, sequence sentences rather than pictures*.

ACTIVITY 2: WHY...? QUESTIONS

- Together with the learners ask and answer a range of 'Why ....?' questions (ideally related to the process you dealt with in Activity 1), e.g. *Why do you have to fill the kettle with water first? Why do you have to plug in the kettle? etc.*
- Explain that when you ask a question beginning with 'Why ....?' the answer should include an explanation.
- To practise the format for writing a set of instructions, learners can work in pairs to ask and answer questions about everyday activities, e.g. *Why do we line up at lunchtime? Why do you like soccer? etc.*

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Puts events in order of logical sequence

WEEK 4	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed

ACTIVITIES

PHONICS: REVISION OF 'E' SOUNDS AND HOMOPHONES

DAYS 1 - 5:

- Revise different 'e' sounds: **long 'e'** – **ee** (feet), **ea** (eat), **y** (key) and **short 'e**' – (bed)
- Revise one spelling each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the long or short 'e' sound. Sound out each word.
- A suggested sequence:
- **Day 1:** long 'e' sound: **e** words *(me, we, be)*
- **Day 2:** long 'e' sound: **ee** words *(seed, sheep, teeth, week, wheel, queen, green, feel, cheek)*
- **Day 3:** long 'e' sound: **y** words *(carry, lady, many, lucky, city, country, baby, only, party)*
- **Day 4:** long 'a sound: **ea** words *(leaf, meal, meat, neat, peach, dear, dream, heat, bean, clean)*
- **Day 5: Revise homophones (Week 5 Term 2), i.e.** words that sound the same but mean different things. Homophones may/may not have the same spelling. To revise homophones write a set of sentences containing the words on the board, e.g.
  When I am sick, I feel <u>weak.</u>
  We are on holiday for a <u>week.</u>
- Read the sentences together with the learners. Identify which words sound the same but are spelled differently and mean different things. Underline these words. Talk about how different letters in the words make the same sound.
- Give learners a list of common homophones. Try to use homophones related to the week's phonics, e.g. read-reed; red-read; see-sea; bean-been; be-bee; weak-week; meat-meet.

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

- Blending: Sound out a word e.g. s-ea. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. ch-ea-p. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words, e.g. ppayh = happy.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest another way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the long 'e' sound spelled **ee, -y** and **ea**. Learners can write their sorted words in columns.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). To test homophones you will need to include some dictation sentences, e.g. *Have you ever been to Durban?, Have you watched a bean grow?* **Use for Assessment Task 2.**

HANDWRITING: JOINING LETTERS

ACTIVITY 1:

- Choose one or two of the 'e' sounds revised in this week's Phonics lesson, e.g. **ee, ea.** Write the letters that make this sound on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each sound, e.g. **sleep, leaf.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Write one-two sentences on the board, on writing strips or on work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught. Learners copy the sentences. **Use for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect

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

- Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation
- Writes with increasing speed

WEEK 4	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 5** AS 2,4 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • 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 and information from a variety of fiction and non-fiction texts • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a dialogue based on a familiar fable. • Graded group readers or class readers for Guided Reading groups. • Copies of a simple pamphlet for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level Big Book or a text from a class reader. The text should be a dialogue (play) preferably based on a familiar fable. If you do not have such a text, write part of a fable the learners are familiar with as a dialogue.
- Orientate learners to the text as before. Do a picture walk. Talk about the features specific to a dialogue (play), e.g. *the use of bold/underlining/colour for characters names and the colon used to introduce the actual words spoken by each character*.
- Show learners a single page (or double spread) of the text to look at quickly (i.e. scan). Ask learners to name the characters in the dialogue/play.
- Focus on prediction skills: Have a brief class discussion on what the learners think the dialogue will be about.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**
- Guided reading**: Yellow Group**
- Focus for the week: Sight word recognition. Reading aloud with expression, using appropriate stress, pausing and intonation.
- Independent reading: Learners read a page or more of a graded reader and/or newspaper or pamphlet each day. **Use for Assessment Task 2.**

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the text to the learners. If suitable, try to use a slightly different expression for the different characters in the dialogue (play).
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why..*).
- Have each learner write an individual response to say whether they enjoyed the story or not, giving reasons. Use learners' written responses for **Assessment Task 2.**

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

- Written task: Sequencing: Write 5 sentences summarising the events in the story. Mix them up so that they are in the wrong sequence. Learners write the sentences in the correct sequence**. Use for Assessment Task 2.**
- Guided reading**: Blue Group;** Independent reading. **Use for Assessment Task 2.**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading with learners. Afterwards ask some open-ended questions to draw out any cause-effect relations in the story, e.g. e.g. *What happened when _____ did _____? Why do you think _____happened?*

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

- Written task: learners do a short comprehension based on the shared reading text. It should consist of 2-3 factual questions focusing on understanding main idea, plot and characters. **Use for Assessment Task 2.**
- Language: Draw attention to the verbs in the text. Use a sentence from the shared text. Identify the verb in the sentence. Revise subject-verb agreement, e.g. *The animals sing. The lion sang.*
- Guided reading**: Red Group**; Independent reading. **Use for Assessment Task 2.**

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

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

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

- Language: Revise simple present and simple past verb tenses based on the shared text.
- Language task: Provide sentences from the text in the present tense (either directly from the text or based on the theme). Learners re-write them using the past tense.
- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group**; Independent reading. **Use for Assessment Task 2.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them. In Weeks 4-5 try to provide learners with a selection of newspapers, pamphlets and advertisements to choose from. **Use for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

On Days 2 & 3 (Shared Reading) rate the learners, recording any problems you have noticed, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer
- Answers higher order questions based on the passage read

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

Use Paired and Independent Reading and Reading for Enjoyment in Weeks 4-5 to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud to a partner
- Reads independently for enjoyment and information from a variety of fiction and non-fiction texts

WEEK 4	WRITING
LO/ASs	**LO 4** AS 1,2,3,4,6 ,7 **LO 6** AS 3,4
MILESTONES	• Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description • Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses a variety of vocabulary to make the writing more interesting • Reads own writing to the class
NOTE	• Prepare one or two picture options for Writing activity. Pictures should show a story beginning or sequence of actions. You will need to prepare multiple copies or an enlarged version to display to the class.

ACTIVITIES

ACTIVITY 1: PRE-WRITING DISCUSSION and PLANNING – A STORY

- For this activity you should prepare one or two picture options.

Note: You will either need to prepare multiple copies of the picture(s) or enlarge the picture(s) to display at the front of the class where all the learners can see it/them.

- Talk about what is happening in the picture(s). Write up any new of difficult words on the board.
- Explain that learners are going to write a story of their own based on the picture (or sequence of pictures). Their stories will need to have a title and a clear beginning, middle and end (at least two paragraphs).
- In pairs, learners should talk about what they plan to include in their story.

ACTIVITY 2: DRAFTING

- Explain to learners that before they write their story they should plan it carefully. Have learners complete a story plan (See Term 2 Week 3 for a planning frame). Explain that learners do not have to use full sentences in the plan. Including main points will be enough to help them structure their stories.

ACTIVITY 3: WRITING, EDITING, PUBLISHING

- Learners write their story using full sentences. Stories must have a title and be at least two paragraphs long.
- Learners self-edit their sentences for punctuation and sense.
- They read their stories aloud to the class. Use for **Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Drafts, writes, edits and publishes own story of at least two paragraphs
- Gives writing a title
- Uses a variety of vocabulary to make the writing more interesting
- Reads own writing to the class

THIRD TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 5,8	• Listens to a story and works out cause and effect in the story • Puts events in order of logical sequence • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: day/month, birthday charts, etc. • The 'morning message' is read daily. Listening and speaking activities: • Listening to poem or story. • Group discussions (responses).
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Revision of long and short 'i' sound: i, -y, ie, i_e • 5 written phonics activities Spelling • 20 phonics words (4 per day for 5 days) recorded in Spelling books. Handwriting • Joined writing: words and sentences
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • 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 and information from a variety of fiction and non-fiction texts • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing • Shared writing: A dialogue. Word and sentence level work • Vocabulary (5 words), Language (present continuous tense), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books and vocabulary in Personal Dictionaries. • Comprehension based on shared text. • Present continuous tense. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.
WRITING **LO 4** AS 1,2,3,4,6	• Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description • Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses a variety of vocabulary to make the writing more interesting • Reads own writing to the class	Writing: *Diary entry* • Pre-writing: discussion, modelling the format • Write, edit, publish diary entry Personal writing: My pet

WEEK 5	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 5,8
MILESTONES	• Listens to a story and works out cause and effect in the story • Puts events in order of logical sequence • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings. Use the charts to encourage discussions and develop learners' vocabulary and word problem skills, e.g. with the calendar chart you can ask questions like: *What is the date tomorrow? What will next Tuesday's date be? What was the date last Friday? How many days are there in September? etc*. Use for **Assessment Task 2.**
- You can also write a list of celebrations on the board and let learners match them to specific dates, e.g. Christmas Day, Youth Day, Freedom Day, etc. Weather charts can be used to encourage discussion about the different seasons.
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Choose a story that has clear cause effect relationships.
- Introduce and read the text to learners.
- Without discussing the plot, give learners a short written comprehension in which they identify the results of certain actions in the story. **Use for Assessment Task 2.**

ACTIVITY 2: GROUP DISCUSSION

- Choose a poem or story that is likely to evoke emotions or raise an important issue e.g. gender stereotyping.
- Introduce and read the text to learners.
- Let them work in groups to respond to the text using an OWL CHART. (See Term 1, Week 5 and Term 2, Week 9).
- Learners discuss their responses in their group, asking and answering each other's questions.

- Afterwards they can fill in a peer assessment form:

Name	Used OWL chart to respond to the text	Expressed opinions/feelings	Asked and answered questions politely	Did not interrupt

- Use the completed form, together with your own observations, for **Assessment Task 2**.

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Suggests solutions to a problem, specifically word problems in Numeracy.

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

- Participates in discussions, asking and answering questions.
- Listens to a story and works out cause and effect in the story

Problem-solving activities are important for learners to learn to work systematically. Learning to follow systematic steps in problem solving can take a lot of patience and time.

- **Always make sure that your learners understand the question.**
- **Ask learners to look for clues in the information provided.**
- **Some activities may have several possible solutions. Encourage learners to look for alternative solutions.**

WEEK 5	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed

ACTIVITIES

PHONICS: REVISION OF 'I' SOUNDS

DAYS 1 - 5:

- Revise different 'i' sounds: **long 'i'** – **i-e** (bike), **y** (my), **ie** (tie) and **short 'i**' – (fish)
- Revise one spelling each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the long or short 'i' sound. Sound out each word.
- A suggested sequence:
- **Day 1:** short 'i' sound: **i** words *(big, dish, drink, hill, in, bit, is, it, win, rip)*
- **Day 2:** long 'i' sound: **i_e** words *(bike, fire, kite, life, bite, bride, spice, mine, nice, like, wise)*
- **Day 3:** long 'i' sound: **y** words *(try, why, sky, dry, fly, cry)*
- **Day 4:** long 'i' sound: **ie** words *(tie, pie, lie, die, cries, dries, fries)*
- **Day 5:** Consolidation of week's sounds, e.g. give a mixed list of long and short 'i' sound words for sorting:

i words	i_e words	y words	ie words

PHONICS ACTIVITIES: Each day, choose two oral activities and give learners a written task. **Use these activities for Assessment Task 2.** Here are some suggestions:

- Blending: Sound out a word e.g. f-i-ve. Learners put the sounds together to make a word.
- Blending: Sound out a word e.g. white. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Blending/Spelling: Give learners a dictation/spelling activity where you sometimes give them the letter sounds only and other times the letter names.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.

- Written Task: Learners choose the correct letters to complete words, e.g.
  y ie
  My mother will f___ the chips for lunch.
  Wh_ do you think it happened?
  He wears a t__ to work.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way. For example use words containing the long 'i' sound spelled **ie, y, i-e.**

SPELLING ACTIVITIES

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

HANDWRITING: JOINED WRITING

ACTIVITY 1:

- Choose one or two of the 'i' sounds revised in this week's Phonics lesson, e.g. **ie, y.** Write the letters that make this sound on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each sound, e.g. **pie, sky.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or on work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Builds and sounds words at level of phonetic knowledge
- Uses both the letter sound as well as the letter name to spell words

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

WEEK 5	READING
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • 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 and information from a variety of fiction and non-fiction texts • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• Graded group readers or class readers for Guided Reading groups/Independent Reading. • Copies of a suitable text for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the shared text (dialogue/play). Revise the sight and vocabulary words from Week 4.
- **Introduce shared writing.** Remind learners of the features of a dialogue, e.g. a colon (:) used to introduce the actual words spoken, the speaker's name underlined/bolded, etc. Draw attention to these features in Week 4's shared text.
- Explain that you are going to write a short dialogue based on the shared text. Aim to use some of the vocabulary, sight words, and sentence patterns from the shared text as you write. You do not have to use an extract from the shared text but can make up your own. Depending on the level of your learners you may choose to write the dialogue around a specific episode in the text or as an alternative ending.
- Remember that when doing shared writing with learners you should write your own sample text beforehand. While writing, you should ask prompt questions and help learners construct sentences.
- Stop after 3-4 sentences and continue the next day.

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

- Sight word task: Teach 5 new sight words. Learners copy the 5 new sight words into their Spelling Books. Learners either copy and complete a paragraph choosing the correct sight words or write sentences using the sight words. You can use this as a revision using sight words from Weeks 1-5.

- Guided reading**: Yellow Group.**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar words to make meaning. Sounding out unfamiliar words at the level of phonetic knowledge.
- Independent reading: Learners read a page or more of a graded reader and/or newspaper or pamphlet each day. **Use for Assessment Task 2.**

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTINUED.

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

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

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

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading of the class text (dialogue). Try to use a slightly different voice/expression for each of the characters.
- Identify different sentence types in the dialogue, e.g. statements, command and questions.

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

- Language: Together with the learners look over the shared text (you can use Week 4 or 5's text) and find all the sentences with words ending in **–ing**. Write the sentences on the board, e.g. *He is running very fast.*
- Explain that all the verbs ending in 'ing' in these sentences tell us that the actions are still happening, i.e. they are in the continuous (progressive) tense.
- Language task: Provide a written activity based on the present continuous tense. For example, learners can change sentences to show that the action is still happening: *The old lady is (knitted) a jersey, etc.*
- Guided reading**: Green Group.** Independent Reading. **Use for Assessment Task 2.**

DAY 4:

SHARED READING AND WRITING: RE-READING

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

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

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

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

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

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

Use Paired and Independent Reading and Reading for Enjoyment in Weeks 4-5 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads aloud to a partner
- Reads independently for enjoyment and information from a variety of fiction and non-fiction texts

WEEK 5	**WRITING**
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description • Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses a variety of vocabulary to make the writing more interesting • Reads own writing to the class
NOTES	• Prepare an example diary entry on a large sheet of paper to display to the class.

ACTIVITIES

ACTIVITY 1: PRE-WRITING DISCUSSION

- Talk to learners about diaries. A diary is a book with a space for each day. Some people use diaries to keep a record of their appointments and meetings. Other people use their diaries to write their experiences and feelings about what happens to them each day.
- Explain that sometimes people use a diary like a friend - they write about their problems and feelings, and then feel better because they have 'shared' their thoughts.
- Read an example diary entry to the learners. (You would have prepared this on a large sheet of paper to display to the class).

22 September 2009

Dear Diary
Today I went to play at my friend Jesse's house. Her mother made us sausages and chips for lunch. We played in the garden all afternoon. Dad came to fetch me after work. I love spending time at Jesse's house!

- Explain that learners must choose a situation to write a diary entry on. Depending on the level of your learners you might want to give them a few situations to choose from, e.g. you went to a birthday party, you went to see the school play, etc.
- Explain that learners must write a diary entry for the day their chosen situation happened. A diary entry should include the date, what happened as well as your thoughts and feelings about what happened.
- Learners can discuss with a partner and decide on the situation they want to use for their diary entry.

ACTIVITY 2: WRITING/EDITING/PUBLISHING

- Learners write their diary entries.
- They read their diary entry aloud to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write their diary entries neatly into their books. Use for **Assessment Task 2.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write about their pet or a pet they would like to own. Learners can say what their pet is named, why it is a good pet to have, how they care for it, etc.

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description

Informal: unrecorded assessment of learners' personal writing. Over the term try to read each learner's diary at least twice. Make positive comments, and try to encourage learners to write further on topics/issues of their choice.

SUGGESTED ASSESSMENT: ASSESSMENT TASK 2: WEEKS 4/5

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1,2 **LO 2** AS 1,4,5,7	• Puts events in order of logical sequence • Listens to a story and works out cause and effect in the story • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	4 5 5	Listening & Speaking Activity 1 (Sequencing) Listening & Speaking Activity 1 & 2 Morning Oral Work (Days 1-5)
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1,6	• Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words	4 5	Written spelling test Week's phonic activities
HANDWRITING **LO 4** AS 5	• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	4	Handwriting activity
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 2,3,6	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • 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 and information from a variety of fiction and non-fiction texts • Builds own word bank and personal dictionary. **(Writing milestone)**	4 5 4 & 5 4 & 5	Reading Days 2 & 3: Written responses Group reading Paired and independent reading and Reading for Enjoyment Reading Wk 4 Day 1 and Wk 5 Day 4: Vocabulary Task

WRITING **LO 4** AS 1,2,3,4,6 **LO 6** AS 3	• Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description	5	*A diary entry* Writing Activity 1 and 2: Pre-writing discussion, writing, editing, publishing a diary entry *A story* Writing Activities 1-3: Pre-writing discussion, drafting, writing, editing, publishing a story.
	• Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses a variety of vocabulary to make the writing more interesting • Reads own writing to the class	4	

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

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

THIRD TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL / LISTENING AND SPEAKING **LO 1** AS 2 **LO 2** AS 1,5,7	• Listens to stories, predicts the ending, or makes up own ending for the story • Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers • Uses interesting words and descriptions when speaking	Morning oral work • Class discussion: day/month, birthday charts, etc. • The 'morning message' is read daily. • Learners share family or general news Listening and speaking activities: • Group discussion and presentation to class • Word Problems
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Silent letters: k,l,b • 5 written phonics/spelling activities Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: sentences
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 5** AS 1,3,4 **LO 6** AS 2,3,6	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read indicating critical listening *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Builds own word bank and personal dictionary **(Writing milestone)** • Summarises and records information eg using mind maps, tables, notices, diagrams or charts **(Writing milestone)**	Shared reading and writing • A non-fiction/information text read as a shared text. Main idea, cause-effect and open-ended questions. • A mind-map (summarizing information) Word and sentence level work • Vocabulary (5 words) Language (Adjectives), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries (Alphabetical order). • Comprehension based on shared text. • Past continuous tense • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. Reading for enjoyment

WRITING **LO 4** AS 1,2,4,6	• Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses phonics knowledge and spelling rules to write unfamiliar words • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks	Writing: *Different sentence types to describe a picture* • Pre-writing: discussion and planning in pairs. • Writing, publishing sentences. Personal writing: A favourite meal or family celebration.

WEEK 6	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 2 **LO 2** AS 1,5,7
MILESTONES	• Listens to stories, predicts the ending, or makes up own ending for the story • Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers • Uses interesting words and descriptions when speaking

ACTIVITIES

DAILY MORNING ORAL WORK:

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Continue to write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.
- Remind learners that when telling people about a news event it is important to describe events in an interesting way, vary the pitch of your voice and maintain eye contact with the people you are talking to. This is important whether you are telling personal news or reporting on something you read/heard about. Demonstrate this by sharing some general news about something that happened at school or that you have read/heard about in your community. First present the item in a 'flat', monotonous voice, avoiding eye contact, etc. and then present the same item varying the pitch and volume of your voice, maintaining eye contact, etc. Discuss the difference between the two presentations.
- From Day 2 onwards, have 3-4 learners each day share 3-4 minutes of family or general news. **Use for Assessment Task 3. Every learner should be assessed by the end of Week 7.**

LISTENING AND SPEAKING

ACTIVITY 1: GROUP DISCUSSION

- Write a question(s) on the board that raise or highlight a relevant issue in the learners' lives, e.g.

- *Do radio and TV affect our schoolwork?*
- *Are games good for us?*

- Learners work in small groups to discuss their views and then choose a group member to make a presentation to the class. You should remind learners to talk about both the good and bad points before they say 'yes' or 'no' and compare their reasons for saying 'yes' or 'no'. A good presentation must make the rest of the class believe the group's view.

ACTIVITY 2: WORD PROBLEMS

- Use the theme of the question you set for Activity 1 to base word problems on, e.g. *Max watches 4 hours of TV a day. He listens to the radio for 1 hour. How many hours a day (in total) does Max spend watching TV and listening to the radio? There are 24 hours in a day. If Max spends ___ hours watching TV and listening to the radio, how many more hours does he have left in the day?*

ASSESSMENT: Formal: recorded Assessment Task 3:

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

- Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers
- Uses interesting words and descriptions when speaking

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

Try to use dialogues as Speaking and Listening activities throughout the year. In the beginning you may want to control the words in the dialogues but at later stages dialogues can be longer and can even be produced or adapted by the learners themselves. Dialogues provide a valuable way for learners to practise new language structures and tenses in communicative situations. For example, you can practise the future tense and the structure 'going to' by using a dialogue between two learners who tell each other what they are going to do at the weekend.

WEEK 6	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed

ACTIVITIES

PHONICS: SILENT LETTERS – k, l, b

DAYS 1 - 5:

- Introduce learners to **silent letters**. Explain that over time, the way that words are pronounced changes. For example, a thousand years ago the word 'knife' was pronounced 'k-nife'. This was hard to say, so over time people stopped sounding the separate 'k'. However the spelling of the word remained the same. The 'k' became a **silent letter.**
- Introduce one silent letter each day.
- Write a set of words containing the letter on the board and read the words together with the learners. (See below)
- A suggested sequence:
- **Day 1:** silent k: e.g. *knee, knife, knock, knight, kneel, knot, knew, knit, know*
- **Day 2:** silent l: e.g. *calf, could, talk, half, chalk, walk, calm*
- **Day 3:** silent b: e.g. *comb, crumb, lamb, thumb, doubt*
- **Day 4:** consolidate learning of silent k, l, b.
- **Day 5:** consolidate learning of silent k, l, b.

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task**.** Silent letters can largely only be reviewed in written activities (because the letter-sound is silent). You can therefore use the week's activities to consolidate the silent letters but also to revise some of the sounds/spellings taught thus far. Here are some suggestions:

- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into different sounds.
- Word families: Take a sheet of paper and write a word family starter. Learners suggest words for the word family.
- Written Task: Learners re-arrange groups of letters to make words.

- Oral/Reading Task: Learners read a list of words and identify the words with silent letters.
- Written Task: Learners copy and complete sentences using words with silent letter spellings, e.g.

  knight night

  I go to sleep at _____.
- Written Task: Learners choose the correct spellings, e.g. caf calf calv

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

SPELLING ACTIVITIES

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

HANDWRITING: JOINED WRITING

ACTIVITY 1:

- Choose two or three of the words with silent letters taught this week. Use joined writing to write a sentence on the board, writing strips or on work-cards using each word (to demonstrate it's meaning). Learners copy the sentences.

ACTIVITY 2:

- Choose two or three of the words with silent letters taught this week. Use joined writing to write a sentence on the board, writing strips or on work-cards using each word (to demonstrate its meaning). The sentences should include high-frequency words previously taught. Learners copy the sentences. **Use one of the handwriting activities for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

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

- Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation
- Writes with increasing speed

WEEK 6	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 5** AS 1,3,4 **LO 6** AS 2,3,6
MILESTONES	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read indicating critical listening *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Builds own word bank and personal dictionary **(Writing milestone)** • Summarises and records information eg using mind maps, tables, notices, diagrams or charts **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a non-fiction/information text. • Graded group readers or class readers for Guided Reading groups. • Copies of a textbook from another Learning Area for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text** with diagrams and/or photographs.
- Orientate learners to the text as before. Do a picture walk.
- If applicable, show learners the contents page of the non-fiction book you are using. Talk about the function of a contents page and demonstrate how to use it to find information, e.g. you can ask learners questions like: *In which chapter do you think I will be able to read about fish? What page does that chapter start on?* etc.

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

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

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the text to the learners, modelling the following: interpreting diagrams (and getting more information), analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions and asking 1 –2 open ended questions e.g. *Do you think _____?*

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

- Comprehension task: Learners complete a comprehension based on the shared reading text. Questions that require critical listening must be included. **Use for Assessment Task 3.**
- Guided reading**: Blue Group**; Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading.
- Learners can work in pairs to each make up and answer oral questions about the main idea, photographs and/or information in the text.

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

- Language: Revise the present continuous tense with the learners (Week 5). Remind learners that verbs ending in 'ing' tell us that the action is still happening.
- Introduce the past continuous tense. Write a table on the board to compare the simple present/past and continuous tenses, e.g.

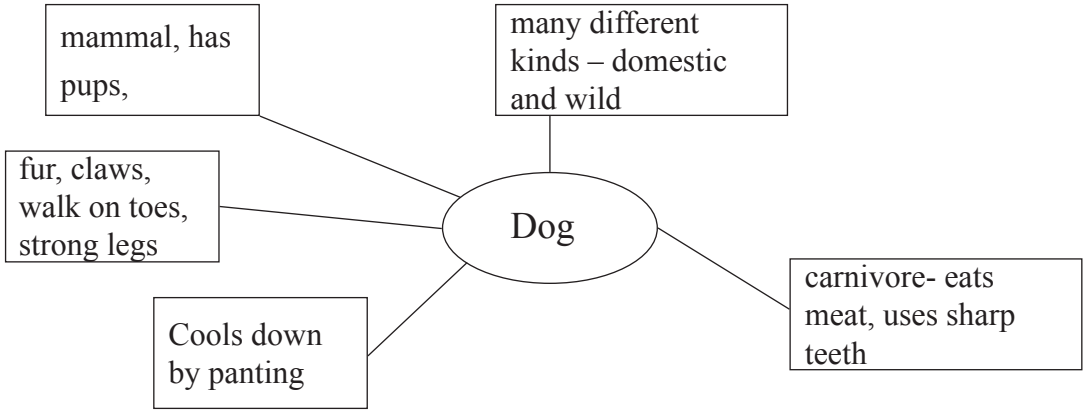
Simple	**Continuous**
I like horses. (present)	I am riding a horse. (present)
I liked horses. (past)	I was riding a horse. (past)

- Language task: Provide a written activity based on the present and past continuous tenses.
- Guided reading**: Green Group**; Independent reading

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT AND SUMMARISING INFORMATION

- Re-read the text together with learners. Make your voice softer but still use the pointer.
- Talk about how mind maps help us to organise and summarise information. Together with the learners summarise the information in the text as a mind map, e.g.



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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Language Task: Learners copy and complete a mind-map of the information in the shared text. **Use for Assessment Task 3.**
- Guided reading: **Red Group**; Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

READING FOR ENJOYMENT

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

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 2's (Comprehension task) and the shared reading discussions to rate the learners, recording any problems you have noticed, against the following milestones:

- Answers higher order questions based on the passage read indicating critical listening.
- Interprets information from an illustration, poster, advertisement, chart

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

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

- Summarises and records information eg using mind maps, tables, notices, diagrams or charts. **(Writing milestone)**

WEEK 6	**WRITING**
LO/ASs	**LO 4** AS 1,2,4,6
MILESTONES	• Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses phonics knowledge and spelling rules to write unfamiliar words • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks
NOTE	• Prepare a selection of pictures showing people doing everyday activities, e.g. eating a meal, exercising, talking to friends, going to school, etc.
RESOURCES	• A selection of pictures showing people doing everyday activities. These can be from magazines, newspapers, textbooks in other Learning Areas, etc.

ACTIVITIES

ACTIVITY 1: PRE-WRITING - DISCUSSION AND PLANNING

- Show learners the selection of pictures you have prepared for the activity. These can be enlarged and displayed at the front of the class, or photocopied (multiple copies). Together with the learners talk about what is happening in each picture.
- Remind learners of the three different kinds of sentences and what they do: make statements, ask questions, or give commands.
- Choose one of the pictures from the selection. Write three sentences about the picture on the board, one a command, one a statement and one a question, e.g.
  - *Peter is washing the dishes. (statement)*
  - *Is Peter washing the dishes alone? (question)*
  - *Wash the dishes! (command)*
- Point out the punctuation used for each type of sentence.
- Explain that learners will need to choose 2-3 pictures for this activity. They will have to write 3 sentences, i.e. a command, a statement and a question, for each picture.
- In pairs, learners talk about the sentences they plan to write.

ACTIVITY 2: WRITING, EDITING

- Learners write their sentences. They check their sentences for spelling and punctuation.
- Learners read their sentences to a partner.

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week learners can describe a favourite meal or celebration in their family.

ASSESSMENT:

- **Informal, unrecorded assessment of** learners' ability to use different sentence types when writing, e.g. questions, commands, etc.

THIRD TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 1,5,7,8 **LO 5** AS 2	• Listens to stories, predicts the ending, or makes up own ending for the story • Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers • Uses interesting words and descriptions when speaking	Morning oral work • Class discussion: day/month, birthday charts, etc. • Learners share family or general news • The 'morning message' is read daily. Listening and speaking activities: • Read aloud (prediction) • Group Discussion
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1,6	*Phonics* • Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Silent letters: w,h,g • 5 written phonics/spelling activities Spelling • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Joined writing: sentences
READING **LO 3** AS 2,3,5 **LO 4** AS 5 **LO 6** AS 2,6	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read indicating critical listening *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Builds own word bank and personal dictionary **(Writing milestone)** • Summarises and records information eg using mind maps, tables, notices, diagrams or charts **(Writing milestone)**	Shared reading and writing • Shared reading: APoems and a short story • Shared writing of a poem Word and sentence level work • Vocabulary (5 words) Language (Prepositions), Sight words (5) Group, guided and independent reading and writing • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehensions based on shared text. • Prepositions. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

WRITING **LO 4** AS 1,3,4,6	• Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses phonics knowledge and spelling rules to write unfamiliar words • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks	Writing: *A story* • Pre-writing: discussion in pairs • Drafting a story. • Write, edit, publish story.

WEEK 7	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1,2 ,4 **LO 2** AS 1,5,7,8 **LO 5** AS 2
MILESTONES	• Listens to stories, predicts the ending, or makes up own ending for the story • Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers • Uses interesting words and descriptions when speaking

ACTIVITIES

DAILY MORNING ORAL WORK:

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

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable story to the learners. You could choose a story from a picture book, text book or reader.
- Introduce the story to the learners and draw on their prior knowledge. Introduce any new words.
- Read the story to the learners in a lively, interactive way. Stop halfway through the story and ask learners to write 1-3 sentences explaining how they think the story will end. **Use for Assessment Task 3.**

ACTIVITY 2: READ ALOUD

- Finish reading the story. Ask learners some questions about the story, e.g. *Who was in the story? Where did the story take place? How did the story begin? What happened next? etc.*
- Discuss what was the same/different about the learner's predictions and the way the story ended.
- Have a class discussion about alternative endings to the story, e.g. *'What might have happened if _____?'* **Make notes in your Assessment Notebook for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

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

- Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers
- Uses interesting words and descriptions when speaking

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

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

- Listens to stories, predicts the ending, or makes up own ending for the story.

WEEK 7	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,6
MILESTONES	*Phonics* • Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed
RESOURCES	• Prepare daily phonic oral activities and written tasks

ACTIVITIES

PHONICS: SILENT LETTERS – w, h, g

DAYS 1 - 5:

- Introduce one silent letter each day.
- Write a set of words containing the letter on the board and read the words together with the learners. (See below)
- A suggested sequence:
- **Day 1:** silent w: e.g. *answer, wrap, sword, know, who, saw, whole, wrist*
- **Day 2:** silent h: e.g. *honest, honour, hour, spaghetti, ghost, rhyme*
- **Day 3:** silent g: e.g. *sign, design, campaign*
- **Day 4:** consolidate learning of silent w, h, g
- **Day 5:** consolidate learning of silent w, h, g.

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task**.** Silent letters can largely only be reviewed in written activities (because the letter-sound is silent). You can therefore use the week's activities to consolidate the silent letters but also to revise some of the sounds/spellings taught thus far. **Use the week's phonic activities for Assessment Task 3.** Here are some suggestions:

- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into different sounds.
- Word families: Take a sheet of paper and write a word family starter. Learners suggest words for the word family.
- Written Task: Learners re-arrange groups of letters to make words.
- Oral/Reading Task: Learners read a list of words and identify the words with silent letters.

- Written Task: Learners copy and complete sentences using words with silent letter spellings, e.g.
  hour our
  We waited for an _____.
- Written Task: Learners choose the correct spellings, e.g. sign sin sinn

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). **Use for Assessment Task 3.**

HANDWRITING: JOINED WRITING

ACTIVITY 1:

- Choose two or three of the words with silent letters taught this week. Use joined writing to write a sentence on the board, writing strips or on work-cards using each word (to demonstrate its meaning). Learners copy the sentences.

ACTIVITY 2:

- Choose two or three of the words with silent letters taught this week. Use joined writing to write a sentence on the board, writing strips or on work-cards using each word (to demonstrate its meaning). The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use this week's phonics activities (Days 1-5) and the spelling test (Day 5) to rate the learners, recording any problems against the following milestones:

- Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign
- Builds and sounds words at level of phonetic knowledge
- Uses both the letter sound as well as the letter name to spell words

WEEK 7	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,6
MILESTONES	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read indicating critical listening *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Builds own word bank and personal dictionary **(Writing milestone)** • Summarises and records information eg using mind maps, tables, notices, diagrams or charts **(Writing milestone)**
RESOURCES	• A poem written on a chart. • A short story with a clear plot. • Graded group readers or class readers for Guided Reading groups. • Copies of a suitable text for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A POEM

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

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 3. Every learner should be assessed by the end of Week 7.**
- Guided reading**: Yellow Group**. **(Use for Assessment Task 3).**
- Focus for the week: Using decoding and comprehension skills when reading unfamiliar words; Using self-correction strategies; reading with increasing fluency and expression, pronouncing words correctly.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: A POEM

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

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

- Comprehension task: Learners complete a written task based on the poem, e.g. *What word in the first line rhymes with _____? Why does she say _____? What do you think made the writer _____?*
- Guided reading**: Blue Group (Assessment Task 3).** Independent reading.

DAY 3:

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

- Use the structure/format or theme of the poem you used on Days 1 and 2 to write a similar poem together with the learners.
- Use shared writing techniques.

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

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

DAY 4:

SHARED READING AND WRITING: SHARED READING (POEMS)

- Re-read the two poems (shared reading and shared writing texts) with the learners. Make sure your voice is heard. Run your pointer under the lines of the poem as you read. Read slowly but naturally.
- Compare and contrast the two poems and talk about what is the same/different.

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

- Language: Revise prepositions. Identify any prepositions used in the poems. Write sentences with the prepositions on the board. Read the sentences together with the learners and underline the prepositions.
- Language task: Learners copy and complete sentences using prepositions, e.g. *The girl fell ___ the chair.*
- Guided reading: **Red Group (Assessment Task 3).** Independent reading.

DAY 5:

SHARED READING AND WRITING: A SHORT STORY

- Orientate learners to the story, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the story to the learners, stopping once or twice to ask questions to ensure understanding.

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

- Comprehension task: Learners complete a written task with questions based on understanding the main idea, plot and characters. **Use for Assessment Task 3.**
- Group/paired reading: Learners read a short, simple text in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 5's (Shared Reading) discussion and the written task to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses decoding and comprehension skills when reading unfamiliar texts
- Uses a range of self-correcting methods when reading
- Reads with increasing fluency and expression, pronouncing words correctly and accurately

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

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

A reading card has a short text written on the front and perhaps some simple questions about the text, or activities based on the text, written on the back. Reading cards are short and are therefore good to use for weekly independent reading. Even if you do not have any reading cards in your school, they are quite easy to make yourself.

WEEK 7	WRITING
LO/ASs	**LO 4** AS 1,3,4,6
MILESTONES	• Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses phonics knowledge and spelling rules to write unfamiliar words • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks

ACTIVITIES

ACTIVITY 1: PRE-WRITING DISCUSSION

- Remind learners that all stories have a beginning, middle and end. Explain that they are going to write a short story of their own.
- In pairs, learners should talk about stories that they know or have heard. Through their discussion learners must decide what story they want to use for their writing. (Depending on the level of your learners you may choose to give them the beginning of a paragraph or a picture to base their stories on.)

ACTIVITY 2: DRAFTING AND REVISING

- Before they write their story they should plan it carefully. Stories must be at least two paragraphs long and learners must give their stories a title.
- Learners plan their stories and write a draft.
- They read their draft to a partner to see if it makes sense. Learners revise their writing.

ACTIVITY 3: WRITING, EDITING, PUBLISHING

- Learners write a neat copy of their stories.
- They self-edit their work for punctuation and spelling.
- Learners read their stories aloud in small groups. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

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

- Drafts, writes, edits and publishes own story of at least two paragraphs
- Gives writing a title
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks

SUGGESTED ASSESSMENT: ASSESSMENT TASK 3: WEEKS 6/7

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 1,5,6,7,8	• Listens to stories, predicts the ending, or makes up own ending for the story	7	Activity 1 & 2: Read-aloud (and respond)
	• Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers • Uses interesting words and descriptions when speaking	6 & 7	Morning Oral Work (Days 1-5)
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1,6	• Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words	7	Weekly Written Tasks for Phonics and Spelling test
HANDWRITING **LO 4** AS 5	• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	6	Handwriting Activity
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5 **LO 6** AS 2,3,6	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart	6	Reading Day 2 Comprehension task
	• Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer	7	Reading Day 5: Shared Reading discussions and a written task
	• Answers higher order questions based on the passage read indicating critical listening	6	Reading Day 2 Comprehension task
	Group, guided reading • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately	7	Reading days 1 – 4: Guided reading time
	• Builds own word bank and personal dictionary **(Writing milestone)**	6 & 7	Reading Day 1: Shared Reading and Writing
	• Summarises and records information eg using mind maps, tables, notices, diagrams or charts **(Writing milestone)**	6	Reading Day 4: Shared Reading and Writing

WRITING **LO 4** AS 1,2,3,4,6	• Drafts, writes, edits and publishes own story of at least two paragraphs • Gives writing a title • Uses phonics knowledge and spelling rules to write unfamiliar words • Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks	7	Writing Activity 1-3: Pre-writing, drafting, revising, writing, editing, publishing. A story

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

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

THIRD TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2 **LO 2** AS 5	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: Charts • Making a clock • Word Problems based on Daily Charts and clock. Speaking and listening activities: • Pair discussion of daily routine • Word problems (based on time)
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Revision of long and short 'o' sound • Revision of 'u' sound • Homophones Spelling • 20 phonics words + homophones (5 per day for 4 days), 5 sight words Handwriting • Joined writing: words and sentences.
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing: • A story • A poster Word and sentence level work: • Vocabulary (5 words), Language (revision of parts of speech), Sight words (5) Group, guided and independent reading and writing: • Comprehension • Parts of speech. • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for Enjoyment

WRITING **LO 4** AS 1,2,3,4,6	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Gives writing a title • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly • Reads own writing to the class	Writing: *Writing frame: A letter* • Shared Reading of model letter. • Pre-writing: Learners work in pairs. • Drafting, revising, editing and publishing a letter.

WEEK 8	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, **LO 2** AS 5
MILESTONES	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day/month/birthday/weather charts and any special happenings.
- Continue to write a 'morning message' on the board for the learners.
- Make your own classroom clock by:
  1. Writing the numbers 1-12 round the edges of a paper plate. (12 must be at the top).
  2. Drawing the hands of your clock on a piece of cardboard. Remember, the hand that shows the hours is shorter than the hand that shows the minutes. Cut them out.
  3. Making a small hole in the middle of your clock with a pair of scissors or a pen. Then making a small hole through both the hands of the clock.
  4. Putting a split pin through the hole in the hour hand, then the minute hand and then through the hole in the middle of the clock's face.
- Use the clock to ask learners questions, e.g. make the clock show a specific time and then ask *'What time is it?'* Have learners come up and move the hands of the clock to indicate a specific hour, e.g. '*Come and show how the clock must look at 3 o'clock'.*
- Each day use the charts and the clock to base word problems for the learners to solve. For example, with the birthday chart you can ask questions like: *In which month do we celebrate four birthdays? In which month do we not celebrate any birthdays?* With the calendar chart you can ask questions like: *How many days does Bryan have to wait until his cousin comes to visit on 30 September?* **Use for Assessment Task 4.**

LISTENING AND SPEAKING

ACTIVITY 1: DISCUSSION IN PAIRS

- In pairs, learners discuss what they do at different times of the day, e.g. *In the morning I _____.* You may choose to write some times on the board to guide the discussion, e.g. three o'clock, eleven o'clock, six o'clock, etc. Learners can discuss what they do at each of these times.

ACTIVITY 2: WORD PROBLEMS

- Use time as a theme to base word problems on, e.g. *Jenny wakes up at 6.30am and leaves for school at 7am. How long does she take to get ready for school?* **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4

Use Morning Oral Work each day and Activity 2 to rate learners, recording any problems you have noticed, against the following milestone:

- Suggests solutions to a problem, specifically word problems in Numeracy.

WEEK 8	**PHONICS AND SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.

ACTIVITIES

PHONICS: REVISION OF 'O' and 'U' SOUNDS AND HOMOPHONES

DAYS 1 - 5:

- Revise different 'o' sounds: **long 'o'** – **o-e** (home), **oa** (boat), **ow** (show) and **short 'o**' (hot)
- Revise the **short 'u'** sound (duck).
- Revise one or two spellings each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the target sound. Sound out each word.
- A suggested sequence:
- **Day 1:** short 'o' sound, e.g. *lock, hot, job, fox, frog, pot, rock, spot, shop*
- **Day 2:** short 'u' sound, e.g. *duck, bug, luck, plug, run, rush, brush, stuck, truck, up, us*
- **Day 3:** long 'o' sound: **o-e** words, e.g. *nose, note, rose, spoke, whole, home, bone, close*
- **Day 4:** long 'o sound: **oa** and **ow** words, e.g. *goat, goal, boat, coal, soap, toast, below, low, grow, pillow, low, snow, window, show, yellow*
- **Day 5: Revise homophones, i.e.** words that sound the same but have a different meaning. Homophones may or may not have the same spelling. To revise homophones write a set of sentences containing the words on the board, e.g.
  I ate the whole cake.
  I put the ball in the hole.
- Read the sentences together with the learners. Identify which words sound the same but are spelled differently and mean different things. Underline these words. Talk about how different letters in the words make the same sound.
- Give learners a list of common homophones, e.g. fair (a market or fete) – fair (follows the rules); flour – flower; buy –by; hear- here; right (direction) – right (correct) – write; sail- sale.

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

- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words.
- Games: Call out two words. Learners say if the words end with the same sound (rime) or not, e.g. *goat treat (no), goat float (yes).* Call out a word and let the learners provide another word that ends with the same sound (rime).
- Written Task: Sorting: Learners sort a mixed group of words according to their 'o' sound (long or short).
- Written Task: Constructing: Learners re-arrange groups of letters to make words.
- Written Task: Sentences: Learners choose the correct word to copy and complete sentences, e.g.
  tail tale
  The dog wags its _____.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their Spelling books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). To test homophones you will need to include some dictation sentences, e.g. *Adam read the story; The book has a red cover.*

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Choose one or two of the sounds revised in this week's Phonics lesson, e.g. **oa, ow.** Write the letters that make this sound on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each sound, e.g. **float, follow.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught and homophones revised/taught this week. Learners copy the sentences. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

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

- Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation
- Writes with increasing speed

WEEK 8	READING
LO/ASs	**LO 3** AS 1,2, 3, 5 **LO 4** AS 5
MILESTONES	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	• A Grade 3 level story Big Book. • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a simple pamphlet or cartoon/comic story for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

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

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 4. Every learner should be assessed by the end of Week 10.**
- Guided Reading: **Yellow Group**
- Focus for the week: Using comprehension skills when reading unfamiliar words to make meaning.
- Independent reading: Learners read a page or more of a graded reader and/or newspaper or pamphlet each day. **Use for Assessment Task 4. By the end of Week 10 all learners should have read a variety of texts e.g. pamphlets and newspapers for enjoyment, interest and information.**

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the Big Book to the learners stopping once or twice to model using comprehension skills to read unfamiliar words.
- Afterwards check understanding by asking 3-4 wh questions e.g. *What is the story about? Who are the characters? Where does the story take place? What happens next?*

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

- Comprehension task: Learners complete a brief comprehension based on the shared reading text. They write individual responses to the story, i.e. 2-3 sentences saying whether the story was liked or not, giving reasons. Learners can also say what their favourite part of the story was. **Use for Assessment Task 4.**
- Guided reading**: Blue Group**; Independent reading. **Use for Assessment Task 4.**

DAY 3:

SHARED READING AND WRITING: SHARED READING

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

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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books. Learners complete a word puzzle or other written activity based on revising some of the sight words they have learnt this term. **Use for Assessment Task 4.**
- Guided reading**: Green Group**; Independent reading. **Use for Assessment Task 4.**

DAY 4:

SHARED READING AND WRITING: A POSTER

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

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

- Language: Revise parts of speech.
- Language task: Learners complete a written activity based on a particular part(s) of speech, e.g. nouns, adjectives, verbs, adverbs.
- Guided reading: **Red Group**; Independent reading. **Use for Assessment Task 4.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

READING FOR ENJOYMENT

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

In Weeks 8-10 try to provide learners with a selection of newspapers, pamphlets, simple brochures and advertisements to choose from. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Days 1-3 (Shared Reading and written comprehension) to rate the learners, recording any problems you have noticed, against the following milestones:

- Recognises at least 25 new sight words.
- Reads book as a whole class with teacher (shared reading) and says whether the story was liked or not, giving reasons.

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 10.

Use Paired, Independent Reading and Reading for Enjoyment in Week's 8-10 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads aloud to a partner
- Reads independently for enjoyment and information from a variety of fiction and non-fiction texts.

WEEK 8	**WRITING**
LO/ASs	**LO 4** AS 1,2,3,4,6
MILESTONES	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Gives writing a title • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly • Reads own writing to the class
RESOURCES	• Prepare a sample letter to show learners. • Make a writing frame (see below)

ACTIVITIES

ACTIVITY 1: READING, PRE-WRITING

- Show the learners a sample letter (you have prepared). Your letter should tell a relative about your personal news and be about 12 sentences long, e.g.

Dear Auntie Beth

I hope you are well. I am writing to tell you about the birthday party we had for mom last week.

Dad helped Tom and me to buy a present for mom. We baked a cake together and I made a special card. When mom came home from work she was very surprised! We all sang 'Happy Birthday' and had a wonderful time.

I wish you could have been here. Maybe you can visit us soon because we all miss you.

Please write to me.
Your niece
Denise.

- Remind learners of letter features, e.g. using paragraphs, addressing with 'Dear', etc.
- Explain that learners are going to write their own letter to a relative. In the letter they should tell their relative their news.
- In pairs, learners should discuss what they want to include in their letters.

ACTIVITY 2: PRE-WRITING - DRAFTING

- Learners each write a draft letter about their news. (If necessary you can provide learners with a writing frame).

ACTIVITY 3: WRITING, EDITING, PUBLISHING A LETTER

- Learners read their letter to a partner to make sure it makes sense.
- They edit their writing by correcting spelling, punctuation, etc.
- Learners write a neat version of their letters and then read their letters aloud to the class. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

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

- Summarises and records information eg using mind maps, tables, notices, diagrams or charts
- Reads aloud to a partner using own and others' writing. **(Reading milestone)**

THIRD TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 2,3,4	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: Charts • Word Problems based on Daily Charts and clock. Speaking and listening activities: • Telling a story (in groups) • Peer Assessment Form
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Revision of 'oi', 'oy', 'u' and 'aw' sounds • Homophones Spelling • 20 phonics words + homophones (5 per day for 4 days), 5 sight words Handwriting • Joined writing: words and sentences.
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5,6	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing: • An advertisement • A non-fiction/information text Word and sentence level work: • Vocabulary (5 words), Language (revision of conjunctions), Sight words (5) Group, guided and independent reading and writing: • Comprehension – analyzing design and graphical features • Conjunctions. • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups.
WRITING **LO 4** AS 1,2,3,4	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Gives writing a title • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly • Reads own writing to the class	Writing: *A mind-map* Personal writing: A place I would like to visit/go

WEEK 9	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 2,3,4
MILESTONES	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy

ACTIVITIES

DAILY MORNING ORAL WORK

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

LISTENING AND SPEAKING

ACTIVITY 1 AND 2: STORYTELLING

- Re-cap the story you used for shared reading the previous week.
- Explain to learners that you want them briefly to tell a similar story to other members in their group. Learners' stories must have a clear beginning, middle and end. To make their stories interesting learners should use descriptive language and gestures.
- Learners can fill in a Peer Assessment form (writing Yes or No) for their group.

Name	Was able to tell a story to the group	Story had clear beginning, middle and end	Used descriptive language

- Use the completed form, together with your own observations for **Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4
Use Activity 1 and 2 to rate learners, recording any problems you have noticed, against the following milestone:

- Tells a story with a beginning, middle and end.

WEEK 9	**PHONICS AND SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.

ACTIVITIES

PHONICS: REVISION OF 'OI', 'OY', 'OU' and 'AW' AND HOMOPHONES

DAYS 1 - 5:

- Revise the **'oi', 'oy', 'ou'** and **'aw**' sounds.
- Revise one sound each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the letters make the target sound. Sound out each word.
- A suggested sequence:
- **Day 1:** 'oi' sound, e.g. *coin, join, boil, choice, noise, moist, point, soil, voice*
- **Day 2:** 'oy' sound, e.g. *joy, enjoy, cowboy, boy, toy, destroy*
- **Day 3:** 'ou' sound: e.g. *house, mouse, found, flour, mouth, round, sound*
- **Day 4:** 'aw' sound: e.g. *claw, straw, jaw, law, awful, lawn, lawyer, paw, raw, saw*
- **Day 5: Revise homophones, i.e.** words that sound the same but have a different meaning. Homophones may or may not have the same spelling. To revise homophones write a set of sentences containing the words on the board, e.g.
  - They stayed for <u>two</u> weeks.
  - Jack went <u>to</u> Durban for Christmas.
- Read the sentences together with the learners. Identify and underline the homophones. Talk about how different letters in the words make the same sound.
- Give learners a list of common homophones, e.g. their- there; threw- through; buy –by; scent – cent; check - cheque.

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

- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words.
- Written Task: Sentences: Learners choose the correct word to copy and complete sentences, e.g. **for four**
  Mrs Dlamini's new car has _____ doors.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their Spelling books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). To test homophones you will need to include some dictation sentences, e.g. *I blew out the candles; The jersey is blue.* **Use for Assessment Task 4.**

HANDWRITING: JOINING LETTERS: UPPER AND LOWER CASE LETTERS

ACTIVITY 1:

- Choose one or two of the sounds revised in this week's Phonics lesson, e.g. **oy, aw.** Write the letters that make this sound on the board in joined writing. Show learners how the two letters are joined. Learners write a row of each combination after watching you write it. Write a word for each sound, e.g. **cowboy, straw.** Show learners how to write the words using joined writing. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught and homophones revised/taught this week. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use this week's phonics activities and spelling test to rate the learners, recording any problems against the following milestones:

- Builds and sounds words at level of phonetic knowledge
- Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect

WEEK 9	**READING**
LO/ASs	**LO 3** AS 1,2, 3, 5 **LO 4** AS 5,6
MILESTONES	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	• An advertisement. (This should be suitable for Grade 3s and may be from a magazine, newspaper, supplement etc.) • A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. (Ideally the text should include a contents page and index.) • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a simple book review or magazine for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a suitable **advertisement.** (This can be from a magazine, newspaper supplement etc.)
- Show learners the advertisement and talk about its purpose. Ask a few *wh-* questions to check that learners understand the advertisement, e.g. *What is the advert trying to sell? Who do you think will read this advertisement? Where do you think you might see this advertisement?*

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

- Teach 5 new vocabulary words based on the text. (These words will have to be related to the theme of the advertisement rather then being directly derived from it.)
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 4. Every learner should be assessed by the end of Week 10.**
- Guided Reading: **Yellow Group**
- Focus for the week: Using comprehension skills when reading unfamiliar words to make meaning.

- Independent Reading: Learners read a page or more of a graded reader and/or newspaper or pamphlet each day. **Use for Assessment Task 4. By the end of Week 10 all learners should have read a variety of texts e.g. pamphlets and newspapers for enjoyment, interest and information.**

DAY 2:

SHARED READING AND WRITING: ANALYSING DESIGN

- Read the advertisement to the learners. Talk about the design features included in the advert and whether the learners think these are effective or not.

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

- Comprehension task: Learners complete a comprehension based on the shared reading text. The questions should focus on learners interpreting the information in the advert and commenting on the design features/effectiveness. **Use for Assessment Task 4.**
- Guided reading**: Blue Group**; Independent reading. **Use for Assessment Task 4.**

DAY 3:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text** with at least **one photograph**.
- Orientate learners to the text as before. Do a picture walk. Show and explain the features of a non-fiction text, e.g. table of contents, index, glossary.

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

- Language: Revise conjunctions and pronouns.
- Language task: Learners link sentences using conjunctions. **Use for Assessment Task 4.**
- Guided reading**: Green Group**; Independent reading. **Use for Assessment Task 4.**

DAY 4:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions.
- Play a 'thinking' game. Show learners the contents page of the book and ask questions e.g. *Where do you think I will find information on _____? What can I expect to read about on page 4?*
- To demonstrate how to use an index have individual learners come up and use the index to find information, e.g. *Come and show me where in the book I will find information on _____.*

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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Red Group**; Independent reading. **Use for Assessment Task 4.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 4:

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

- Builds own word bank and personal dictionary. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 10.

Use Day 2's (Comprehension task) and shared reading discussions to rate the learners, recording any problems you have noticed, against the following milestones:

- Interprets information from an illustration, poster, advertisement, chart
- Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc)

Use Day 3 (Language task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly. **(Writing milestone)**

Use Paired, Independent Reading and Reading for Enjoyment in Week's 8-10 to rate the learners, recording any problems you have noticed, against the following milestone:

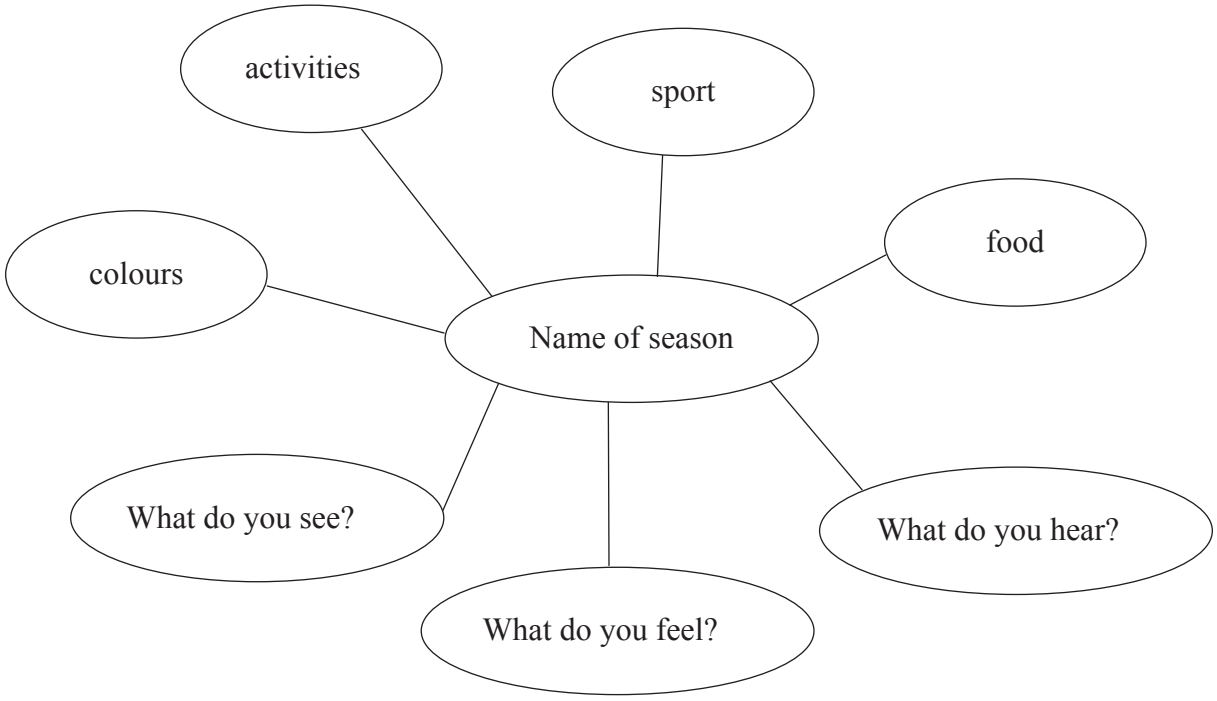
- Reads aloud to a partner
- Reads independently for enjoyment and information from a variety of fiction and non-fiction texts.

WEEK 9	WRITING
LO/ASs	**LO 4** AS 1,2,3,4
MILESTONES	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Gives writing a title • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly • Reads own writing to the class

ACTIVITIES

ACTIVITY 1: PRE-WRITING

- Talk about the different seasons. Draw a mind-map on the board, e.g.



- Remind learners that mind-maps help us to summarise information.
- Have learners work in pairs to talk about their favourite season. Learners should discuss the details they will include in each part of the mind-map.

ACTIVITY 2: WRITING

- Learners copy the mind-map into their books and complete it by filling in the information relevant to their favourite season.
- Learners can draw pictures to illustrate their mind-map.
- Learners share their completed mind-maps with a partner. **Use for Assessment Task 4.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write about a place they would like to visit or go to. (It can be a place in their immediate environment or somewhere they have read/heard about).

ASSESSMENT: Formal: recorded Assessment Task 4:

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

- Begins to record using a mind-map.

ASSESSMENT: Informal: unrecorded assessment: Read through every piece of personal writing and make a positive comment about the content rather than focusing on things like spelling and punctuation.

THIRD TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,4 **LO 2** AS 5,8	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	Morning oral work • Class discussion: Charts • Word Problems based on Daily Charts and clock. Speaking and listening activities: • Listening and responding to a story
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5,7 **LO 6** AS 1	*Phonics* • Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	Phonics • Revision of 'ar', 'er', 'ir', 'or' 'ur' and other vowel diagraphs Spelling • 20 phonics words (5 per day for 4 days), 5 sight words Handwriting • Joined writing: words and sentences.
READING **LO 3** AS 2,3,5 **LO 4** AS 5,6	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)**	Shared reading and writing: • A short story (Big Book or other) Word and sentence level work: • Vocabulary (5 words), Language (revision of grammar), Sight words (5) Group, guided and independent reading and writing: • Comprehension • Revising grammar taught this term • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups.

WRITING **LO 4** AS 1,2,3,4	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Gives writing a title • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly • Reads own writing to the class	Writing: *Describing sentences (a picture)* Personal writing: This I enjoyed/did not enjoy this term

WEEK 10	**ORAL WORK AND LISTENING & SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 5,8
MILESTONES	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy

ACTIVITIES

DAILY MORNING ORAL WORK

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

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Introduce the story you prepared to the class and draw on their prior knowledge (their worlds). Show the cover/read the title and discuss what the story might be about. Introduce any new words needed for the story.
- Read the story in a lively, interactive way.

ACTIVITY 2: RESPONDING TO THE STORY

- Ask learners some questions about the story to discuss in groups, e.g. *What was the story about? (the main idea) How did the story begin? Who were the characters in the story? What did it teach you?*
- Ask some true/false questions. Give learners a sentence about the story. Learners must say if the sentence is true or false. **Use the class and group discussion for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4

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

- Listens for the detail in stories and other oral texts and answers open-ended questions
- Participates in discussions, giving useful feedback to others

WEEK 10	PHONICS AND SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.

ACTIVITIES

PHONICS: REVISION OF 'AR', 'ER', 'IR', 'OR', 'UR' and other vowel diagraphs

DAYS 1 - 5:

- Revise the **'ar', 'er', 'ir', 'or', 'ur'** and other vowel diagraphs. Try to focus on those diagraphs the learners have found difficult and that they come across often in their reading/ spelling.
- Revise one sound each day.
- Write a set of words containing the sound on the board.
- Show learners how the letters make the target sound. Sound out each word.

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

- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into different sounds.
- Word families: Take a sheet of paper and write a word family starter related to the target sound. Learners suggest words for the word family.
- Written Task: Learners re-arrange groups of letters to make words.
- Written Task: Learners choose the correct words to complete words, e.g.

  head hood niece neece

  - Your face is part of your _____.
  - 'That girl is my _____,' said Aunt Beth.

DAILY SPELLING ACTIVITIES

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

HANDWRITING: JOINING LETTERS, WORDS AND SENTENCES

ACTIVITY 1:

- Choose two or three of the sounds/vowel diagraphs revised in this week's Phonics lesson. Write words containing these letters on the board in joined writing. Show learners how the letters in the word are joined. Learners write a row of each word after watching you write it.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

WEEK 10	READING
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5,6
MILESTONES	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	• A Grade 3 level short story/ Big Book. • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a short, simple text for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A NEW TEXT FOR WRITTEN COMPREHENSION

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

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

- Comprehension: Learners complete a comprehension including 3-4 factual questions (cause-effect relations), a main idea question and an open-ended question. You could write the questions on the board or give each learner a copy of the questions.
- Guided reading**: Yellow Group**
- Focus: Reading with increasing speed and fluency.
- Independent reading: Learners read a page or more of a graded reader and/or newspaper or pamphlet each day. **Use for Assessment Task 4. By the end of Week 10 all learners should have read a variety of texts e.g. pamphlets and newspapers for enjoyment, interest and information.**

DAY 2: SHARED READING: VOCABULARY / SIGHT WORDS

- Re-read the shared text together with learners.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 4. Every learner should be assessed by the end of Week 10.**
- Sight words: Teach 5 new sight words
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading**: Blue Group**
- Independent reading. **Use for Assessment Task 4.**

DAY 3:

DAY 3: SHARED READING AND WRITING: SHARED READING

- Re-read the shared text.

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

- Written Language task: Use the story to revise the grammar learnt during the term. The task could include joining two sets of sentences with the correct conjunction, changing a sentence from present to present continuous tense and giving their opinion of the story.
- Guided reading**: Green Group**; Independent reading. **Use for Assessment Task 4.**

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

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

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

- Written Language task: Use the story to revise the grammar learnt during the term. The task could include checking subject-verb agreement, using prepositions correctly, and giving their opinion of the story.
- Guided reading**: Red Group**
- Independent reading. **Use for Assessment Task 4.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

- Learners read the book to you. One learner can be the 'teacher and use the pointer. **Use the discussions for Assessment Task 4.**

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

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

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them. In Weeks 8-10 try to provide learners with a selection of newspapers, pamphlets, simple brochures and advertisements to choose from. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Day 2 (Vocabulary task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Builds own word bank and personal dictionary. **(Writing milestone)**

Every learner should be assessed against this milestone by the end of Week 10.

Use shared reading discussions to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot

Use Paired, Independent Reading and Reading for Enjoyment in Week's 8-10 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads aloud to a partner
- Reads independently for enjoyment and information from a variety of fiction and non-fiction texts.

WEEK 10	**WRITING**
LO/ASs	**LO 4** AS 1,2,3,4
MILESTONES	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Gives writing a title • Summarises and records information eg using mind maps, tables, notices, diagrams or charts • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly • Reads own writing to the class
NOTE	• Prepare the picture for the Writing activity.
RESOURCES	• A picture of a particular setting (including animals etc.) e.g. a wetland, a savannah, a zoo, a farm. You will need to either enlarge the picture and display it at the front of the class or make multiple copies for the learners.

ACTIVITIES

ACTIVITY 1: LOOKING AND LISTING

- Show learners a picture of a particular setting (including animals etc.) e.g. a wetland, a savannah, a zoo, a farm. (The picture can be from a textbook in another Learning Area.)
- Talk about what learners see in the picture.
- Have learners work individually to write a list of all the different creatures they can see in the picture.
- Learners compare their list with a partner's.

ACTIVITY 2: WRITING: DESCRIPTIVE SENTENCES

- Have learners look at their list of animals and then think of a word (s) to describe or tell more about each animal, i.e. adjectives.
- Learners write a sentence(s) about each animal using the adjectives, e.g. *There is a grey, dirty hippo*. Remind learners to use a dictionary to spell any new words.
- Learners should give their writing a creative title, e.g. *At the waterhole, What do I See?,* etc. **Use for Assessment Task 4.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write about the things they enjoyed/ did not enjoy learning about this term.

ASSESSMENT: Formal

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

- Gives writing a title.

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

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1 AS** 1,2,4,5 **LO 2 AS 2,**5	• Tells a story with a beginning, middle and end • Listens for the detail in stories and other oral texts and answers open-ended questions • Participates in discussions, giving useful feedback to others • Suggests solutions to a problem, specifically word problems in Numeracy	9 10 8	Listening & Speaking Activity 1 & 2 Listening & Speaking Activity 1 & 2 Morning Oral Work (Days 1-5), & Listening & Speaking Activity 2
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1	• Builds and sounds words at level of phonetic knowledge • Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect	9	Written Tasks for Phonics and Spelling test
HANDWRITING **LO 4** AS 5	• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed	8	Handwriting Activity
READING **LO 3** AS 1,2,3,5 **LO 4** AS 5, 6 **LO 6** AS 2,3,6	*Shared reading* • Interprets information from an illustration, poster, advertisement, chart • Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc) • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot *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 and information from a variety of fiction and non-fiction texts • Recognises at least 25 new sight words • Builds own word bank and personal dictionary. **(Writing milestone)** • Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly **(Writing milestone)**	8 10 9 8-10 8 -10 9	Reading Day 2: Shared Reading and Writing Shared reading discussions Reading Days 1-3: Shared Reading and Writing Independent Reading and Reading for Enjoyment Reading Day 1 Wk 8, Day 1 Wk 9 & Day 2 Wk 10: Shared Reading and Writing Reading Day 3: Shared Reading and Writing

WRITING **LO 4** AS 1,2,3,4,6	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description • Reads own writing to the class	8	Writing Activity 1: Pre-writing discussion in pairs Writing Activity 2: Drafting Writing Activity 3: Writing, editing, publishing: *A letter*
	• Gives writing a title	10	
	• Summarises and records information eg using mind maps, tables, notices, diagrams or charts	8	Writing Activity 1-2: Looking and listing, writing: *Descriptive sentences* Pre-writing, writing: *A mind-map*

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

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

Notes:

Notes:

Notes: