Foundations For Learning

Foundation Phase Literacy Lesson plans

Fourth term

Grade 1

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FOURTH TERM OVERVIEW

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

Phonics / Handwriting	Singing / acting out repetitive songs and rhymes									
	Teach: **sh** Revise: single sounds	Teach: **ch** Revise: **sh**	Teach: **th**	Teach: **wh** Revise: **sh, ch & th**	Revise: **-r, -ck, -l, st**	Teach: **a-e**	Teach: **i-e** Revise: **sh, ch, th & wh** at beg of words	Teach: **o-e** Revise: **sh, ch, th & wh** at end of words	Teach: **u-e** and **e-e** Revise **a-e, i-e** and **o-e**	Revision
	Word building **sh_, _sh**	Word building **ch_, _ch**	Word building **th_, _th**	Word building **wh_**	Word building **-r, -ck, -l, st**	Word building **a-e**	Word building **i-e**	Word building **o-e**	Word building **'silent e'**	
	Handwriting Upper & Lower Case: **U, S, X**	Handwriting Upper & Lower Case: **Y, Z**	Handwriting Upper & Lower Case: **C, O, A, D**	Handwriting Upper & Lower Case: **G, Q, L, H**	Handwriting Upper & Lower Case: **B, K, I, R**	Handwriting Upper & Lower Case: **N, M, P, J**	Handwriting Upper & Lower Case: **S, T, E, F**	Handwriting Upper & Lower Case: **V, W, X**	Handwriting Upper & Lower Case: **U, Y, Z**	Revision

Reading	**Shared reading and writing / word and sentence level work**							
	Story and table showing one week from a calendar: discussions, interpreting information in a table	**Table showing one week from a calendar:** discussions, interpreting information in a table, shared writing	**Big Book:** Discussions on prediction, characters, giving opinions / shared writing in groups based on a picture, discussions on text and illustrations of book	**Graph:** discussions, interpreting information, doing a class survey and recording results in a graph	**Story from Reader or Learner's Book:** discussions, giving opinions, shared writing, written comprehension / open-ended questions	**Story from Reader or Learner's Book:** discussions, giving opinions, shared writing, open-ended questions	**Calendar:** discussions, recording / using information on a calendar	**Poem or song:** discussions and group presentations
	Group Reading: each group at least twice a week: learning new words, reading from a book either together or individually, answering questions for comprehension							
	Paired reading: once a week							

Writing	**Writing / illustrating class news using personal dictionaries**									
	Illustrating a story & writing a caption, , copying/ completing a table simple written comprehension	Writing sentences about meal choices, drawing and completing a table; writing sentences about their Lunch Plan	Writing sentences to make a prediction, and to express an opinion, writing the singular and plural of words	Recording information on a table, writing sentences describing a character, and to express an opinion	Writing sentences to express an opinion, cloze procedure	Illustrating a story & writing a caption, writing sentences to express an opinion, sentence completion	Sequencing sentences, sequencing words in a sentence, writing sentences in the Present Tense	Illustrating a story & writing a caption, writing sentences in a fun way	Illustrating a story & writing a caption, sentence completion	Written activities linked to group presentations of a poem or song

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL, LISTENING & SPEAKING	**PHONICS & HANDWRITING**	**READING**	**WRITING**
WEEK 1	Daily News time	Phonics activity		Shared Writing Writing of own news
WEEK 2	Daily News time Focused listening and speaking activity	Handwriting lesson	Group Reading	Survey on lunch preferences Shared Writing
WEEK 3	Daily News time Focused listening and speaking activity	Phonics activity	Shared Reading Group Reading	Phonics activity
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Focused listening and speaking activity	Handwriting lesson	Group and Paired Reading Shared Reading written activity	Recording information on a chart
WEEK 5	Focused speaking activity	Phonics activity		Writing of own sentences
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Focused listening and speaking activity	Handwriting lesson	Shared / Paired Reading	
WEEK 7	Focused listening and speaking activity	Phonics activities	Group Reading	Writing of own news Written task
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Daily News time	Phonics activities Handwriting lesson	Group Reading	Writing of own news
WEEK 9	Focused listening and speaking activity		Written activities based on a calendar	
WEEK 10				
ASSESSMENT TASK 4 COMPLETED				

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

FOURTH TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 4 **LO 2** AS 1, 4, 6	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening activities (listens and solves riddles)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***sh-*** Handwriting: Capital letter: **U**	Phonics: Revise ***sh-*** Handwriting: Capital letter: **U**	Phonics: Revise ***sh-*** Handwriting: Capital letter: **S**	Phonics: Teach ***-sh*** Handwriting: Capital letter: **X**	Phonics: Building up and breaking down 3-letter words
READING **LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story	Shared Reading of a short written text, a story Group reading: Groups 3 & 4	Shared Reading activity based on a story and a table Group reading: Groups 1 & 2	Shared Reading activity based on a story and a table Group reading: Groups 3 & 4	Shared Reading activity based on a story and a table Group reading: Groups 1 & 2	Shared Writing activity based on a story and a table Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6	• Contributes ideas for and helps to revise a group story • Uses simple strategies for finding information eg carrying out a survey • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly • Forms the plurals of familiar words eg adding 's' and 'es'	Writing / illustrating own news	Illustrating the story and adding a caption	Copying and completing the table	Short written comprehension	Writing / illustrating own news or personal writing

WEEK 1	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 4 **LO 2** AS 1, 4, 6
MILESTONES	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively
NOTE	Although some oral activities are given here, the development of listening and speaking skills also takes place at other times during the Literacy lesson – especially during the discussions in Shared Reading. You can also use these to assess learners' listening and speaking skills. Similarly, Phonics on Day 5 is often an oral activity and this can also inform Oral assessment.

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week/term.
- Learners share personal news:
  - Encourage them to tell their news in sequence and praise them when they use good, descriptive words. You could model this to them by starting the session by telling an experience of yours (real or imaginary) during the holidays.
  - Remind other learners that they need to listen to what someone is saying without interrupting. They can ask questions afterwards, taking turns to speak so that it is not the same learners who respond every time.

    Use for Assessment Task 1. (As you assess them, listen for their use of the present and past tenses and correct common errors in a sensitive way).

AT LEAST ONCE DURING THE WEEK:

- Focused listening activity: eg listening to riddles.
  - Ask learners 2 – 3 riddles. For example, "I am made of wood and iron. Children sit on me in class. What am I?" Learners can talk in pairs to solve each riddle. Only say the riddle once.

DAILY: read-aloud story or poem

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

- Listens without interrupting, taking turns to speak and asking questions for clarification
- Talks about personal experiences and feelings e.g. tells news using the present and past tenses

WEEK 1	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place
NOTES PHONICS	By this time of the Grade 1 year, learners should be familiar with the sounds and names of all of the 26 letters of the alphabet and be able to recognise some two letter blends at the beginning of words. During the fourth term they should continue to practise breaking down simple 3-letter and 4-letter words into separate syllables and, conversely, to build words from separate sounds. The Phonics programme for the fourth term introduces some common, consonant digraphs (*sh, ch, th* and *wh*). The second half of the term can be spent on teaching the '*silent e*' in common words.
HANDWRITING	During the third term learners began writing upper case letters, revising the lower case letters at the same time. The Lesson Plans covered most of these letters – only U, S, X, Y and Z remained to be taught in Term 4. During the remainder of the fourth term revise all 26 letters: 3 – 4 letters per week, paying attention to both letter formation and the spacing between words. Learners can write 1 – 2 rows of the upper and lower case letters and then a short sentence, using the letter being revised and adding common sight words where applicable.

DAILY ACTIVITIES

DAY 1:

PHONICS

- Begin by singing and acting out a repetitive rhyme or song.
- Introduce the ***sh-*** consonant digraph at the beginning of words***.*** Spend time explaining how the letters ***s*** and ***h*** are such "special friends" that when they are found together they talk with a single, but very different voice. Use a story, picture or the shared reading book to introduce several ***sh-*** words, eg ship, shin, shed, shop, shot, shut. List 4 – 6 words on the board, underlining the ***sh.***

  Note: *The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*
- Sound out the words, letting different learners each sound one word. You could use the opportunity to briefly revise the single sounds in these words. For Task 2 for Writing, the learners can copy and illustrate the words, underlining the ***sh***.

HANDWRITING

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

DAY 2:

PHONICS

- Revise the ***sh-*** words from the day before, adding additional words. Let different learners sound them out and then talk about their meanings. Together with the learners, make up 3 – 5 sentences using the words. For Task 1 for Writing, cover the ***sh*** words in the sentences; the learners copy the sentences, adding the correct words.

HANDWRITING

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

DAY 3:

PHONICS

- Ask learners for other words that begin with the ***sh*** sound. There are many such words – although they often contain digraphs that learners have not yet learnt, eg, shell, shape, shall, shack, should, show, shoe, shiver, shake, shopping, shoot, shift, sheet, shade. Draw pictures of 5 - 7 of them on the board, possibly adding the words. Draw 4 – 6 other pictures of words that do not begin with ***sh.*** For Task 1 for Writing, the learners draw 5 – 8 of the ***sh*** pictures (or they could use a worksheet).

HANDWRITING

- Teach the capital letter **S**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **s**, so that learners link the sound to the two forms of the letter and compare the size, the starting and ending points and position on the line. Learners write ***Ss*** in their books. As the two letters are identical except for size, learners should not experience difficulty with this letter. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern or a sentence also. *Eg She saw six shells in the sea.*

DAY 4:

PHONICS

- Revise the ***sh*** sound and introduce a few words that end in ***sh,*** eg cash, dash, mash, rash, dish, fish, wish, hush. Use 3 – 5 of the words in sentences to show their meanings. For Task 2 for Writing, cover the ***sh*** words; learners copy some of the sentences, adding the ***sh*** words.

HANDWRITING

- Teach the capital letter **X**. Point out the starting and ending points, size, direction of movement and position on the line.
- Revise the lower case letter **x**, so that learners link the sound to the two forms of the letter and compare the size, the starting and ending points and position on the line. Learners write ***Xx*** in their books. As the two letters are identical except for size, learners should not experience difficulty with this letter. They can write 2 rows of the capital letter and 1 row of the lower case letter OR 3 rows of both letters. You can include a pattern or a sentence also. *Eg Max will fix my box.*

DAY 5:

PHONICS

- Do an activity to revise the single sounds and the letter-sound relationships. Give them strips of paper to write simple, 3-letter words.
  - Begin by saying the word and then sounding it out, eg *fix f-i-x.*
  - Then only sound out the word, eg *f-i-x.*
  - Next only say the word so that the learners have to break it down into separate sounds themselves, eg *fix.*
  - Finally say the names of the letters that make up a word – here you could introduce a few 4-letter words.

  Keep the activity short – not more than 10 words in all but include as many single sounds as possible. **Use for Assessment Task 1.**

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

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Day 5's Phonics task to rate learners against the following milestones:

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

WEEK 1	READING
LO/ASs	**LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1
MILESTONES	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
NOTE	During the fourth term the Shared Reading and Writing of different texts focus mainly on stories but there are also opportunities for learners to work with simple tables and graphical images such as calendars in order to access information. During the first two weeks, learners are introduced to a simple way of recording information in sequence using one week from a calendar which is presented in the form of a table.
RESOURCES	• A simple story containing daily happenings for one week. Either write it on the board or on paper and copy for each learner. If you make a copy for each learner you could also include the table of the week's activities. • Flashcards with new vocabulary

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading based on a story

- Introduce a new shared reading story to the learners, explaining what the story will be about and linking it to learners' prior experiences, eg preparing for a party.
- Read the story to the learners. You could use the following text:

  Mom and I have been busy all week getting ready for my sister Jane's birthday party. There was so much to do. On Sunday we visited Aunt Pat to ask her to help. On Monday we bought Jane's presents. On Tuesday Gran arrived to stay with us – she and Mom talked the whole day. On Wednesday we had to buy coke and chips. On Thursday I helped Mom make the cake. But it was all worth it. Jane loved her surprise party on Friday and everyone had fun.

- Discuss what happened in the story and ask learners to share similar experiences. Write some of the words on flashcards and teach these, together with other new, high frequency words.
- For Task 2 for Writing, learners can draw a picture of either the story or their own experience of the happening, adding their own caption or title.

DAY 3: Shared reading based on a story and a table

- Read the shared reading story again, with the learners joining in. Ask 2 – 3 questions about the order that the activities happened, eg *On which day did gran arrive? What did they do the day before / the next day?*
- Introduce a simple table showing one week from a calendar on which you have written the different happenings in the story, for example:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Visit Aunt Pat	Buy Jane's present	Gran arrives	Buy coke and chips	Make cake	Jane's party	

  - Read slowly through the table with the learners and compare the information in the story with that in the table. Guide learners to see that it is the same information.
- Explain the tasks for the Group Reading session including Task 2 – learners copy the table into their books. To make it a slightly more difficult activity you could cover some of the days of the week. Alternatively you could give learners a worksheet in which each day is put in the incorrect order. They can also add what happened on Saturday.

DAY 4: Shared reading based on a story and a table

- Re-read the story with the learners joining in. Ask questions about the table using words such as *before / after*. For example: *What happened on the day before they bought Jane's gift?*
- Write 3 – 4 short questions on the board. Read and discuss them with the learners. They can copy the questions, adding one-word answers, for Task 2 for Writing. Alternatively you could give them a worksheet or let them write only the answers.

DAY 5: Shared writing based on a story and a table

- Let learners read the story either in pairs or in groups.
- Using shared writing, use the present tense to write six sentences based on the happenings in the story – one sentence for each day. For example: *On Sunday we visit Aunt Pat; On Monday we buy presents; On Tuesday Gran arrives; etc*
- Read the sentences with the learners to make sure there are no errors and that they make sense. **Use for Assessment Task 1.**

GROUP READING ACTIVITIES

Group reading activities continue this term with at least two reading groups per day, revising words and reading for fluency and comprehension. When introducing a new reading book, spend time using the cover for making predictions.

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

During group reading, explain different word attack skills and self-correcting strategies that learners can use. These can include: (1) using the meaning of the sentence - leaving out the word and reading to the end of the sentence and then re-reading the sentence (2) looking at the pictures (3) sounding out the word or seeing if there is any part of the word that they recognise. Encourage learners to check the meaning of what they are reading. If it doesn't make sense, they can stop and re-read the sentence.

- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 1: Use the shared writing activity on Day 5 to rate the learners against the following **Writing** milestone:

- Contributes ideas and words for a group story

Note: You will have another opportunity to assess this milestone in Week 2.

WEEK 1	**WRITING**
LO/ASs	**LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6
MILESTONES	• Contributes ideas for and helps to revise a group story • Uses simple strategies for finding information eg carrying out a survey • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly • Forms the plurals of familiar words eg adding 's' and 'es'
NOTE	During the last term many of the Writing activities come from the Phonics lessons and the Shared Reading/Writing time. These provide the context for the learners to be writing their own sentences. In addition, at least twice a week, they must also be writing their own news or about a familiar topic. All the learners should be able to compose at least one sentence of their own by the end of the term although many learners will be able to write longer news. Continue reminding learners of the need to use a capital letter at the beginning and a full stop at the end of each sentence.

DAILY ACTIVITIES

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

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: Learners copy 3 - 5 sentences adding the correct ***sh*** words (2) Learners draw a picture of either the story or their own experience of the happening, adding their own caption or title.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: Learners draw 5 – 8 of the ***sh*** pictures (2) learners copy the table showing the week's activities into their books.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: Learners copy 2 - 4 sentences, adding the ***-sh*** words. (2) learners copy 3 – 4 questions, adding one-word answers. (Alternatively you could give them a worksheet or let them write only the answers.)

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

ASSESSMENT: Formal: recorded Assessment Task 1: Use Day 5's learners' writing to rate the them against the following milestones:

- With help writes words to form a sentence using sounds learnt, capital letters and full stops
- Spells common words correctly

FOURTH TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 4 **LO 2** AS 1, 4, 6	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening and speaking activities (listens and tells riddles)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***ch-*** Handwriting: Capital letter: **Y**	Phonics: Revise ***ch-*** Handwriting: Capital letter: **Y**	Phonics: Revise ***ch-*** Handwriting: Capital letter: **Z**	Phonics: Teach ***-ch*** Handwriting: Capital letter: **Z**	Phonics: Oral activity to revise ***ch*** and ***sh***
READING **LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a table Group reading: Groups 1 & 2	Shared Writing activity based on a table Group reading: Groups 3 & 4	Shared Reading based on a table Group reading: Groups 1 & 2	Shared Reading based on learners' own tables Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6	• Contributes ideas for and helps to revise a group story • Uses simple strategies for finding information eg carrying out a survey • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly • Forms the plurals of familiar words eg adding 's' and 'es'	Writing / illustrating own news	Writing 1 – 2 sentences about their meals	Cloze procedure activity	Drawing and completing a table of school lunches	Writing 2 – 3 sentences about their Lunch Plan

WEEK 2	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 4 **LO 2** AS 1, 4, 6
MILESTONES	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Support learners so that they tell their news in sequence and give praise when they use good, descriptive words. Remind others to listen without interrupting, showing respect for the speaker. Different learners can ask a question so that it is not the same learners who respond every time. **Use for Assessment Task 1.**

AT LEAST ONCE DURING THE WEEK:

- Focused listening and speaking activity: eg listening to and telling riddles.
  - Ask learners a riddle. Talk about how we ask riddles – we can pretend to be an object and give 2 – 3 clues about what we are, ending with the words, "What am I?" Learners can work in pairs to tell and solve riddles. Remind learners that they should say the riddle only once. Their partner has to listen the first time! **Use for Assessment Task 1.**
    Note: *As a variation, learners can describe a person rather than an object – but take care to avoid hurtful descriptions.*

DAILY: read-aloud story or poem

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

- Listens without interrupting, taking turns to speak and asking questions for clarification
- Talks about personal experiences and feelings e.g. tells news using the present and past tenses

Use the listening and speaking activities in weeks 2 and 3, as well as your observations of learners doing word and picture puzzles during the first three weeks, to rate them, recording specific problems you have noticed, against the following milestone:

- Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively

WEEK 2	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place
NOTE	The focus this week is on the consonant digraph ***ch.***

DAILY ACTIVITIES

PHONICS
DAYS 1 - 5:

- Introduce the ***ch-*** consonant digraph using a story, picture or shared reading***.*** Spend time explaining how, like with ***sh***, the letters ***c*** and ***h*** are "special friends" so that when they are found together they talk with a single, but very different voice.
- During this week focus on words beginning and ending with ***ch.*** First practise saying the sound and then ask learners if they can tell you any words beginning with this sound. Guide the learners to identify words such as, ***chip, chop, chin, choose, church, child, children, chain, chase, cheese*** and ***chew. Note:*** *The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*
- Sound out some of the words, letting different learners each sound one word. Discuss their meanings and revise the initial sounds where appropriate*.*
- Use one of the following written activities each day to reinforce the ***ch*** words – focus on using words that learners can sound out for themselves:
  - Copying and illustrating words beginning with ***ch***.
  - Drawing pictures and writing the correct ***ch*** words
  - Writing muddled words correctly eg poch
  - Writing a sentence using at least 2 ***ch*** words.
  - Doing word sums, eg *ch + i +p = chip*

- On Day 4 introduce words that end with ***ch***, eg rich, such, much. You might also want to introduce words such as church, each, beach and teach, as these are words that learners will already have encountered, although they do not know the vowel digraphs. Together with the learners, make up 3 – 5 sentences using the words. For Task 1 for Writing, cover the ***-ch*** words in the sentences; the learners copy the sentences adding the correct words.

- On Day 5 do an oral activity to revise ***ch*** and ***sh***. Give learners strips of paper to write simple, words beginning with these sounds. (Depending upon your learners you may wish to only focus on one of these sounds.) Begin by saying the word and sound it out, eg *chin ch-i-n.* Then only sound out the word, eg *ch-i-n.* Next only say the word so that the learners have to break it down into separate sounds themselves, eg *chin.* Finally say the names of the letters that make up a word. Keep the activity short – not more than 8 words in all.
- Afterwards write the correct answers on the board and let the learners mark each other's responses.

HANDWRITING

DAY 1

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

DAY 2

- Revise the formation of letter ***Yy*** (the starting and ending points, shape, size, direction of movement, position on the line). Learners write ***Yy*** in their books: the date, 2 rows of letters, their name and a short sentence, eg *You played with your teddy yesterday.* **Use for Assessment Task 1.**

DAY 3

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

DAY 4

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

ASSESSMENT: Formal: recorded Assessment Task 1:

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

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

WEEK 2	**READING**
LO/ASs	**LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1
MILESTONES	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
NOTE	During the first two weeks learners are introduced to a simple way of recording information in sequence using one week from a calendar, presented in the form of a table.
RESOURCES	• A table showing seven days similar to that used the previous week. • Flashcards with new vocabulary

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading based on a table

- Introduce a new shared reading text to the learners, a similar table to that used the previous week, showing seven separate days. Write it on the board and include information on each day. For example, you could make a table of Mom's plan for meals for the week:

Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
meat and potatoes	Pizza	Soup	sausage and mash	fish cakes	stew	stew

- With the learners, read and discuss the information for each day. Explain any new vocabulary.
- Learners can talk in pairs about some of the meals they have at home, comparing them with the information in the table.
- For Task 2 for Writing, learners write 1 – 2 sentences about their meals for the week.

DAY 3: Shared writing based on a table

- Re-read the table from the previous day, and then ask questions about the information in the table. Use vocabulary such as '*the next (following) day', 'the previous day', 'first', 'lastly'*.
- In groups (or as a class if necessary), write 3 – 5 sentences using the information in the table, eg '*On Sunday they had meat and potatoes'.* **Use for Assessment Task 1.**
- Explain the tasks for the Group Reading session including Task 2 – learners copy the sentences into their books. To make it a slightly more difficult activity cover one or two words in each sentence.

DAY 4: Shared reading based on a table

- Re-read the table from the previous days, and explain to learners that, on this day, they are going to plan their own lunches for the week (or at least for the five schooldays). They can choose whatever they would like for lunch, provided that it can be brought to school in a lunchbox.
- Learners can work in groups to discuss what they would like for lunch each day. Make this a survey of the lunch preferences of each group – you can compare the different results afterwards. Ask learners what they have learned about their friends' likes and dislikes.
- For Task 2 for Writing, learners draw their own table and add their groups' ideas for lunches for the school week. (Some learners may need to draw the pictures, rather than write the words.) **Use for Assessment Task 1.**

DAY 5: Shared reading based on a table

- Begin by giving learners time to read their plans for lunches for the week that they wrote the previous day to others in their group. Allow time for a short discussion and questions within the groups.
- For Task 1 for Writing, learners use the information in their Lunch Plan to write 2 – 4 sentences.

  Note: *One of the Writing milestones of the second Assessment Task requires learners to organise information into a simple graphic form. You may wish to use this activity towards that assessment.*

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension. When introducing a new reading book, spend time using the cover for making predictions.

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

Use for Assessment Task 1.

- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 1: Use the group reading during the next two weeks to rate the learners against the following milestone:

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

Use the shared writing activity on Day 3 to rate the learners against the following **Writing** milestone:

- Contributes ideas and words for a group story

Note: You had another opportunity to assess this milestone in Week 1.

Use the group survey on lunch preferences on Day 4 to rate the learners against the following **Writing** milestone:

- Uses simple strategies for finding information eg carrying out a survey

WEEK 2	**WRITING**
LO/ASs	**LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6
MILESTONES	• Contributes ideas for and helps to revise a group story • Uses simple strategies for finding information eg carrying out a survey • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly • Forms the plurals of familiar words eg adding 's' and 'es'

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: a written activity to reinforce the ***ch*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***ch*** words (2) Learners write 1 – 2 sentences about their meals for the week.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***ch*** words (2) Learners copy the shared writing sentences into their books, adding the correct words.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: Learners copy 3 - 5 sentences adding the correct ***–ch*** words. (2) Learners draw their group's table and add their ideas for lunches for the school week. **Use for Assessment Task 1.**

DAY 5: Explanation of activities for the Group /Paired Reading session (1) Learners use the information in their Lunch Plan to write 2 – 4 sentences.

ASSESSMENT: Informal, unrecorded assessment of: ability to write sentences using information from a table.

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

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 4 **LO 2** AS 1, 4, 6	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses	Wks 1 - 3	• Use the learners' news
	• Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively	Wks 2 - 3	• Listening and speaking activities & observations
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt	Day 5 Wk 1	• Phonics: use the written activity
	• Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly	Days 4 - 5 Wk 3	• Reading activity on plurals
	• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place	Day 2 Wk 2	• Handwriting: use the handwriting lesson
READING **LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read	Wk 3	• Use the shared reading discussions
	Group, guided reading • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story	Wks 2 & 3	• Use Group reading time
WRITING **LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6	• Contributes ideas for and helps to revise a group story	Wks 1 & 2	• Use the shared writing activities
	• Uses simple strategies for finding information eg carrying out a survey	Day 4 Wk 2	• Use the making of lunch menu
	• With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly	Day 5 Wk 1	• Use the learners' sentences
	• Forms the plurals of familiar words eg adding 's' and 'es'	Days 4 - 5 Wk 3	• Reading activity on plurals

FOURTH TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 4 **LO 2** AS 1, 4, 6	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening and speaking activities (listens and tells jokes)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***th-*** Handwriting: Upper & lower case letter: **Cc**	Phonics: Revise ***th-*** Handwriting: Upper & lower case letter: **Oc**	Phonics: Revise ***th-*** Handwriting: Upper & lower case letter: **Aa**	Phonics: Teach ***-th*** Handwriting: Upper & lower case letter: **Dd**	Phonics: Oral activity to revise ***th***
READING **LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a story in a Big Book Group reading: Groups 1 & 2	Shared Reading activity based on a story in a Big Book Group reading: Groups 3 & 4	Shared Reading activity based on a story in a Big Book Group reading: Groups 1 & 2	Shared Reading activity based on a story in a Big Book Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6	• Contributes ideas for and helps to revise a group story • Uses simple strategies for finding information eg carrying out a survey • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly • Forms the plurals of familiar words eg adding 's' and 'es'	Writing / illustrating own news	Writing / illustrating a sentence to make a prediction	Writing 1 – 2 sentences expressing an opinion	Writing 4 – 6 words in singular and plural forms	Writing / illustrating own news or personal writing

WEEK 3	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 4 **LO 2** AS 1, 4, 6
MILESTONES	• Listens without interrupting, taking turns to speak and asking questions for clarification • Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Support learners so that they tell their news in sequence and give praise when they use good, descriptive words. Remind others to listen without interrupting, showing respect for the speaker. Different learners can ask a question so that it is not the same learners who respond every time. **Use for Assessment Task 1.**

AT LEAST ONCE DURING THE WEEK:

- Focused listening and speaking activity: eg listening to and telling jokes.
    - Ask learners a joke and talk about why it is funny. Learners can then work in pairs to tell each other a joke. Remind learners that they should say the joke only once. As you walk around, listening to the jokes, identify 1 – 2 suitable ones that the learners can tell the rest of the class. (In that way you can avoid the more vulgar, crude ones which learners seem to love at this age!)

DAILY: read-aloud story or poem

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

- Listens without interrupting, taking turns to speak and asking questions for clarification
- Talks about personal experiences and feelings e.g. tells news using the present and past tenses

Use the listening and speaking activities in weeks 2 and 3, as well as your observations of learners doing word and picture puzzles during the first three weeks, to rate them, recording specific problems you have noticed, against the following milestone:

- Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively

WEEK 3	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words *Handwriting* • Holds pencil and crayon correctly • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place
NOTE **PHONICS** **HANDWRITING**	The focus in Phonics this week is on the consonant digraph ***th.*** As the formation of all the upper case letters has been taught, use the rest of the term to revise the lower and upper case letters. Learners can practise one letter per day. You could follow the sequence used when introducing the lower case letters.

DAILY ACTIVITIES

PHONICS
DAYS 1 - 5:

- Introduce the ***th-*** consonant digraph using a story, picture or shared reading**.** Spend time explaining how, as with ***ch*** and ***sh***, the letter ***h*** has ***t*** as a "special friend." When they are found together they talk with a single, but very different voice.
- During this week focus on words beginning and ending with ***th.*** First practise saying the sound and then ask learners if they can tell you any words beginning with this sound. Guide the learners to identify words such as, ***thin, thick, this, than, them, think, the, they, their, there*** and ***thumb.***
  Note: *The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary. Few of the* ***th*** *words are nouns so they are more difficult to illustrate. Many also contain unfamiliar vowel digraphs. It is better to concentrate each day on only 2 – 4 words and use them in sentences. Focus first on words beginning with* ***th.*** *Later in the week, introduce words ending in* ***th,*** *eg* ***with,*** *and, possibly, a few, familiar words containing* ***th*** *as a middle sound such as in* ***mother, other, brother, weather****.*
- Use one of the following written activities each day to reinforce the ***th*** words – use words that learners can sound out for themselves:
  - Writing muddled words correctly eg ickth
  - Writing a sentence using at least 2 ***th*** words.
  - A cloze procedure exercise, eg *He went to see them/their.*
  - Doing word sums, eg *th + i +n = thin*
  - Finding words in their readers or in a newspaper that contain the ***th*** sound

- On Day 4 do a matching activity to revise the ***ch, sh*** and ***th*** Word families,
  eg ch ick
  th ip
  sh in
  ch ut
  th op
  sh at

- On Day 5 do an oral activity to revise ***th***. Make it a fun activity. Explain to the learners that you are going to call out some words. When you say words that either begin or end in ***th*** they must do a particular action, eg put their fingers on their noses.

HANDWRITING

DAYS 1 - 4

- Revise the formation of four lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way, eg ***c, o, a, d.***
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Cc, Oo, Aa*** and ***Dd.***
  NB: *There may be learners who are still confusing letters* ***b*** *and* ***d.*** *Give extra help to these learners.*

ASSESSMENT:

Informal, unrecorded assessment of: learners' ability to build words using ***sh, th*** and ***ch***

WEEK 3	**READING**
LO/ASs	**LO 1** AS 4 **LO 3** AS 1, 2, 3, 4, 5 **LO 6** AS 1
MILESTONES	*Shared reading* • Uses cover of book to predict ending • Reads book as a whole class with teacher, identifying the sequence of events and the setting • Gives an opinion on what was read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
NOTE	This week use a story, preferably from a Big Book, for shared reading and writing.
RESOURCES	• New Shared Reading text – a story - preferably from a Big Book so that you can use the cover for prediction. • Flashcards with new vocabulary

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading based on a story

- Introduce a new shared reading text to the learners – a Big Book story. Show the learners the title and illustration on the cover and discuss what they think the book will be about. Link this topic to learners' own prior knowledge and experiences.
  Use your observations on Days 2 – 5 for Assessment Task 1.
- Teach new vocabulary using flashcards – by the end of this term learners should be able to recognise at least 200 sight words.
- Start reading the book to the learners, pointing to the words as you read. Model how to read with expression but pause at the end of sentences / paragraphs so that learners have time to take in what is happening. Especially when using a Big Book, give learners time to look at the illustrations as well as these complement the written text by giving more information.
- Part of the way through the story, stop at a point where something has happened so that you can ask learners to predict what might happen next. Let the learners discuss in pairs or small groups what they think will happen next in the story.
- Record 2 – 4 of these ideas on the board, eg *I think that the lion will come to save her.*
- For Task 2 for Writing, learners can copy one of the sentences (or write their own) and draw a picture showing what they think will happen. Encourage learners to read and talk about what they have written and drawn – or let another learner read it.
  NB: *It is important that they have the opportunity to read what they have written to someone and that another person reads their writing. In that way they learn that writing has a purpose AND they need to write correctly! It is no good if only they can read their writing.*

DAY 3: Shared reading based on a story

- Revise the new vocabulary using flashcards
- Read the book to the learners, making sure that they are following as you read. Remember that this is not a listening but a reading activity. They must see the words as you read.
- Stop at the point you ended the previous day and re-cap learners' predictions. Continue reading the story. Stop once or twice more to discuss their predictions and also the illustrations. If their predictions were not realised, so much the better!
- Talk about the setting of the story and recap the sequence of events.
- Afterwards, ask learners to talk in pairs about the parts of the story they liked / didn't like. Write 3 – 4 options on the board using sentence starters, eg *I liked it when… AND I didn't like it when…* Learners may like some parts of the story but not others.
- Explain the tasks for the Group Reading session including Task 2 – learners write 1 - 2 sentences using the sentence starters.

DAY 4: Shared reading based on a story

- Re-read the story with the learners joining in where possible. Stop several times to ask questions to check for understanding.
- Then focus on one page of the book to talk about plurals of words. Focus initially on the addition of the suffix '***s***'. Identify and list on the board 4 – 6 words that contain the suffix '***s***'. You could write the words in two columns eg, *one book three book**s.*** For Task 2 for Writing, cover the list of plurals. Learners write the singular and plural forms of 4 – 6 words.
  Note: *The use of terminology (meta-language): Depending upon the needs of your learners you could introduce other plural suffixes, eg* ***–es.*** *You don't need to use the word 'suffix' with learners although you might wish to introduce the word 'plural'. The last Assessment Standard for LO 6 in every grade provides examples of terms that learners should be familiar with in that grade. It helps learners if they understand some meta-language so that they can use the correct words to describe aspects of language. In Grade 1 these include words such as capital letter, full stop, sentence and dictionary.* **Use for Assessment Task 1 for Phonics.**

DAY 5: Shared reading based on a story

- Re-read the story with the learners joining in. Stop several times to ask them to identify words that are in the plural in a paragraph. Focus on another plural suffix, eg –***es****,* and list 4 – 6 of these words on the board. Add extra words if there are not sufficient from the text.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension. When introducing a new reading book, spend time using the cover for making predictions.

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

Use for Assessment Task 1.

- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 1: Use the group reading during weeks 2 and 3 to rate the learners against the following milestone:

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

Use your observations of the shared reading activities on Days 2 - 5 to rate the learners against the following milestones:

- Uses cover of book to predict ending
- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Gives an opinion on what was read

Use the reading activity on plurals on Days 4 and 5 to rate the learners against the following **Phonics** and **Reading** milestones:

- Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words **(Phonics milestone)**

Forms the plurals of familiar words eg adding 's' and 'es' **(Writing milestone)**

WEEK 3	WRITING
LO/ASs	**LO 4** AS 4, 5, 6 **LO 6** AS 1, 2, 3, 6
MILESTONES	• Contributes ideas for and helps to revise a group story • Uses simple strategies for finding information eg carrying out a survey • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Spells common words correctly • Forms the plurals of familiar words eg adding 's' and 'es'

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: a written activity to reinforce the ***th*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***th*** words (2) Learners copy one sentence (or write their own) and draw a picture showing what they think will happen in the story.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***th*** words (2) learners write 1 - 2 sentences giving their opinions on the story using sentence starters.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***th*** words (2) Learners write the singular and plural forms of 4 – 6 words.

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

ASSESSMENT: Informal, unrecorded assessment of: ability to write plurals of familiar words

FOURTH TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 8 **LO 5** AS 3	• Participates in discussions, reporting back on behalf of the group • Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice • Uses terms such as sentence, capital letter, full stop and dictionary	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening and speaking activities (listens to and retells a story in sequence)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Uses consonant blends to build up and break down words • Groups common words into sound families *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***wh-*** Handwriting: Upper & lower case letter: **Gg**	Phonics: Revise ***wh-*** Handwriting: Upper & lower case letter: **Qq**	Phonics: Revise ***wh-*** Handwriting: Upper & lower case letter: **Ll**	Phonics: Revise ***wh, sh, th*** & ***ch*** Handwriting: Upper & lower case letter: **Hh**	Phonics: Fun activity to revise ***wh***
READING **LO 3** AS 3, 4, 5, 6 **LO 5** AS 2, 3 **LO 6** AS 1	*Shared reading* • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads own and others writing • Reads independently	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading / Writing activity based on a story character Group reading: Groups 1 & 2	Shared Writing activity based on a story character Group reading: Groups 3 & 4	Shared Reading activity based on a story Group reading: Groups 1 & 2	Shared Reading activity based on a story (prepositions) Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 3, 5, 6 **LO 5** AS 3, 4 **LO 6** AS 1, 2, 3	• Writes at least two sentences of own news, shared writing or creative story • Uses prepositions correctly • Organises information into a simple graphic form e.g. a chart or timeline	Writing / illustrating own news	Recording information in a table	Writing 1-2 sentences describing a character	Writing 1 – 2 sentences expressing an opinion	Writing / illustrating own news or personal writing

WEEK 4	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 5** AS 3
MILESTONES	• Participates in discussions, reporting back on behalf of the group • Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice • Uses terms such as sentence, capital letter, full stop and dictionary
RESOURCES	• A simple story containing four clear steps for the listening and speaking activity.
NOTE	In both the learners' telling of own news and the listening and speaking activity give help to learners to sequence events in a story correctly.

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Support learners so that they tell their news in sequence and give praise when they use good, descriptive words. Remind others to listen without interrupting, showing respect for the speaker.

AT LEAST ONCE DURING THE WEEK:

- Focused listening and speaking activity: eg listens to and retells a story in sequence.
  - Either tell or read a short, familar story to learners. Before starting the story tell them that they must listen carefully to the story so that, afterwards, they can retell the story in the correct order to a partner. You could help them by telling them how many things will happen in the story so that, as they listen, they can remember those (four) details. Read slowly, pausing after each happening, to give them time to take it in.
  - Afterwards let the learners take turns to share the four events. Recap as a class at the end. Use vocabulary such as 'In the beginning', 'then' and 'in the end'. **Use for Assessment Task 2.**

DAILY: read-aloud story or poem

ASSESSMENT: Formal: recorded Assessment Task 2: Use the listening and speaking activity to rate the learners against the following milestone:

- Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice

WEEK 4	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Uses consonant blends to build up and break down words • Groups common words into sound families *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing
NOTE	The focus this week is on the consonant digraph ***wh*** at the beginning of words***.*** Note that Assessment Task 3 makes provision for the assessment of *ch, sh, th* and *wh* at the beginning of words and Assessment Task 4 the assessment of *ch, sh* and *th* at the end of words. However you may wish to do this assessment during this week, rather than leaving in until later in the term.

DAILY ACTIVITIES

PHONICS
DAYS 1 - 5:

- Introduce the ***wh-*** consonant digraph using a story, picture or shared reading***.*** Spend time explaining how, as with ***ch, sh*** and ***wh***, the letter ***h*** has ***w*** as a "special friend." When they are found together they talk with a single, but very different voice.
- During this week focus on words beginning with ***wh.*** First practise saying the sound and then ask learners if they can tell you any words beginning with this sound. Help them to hear the difference between words beginning with ***w*** and ***wh -*** can they hear the ***h*** in the words? Guide the learners to identify words such as, ***when, why, white, which, whale, what, wheel, whip*** and ***where.***
  Note: *The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary. Few of the* ***wh*** *words are nouns so they are more difficult to illustrate. Many also contain unfamiliar vowel digraphs. It is better to concentrate each day on only 2 – 4 words and use them in sentences.*
- Use one of the following written activities each day to reinforce the ***wh*** words:
  - Writing muddled words correctly eg itewh
  - A cloze procedure exercise, eg *The car lost a wheel/whale.*
  - Doing word sums, eg *wh + i +ch = which*
  - Finding words in their readers or in a newspaper that contain the ***wh*** sound

- On Day 4 do an activity to revise the ***ch, sh, th*** and ***wh*** Word families, in which the learners must sort 8 – 12 words into the four different Word Families

- On Day 5 give each learner a piece of paper. Let them write a question at the bottom of the paper using one of the ***wh*** words eg ***when, why, which, what, where***. Each learner can give it to another learner to write an answer at the top of the page, possibly adding his/her name. He/She can then fold the page so that his/her response cannot be seen. The paper then goes to another learner who will read the question and write a response before passing it on to another learner, and so on. After about ten minutes the questions can go back to their original owners who can read the different answers.

HANDWRITING

DAYS 1 - 4

- Revise the formation of four more lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way.
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Gg, Qq, Ll*** and ***Hh.*** **Use one lesson for Assessment Task 2.**

  NB: *There may be learners who are still confusing letters* ***q*** *and* ***g.*** *Give extra help to these learners.*

ASSESSMENT: Formal: recorded Assessment Task 2:

Use one Handwriting lesson to rate learners against the following milestones:

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

WEEK 4	**READING**
LO/ASs	**LO 3** AS 3, 4, 5, 6 **LO 5** AS 2, 3 **LO 6** AS 1
MILESTONES	*Shared reading* • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads own and others writing • Reads independently
NOTE	This week continue to use the previous week's story, preferably from a Big Book, for shared reading and writing.
RESOURCES	• Shared Reading text – a story - preferably from a Big Book

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading/writing based on a story

- Before beginning to re-read the story, identify one of main characters and write the name on the board. Ask learners to listen carefully when they read the story to find out more about that character.
- Re-read the previous week's shared reading text with the learners. Pause at relevant places to point out information about the character.
- Afterwards, display one of the illustrations showing the character and ask learners to tell you about the character. Focus the discussion on three aspects:
  - Appearance – *What does he/she/it look like?*
  - Behaviour - *How does he/she/it behave? What is he/she like as a person?*
  - Actions - *What does he/she/it do?*
- Capture their ideas, in note form, using a chart:

Appearance – *What does he/she/it look like*	• tall and thin •
Behaviour - *How does he/she/it behave? What is he/she like as a person?*	•
Actions - *What does he/she/it do?*	•

- For Task 2 for Writing, learners can copy all (or part of) the chart, adding their own ideas. **Use this towards Assessment Task 2 for Writing.**
  Note: *Either write the chart on flip chart paper or leave it on the board for the next day.*

DAY 3: Shared reading/writing based on a story

- Revise the new vocabulary using flashcards. Let either individual or small groups of learners re-read the story.
- Read through the chart containing information about the character again. Ask learners if they can think of anything else to add.
- Together with the learners, use the information to write 3 - 5 sentences about the character.
- Explain the tasks for the Group Reading session including Task 2 – learners write 1 - 3 sentences about the character, using the information in the chart. Note: they must write their own sentences – not copy the ones they wrote as shared writing.

DAY 4: Shared reading based on a story

- Re-read the story with the learners joining in. Stop several times to ask higher order questions asking them to give their opinions, eg on one of the character's actions. You could use questions such as:
  - *Do you think he was right to steal the sword? Why do you think so?*
  - *Who, in the story, would you like as a friend? Why?*

  You could write one or two of these questions on the board and let learners discuss them in pairs.
- For Task 2 for Writing, learners write answers to one (or two) of the questions, giving a reason, eg *Who, in the story, would you like as a friend? Why?* As previously, you could provide sentence starters: *I would like… as a friend. I think he/she is…* Give learners the opportunity to read to others what they have written. **Use for Assessment Task 2.**

DAY 5: Shared reading based on a story

- Re-read the story with the learners joining in.
- Afterwards, focus on one or two paragraphs and use them to discuss different prepositions. List a few prepositions on the board and talk about the information they give the reader about position. Remind learners to use them correctly in their writing.

GROUP READING ACTIVITIES

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

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

Use learners' independent reading for Assessment Task 2.

- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 2: During Group reading time rate the learners against the following milestone:

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

Use your observation of the paired reading session to rate the learners against the following milestone:

- Reads independently

Use the learners' written responses on Day 4 to rate them against the following milestones:

- Answers higher order questions based on the passage read
- Reads own and others' writing

WEEK 4	WRITING
LO/ASs	**LO 4** AS 3, 5, 6 **LO 5** AS 3, 4 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least two sentences of own news, shared writing or creative story • Uses prepositions correctly • Organises information into a simple graphic form e.g. a chart or timeline

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: a written activity to reinforce the ***wh*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***wh*** words (2) Learners copy all (or part of) the chart, adding their own ideas. **Use this towards Assessment Task 2.**

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***wh*** words (2) Learners write 1 - 3 sentences about a character in the story, using the information in the chart. **Use for Assessment Task 2.**

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: sorting ***th, sh, ch*** and ***wh*** words into the four Word Families. (2) Learners write a response to one (or two) of the questions, giving a reason. They can use a sentence starter, if necessary.

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

ASSESSMENT: Formal: recorded Assessment Task 2: Use the writing of a chart to summarise information during shared reading/writing to rate the learners against the following milestone:

- Organises information into a simple graphic form e.g. a chart or timeline

Note that during Week 2 learners also recorded information, using a table. You could also use that task to inform your assessment.

Use the writing of sentences on Days 3 and 4 to rate the learners against the following Writing milestone and also the following Reading milestone:

- Writes at least two sentences of own news, shared writing or creative story
- Uses prepositions correctly
- Reads own and others' writing (Reading milestone)

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 8 **LO 5** AS 3	• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice • Participates in discussions, reporting back on behalf of the group • Uses terms such as sentence, capital letter, full stop and dictionary	Wk 4 Wk 5 Wks 4-5	• Use the focused listening and speaking activity • Group activity • Observations
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Uses consonant blends to build up and break down words • Groups common words into sound families *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing	Wk 5 Wk 4	• Phonics: use one or more written activities • Handwriting: use one handwriting lesson
READING **LO 3** AS 3, 4, 5, 6 **LO 5** AS 2, 3 **LO 6** AS 1	*Shared reading* • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads own and others writing • Reads independently	Day 4 Wk 4 Wk 4 Day 4 Wk 4 Wk 4	• Use the learners' written responses • Use Group reading time • Use the learners' written responses • Use shared reading time
WRITING **LO 4** AS 3, 5, 6 **LO 5** AS 3, 4 **LO 6** AS 1, 2, 3	• Organises information into a simple graphic form e.g. a chart or timeline • Writes at least two sentences of own news, shared writing or creative story • Uses prepositions correctly	Day 2 Wk 4 Days 3 & 4 Wk 4	• Use the activity in which learners record information about a character • Use the learners' sentences

FOURTH TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 8 **LO 5** AS 3	• Participates in discussions, reporting back on behalf of the group • Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice • Uses terms such as sentence, capital letter, full stop and dictionary	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening activities (listens for the sequence of a story)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Uses consonant blends to build up and break down words • Groups common words into sound families *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing	• Singing/acting out repetitive action rhymes and songs Phonics: Revise ***-r*** Handwriting: Upper & lower case letter: **Bb**	Phonics: Revise ***-ck*** Handwriting: Upper & lower case letter: **Kk**	Phonics: Revise ***-l, st*** Handwriting: Upper & lower case letter: **Ii**	Phonics: Revise ***--ng*** Handwriting: Upper & lower case letter: **Rr**	Phonics: revision activity
READING **LO 3** AS 3, 4, 5, 6 **LO 5** AS 2, 3 **LO 6** AS 1	*Shared reading* • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads own and others writing • Reads independently	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a graph Group reading: Groups 1 & 2	Class activity: doing a survey and recording the results on a graph Group reading: Groups 3 & 4	Shared Writing of a graph Group reading: Groups 1 & 2	Shared Reading activity based on a poem Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 3, 5, 6 **LO 5** AS 3, 4 **LO 6** AS 1, 2, 3	• Writes at least two sentences of own news, shared writing or creative story • Uses prepositions correctly • Organises information into a simple graphic form e.g. a chart or timeline	Writing / illustrating own news	Word search	Writing 1 – 2 sentences to explain a choice	Cloze procedure exercise	Writing / illustrating own news or personal writing

WEEK 5	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 5** AS 3
MILESTONES	• Participates in discussions, reporting back on behalf of the group • Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice • Uses terms such as sentence, capital letter, full stop and dictionary
RESOURCES	• A simple story for the listening activity.

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Support learners so that they tell their news in sequence and praise them for using good, descriptive words. Give different learners the chance to share a similar experience or ask a question.

AT LEAST ONCE DURING THE WEEK:

- Focused speaking activity: eg retells a story in sequence.
  - Let the learners work in groups of four to make up a simple story and then draw four very simple pictures of their story.
  - Afterwards, let them take turns to retell it in sequence to the rest of the class. Each learner can tell about one of the pictures.

DAILY: read-aloud story or poem

ASSESSMENT: Formal: recorded Assessment Task 2: Use the listening and speaking activity to rate the learners against the following milestone:

- Participates in discussions, reporting back on behalf of the group.

Use your observations during weeks 4 & 5's Literacy time to rate learners' ability to use the correct terms:

- Uses terms such as sentence, capital letter, full stop and dictionary

WEEK 5	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Uses consonant blends to build up and break down words • Groups common words into sound families *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing
NOTE	Use this week for revision. The Lesson Plan provides for consolidation and assessment of consonant blends. However, you should substitute other phonic sounds if necessary, depending upon the needs of your learners.

DAILY ACTIVITIES

DAY 1:

PHONICS

- Use this week to revise consonant blends. These were taught during Term 3. Focus on the most common blends, spending a day on each group, as follows:
  - Day 1: ***br-, gr-, cr-, dr-, pr-, tr-*** at the beginning of words
  - Day 2: ***-ck*** at the end of words (***-ack, -eck, -ick, -ock, -uck***)
  - Day 3: ***st-, cl-, fl-, pl-, sl-*** at the beginning of words
  - Day 4: ***-ng*** at the end of words (***-ang, -ing, -ong, -ung***)
- The emphasis should be on ensuring that learners can (1) decode words containing these blends when they read, and, (2) encode words containing these blends when they write. Concentrate on 1 – 2 words for each blend – sufficient for them to be able to recognise, sound and write each blend.
- You could use the following approach each day this week so that learners become familiar with working in a group activity:
  - Introduce the group of blends to be revised on the day, eg ***br-, gr-, cr-, dr-, pr-, tr-.*** Remind learners of the sounds these blends make.
  - Divide learners into seating groups and give each group a different blend. Explain to the learners that, as a group, they must (1) write down 2 – 4 words containing the sound, and, (2) write a sentence using one of the words. If necessary, they could draw a picture if they cannot spell the word.
  - Give each group an opportunity to read and sound, their words and then read their sentence. Write the words and the sentence on the board, stressing the consonant blend. You could use the following framework:

blend	word	sentence
br	**br**ing **br**ick **br**ead	Mom **br**ings **br**ead from the shop.
gr	**gr**ip **gr**ab **gr**in	
cr		
dr		
pr		
tr		

- You could repeat the same group approach each day as, initially, learners may find it difficult to identify a word containing a particular sound. By repeating the activity several times learners will be able to develop this skill in a non-threatening situation.
- Use a different written activity each day for consolidation, for example:
  - Learners can copy the framework but write only one word for each blend, or omit the sentence and write only the words.
  - Learners choose one word in each group to copy and illustrate.
  - Learners can write their own sentences using the words.
  - Cover one word in each sentence to make a cloze procedure exercise. Learners copy the sentences, adding the correct words.

  Use these activities, or another revision activity on Day 5, for Assessment Task 2.

HANDWRITING

DAYS 1 - 4

- Revise the formation of four more lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way.
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Bb, Kk, Ii*** and ***Rr.***

  NB: *There may be learners who are still confusing letters* ***d*** *and* ***b.*** *Give extra help to these learners.*

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

ASSESSMENT: Formal: recorded Assessment Task 2:
Use the Phonics tasks this week to rate learners against the following milestones:

- Builds up words using sounds learnt
- Uses consonant blends to build up and break down words
- Groups common words into sound families

WEEK 5	READING
LO/ASs	**LO 3** AS 3, 4, 5, 6 **LO 5** AS 2, 3 **LO 6** AS 1
MILESTONES	*Shared reading* • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads own and others writing • Reads independently
NOTE	This week the focus will be on interpreting information from another visual/graphical text – a graph. (Learners worked with posters in Term 3.) Grade 1 learners have not reached a level at which they can engage meaningfully in reading and understand complicated graphs. It is enough that they come to realise that a graph is a useful way of recording information – link this to Numeracy activities. During the week learners will have the opportunity to develop their own graph based on a simple survey that the learners will do as a class.
RESOURCES	• New Shared Reading text – a simple graph drawn on the board. The topic should be relevant and meaningful to learners, eg favourite foods. • A simple poem or song • Prepare a Word Search using high frequency words.

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading based on a graph

- Draw a simple graph on the board showing favourite foods, drinks or even television programmes. Talk about how to read a graph and guide the learners to read the information contained in the graph you have drawn. You can explain, in simple terms, what each axis shows, for example, the horizontal axis may show the different foods while the vertical axis will show the number of each item. Ask learners simple questions about the graph, eg *Which is the most popular food? How many people like popcorn?*
  Note: *Keep this as an oral activity, rather than expecting learners to use it as the basis for the written activity but leave the graph on the board for use the following day.*
  For Task 2 for Writing, give learners a Word Search based on high frequency words.

DAY 3: Shared reading/writing based on a graph

- Talk again about the graph, asking learners to read the information in it. (You could have made slight changes to the graph by altering the numbers or changing one of the items.)
- Explain to learners that, as a class, they are going to draw their own graph. You could use the same topic / items OR choose a different topic or different items.

- Discuss with the learners:
  - What the graph will be about eg learners' favourite foods, sport, TV programme
  - What items could be included (not more than 5 preferably) eg chips, meat, hamburger, sweets, fruit could be the choices for a graph on favourite foods
- Once learners are clear about what the graph will show give them a chance to discuss the choices in their group.
- Then go through each option, asking each learner to 'vote' once for their choice. You might have to do this 'survey' a second time as learners invariably change their minds half way through! Record the number for each item in a list.
- Use the same graph framework but change it to show the information from the survey.
- Explain the tasks for the Group Reading session including Task 2 – learners write a sentence explaining their choice, eg *I chose … because…*
  Note: *Keep this graph on the board for the next day.*

DAY 4: Shared reading/writing based on a graph

- Read the previous day's graph with the learners.
- Use the information to write 2 – 3 sentences.
- For Task 2 for Writing, learners copy the sentences. You can make it a cloze procedure exercise by covering a few words.

DAY 5: Shared reading based on a poem or song

- Read a simple poem or song written on the board. You could read it more than once so that learners can join in.
- Afterwards, talk about the meaning of the poem or song and identify words that rhyme.

GROUP READING ACTIVITIES

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

- Monday, Wednesday and, possibly, Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2
- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Informal, unrecorded assessment of: ability to read information from a graphical form (graph)

WEEK 5	WRITING
LO/ASs	**LO 4** AS 3, 5, 6 **LO 5** AS 3, 4 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least two sentences of own news, shared writing or creative story • Uses prepositions correctly • Organises information into a simple graphic form e.g. a chart or timeline

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: a written activity to reinforce the ***-r*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***-ck*** words (2) Learners do a Word Search based on high frequency words.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***–l*** and ***–st*** words (2) Learners write a sentence explaining their choice, eg *I chose … because…*

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***-ng*** words. (2) a cloze procedure exercise.

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

ASSESSMENT: Informal, unrecorded assessment of: learners' ability to write about information in a graphical form (a graph)

FOURTH TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 3 **LO 2** AS 2	• Listens to instructions and announcements and responds appropriately • Listens to stories and expresses feelings about the story • Answers closed and open-ended questions	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening activities (listens and responds to instructions)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in *Handwriting* • Writes words with correct spacing • Writes a sentence correctly	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***a-e*** Handwriting: Upper & lower case letter: **Nn**	Phonics: Teach ***a-e*** Handwriting: Upper & lower case letter: **Mm**	Phonics: Teach ***a-e*** Handwriting: Upper & lower case letter: **Pp**	Phonics: Teach ***a-e*** Handwriting: Upper & lower case letter: **Jj**	Phonics: Oral activity to revise ***a-e***
READING **LO 3** AS 3, 4, 5 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher, identifying the sequence of events and the setting *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a story in a Learner's Book or Reader Group reading: Groups 1 & 2	Shared Reading activity based on a story in a Learner's Book or Reader Group reading: Groups 3 & 4	Shared Reading/ Writing based on a story in a Learner's Book or Reader Group reading: Groups 1 & 2	Shared Reading / language discussions using a story in a Learner's Book or Reader Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3 **LO 6** AS 1, 3	• Discusses with classmates ideas for writing • Writes at least two sentences of own news, shared writing or creative story • With help begins to use present and past tense correctly in writing	Writing / illustrating own news	Drawing a picture and writing a caption	Writing a sentence expressing an opinion of the story	Copying/ completing sentences	Writing / illustrating own news or personal writing

WEEK 6	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 2
MILESTONES	• Listens to instructions and announcements and responds appropriately • Listens to stories and expresses feelings about the story • Answers closed and open-ended questions

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Remind others to listen without interrupting, showing respect for the speaker. Ask learners questions about how they felt about what happened so that they have the opportunity to reflect on and express their feelings.

AT LEAST ONCE DURING THE WEEK:

- Focused listening activity: eg listens and responds to instructions.
  - Give learners a sequence of instructions. Increase their complexity this term. If, previously, you gave them one instruction at a time, now give them two at the same time – but warn learners of this! You could make it a practical activity in which they must carry out specific actions or one in which they draw a picture according to your instructions. Both are effective ways of assessing learners' ability to listen to and carry out instructions. **Use this for Assessment Task 3.**

DAILY: read-aloud story or poem

ASSESSMENT: Formal: recorded Assessment Task 3: Use the focused, listening activity and your observations of learners' responses to announcements to rate them against the following milestone:

- Listens to instructions and announcements and responds appropriately

WEEK 6	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in *Handwriting* • Writes words with correct spacing • Writes a sentence correctly
NOTE	Introduce 'silent e' this week. As this is a difficult combination for Grade 1 learners you can use the remainder of the term for this, focusing on a different, initial vowel each week. This week work on ***a-e*** words. You can also use the opportunity to further revise consonant blends.

DAILY ACTIVITIES

PHONICS
DAYS 1 - 5:

- Introduce several ***-ake*** words using a story, picture or shared reading***.*** Write the words on the board and ask learners to sound them, one letter at a time. Discuss how the ***a*** in the middle of the word says its **name** rather than the sound. Explain that the ***e*** at the end of the word makes the vowel in the middle change its sound. Some teachers pretend that the ***e*** is a 'magic e' or 'fairy e'. Sound the words again correctly, pointing out that these words rhyme.

- Focus initially on one Word Family each day for Days 1 - 3, eg:
  - Day 1: ***-ake***: bake, cake, lake, hake, make, rake, take, snake, shake
  - Day 2: ***-ate***: date, gate, hate, late, rate, slate, state
  - Day 3:***-ame***: name, lame, came, same, tame, fame, game, flame, shame
  - Later in the week you can introduce more than one group of words per day, in Word Families such as:
    - ***-ade***: made, fade, grade, spade
    - ***-ale***: pale, sale, tale, whale, stale
    - ***-ave***: cave, wave, shave, brave
    - ***-ane*** cane, lane, mane, pane
    - ***-ape***: cape, gape, tape, grape
    - ***-ase***: base, case, chase

  Note: *There are many words using the* ***a-e*** *combination. The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*

- Use one of the following written activities each day to reinforce the ***a-e*** Word Families:
  - Copying and illustrating 5 - 7 ***a-e*** words
  - Copying 4 – 6 pictures and writing the correct ***a-e*** words
  - Writing muddled words correctly eg deagr
  - A cloze procedure exercise, eg *Mom will bake/lake a snake/cake.*
  - Doing word sums, eg *wh + a +l + e = whale*
  - Finding ***a-e*** words in learners' readers or in a newspaper
  - Sorting 8 – 12 words into 2 – 4 different ***a-e*** Word Families

- On Day 5 do a practical activity. Choose one of the Word Families, eg words that end in **–*ake***. Give learners strips of paper to write simple words ending with this sound. Begin by saying the word and then sounding it out, eg *lake l-a-ke.* Then only sound out the word, eg *l-a-ke.* Next only say the word so that the learners have to break it down into separate sounds themselves, eg *lake.* Finally say the names of the letters that make up a word. Keep the activity short – not more than 7 words in all.
- Afterwards write the correct answers on the board and let the learners mark each other's responses.

HANDWRITING

DAYS 1 - 4

- Revise the formation of four more lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way.
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Nn, Mm, Pp*** and ***Jj.*** **Use one lesson for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use one Handwriting lesson to rate learners against the following milestones:

- Writes words with correct spacing
- Writes a sentence correctly

WEEK 6	**READING**
LO/ASs	**LO 3** AS 3, 4, 5 **LO 6** AS 1
MILESTONES	*Shared reading* • Reads book as a whole class with teacher, identifying the sequence of events and the setting *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner
NOTE	This week use a story from a Reader or Learner's Book, as the starting point for reading and writing. Every learner must have access to the text.
RESOURCES	• New Shared Reading text – a story. • Flashcards with new vocabulary

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading based on a story

- Introduce a new shared reading text to the learners – a story from a Learner's Book or Reader. Learners will not be able to use the cover for prediction but you could briefly discuss the title. Link this topic to learners' own prior knowledge and experiences.
- Introduce new vocabulary using flashcards.
- Start reading the book to the learners. Encourage the learners to follow in their books using a book marker to help them focus on the line being read. You should read slowly enough for learners to take in the story. Stop after one or two paragraphs to re-cap what has happened so far in the story. Clarify the setting and the main characters.
- For Task 2 for Writing, learners can draw a picture showing the main characters in the story and add a caption.

DAY 3: Shared reading based on a story

- Revise the new vocabulary using flashcards
- Re-read the previous day's story and continue to the end. Stop once or twice to discuss what happened and why.
- Afterwards, ask learners to talk in pairs about whether they liked the story or not. Write 3 – 4 options on the board using sentence starters, eg *I liked it because…/ I didn't like it because …*
- Explain the tasks for the Group Reading session including Task 2 – learners write a sentence giving their opinion of the story using a sentence starter.
  NB: *It is important that they have the opportunity to read what they have written to someone and that another person reads their writing.*

DAY 4: Shared reading/writing based on a story

- Let the learners read the story in pairs. **Use for Assessment Task 3.**
- Then, as a class, re-read the story, stopping frequently to summarise the story in 5 – 6 short sentences. (If possible, the number of sentences should equal the number of groups you have in your class.) Use vocabulary such as *'In the beginning,' 'At first', 'Then,'* and *'In the end'*. Use flip chart paper so you can re-use the summary the following week.
- Talk about some of the verbs, the 'action words' in the summary, explaining that they are in the Past Tense.
- Explain the tasks for the Group Reading session including Task 2 – learners copy 2 – 3 of the sentences. Have them underline the names of the characters in each sentence so that it more than just a copying exercise.

DAY 5: Shared reading based on a story

- Re-read the story and the summary with the learners joining in. Stop several times to discuss some of the vocabulary, talking about synonyms and antonyms (words that mean the same / the opposite). You could also point out homonyms (words that sound the same but are spelt differently and mean different things) such as four/for, son/sun and to/too/two.
  Use the shared reading for Assessment Task 3.

GROUP READING ACTIVITIES

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

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

Use for Assessment Task 3.

- **Paired reading** – Continue as in previous weeks. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3: Use the shared reading time rate the learners against the following milestone:

- Reads book as a whole class with teacher, identifying the sequence of events and the setting

Use the Group reading time to rate the learners against the following milestones:

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

Use the paired reading to rate the learners against the following milestone:

- Reads aloud to a partner

WEEK 6	**WRITING**
LO/ASs	**LO 4** AS 2, 3 **LO 6** AS 1, 3
MILESTONES	• Discusses with classmates ideas for writing • Writes at least two sentences of own news, shared writing or creative story • With help begins to use present and past tense correctly in writing

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: a written activity to reinforce the ***a-e*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***a-e*** words (2) Learners draw a picture about the story and add a caption.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***a-e*** words (2) Learners write a sentence giving their opinion of the story using a sentence starter.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***a-e*** words. (2) Learners copy 2 – 3 sentences, underlining the names of the characters in each sentence.

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

ASSESSMENT:
Informally assess Day 2's task of writing a caption for a drawing

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 3 **LO 2** AS 2	• Listens to instructions and announcements and responds appropriately • Listens to stories and expresses feelings about the story • Answers closed and open-ended questions	Wk 6 Wk 7	• Use the focused listening & speaking activity and your observations • Use the focused listening & speaking activity
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in *Handwriting* • Writes words with correct spacing • Writes a sentence correctly	Day 5 Wk 7 Wk 6	• Phonics: Day 5's written task • Handwriting: use one handwriting lesson
READING **LO 3** AS 3, 4, 5 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher, identifying the sequence of events and the setting *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner	Wk 6 Wk 6 Wk 6	• Use shared reading time • Use the group reading activities • Paired reading
WRITING **LO 4** AS 2, 3 **LO 6** AS 1, 3	• Discusses with classmates ideas for writing • Writes at least two sentences of own news, shared writing or creative story • With help begins to use present and past tense correctly in writing	Day 5 Wk 7	• Assess the writing task

FOURTH TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 3 **LO 2** AS 2	• Listens to instructions and announcements and responds appropriately • Listens to stories and expresses feelings about the story • Answers closed and open-ended questions	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening and speaking activities (listens to and expresses feelings about a story)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in *Handwriting* • Writes words with correct spacing • Writes a sentence correctly	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***i-e*** Handwriting: Upper & lower case letter: **Ss**	Phonics: Teach ***i-e*** Handwriting: Upper & lower case letter: **Tt**	Phonics: Teach ***i-e*** Handwriting: Upper & lower case letter: **Ee**	Phonics: Teach ***i-e*** Handwriting: Upper & lower case letter: **Ff**	Phonics: Written activity to revise ***sh, ch, th*** and ***wh*** at the beginning of words
READING **LO 3** AS 3, 4, 5 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher, identifying the sequence of events and the setting *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity using a summary of a story Group reading: Groups 1 & 2	Shared Reading activity using a summary of a story Group reading: Groups 3 & 4	Shared Reading activity using a summary of a story Group reading: Groups 1 & 2	Shared Reading / language discussions using a story in a Learner's Book or Reader Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3 **LO 6** AS 1, 3	• Discusses with classmates ideas for writing • Writes at least two sentences of own news, shared writing or creative story • With help begins to use present and past tense correctly in writing	Writing / illustrating own news	Sequencing sentences	Sequencing words in a sentence	Identifying Present Tense verbs in sentences	Writing sentences in the Present Tense

WEEK 7	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 2
MILESTONES	• Listens to instructions and announcements and responds appropriately • Listens to stories and expresses feelings about the story • Answers closed and open-ended questions
RESOURCES	• A simple story for the listening and speaking activity – one in which learners can discuss their feelings.

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Remind others to listen without interrupting, showing respect for the speaker. Ask learners questions about how they felt about what happened so that they have the opportunity to reflect on and express their feelings.

AT LEAST ONCE DURING THE WEEK:

- Focused listening and speaking activity: eg listens and expresses feelings about a story.
  - Either tell or read a story to learners. Afterwards ask questions that check their understanding of the story and also focus on giving learners the opportunity to express their feelings about what happened in the story. Learners can do this first in pairs and then as a class **Use this for Assessment Task 3.**

DAILY: read-aloud story or poem

ASSESSMENT: Formal: recorded Assessment Task 3: Use the focused, listening and speaking activity to rate the learners against the following milestones:

- Listens to stories and expresses feelings about the story
- Answers closed and open-ended questions

WEEK 7	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in *Handwriting* • Writes words with correct spacing • Writes a sentence correctly
NOTE	Continue with 'silent e', working with words containing ***i-e*** this week. You can also use the opportunity to consolidate consonant blends.

DAILY ACTIVITIES

PHONICS
DAYS 1 - 5:

- Introduce several ***-ine*** words using a story, picture or shared reading**.** Write the words on the board and discuss how the ***i*** in the middle of the word says its **name** rather than the sound. Explain that the ***e*** at the end of the word makes the vowel in the middle change its sound, as with words containing ***a-e***. Sound the words again, pointing out that these words rhyme.
- Focus initially on one Word Family each day for Days 1 and 2, and two or more Word Families for Days 3 and 4, eg:
  - Day 1: ***-ine***: fine, line, mine, nine, pine, wine, shine, spine, whine
  - Day 2: ***-ide***: wide, hide, ride, side, tide, bride, pride, glide
  - On Days 3 and 4 you can introduce more than one group of words per day, in Word Families such as:
    - ***-ite***: bite, kite, site, white, spite
    - ***-ive***: hive, dive, five, jive, drive
    - ***-ipe***: pipe, ripe, wipe, swipe
    - ***-ime*** time, crime
    - ***-ike***: bike, hike, like, spike
    - ***-ize***: size, prize

    Note: *There are many words using the* ***i-e*** *combination. The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*
- Use one of the following written activities each day to reinforce the ***i-e*** Word Families:
  - Copying and illustrating 5 - 7 ***i-e*** words
  - Copying 4 – 6 pictures and writing the correct ***i-e*** words
  - Writing muddled words correctly eg tieb
  - A cloze procedure exercise, eg *Mine/nine boys ride/wide a mike/bike.*
  - Doing word sums, eg *wh + i +t + e = white*
  - Finding ***i-e*** words in learners' readers or in a newspaper
  - Doing a Word Search
  - Sorting 8 – 12 words into 4 different ***i-e*** Word Families

- On Day 5 do a written assessment task based on the recognition of the ***sh, ch, th*** and ***wh*** consonant digraphs at the beginning of words. **Use for Assessment Task 3.**

HANDWRITING

DAYS 1 - 4

- Revise the formation of four more lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way.
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Ss, Tt, Ee*** and ***Ff.***

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 5's Phonics task to rate learners against the following milestones:

- Builds up words using sounds learnt
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in

WEEK 7	**READING**
LO/ASs	**LO 3** AS 3, 4, 5 **LO 6** AS 1
MILESTONES	*Shared reading* • Reads book as a whole class with teacher, identifying the sequence of events and the setting *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads with increasing fluency and expression *Paired/Independent reading* • Reads aloud to a partner
NOTE	This week continue to use a story from a Reader or Learner's Book, as the starting point for reading and writing, together with the previous week's shared writing summary. Every learner must have access to the text.
RESOURCES	• Shared Reading text – a story. • Previous week's summary of the story • A worksheet containing the sentences of the summary written in the incorrect sequence. • A worksheet containing 1 – 2 sentences from the shared writing summary in which the words in each sentence have been written in the incorrect order.

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared reading based on a story

- Let learners read the previous week's story in pairs or small groups. Then read the shared writing summary as a class and revise the vocabulary.
- In front of the learners, cut the shared writing summary into separate sentences. Divide the sentences amongst the groups and let them read them read them together. They need to decide where their sentence comes in the story – what happens before their sentence and what happens after.
- Let each group put their sentence on the board in the correct order, starting with the first sentence. The class can read each sentence that is displayed to make sure it is the correct one, possibly re-capping the previous sentence(s).
- For Task 2 for Writing, give learners a worksheet on which the sentences are written in the incorrect sequence. The learners must cut out the sentences and glue them into their books or on paper in the correct order.

DAY 3: Shared reading based on a story

- Let individual learners each read a sentence from the story.
- Before the lesson cut each sentence of the summary into separate words, but keeping each group of words together. Give the words of one of the sentences to each group and give them time to sort the words into the correct order. (Don't let them cheat by checking the previous day's work.) Walk around and check that the sentences are correct. You might give learners a chance to also walk around and read each others' sentences but with a large class this may be difficult. Another option could be for learners to change places with another group to read another group's sentences.
- Give learners a worksheet in which the words in 1 – 2 of the sentences have been written in the incorrect sequence. For Task 2 for Writing, the learners must cut out the words in each sentence and glue them into their books or on paper in the correct order.

DAY 4: Shared reading based on a story

- Write one paragraph (4 – 5 short sentences) from the story on the board. Point out some of the verbs, the 'action words', reminding learners that they are in the Past Tense. Talk about how these verbs look in the present Tense, and go through each sentence changing each verb into the Present Tense.
- Explain the tasks for the Group Reading session including Task 2 – learners copy 2 – 3 of the sentences. Have them underline the Present Tense verbs in each sentence.

GROUP READING ACTIVITIES

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

- Monday, Wednesday and, possibly, Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2
- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Informal, unrecorded assessment of: learners' ability to recognise verbs in the Present Tense.

WEEK 7	**WRITING**
LO/ASs	**LO 4** AS 2, 3 **LO 6** AS 1, 3
MILESTONES	• Discusses with classmates ideas for writing • Writes at least two sentences of own news, shared writing or creative story • With help begins to use present and past tense correctly in writing

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news **Use for Assessment Task 3.** (2) phonic activity: a written activity to reinforce the ***i-e*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***i-e*** words (2) Learners cut out the sentences of the summary from a worksheet and glue them into their books or on paper in the correct order.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***i-e*** words (2) Learners cut out the words in 1 – 2 sentences of the summary from a worksheet, and glue them into their books or on paper in the correct order.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to revise the ***i-e*** words. (2) Learners copy 2 – 3 of the sentences, underlining the Present Tense verbs in each sentence.

DAY 5: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to revise ***sh, ch, th*** and ***wh*** at the beginning of words (2) writing 2 – 3 sentences using the Present Tense; provide sentence starters if necessary; for example: 'Today…', 'Now…' **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:
Use the learners' written news on Day 1 and Day 5's activity to rate learners against the following milestone:

- Discusses with classmates ideas for writing
- Writes at least two sentences of own news, shared writing or creative story
- With help begins to use present and past tense correctly in writing

FOURTH TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news / feelings about the year that is ending Focused listening and speaking activities (listens and responds to a story)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***o-e***	Phonics: Teach ***o-e*** Handwriting: Upper & lower case letter: **Vv**	Phonics: Teach ***o-e*** Handwriting: Upper & lower case letter: **Ww**	Phonics: Revise ***o-e, a-e*** and ***i-e.*** Handwriting: Upper & lower case letter: **Xx**	Phonics: Written activity to revise ***sh, ch, th*** and ***wh*** at the end of words
READING **LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a story Group reading: Groups 1 & 2	Shared Reading activity based on a story Group reading: Groups 3 & 4	Shared Reading activity based on a story Group reading: Groups 1 & 2	Shared Reading activity based on a story Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat	Writing / illustrating own news	Drawing a picture and writing a caption	Activity based on high frequency, sight words	Writing own sentence(s) in a fun way	Writing / illustrating own news or personal writing

WEEK 8	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2
MILESTONES	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source
RESOURCES	• A simple story for the listening and speaking activity – one that you know they will enjoy

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news: Give different learners the chance to share a similar experience or ask a question.
- As the end of the year is approaching, you might also wish to use this time during the next three weeks to reflect on the year that is ending and talk about the holidays and the forthcoming year. This week you could focus on the past year – the good and the bad things, what learners have enjoyed/ not enjoyed and what they have learnt. You could display a calendar showing the months of the year, pointing out events that happened during the different months. (This helps learners become familiar with interpreting information from a simple table such as a calendar.) During the week give as many learners as possible the chance to speak. **Use this for Assessment Task 4.**

AT LEAST ONCE DURING THE WEEK:

- Focused listening and speaking activity: eg listens to a story for interest and enjoyment.
  - Either tell a story to learners or let them listen to a story on a cd or cassette.
  - Afterwards ask them what they enjoyed and found interesting about the story. Learners can respond first in pairs and then as a class They can also draw a picture about the story.

DAILY: read-aloud story or poem

ASSESSMENT: Formal: recorded Assessment Task 4: During News, as learners talk about the year that is ending, rate them, recording specific problems, against the following milestone:

- Talks about personal experiences and feelings e.g. tells news using the present and past tenses

WEEK 8	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly
NOTE	Continue with 'silent e', working with words containing ***o-e*** this week. You can also use the opportunity to consolidate consonant blends.

DAILY ACTIVITIES

PHONICS
DAYS 1 - 5:

- Introduce several ***o-e*** words using a story, picture or shared reading**.** Write the words on the board and discuss how the ***o*** in the middle of the word says its **name** rather than the sound. Explain that the ***e*** at the end of the word makes the vowel in the middle change its sound, as with words containing ***a-e*** and ***i-e***.
- Focus initially on one or two Word Families each day for Days 1 and 2, using more Word Families for Day 3, depending upon the needs of your learners. You can use words such as:
  - ***-ose***: nose, rose, close, chose
  - ***-ole***: hole, mole, pole, stole
  - ***-ove***: wove, stove, drove
  - ***-ope***: rope, cope, hope, slope
  - ***-ome***: home
  - ***-one***: bone, cone, stone
  - ***-ode***: rode, code

  Note: *There are not so many words using the* ***o-e*** *combination as with the* ***i-e / a-e*** *combinations. The number of words you introduce will depend upon the needs of your learners. You may wish to focus only on the most common words OR use the activity to also introduce new vocabulary.*

- Use one of the following written activities each day to reinforce the ***o-e*** Word Families:
  - Copying 4 – 6 pictures and writing the correct ***o-e*** words
  - Copying and illustrating 5 - 7 ***o-e*** words
  - Writing 1 – 2 sentences using the ***o-e*** words, either individually or in pairs.
  - Doing word sums, eg *stone = st + o +n + e*
  - Doing a Word Search
  - Sorting 8 – 12 words into 4 different ***o-e*** Word Families
- On Day 4 do an activity to consolidate the ***oe, i-e*** and ***a-e*** combinations. **Use for Assessment Task 4.**
- On Day 5 do a written assessment task based on the recognition of the ***sh, ch, th*** and ***wh*** consonant digraphs at the end of words. **Use for Assessment Task 4.**

HANDWRITING

DAYS 2 - 4

- Revise the formation of three more lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way.
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Vv, Ww*** and ***Xx.*** **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Days 4 & 5's Phonics tasks and one Handwriting lesson to rate learners against the following milestones:

Phonics

- Builds up words using sounds learnt
- Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th
- Recognises 'silent e' in words e.g. cake, time, hope

Handwriting

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

WEEK 8	**READING**
LO/ASs	**LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1
MILESTONES	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words
NOTE	A story in either a Big Book or a Learner's Book / Reader. All learners must have access to the text. Choose a story that links to learners' cultural values, their experiences and the world they live in. Because it is so close to the end of the year, you could wish to use a story related to the coming festive season. The discussions should focus on linking the story with the learners' own world, culture and experiences. As the end of the school year is approaching, some of the written activities may be less formal.
RESOURCES	• New Shared Reading text – a story. • Flashcards with new vocabulary

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared Reading based on a story

- Introduce the story by discussing the title and the illustrations on the cover (if applicable). Link this topic to learners' own prior knowledge and experiences.
- Introduce new vocabulary using flashcards.
- Start reading the book to the learners. Encourage the learners to follow in their books using a book marker to help them focus on the line being read. You should read slowly enough for learners to take in the story.
- Stop after one or two paragraphs to ask questions that help learners to link the story to their own worlds – their knowledge and experiences. Use the 'events' of the story, eg the giving of presents or getting ready for a party, as the starting point for learners to share their own experiences. You might want to let learners talk in pairs or small groups so that every learner has the chance to contribute. As you walk around the class, make sure that learners are keeping on task!

  Use the shared reading discussions this week for Assessment Task 4.
- For Task 2 for Writing, learners draw a picture of their own experience of an event in the story, adding a suitable caption.

  Note: *You could ask learners to bring a picture showing this special occasion.*

DAY 3: Shared Reading based on a story

- Begin by letting those learners who remembered (or could do so) show the rest of the class pictures of the experience / occasion they spoke about the day before, i.e. a party, picnic etc
- Re-read the previous day's story and continue to the end. Stop once or twice to discuss what happened and why. Afterwards, ask learners to talk in pairs about whether they liked the story or not.
- Revise the new vocabulary using flashcards. For Task 2 for Writing, learners write 3 – 4 of the new words in their exercise books using crayons. They could write each word in a square box and decorate it to look like a present, drawing bows etc.

DAY 4: Shared Reading based on a story

- If learners have individual copies of the story you are using, let them read the story in pairs. Alternatively, re-read the story as a class. Ask some 'Why?' questions, focusing on cultural values in the story.
- Use the context of the story to write 2 – 3 short sentences with the learners, eg *My gran wants lamb chops on her birthday.* Show learners how to write the sentences in 'fun' ways, eg on a wavy line, on the line of a circle, on a zigzag line or around the outline of a shape.
- For Task 2 for Writing, learners write their own sentences in a fun way.

DAY 5: Shared Reading based on a story

- Let individual learners each read one sentence of the story. Stop several times to discuss some of the vocabulary, talking about synonyms and antonyms. You could also point out some of the verbs – most will be in the Past Tense.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension. **Use this time to assess learners' sight word recognition and their ability to decode unknown words for Assessment Task 4.**

- Monday, Wednesday and, possibly, Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2
- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 4: Use the Class/Group reading times to rate the learners against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses phonics decoding skills when reading unfamiliar words
- Recognises at least 200 sight words

WEEK 8	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6
MILESTONES	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: a written activity to reinforce the ***o-e*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***o-e*** words (2) Learners draw a picture of their own experience of an event in the story, adding a suitable caption.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***o-e*** words (2) Learners write 3 – 4 new words in their exercise books using crayons. They can write each word in a square box and decorate it to look like a present, drawing bows etc.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the ***i-e, a-e*** and ***o-e*** words (2) Learners write their own sentence(s) in a fun way.

DAY 5: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to revise ***sh, ch, th*** and ***wh*** at the end of words (2) writing / illustrating of news OR 2 – 3 sentences about their interests or their family; provide sentence starters if necessary. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4: Use Day 5's written News to rate the learners against the following milestones:

- Writes words to form a sentence using sounds learnt, capital letters and full stops
- Writes at least three sentences of own news, shared writing or creative story
- Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat

SUGGESTED ASSESSMENT TASKS: TASK 4: WEEKS 8 / 9

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source	Wk 8 & 9 Wk 9	• Use the learners' News time (4-5 learners per day) • Use the listening and speaking activity
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly	Days 4 & 5 Wk 8 Wk 8	• Phonics: use the two written tasks • Handwriting: use one handwriting lesson
READING **LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words	Wk 9 Wk 8	• Use the activities on a calendar • Use the Group reading time
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat	Wk 8	• Use Day 5's writing of own news

FOURTH TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news / hopes and plans for the holidays and for the coming year Focused listening and speaking activities (talks about and classifies pictures)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly	• Singing/acting out repetitive action rhymes and songs Phonics: Teach ***u-e***	Phonics: Teach ***e-e*** Handwriting: Upper & lower case letter: **Uu**	Phonics: Revise 'silent e' Handwriting: Upper & lower case letter: **Yy**	Phonics: Revise 'silent e' Handwriting: Upper & lower case letter: **Zz**	Phonics: oral activity based on 'silent e'
READING **LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a calendar Group reading: Groups 1 & 2	Shared Reading activity based on a calendar Group reading: Groups 3 & 4	Shared Reading activity based on a calendar Group reading: Groups 1 & 2	Shared Reading based on a poem or song Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat	Writing / illustrating own news	Drawing a picture and writing a caption	Writing / completing sentences using information from the calendar	Writing 2 – 3 sentences giving an opinion	Writing / illustrating own news or personal writing

WEEK 9	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2
MILESTONES	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source
RESOURCES	• A topical picture/pictures from a magazine or newspaper. You could link the context of the picture(s) to the theme/context you are using

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- As the end of the year is approaching, you might also wish to use this time during the last three weeks to reflect on the year that is ending and talk about the holidays and the forthcoming year. This week you could focus on the future– what learners are planning to do during the holidays and their hopes for the year that is coming. During the week give as many learners as possible the chance to speak. **Use this for Assessment Task 4.**

AT LEAST ONCE DURING THE WEEK:

- Focused listening and speaking activity: eg talks about a picture/pictures and classifies information.
  - Display a large picture or several pictures related to the theme / context you are using. If, for example, your theme/context is Celebrations, you could display pictures of food/ drink for a party or family meal. Let learners talk in groups about what they can see in the picture(s) and how these could be classified. Learners can draw their own pictures of these items, grouping them according to an appropriate classification.
    Use this for Assessment Task 4.

DAILY: read-aloud story or poem

ASSESSMENT: Formal: recorded Assessment Task 4: During News, as learners talk about the year that is ending, rate them, recording specific problems, against the following milestone:

- Talks about personal experiences and feelings e.g. tells news using the present and past tenses

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

- Classifies information eg from a visual source

WEEK 9	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly
NOTE	Complete the teaching of 'silent e' this week. Introduce words containing ***u-e*** and ***e-e,*** while also consolidating the other silent 'e' words.

DAILY ACTIVITIES

PHONICS
DAY 1:

- Introduce a few ***u-e*** words by writing them on the board and discuss how the ***u*** in the middle of the word says its **name** rather than the sound. You can use words such as:
  - ***-ube***: cube, tube
  - ***-une***: tune, prune
  - ***-ute***: cute, mute
  - ***-use***: use, fuse

Note: *There are not many words using the* ***u-e*** *combination but use one lesson to introduce this combination to the learners as the rule of 'silent e' applies also with these words.*

- Sound the words and discuss the meanings. With the learners, make up sentences using some of the words. Use this as a cloze procedure exercise for Task 2 for Writing.

DAY 2:

- Use a similar approach to Day 1 to introduce words containing ***e-e*** words, eg eve, Steve, even, evening, these.
- For Task 1 for Writing learners do a sorting activity in which they sort ***u-e*** and ***e-e*** words into two Word Families.

DAYS 3 - 5:

- Use the last three days of the week to consolidate 'silent e' words, using one of the following written activities each day:
  - Matching words that rhyme from a list of 8 – 12 words
  - Playing a game of Snap!
  - Matching pictures and words
  - Adding missing words to sentences
- On Day 5 do an oral activity based on one of the combinations, eg read out a list of words; learners must do an action when they hear a particular sound eg the letter name A.

HANDWRITING

DAYS 2 - 4

- Revise the formation of the remaining three lower and upper case letters this week – one per day. Point out the starting and ending points, size, direction of movement and position on the line as well as the difference in size between the two letters. Where applicable, remind learners of the formation of other letters that start the same way.
- Learners can write 2 rows of the letters and 1 row of a sentence in their books. Emphasise the importance of using correct spacing and the use of a capital letter at the beginning of a sentence and a full stop at the end of the sentence. You can also include the names of learners in the sentence.
- This week focus on revising letters ***Uu, Yy*** and ***Zz.***

WEEK 9	**READING**
LO/ASs	**LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1
MILESTONES	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words
NOTE	Use a calendar showing months of the year to talk about the year that is ending.. The discussions should focus on the learners' own experiences. As the end of the school year is approaching, some of the written activities may be less formal.
RESOURCES	• New Shared Reading text – a calendar showing the months of the year. • Appropriate poem or sing

DAILY ACTIVITIES

DAY 1: Shared reading

- Write a short song or a snippet of interesting news on the board for learners to read together and in pairs.

DAY 2: Shared Reading based on a calendar

- Draw a large table on the board to show the twelve months of the year. With the learners' inputs, write the months in the correct order. (You might be able to use a similar format to that of your birthday chart.)
- Learners will not need to be reminded that the end of the year is approaching. Talk about the different happenings in the year - work through month by month, re-capping the different events, including the learners' birthdays. Record some class/school events on the calendar. You could use the calendar to work out how many months ago some of these activities took place. **Use the discussions and activities this week for Assessment Task 4.**
- For Task 2 for Writing, learners draw a picture of one special occasion that took place at school during the year, adding a suitable caption.
  NB: *Leave the calendar on the board for use the following days.*

DAY 3: Shared Reading based on a calendar

- Ask learners questions about the information contained in the calendar you drew the previous day. For example, you could ask them which month Sports Day took place and have one learner point it out on the calendar. Ask different learners to point out their birthday month. Point to one month and ask learners who have birthdays in that month / the month before or the month after.
- For Task 2 for Writing, learners copy 2 – 3 sentences, adding the relevant information about their birthdays. The sentences could be: *My birthday is in _____. It was ___ months ago. It is ___ months until my birthday.*

DAY 4: Shared Reading based on a calendar

- Re-cap the information contained in the calendar.
- Let learners talk in pairs about their year:
  - *What did you enjoy / not enjoy this year?*
- For Task 2 for Writing, learners write 2 – 3 sentences about the year that is ending. You could give them sentence starters such as:
  - *This year I enjoyed…*
  - *I didn't like…*
  - *I wish that…*
- For Task 2 for Writing, learners write their own sentences.

DAY 5: Shared reading based on a poem or song

- Read a simple poem or song written on the board. Read it several times so that learners can join in and clap to the rhythm.
- Afterwards, talk about the meaning of the poem or song and identify words that rhyme.

GROUP READING ACTIVITIES

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

- Monday, Wednesday and, possibly, Friday: groups 3 and 4
- Tuesday and Thursday: groups 1 and 2
- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 4: Use the shared reading activities to rate the learners against the following milestone:

- Interprets information from simple tables e.g. calendar

WEEK 9	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6
MILESTONES	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news (2) phonic activity: cloze procedure exercise based on ***u-e*** words.

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: learners sort words into the two ***u-e*** and ***e-e*** Word Families (2) Learners draw a picture of one special occasion that took place at school during the year, adding a suitable caption.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the 'silent e' words (2) Learners copy 2 – 3 sentences, adding the relevant information about their birthdays. The sentences could be: *My birthday is in _____. It was ___ months ago. It is ___ months until my birthday.*

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: a written activity to reinforce the 'silent e' words. (2) Learners write 2 – 3 sentences about the year that is ending. You could give them sentence starters such as: *This year I enjoyed… / I didn't like… / I wish that…*

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

FOURTH TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share their news Focused listening and speaking activities (listens to a story with interest and enjoyment)				
PHONICS / HANDWRITING **LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly	• Singing/acting out repetitive action rhymes and songs • Phonics: revision activities • Handwriting: Writing messages in a card or gift.				
READING **LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words	Shared Reading of a short written text Group reading: Groups 3 & 4	Shared Reading activity based on a poem or song Group reading: Groups 1 & 2	Shared Reading activity based on a poem or song Group reading: Groups 3 & 4	Shared Reading activity based on a poem or song Group reading: Groups 1 & 2	Shared Reading activity based on a poem or song Paired reading
WRITING **LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat	Writing / illustrating own news	Activity linked to group presentation of a song or poem	Activity linked to group presentation of a song or poem	Activity linked to group presentation of a song or poem	Activity linked to group presentation of a song or poem

WEEK 10	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 2, 6 **LO 5** AS 2
MILESTONES	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses • Classifies information eg from a visual source
RESOURCES	• A topical story for the listening and speaking activity.

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the charts and any special happenings for the week.
- Learners share personal news and experiences or talk about what they are planning to do during the holidays and their hopes for the year that is coming. During the week give as many learners as possible the chance to speak.

AT LEAST ONCE DURING THE WEEK:

- Focused listening activity: eg listens to a story with interest and enjoyment.
  - Either tell a story to learners or let them listen to a story on a cd or cassette. Afterwards ask questions to check the understanding of and feelings about the story. You could talk about the language that is used by the different speakers and when we use formal / informal language.
  - Learners can draw a picture about the story or role play a part of the story that they enjoyed.

DAILY: read-aloud story or poem

WEEK 10	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4, 5 **LO 4** AS 1, 5, 6 **LO 6** AS 1, 2
MILESTONES	*Phonics* • Builds up words using sounds learnt • Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'silent e' in words e.g. cake, time, hope *Handwriting* • Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing • Writes a sentence correctly
NOTE	During this last week revise the sounds taught this year in various, fun ways. No specific activities are given for a particular day. Instead, a list of suggestions for fun activities is provided. These will keep learners meaningfully occupied in an enjoyable way. Remember, learners have short memories! The long, summer holidays are coming when children are inclined to forget what they learned during the year. Continuing the revision of work until the last week greatly limits the amount that learners forget.

DAILY ACTIVITIES

PRACTICAL, FUN ACTIVITIES TO REVISE PHONICS

Use some of the following fun ideas to consolidate the Phonics taught this year:

- Word Search with a difference:
  - Use the matrix grid to write a message to learners, rather than single words as previously; for example:

a	l	b	h	o	p	e	g
y	o	u	f	h	a	v	e
z	a	p	h	a	p	p	y
h	o	l	i	d	a	y	k

- Play the Bingo game. (You could make this last 2 – 3 days)
  - Divide two sheet of A4 paper into 16 squares each. In each rectangle write a word using one of the Phonics sounds you have taught this year. The two sheets could look like this:

shape	chest	these	white
black	sting	song	bang
hung	crash	rich	with
dress	grape	stone	cube

shine	chips	thing	whale
clock	ring	long	sang
rung	crab	snake	cash
which	fifth	prune	stove

- Make enough copies to give each learner a row of **four** words. Leave the words in a list – don't cut them into four, separate words.
- Let learners read their four words to their partners and then ask them questions, eg
  - Who has a word beginning with / ending with _____?
  - Who has a word that begins with ___ and ends with _____?
  - Who has a word with _____ in the middle?
  - Who has a word meaning _____?
  - Who has three 4-letter words / two 5-letter words? etc

  NB: *Collect the lists of words after each activity so that you can use them the following day.*

- "The Word Challenge" - Write a very long word on the board, eg Pietermaritzburg. Challenge groups of learners to see how many smaller words they can make from the letters in the big word. Then take one word from each group and write it on the board, continuing until all the words have been listed. The winning team is the one with the most correct words.

- "The Silent Game!" - Give each learner a rectangle of paper with a large letter written on it (a common consonant or vowel). Choose one learner and ask him/her to go around the class, in silence, and select 2 – 3 other learners to make a word with their letters. The last learner to be selected for a particular word gets to choose the next learner who will make a word. Stress that it is "the Silent Game!"

HANDWRITING

Rather than doing a formal handwriting lesson, use the time to make a card or simple gift on which they must write using their best handwriting. Learners could also write to one of the other groups, thanking or congratulating them for their presentation of a song or poem.

WEEK 10	**READING**
LO/ASs	**LO 3** AS 1, 3, 4, 5 **LO 5** AS 2, 3, 4 **LO 6** AS 1
MILESTONES	*Shared reading* • Interprets information from simple tables e.g. calendar *Group guided reading:* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding skills when reading unfamiliar words • Recognises at least 200 sight words
NOTE	During this last week of the school year, learners work in groups to present an appropriate song or poem to present to the rest of the class. Doing an activity like this, which integrated listening, speaking, reading and writing, will keep learners involved in meaningful learning but in a way that is fun.
RESOURCES	• New Shared Reading texts – poems or songs. You will need copies of 2 – 3 poems or songs, written on one sheet of paper.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAYS 1 - 5: Shared Reading and acting out of a song or poem

- Give learners a copy of 2 – 3 songs or poems. Explain that, this week, they will work in groups to practise and can perform one of these poems or songs (or another that they know and prefer) to the rest of the class.
  Note that this is NOT intended to be a long-rehearsed, polished performance. Learners will not be presenting a concert. It is simply learners acting out a poem or song that they know. The purpose of this activity is to develop all six Learning Outcomes in a single, integrated, fun activity.
- Steps for each group will include:
  - Deciding on the choice of a song or poem
  - Reading the words and deciding upon the actions
  - Practising the song or poem
  - Presenting the song or poem to the rest of the class
- These activities can serve as the starting point for short writing tasks (see Writing).

GROUP / PAIRED READING ACTIVITIES

- Continue to provide opportunities for learners to read either individually, in pairs or groups during this week. You can still listen to learners read as a group while they do the fun activities suggested in Phonics or while they do individual writing.

WEEK 10	WRITING
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3, 4, 5, 6
MILESTONES	• Writes words to form a sentence using sounds learnt, capital letters and full stops • Writes at least three sentences of own news, shared writing or creative story • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat
DAILY ACTIVITIES	

During this last week no specific writing tasks are given for a particular day. However learners should do some individualised writing during the week. These tasks can include writing:

- own news / personal experiences
- drawing a picture based on the group's poem or song, adding a caption
- writing a short note to another group about their poem or song

Notes:

Notes: