Foundations For Learning

Foundation Phase Literacy Lesson plans

Fourth term

Grade 2

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

Phonics & Handwriting	Singing / acting out repetitive songs and rhymes									
	Revision of **ai/ ay** and **oi/oy** digraphs Revision of initial sounds / alphabetical order	Teaching of **ar** digraph **,** suffix **-s**	Teaching of **ir** digraph	Teaching of **or** digraph	Teaching of **er / ur** digraphs	Teaching of **ou** digraph	Revision of **ar, ir, or** and **ur** digraphs + Homophones	Teaching of **–ly, -es** suffixes	Teaching of **-ies** suffix Teaching of consonant digraphs making the ***f*** sound	Revision
	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: revision- upper & lower case letters / transcribing sentences	Handwriting: writing sentences

Reading	Discussions / activities using a **Shared reading text: a Big Book**	Discussions / activities using **Shared reading/ writing using a story from a Learner's Book / Reader**	Discussions / activities using a **graphical text: newspaper and television adverts**	**Shared Reading of short texts as the basis for teaching of conjunctions**	Discussions / activities using a **visual text: a photograph** **Shared reading using a recipe**	Discussions / activities using **Shared reading of a poem or song**	Discussions / activities using **Shared reading/ writing using a story from a Learner's Book / Reader**	**Shared writing of a play script**	**Shared writing and dramatisation of a play script**
	Group Reading using same-ability groups, at least twice a week with each group: introduction of new sight words, reading for fluency from a reader(s), questioning								
	Paired reading								

Writing	All learners write **at least 1 - 2 paragraphs of own news using personal dictionaries**								
	Writing activities linked to shared reading and shared writing								
	Shared writing of a summary Written comprehension; sequencing activity	Recording information on a mind map and chart Revising nouns and adjectives Shared writing: a descriptive paragraph and acrostic poem	Activities on present and past tenses	Group presentation of a television advert	Activities on use of conjunctions	Written comprehension Activity on prepositions		Written comprehension	Shared writing of a play script Activities based on the play script	Activities based on the dramatisation of a play script
	Individual writing activities								
		Paragraph describing a character Writing of an acrostic poem	Story of 1 – 2 paragraphs	Paragraph about clothes learners like/ don't like	Story of 1 – 2 paragraphs	A recipe Description of a picture	A poem or song 2 paragraphs reflecting on the past / coming year	Writing words and sentences in fun ways	Story of 1 – 2 paragraphs	

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL, LISTENING & SPEAKING	**PHONICS & HANDWRITING**	**READING**	**WRITING**
WEEK 1	Daily News time			
WEEK 2	Daily News time Listening & speaking activity	Phonics activity Handwriting	Group Reading Shared Reading	Writing of a poem Writing of a table
WEEK 3	Daily News time Listening & speaking activity		Group Reading Independent Reading Learners' stories during Writing	Written news and stories
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Daily News time Listening & speaking activity Problem-solving in Numeracy Shared Reading discussions	Phonics activities Handwriting	Group Reading Written task	Written tasks in Reading
WEEK 5	Daily News time Listening activity		Group Reading Writing activity Independent Reading	Written news and stories
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily News time Listening & speaking activity Group discussions		Shared and Group Reading Written task Writing of a recipe	Writing of a recipe
WEEK 7	Daily News time Listening activity	Phonics activities Handwriting	Shared and Group Reading Independent Reading	Writing of a poem or song Writing of a paragraph
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Problem-solving in Numeracy Listening & speaking activity	Phonics activity	Group Reading Shared Reading Paired reading	Writing of sentences

WEEK 9	Listening & speaking activity	Phonics activities Handwriting	Writing of a story Independent Reading	Written news and stories
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	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news <u>Listening and Speaking activities</u> • Weekly focused listening / speaking activity (playing word games eg I spy…)
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	<u>Phonics</u> • Revising of ***ai / ay*** and ***oi / oy*** digraphs. • Revision of initial sounds / alphabetical order <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a story, preferably a Big Book • Shared writing of a summary of the story • Introduction of new vocabulary • Oral and written comprehension • Activity based on sequencing events in the story <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Organizes information in a chart or table. • Builds own word bank and personal dictionary	• Writes and illustrates 1 – 2 paragraphs ie own news, • Spells words using phonics and personal dictionary

WEEK 1	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3
MILESTONES	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…
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

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day and the term etc.
- Learners tell personal news. During the first week, try to give all the learners the chance to share something they did during the holidays. Remind other learners that they need to listen carefully. Give them time to speak about similar experiences or ask questions for clarification. Use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. Spend more time on these discussions than on other listening and speaking activities during the first week. **Use for Assessment Task 1.**
- On Days 1 and 5 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Play simple word games such as "I spy…" You can begin by saying "I spy with my little eye something beginning with **p.**" Learners have to find an object they can see that starts with that sound. Provide alternatives such as "I spy with my little eye something that is made of wood and we sit on." OR "I spy with my little eye someone who is tall and has a red bow in her hair today." The emphasis is on learners listening for the clues. On another day during the week, learners can play the same game in pairs.
  Note: *Keep these activities short this week as more time will be spent on learners telling and discussion their news this week.*

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

- Listens without interrupting, asking questions for clarification and commenting on what was heard
- Talks about personal experiences and more general news e.g. tells news using descriptive language
- Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work

WEEK 1	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTES **PHONICS**	The Phonics programme for the fourth term completes the teaching of the most common digraphs (*ar, ir, er, or, ur* and *ou*). Learners should continue to practise breaking down words into separate syllables and, conversely, to build words from separate sounds. During the term introduce common suffixes such as *–s, -ed, -y, -ly* and *-es* whenever the opportunity arises. By this time of the Grade 2 year every learner should be thoroughly familiar with all 26 single sounds, the most common consonant digraphs (*sh, ch, wh, th and st*) and vowel digraphs (*ee, ea and oo*) so it should not be necessary to revise these. However other consonant blends and vowel digraphs introduced this year should be revised periodically alongside the teaching of the new sounds. The vowel digraphs *ai/ay* and *oi/oy*, that were taught in Term 3, are revised in Week 1. The Phonics activities for this term also introduce common homophones where appropriate. English has many words that sound the same but are spelt differently. The best way for learners to become familiar with these words is to introduce two or three homophones at a time, rather than too many in one lesson.
HANDWRITING	The focus in Handwriting during the last term is on practising the accurate copying of writing from the board, work-cards or books. Attention is also paid to spacing and the use of punctuation as well as helping learners to increase the speed of their writing whilst maintaining neatness and legibility. You could use the phonic sounds for the week as the basis for the sentences the learners will write in Handwriting, adding common sight words where applicable.
RESOURCES	• Make a worksheet containing 26 simple words – each beginning with a different letter of the alphabet.

DAILY ACTIVITIES

DAY 1

PHONICS

- Revise the 26 letters of the alphabet using the alphabet chart – both letter-sound recognition and alphabetical order.
- Give each learner a worksheet containing 26 words. Each word should begin with a different letter of the alphabet. For example:

you	go	eat
door	zoo	he
late	apple	went
To	under	from
car	me	very
joke	banana	only
quickly	raced	into
kicked	school	x-ray
played	no	

- Let each learner read the words with a partner (or as a class). First they can read them across, from left to right, then from top to bottom, and then, from bottom to top. They could even read them diagonally. You could ask questions such as: *Which word is in the third row in the first column?*
- For Task 2 for Writing the learners cut out the words and glue them in the correct, alphabetical order into their exercise books.

DAYS 2 - 5

PHONICS

- Revise the ***ai / ay*** vowel digraphs on Days 2 and 3 and the ***oi / oy*** vowel digraphs on Days 4 and 5. You might choose to spend one day on each sound OR revise two sounds over two days. The choice is yours.
- Use one of the following Phonics activities each day as a written task to reinforce the learning this week:
  - Learners copy 6 – 8 pictures and write the words.
  - Learners write sentences with some of the words, using two of the words in each sentence.
  - Learners sort a random list of words into the two (or four) different Word Families.
  - Learners match words and definitions / short phrases.
  - Learners divide different words into *onset* and *rime,* eg *pay = p+ay, boil = b+oil*

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week as the basis for the sentences for Handwriting this term. Also include high frequency words that learners need for writing their News. This will reinforce both Phonics and Spelling. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *It may rain later today. Later today it may rain.*

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

ASSESSMENT: Informal: unrecorded assessment of learners' ability to copy and punctuate sentences correctly.

WEEK 1	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1
MILESTONES	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books
RESOURCES	• A story – preferably a Big Book or an illustrated story from a Reader or Learner's Book. All your learners need to be able to see the text. • A worksheet containing the sentences of the shared writing summary written in the incorrect order.
NOTE	During the last term the Shared Reading and Writing of different texts focus on stories and visual texts (print and media images). Use a story, preferably a Big Book, for the first two weeks.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a new story

- Introduce a new Shared Reading story – preferably a Big Book as you need one with illustrations. Display flashcards with new vocabulary and explain the words to the learners.
- Follow the same pattern as before by doing *Pre-reading, During reading* and *After reading* discussions.
- For Pre-reading show learners the cover of the book, pointing out the title and the name of the author. Use the title and the cover picture to discuss with learners what they think the book might be about. Link these predictions to learners' prior knowledge and experiences.
- Begin reading the book – both the written text and the illustrations. Stop once or twice to make sure the learners understand and to ask them to predict what will happen or explain why something happened. Write the names of some of the characters in a list on the board. Ask a question about the setting for the story ie *Where is this happening?* (in town, on the farm, in the jungle etc)

- Stop about a third of the way through the book, at a point where something important in the story is going to happen. Let learners discuss in small groups what they think will happen next in the story.
- For Task 2 for Writing, learners draw a picture of what they think will happen next in the story, adding a caption, eg The crocodile eats the boy.

DAY 3: Shared Reading based on a story

- Briefly revise the new vocabulary and the names of the characters.
- Read the whole of the book to the learners. Stop to discuss whether the learners' predictions from the previous day were correct. At the end, ask learners whether they enjoyed the story or not, giving a reason.
- For Task 2 for Writing, learners write at least two sentences about what they liked / didn't like in the story. eg. *I liked the part when _____ because_____.* OR *I didn't like the part when _____ because _____*. They may well like some parts and not others. Give them time to read each other's writing.

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

- Re-read the shared reading book, letting individual or groups of learners each read one or two sentences. Stop several times after something has happened to summarise each stage (event) in the story using shared writing. Record each sentence on flip chart paper. Keep the sentences short and simple (6 – 8 in total). It doesn't matter if they are repetitive – many of these stories are.
- For Task 2 for Writing, write 3 – 4 simple questions on the board, based on the story. Learners copy the questions and write one-word answers.

DAY 5: Shared Reading based on a story

- Re-read the shared reading book, letting different learners read one or two sentences.
- Then read the summary of the story that you and the learners wrote the previous day. Cut the summary into separate sentences. (You could do this before the lesson.) Give the sentences to different groups of learners. Each group reads their sentence and decides where it comes in the story. Each group takes a turn to reassemble the story in the correct order.
- For Task 2 for Writing, give learners a worksheet containing these sentences written in the incorrect order. Learners cut out the separate sentences and glue them into their books (or on paper) in the right order.

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.

- Monday, Wednesday and 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.

ASSESSMENT: Informal: unrecorded assessment of learners' reading levels. You may need to move learners to another group if necessary.

WEEK 1	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6
MILESTONES	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Organizes information in a chart or table. • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs of own news. Other written activities focus on phonics, alphabetical order and the shared reading story.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write a paragraph of their own news. (2) Phonics activity: Learners cut out the 26 words from a worksheet and glue them in the correct, alphabetical order into their exercise books

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity based on revision of *ai / ay* (2) Learners draw a picture of what they think will happen next in the shared reading story, adding a caption.

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DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity based on revision of *ai / ay* (2) Learners write at least two sentences about what they liked / didn't like in the story. eg. *I liked the part when _____ because_____.* / *I didn't like the part when _____ because _____.*

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity based on revision of *oi / oy* (2) Learners copy 3 – 4 simple questions from the board, based on the story and write one-word answers.

DAY 5: Explanation of the writing activity for the Group Reading session (1) writing / illustrating of daily news. (2) Learners cut out the separate sentences of the shared writing summary and glue them into their books (or on paper) in the correct order.

ASSESSMENT: Informal: unrecorded assessment of learners' written news.

FOURTH TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news <u>Listening and Speaking activities</u> • Weekly focused listening / speaking activity (playing Word Games) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	<u>Phonics</u> • Teaching of ***ar*** digraph. • Introduction of suffix ***s***. • Word building / grouping into Word Families / rhyming words <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions on characterization using a story • Recording information on a mind map and chart • Revision of nouns and adjectives • Shared writing of a descriptive paragraph • Shared writing of an acrostic poem <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Organizes information in a chart or table. • Builds own word bank and personal dictionary	• Writes 1 - 2 paragraphs on personal experiences • Writes a paragraph describing a character • Writes an acrostic poem describing themselves • Spells words using phonics and personal dictionary

WEEK 2	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3
MILESTONES	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners share personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to talk about similar experiences or ask questions for clarification. **Use for Assessment Task 1.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Continue to play simple word games such as "I spy…" Vary the game so that it becomes more like a riddle. The emphasis is on learners listening for the clues. Let the learners play the same game in pairs.
- During Life Skills time, when you are playing games outside, make one of them a word game. For example, let the learners stand in a circle and ask them who can think of a word that rhymes with 'man'. Throw the ball to a learner who then answers the question. If the learner is correct, he/she can ask a similar question and throw the ball to another learner to respond. **Use these games for Assessment Task 1.**

AT LEAST ONCE MORE DURING THE WEEK

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

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

- Listens without interrupting showing respect for the speaker, asking questions for clarification and commenting on what was heard.
- Talks about personal experiences eg tells news using descriptive language
- Participates in discussions, asking questions for information

Use the Word Games to rate the learners, recording specific problems you have noticed, against the following milestone:

- Participates in playing word games eg I Spy…

WEEK 2	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTE	Five new vowel blends (digraphs) should be taught during the term. Introduce one this week – the digraph ***ar.*** You could also introduce the suffix ***s*** this week.
RESOURCES	• Write **ar, c, h, p, t, t, s, s** in large letters on separate pieces of paper / card. Make them large enough so that the learners can see them on the board. • Write the same letters on a sheet of paper and photocopy for the learners. (You could probably fit four sets of the words onto a single sheet of paper, reducing the amount of photocopying. Or you could let the learners cut 8 squares of paper and write the letters on them.

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce a few 3-letter words containing the ***ar*** sound using a story or game, eg *bar, car, far, jar, tar.* Then list them on the board and talk about the sound ***ar*** makes – the name of letter ***R.***
- For Task 2 for Writing, the learners copy 4 – 5 ***ar*** words and draw pictures for each, underlining the ***ar*** in each word.

DAY 2

PHONICS

- Introduce words ending in ***art*** on this day. Make it a practical activity, with you demonstrating on the board in front of the learners and also with each learner doing the activity at the same time on their desks.
- Write the following letters on paper: **ar, c, h, p, t, t, s, s**. (You need two ***t*** and two ***s.***) Photocopy them for each learner and have the learners cut them into separate words. Make a larger set on card for you to use on the board.

ar	c	h	p
t	t	s	s

- Display the **ar** card on the board with the other letters around it. Ask learners which of the other letters can they add to make a word. They might give you *car, tar, star.* Make the words that they tell you using the letters – have the learners do the same with their letters.
- Then put the letter ***t*** after ***ar*** to make **art.** Use the letters you have to make other words ending in **art** - words such as cart, part, chart, tart, start. Let each learner also make the words using their letters.
- Make one of the words into a plural by adding ***s.*** Talk about plurals of words (not necessarily using the actual term) and ask learners which of the other words can they make into a plural by adding an ***s*** (words such as tarts, carts, charts, parts, starts, cars, stars).
- For Task 2 for Writing, learners can use their letters to write 5 – 8 **ar** words.

Note: *You can use this type of practical activity in other Phonics lessons. It works particularly well with the* **ar** *words as only a few letters can make many words. It works best when there is only one way to write the sound.*

DAY 3
PHONICS

- Introduce other words containing ***ar*** that end in ***arm*** and ***ard*** (eg harm, farm, charm, card, hard). Talk about the meaning of the words and let the learners work in pairs to make up a sentence using one of the words. Let each pair share their sentences with the rest of the class and write some of the sentences on the board.
- Cover the ***ar*** word in each sentence. For Task 1 for Writing, the learners copy 3 – 5 sentences, adding the correct ***ar*** word. **Use this for Assessment Task 1.**

DAY 4
PHONICS

- Ask each group of learners to tell you one ***ar*** word and list them on the board. Continue asking the groups for more words until you have 12 – 20 words listed (accept plurals as well).
- Ask learners to tell you how these words can be grouped. One of the options will be to group them according to four Word Families: ***ar, art, arm, ard.*** Talk about the way these words rhyme ie the endings sound the same.

- For Task 1 for Writing, draw a grid of four squares and let them list the words according to each Word Family (words that rhyme). **Use this for Assessment Task 1.**

ar car	**art**
arm	**ard**

DAY 5

PHONICS

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

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. This will reinforce both Phonics and Spelling. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *The farm cart seats were hard. The seats in the farm cart were hard.* **Use for Assessment Task 1.**

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

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Day 3 and Day 4's written phonics tasks and one Handwriting lesson to rate the learners, recording specific problems you have noticed, against the following milestones:

Phonics

- Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.
- Recognises rhyming words e.g. fly, sky, dry
- Builds and sounds words at level of phonetic knowledge

Handwriting

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

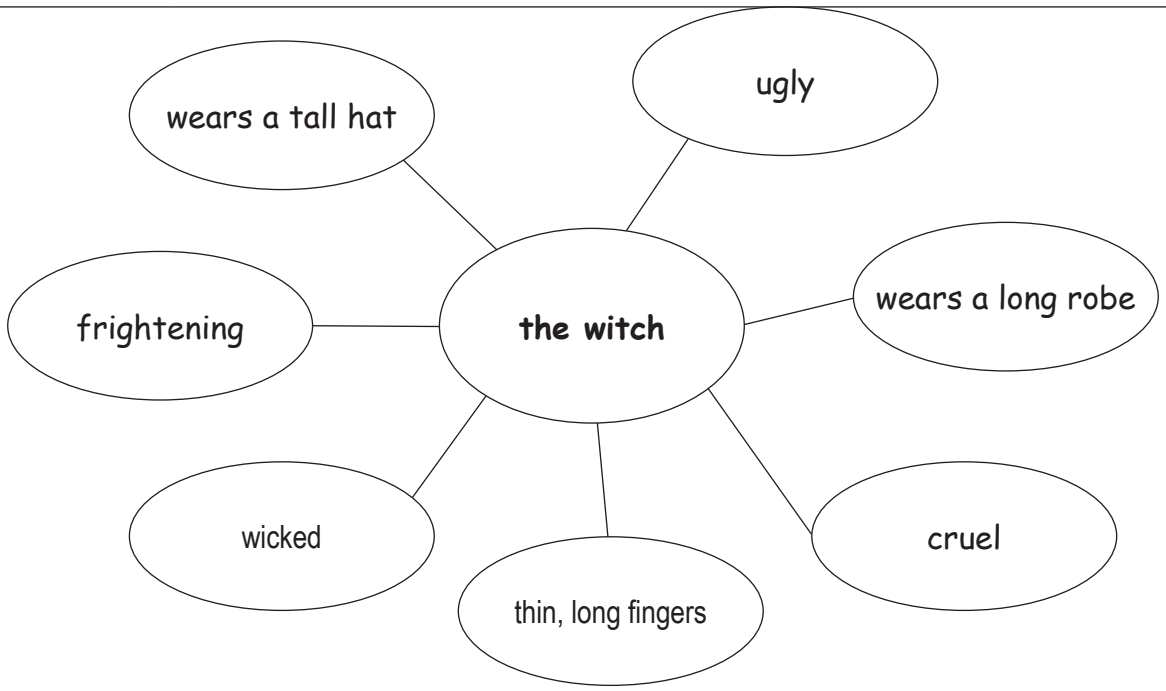
WEEK 2	**READING**
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1
MILESTONES	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books
RESOURCES	• The shared reading book from the previous week - a Big Book.
NOTE	Continue to use the previous week's shared reading book. Focus the discussions on describing the various characters by using different adjectives and phrases, recording the information on a mind map and a chart.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on the previous week's story.

- Re-read the previous week's story with the learners following. Use plenty of expression as you read so that learners hear the different voices you use for the various characters.
- Choose one of the characters to discuss. Use one of the illustrations in the story and ask learners to tell you about this character. Capture their ideas on a mind map using flip chart paper. (Learners created mind maps at the end of the third term.) You can write the name of the character in the centre circle and write learners' ideas at the end of the different legs of the mind map. For example:



- For Task 2 for Writing, learners draw the character and add 3 – 4 labels around him /her.

DAY 3: Shared Reading / Shared Writing based on the previous week's story.

- Learners read the story as a class. Stop at the end of a paragraph or page to help them make the links with the Phonics activity or what they learned in previous lessons. You could point out interesting words, eg *Look how the author describes this character – she uses the adjective 'dreadful'. What does that mean*? In this way you can revise terminology such as nouns and adjectives that were introduced the previous term.
- Use the previous day's mind map as the basis for writing a descriptive paragraph about a character from the story. Make sure that the learners create the sentences – not you as the teacher! Read the completed description and cover it so that the learners cannot see and copy it.
- For Task 1 for Writing, learners write their own descriptive paragraph using the information on the mind map.

  Note*: You may decide to do paired rather than group reading on this day.*

DAY 4: Shared Reading based on the previous week's story.

- Let individual learners each take a turn to read one sentence from the story.
- Use another character from the story to discuss. Make sure that the learners can see the picture of the character as they talk. You could ask learners to tell you about her/his clothes, appearance, character and actions, capturing their ideas on a table using flip chart paper. For example:

clothes	**appearance**
• wears bright dresses	• thin • old
character	**actions**
• kind	• rides a donkey

***Note**: Using mind maps and tables helps learners become familiar with different ways of recording information. It also helps them to find words they need to write.*

- For Task 2 for Writing, learners can copy the table, adding more information wherever they can.

DAY 5: Shared Reading based on the previous week's story.

- Read the information on the table that you developed the previous day. Point out the nouns and the adjectives (the describing words). Explain to the learners that they can use these words to write a poem about the character. You can make it an acrostic poem – one in which the letters in the person's name is used as the start of each line. For example:

  GREEDY
  INHUMAN
  ANGRY
  NASTY
  TERRIBLE

  You could use one word, a phrase or a sentence for each line. In Writing time learners can write their own acrostic poem using the letters in their own name.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day. Revise different word attack skills and self-correcting strategies that learners can use.

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

Use for Assessment Task 1.

ASSESSMENT: Formal: recorded Assessment Task 1: use the Group Reading sessions this week and next week to rate learners, recording any problems, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses phonics decoding and comprehension skills to make meaning
- Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud

Use the Shared Reading sessions this week to rate learners, recording any problems, against the following milestones:

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

STRATEGIES TO HELP LEARNERS IN SPELLING

During Shared Writing and independent writing times teach the learners strategies for spelling unknown words. In addition to using their personal dictionaries they can:

- Say the word slowly and listen to the sounds they hear (initial sound, middle sound, final sound)
- Use a rhyming word (rain – train)
- Break the word down into separate parts eg class + room
- Try writing it on a piece of paper to see if it looks right
- Use a resource in the classroom eg chart, word wall, dictionary, calendar

WEEK 2	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6
MILESTONES	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Organizes information in a chart or table. • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs of own news and to describe a character in a story. Other activities focus on phonics and the shared reading story. Finally learners write an acrostic poem.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write at least a paragraph of their own news. (2) Phonics activity: Learners copy 4 – 5 ***ar*** words and draw pictures for each, underlining the ***ar*** in each word.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners use their letters to write 5 – 8 **ar** words. (2) Learners draw a character from a shared reading book and add 3 – 4 labels around him /her.

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DAY 3: Explanation of activities for the Group/paired Reading session: (1) Learners write a paragraph describing a character using the information on the mind map. *As this will take time, make this the first Writing activity for the day. Learners can do the following Phonics activity if there is time remaining.* (2) Phonics activity: learners copy 3 – 5 sentences, adding the correct ***ar*** word.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners draw a grid of four squares and list the ***ar*** words according to each Word Family. (2) Learners copy a table, adding more information about a character where they can. **Use for Assessment Task 1.**

DAY 5: Explanation of the writing activity for the Group Reading session (1) Learners use the letters of their name to write an acrostic poem to describe themselves in a positive way. For example: J is for joyful
E is for energetic
N is for naturally
N is for nice
Y is for you!

Use for Assessment Task 1.

ASSESSMENT: Formal: recorded Assessment Task 1:
Use the learners' poem they write on Day 5 to rate them, recording any problems, against the following milestone:

- Experiments with words eg writes a simple poem or song

Use the learners' table they write on Day 4 to rate them, recording any problems, against the following milestone:

- Organizes information in a chart or table.

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

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…	1 - 3 2	• Use learners' responses during news time and group discussions • Use the Listening and Speaking activity
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	2 2	• Use Day 3 and Day 4's Phonics written tasks. • Handwriting: select one handwriting lesson for assessment
READING **LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	2 2 - 3 3 3	• Assess learners during shared reading • Assess learners during Group reading time (eg 2 - 4 learners per group per day) • Use the learners' stories during Writing time • Use your observations of learners' independent reading

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Builds own word bank and personal dictionary • Organizes information in a chart or table.	2 3 2	• Use the learners' poems • Use the learners' written news on Day 1 and their stories written on Day 5 • Use the learners' table on Day 4

FOURTH TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news <u>Listening and Speaking activities</u> • Weekly focused listening / speaking activity (discussions of a Numeracy problem) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy	<u>Phonics</u> • Teaching of ***ir*** digraph. • Word building / rhyming words <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a short story • Introduction of new vocabulary • Work around present and past tenses <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Organizes information in a chart or table. • Builds own word bank and personal dictionary	• Writes and illustrates sentences ie own news • Writes 1 - 2 paragraphs of a story • Spells words using phonics and personal dictionary

WEEK 3	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 5 **LO 2** AS 1, 3, 4, 5 **LO 5** AS 1, 2, 3
MILESTONES	• Listens without interrupting, asking questions for clarification and commenting on what was heard • Talks about personal experiences and more general news e.g. tells news using descriptive language • Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work • Participates in playing word games e.g. I spy…

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners share personal news – with every learner telling his or her own news at least once during a two week period. By this time of the year all the learners should be able to say 2 – 3 sentences with confidence in front of the class. **Use for Assessment Task 1.**
- This is an important time of the day as it enables you to have your learners together, listen to some learners sharing news that may be distressing for them and observe the body language of other learners in order to identify potential concerns. Your responses to your learners, the way you model empathy and understanding and the way show your interest in and care for them, teach them in turn how to treat others. This time sets the scene for the rest of the day. We all know this!
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Learners develop and use their listening and speaking skills not only in Literacy but also in Numeracy and Life Skills. During this week, use the time for your focused listening and speaking activities to discuss Numeracy problems in detail. The purpose of these activities is to help learners to use spoken language to explain (or "unpack") a problem in greater detail so that they can better visualise and solve it.

- Choose a particular Numeracy problem that is relevant to your learners at this time of year. Write it on the board and ask lots of questions about it. You could make the problem into a story so that learners can visualise the way the problem is explained:
  - First you can "set the scene" i.e. "*My mother made 14 cakes."* Help them to imagine the mother and the cakes in their mind.
  - Then go on to the action in the "story" i.e. what happens: "*My two brothers and I shared them equally.*"
  - Finally discuss the problem i.e. the question. "*How many cakes did we each eat*?"

  You may, or may not, want them to solve the actual problem at this point. The emphasis here is on encouraging learners to "flesh out" a problem using language. This type of activity will help them during their problem-solving time in Numeracy.

AT LEAST ONCE MORE DURING THE WEEK

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

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

- Listens without interrupting showing respect for the speaker, asking questions for clarification and commenting on what was heard.
- Talks about personal experiences eg tells news using descriptive language
- Participates in discussions, asking questions for information

WEEK 3	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge *Handwriting* • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters with greater speed and accuracy
NOTE	Introduce another vowel blend (digraph) this week – ***ir.***

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce 3-letter words containing the ***ir*** sound, eg *sir, fir, stir.* List the words on the board and talk about the sound ***ir*** makes. Then add 2 – 3 other words containing the sound, eg *girl, bird, dirt.* Draw pictures for four of the words in blocks.
- For Task 2 for Writing, the learners copy the ***ir*** pictures and write the correct words below each, underlining the ***ir*** in each word.

DAY 2

PHONICS

- Introduce more ***ir*** words and list them on the board, eg fir, sir, stir, dirt, shirt, skirt, firm, bird, third, first, thirst, girl. (The approach used in Week 2 where learners made up their own words won't work with the ***ir*** words as there are other ways of writing the same sound. These will be taught in Week 5.)
- Sound each of the words and clarify their meanings. Ask learners if they can see any words which rhyme, i.e. where the word endings sound the same. Use ***fir, sir*** and ***stir*** as examples. Guide them to match (a) *shirt* and *skirt,* (b) *bird* and *third,* (3) *first* and *thirst.* Write the following sentence on the board: *Fir rhymes with stir.* Learners use this same sentence frame to write three further sentences about the words that rhyme - use for Task 1 for Writing.

DAY 3

PHONICS

- Revise the ***ir*** sound.
- Do an activity to match some of the words with a short definition or phrase. You could use the following format either by creating a worksheet or writing it on the board for learners to copy. (Putting individual letters in blocks is a starting point for doing crosswords.)

A tree	f					
Boys wear these	s	h				s
Girls wear this	s	k				
They fly in the air	b				s	
We ____ with a spoon.	s					
3rd	t	h				
Boys and _____	g					

- Use this for Task 1 for Writing.

DAY 4

PHONICS

- Briefly revise the ***ir*** sound again. For Task 1 for Writing, learners write sentences using 4 – 6 of the ***ir*** words. (Many of these words are familiar to the learners and are easy to use in sentences.)

DAY 5

PHONICS

- Do a short, oral activity based on rhyming words***.*** Start with words containing the ***ir*** sound (eg ***dirt, bird)***. Call out a word containing this digraph, and ask each group of learners to tell you one word that rhymes with it. (Don't worry if it isn't spelt using ***ir***, providing that it makes the correct sound.) You could then ask for words that rhyme with ***art, ard, oil, ail.*** Make it a brief, fun activity giving as many learners as possible a chance to say a word and giving lots of praise!

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. This will reinforce both Phonics and Spelling. Revise letter formation and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *The girl got dirt on her skirt. The boy got dirt on his shirt.*

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

ASSESSMENT: Informal: unrecorded assessment of learners' ability to spell *ir* words.

WEEK 3	**READING**
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 4** AS 5 **LO 5** AS 2 **LO 6** AS 1
MILESTONES	*Shared reading* • Reads book as a whole class with teacher • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books
RESOURCES	• A short story, either in a Learner's Book or Reader, or written by the teacher and photocopied for each learner. It is essential that all learners have access to the text.
NOTE	This week the shared reading activities are built around a short story. Attention is given to past and present tense verbs and also the use of appropriate prepositions.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading / Shared Writing based on a short story

- Introduce the story to the learners by discussing the title. Read the story to the learners as they follow on their copies. Read with expression and pause frequently.
- After finishing the story discuss with learners what the story was about. Ask them questions such as:
  - Who were the main characters?
  - What happened in the story?
  - How did the story finish?

  Record their responses in three sentences.
- For Task 2 for Writing, learners copy the sentences and draw a picture of the story.

DAY 3: Shared Reading based on a short story

- Re-read the story with the learners joining in. Teach new vocabulary.
- Focus on a particular paragraph in the story and talk about the verbs in the sentences. They will either be in the past or present tense. Explain to learners that these words are <u>doing</u> words (you may wish to introduce the term *verb*). These verbs tell you not only *what* is done by the characters but also *when,* eg either in the past or now, in the present. Ask learners to think of some other *doing* words.

- Write on the board 3 – 4 short (or shortened) sentences from the story. With the learners, identify and underline the verb in each sentence. Talk about how this verb would change if it was in another tense eg from the past to the present tense. (Focus this week on present and past tenses.)
- For Task 2 for Writing, learners copy the sentences changing the verbs into a different tense.

DAY 4: Shared Reading based on a short story

- Let learners read the story quietly in pairs. (Observe this carefully to make sure that they are all reading!)
- Continue to work with present and past tenses. Use another paragraph in the story to identify 4 – 6 verbs. List them on the board. With the learners use these verbs to make short sentences. Write these on the board. If, the previous day, you gave learners sentences in the past tense – make these sentences in the present tense (or vice versa). Talk about how the verbs would change if they were in the other tense.
  Note: *It helps to begin these sentences with words like 'Yesterday', 'Last week'* or *'Today'.*
- For Task 2 for Writing, learners copy 3 – 4 of the sentences, changing the verbs into a different tense.

DAY 5: Shared Reading based on a short story

- Let individual learners each read one sentence of the story. Talk about how the story is structured. Remember the questions you used on Day One. These help learners to break up a story into three parts – the introduction (of the characters/setting), the events of the story (what happens to the characters) and how the story ends. Learners can use this structure when they write their own story.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day. Revise different word attack skills and self-correcting strategies that learners can use.

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

Use for Assessment Task 1.

Note: *Do paired rather than group reading on Friday.*

ASSESSMENT: Formal: recorded Assessment Task 1: use the Group Reading sessions this week and the previous week to rate learners, recording any problems, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses phonics decoding and comprehension skills to make meaning
- Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud

Use your observations of learners' independent reading to rate them, recording any problems, against the following milestone:

- Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books

WEEK 3	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 5, 6
MILESTONES	• Experiments with words eg writes a simple poem or song • Participates in a discussion and contributes ideas • Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can understand what has been written • Identifies and uses prepositions correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses a dictionary to check on meanings and spellings of words • Organizes information in a chart or table. • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing their own news and a story of at least two paragraphs. Other activities focus on phonics and changing verbs into a different tense.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write a paragraph of their own news. **Use for Assessment Task 1.** (2) Phonics activity: Learners copy four ***ir*** pictures and write the correct words below each, underlining the ***ir*** in each word.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners write three sentences about ***ir*** words that rhyme using the same sentence frame each time. (2) Learners copy three sentences summarising the story and draw a picture.

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DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners match words to short definitions or phrases using a block format. (2) Learners copy 3 - 4 sentences changing the verbs into a different tense.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners write sentences using 4 – 6 of the ***ir*** words. (2) Learners copy 3 - 4 sentences, changing the verbs into a different tense.

DAY 5: Learners do an independent writing activity: writing of a story of at least two paragraphs:

- Use the discussions on the shared reading story as a starting point. This will help them to plan their writing.
- Give them time beforehand to talk to a partner about what they want to write – who the characters are and what will happen to them. You may wish to give learners a writing frame or even sentence starters. (Refer to Term 3 Week 5 for more ideas.)
- While learners are writing, give extra support to weaker learners so that everyone can write a story.
- When they have finished a first draft, give them time to read their writing to each other and make corrections where necessary. **Use for Assessment Task 1.**

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

- Participates in a discussion and contributes ideas
- Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end'
- Uses correct grammar so that others can understand what has been written
- Identifies and uses prepositions correctly
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses a dictionary to check on meanings and spellings of words
- Builds own word bank and personal dictionary
- Reads own and others' writing **(Reading milestone).**

THE LINKS BETWEEN ORAL AND SPOKEN LANGUAGE

"Writing floats on a sea of talk"

Sometimes we forget the importance of talking in the process of writing. When we give learners the chance to discuss their writing with others, they can not only learn **from** and **with** other voices, they also appropriate those voices to express themselves.

Collaboration can take place at any stage of the writing process:

- At the beginning, when choosing a topic
- As the learner writes and needs help in spelling, grammar or word choice
- During the first stage of editing – to check spelling, grammar and for missing words
- During refining – what else can I say?
- Reading the final version – giving encouragement and praise!!!

FOURTH TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Listens to a complex sequence of instructions and responds appropriately • Expresses feelings about a text and gives reasons • Talks about personal experiences and more general news e.g. tells news using descriptive language • Tells jokes and riddles using appropriate volume and intonation • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news / personal experiences <u>Listening and Speaking activities</u> • Weekly focused listening / speaking activity (answering / telling riddles and jokes) • Learners express their feelings about stories
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	<u>Phonics</u> • Teaching of ***or*** digraph. • Word building / breaking down words into onset and rime <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Expresses a personal response to print and media images *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 self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud • Reads with increasing fluency, speed and expression using correct pronunciation *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using television or radio adverts • Group presentations of a television advert <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 6	• Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops • Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but') • Sequences text by using words like 'first', 'next' and 'finally' • Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks • Builds own word bank and personal dictionary	• Writes and illustrates sentences ie own news • Writes a paragraph about the clothes they like / don't like to wear • Spells words using phonics and personal dictionary

WEEK 4	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3
MILESTONES	• Listens to a complex sequence of instructions and responds appropriately • Expresses feelings about a text and gives reasons • Talks about personal experiences and more general news e.g. tells news using descriptive language • Tells jokes and riddles using appropriate volume and intonation • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners share personal news or talk about a particular topic – with every learner having an opportunity to share a personal experience at least once during a two week period. Encourage learners to ask questions for information – make sure that different learners ask questions during the week. **Use for Assessment Task 2.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- During Weeks 1 & 2 learners will have been playing Word Games, including the asking and answering of riddles. Continue with this but make the riddles more complex, for example by adding a third clue. Warn learners of this so that they listen more carefully. **Use for Assessment Task 2.**
- Learners like to tell jokes so you can include your observation of these as well.

AT LEAST ONCE DURING THE WEEK

- Read aloud or tell a story, giving learners a chance to express their feelings about it.

Note: *Discussing feelings about a text also takes place during Shared Reading time. Use both these opportunities to assess learners' ability to express their feelings.* **Use for Assessment Task 2.**

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

- Talks about personal experiences and more general news e.g. tells news using descriptive language

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

- Tells jokes and riddles using appropriate volume and intonation

Use your observations of learners expressing their feelings about stories during both the Oral and the Shared Reading time to rate them against the following milestone:

- Expresses feelings about a text and gives reasons

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

- Suggests solutions to a problem especially during Numeracy
- Understands and uses appropriate language of different learning areas

Use your observations during weeks 4 and 5 in Literacy to rate the learners, recording specific problems you have noticed, against the following milestone:

- Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph

WEEK 4	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
NOTE	Introduce another sound this week – ***or.***
RESOURCES	• Prepare a worksheet with 4 – 6 sentences each using one of the ***orn*** words.

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce the ***or*** sound as in *for.* There are several ways to write this sound (ore, au, oar, aw) but focus the week's activities on words containing ***or.*** On Day 1 list 4 – 5 words on the board that end in ***orn*** eg *corn, horn, torn, worn, thorn*. Break the words into separate syllables and discuss their meanings. Draw a picture on the board for each of the words. For Task 2 for Writing, the learners copy the ***or*** pictures and write the correct words next to them, underlining the ***or*** in each word.

DAY 2

PHONICS

- Introduce more ***orn*** words and list them on the board, eg *born, corn, corner, horn, torn, thorn, worn, morning.* Sound the words and clarify the meanings.
- Either give learners a worksheet with sentences using some of these words or write the sentences on the board. Let the learners read each of the sentences in pairs to find the ***orn*** word(s) in each. For example:
  - The baby was born in the morning.
  - She pricked her finger on a thorn.
  - He blew the horn to call his dog.
  - He went round the corner.
  - I am sorry that I have torn your dress.
  - That old shirt is worn out.
- For Task 1 for Writing, learners copy and illustrate 4 – 6 of the sentences underlining the ***orn*** word in each sentence.

DAY 3

PHONICS

- Introduce words ending in ***ort*** such as *sort, port, fort, short, sport,* breaking them into syllables and clarifying the meanings.
- Write 3 – 5 sentences on the board, leaving out the ***ort*** word, eg
  - The ship sailed into _____.
  - The opposite of long is _____.
  - At school we play _____.
  - Another word for castle is _____.
  - Mom will _____ the clothes into different piles.
- Use this for Task 1 for Writing. **Use for Assessment Task 2.**

DAY 4

PHONICS

- Briefly revise the ***or*** sound and introduce more complex word streams such as *torch, porch, storm, scorn*. Divide these words into separate parts to make word sums eg **t + or + ch = ?** Write 4 - 6 ***or*** words as word sums and use these for Task 1 for Writing. **Use for Assessment Task 2.**

DAY 5

PHONICS

- Write two sentences on the board – one using the word ***for*** and the other, the word ***four.*** Ask learners what they notice about the two words – they sound the same but mean different things and are spelled differently.
- Let learners work in pairs to write their own sentences using each of the words. Let them read another pairs' sentences to check that they have used the correct spelling. For Task 2 for Writing, learners write two sentences – one for each of the words.

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *We will play sport this morning. This morning we played sport.* **Use for Assessment Task 2.**

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

ASSESSMENT: Formal: recorded Assessment Task 2:
Use Day 3 and Day 4's written Phonics tasks and one Handwriting lesson to rate the learners, recording specific problems you have noticed, against the following milestones:

Phonics

- Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.
- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Forms upper and lower case letters with greater speed and accuracy
- Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation

WEEK 4	READING
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Expresses a personal response to print and media images *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 self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud • Reads with increasing fluency, speed and expression using correct pronunciation *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books
RESOURCES	• A short television or radio advert suitable for young children; ideally it should be a video recording so that it can be replayed for further discussion. Use adverts from newspapers or magazines as an alternative.
NOTE	One of the sub-bullets of the first Assessment Standard of LO 3 for grade 2 (page 33) requires learners to express "a personal response to print and media images." This is reflected exactly in the first Reading milestone for Assessment Task 2 for this term. This week the reading and writing activities are built around short television or radio adverts. Ideally they should be ones that target young children. If the school also has a video machine it would be valuable to be able to record and replay the adverts. Schools that are not able to show learners television adverts or play radio adverts can substitute these by using print images – for example adverts from magazines or newspapers. The emphasis is on learners giving a personal response to an advert. However in order to do this effectively they also need to be able to interpret the main message of the advert and identify its purpose and audience. It is by developing learners' ability to 'read' a multimedia advert that we can empower them to become critical television viewers.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a short television advertisement

- The Lesson Plans for Term 3 Week 2 dealt with advertisements in print. This week deals with adverts on television or on the radio.
- Prepare learners to watch a short television advert. Remind them of the work they did in Term 3 when they discussed newspapers adverts and made their own. Give learners the opportunity to talk about adverts they have seen on the television or heard on the radio.
- Show the advert (twice through if possible) and then ask learners to tell you:
  - What is the message of the advert, eg You must buy this dvd so you can watch these wonderful movies / You must use this brand of toothpaste/soap because… etc etc.
  - Who made the advert? (actors and actresses)
  - Who paid for the advert?

- Why was the advert made? Is it because it is such a wonderful product OR because the people who make the product want you to buy it so they can make more money/become rich?
- Who is the advert targeting?

- For Task 2 for Writing, learners write 1 – 2 sentences about what they liked / didn't like about the advert.

DAY 3: Shared Reading based on short television advertisements

- Show another, short, suitable television advert, preferably twice through. Hold a similar discussion to that of the previous day but also ask learners to compare the two adverts. You may need to replay both adverts. Guide learners to see if there is bias or stereotyping in the adverts. Is what is said in the adverts really true?
- For Task 2 for Writing, learners write a sentence about which product they would like to buy and why. You could give them a writing frame: *I want to buy*_____ *because* _____. **Use for Assessment Task 2.**

DAY 4: Shared Writing (role play) based on television advert

- Divide learners into small groups. Explain to them that each group is going to make its own television advert to present to the rest of the class the next day.
- Let them begin by planning their advert:
  - What are they going to be selling?
  - What is the 'story' in the advert?
  - Who are the characters and what do they say?
- Give them time to rehearse – they can do this at playtime as well.
- Explain that the rest of the class will judge each advert. Talk about the criteria that can be used. For example:
  - Is the advert clear and easy to understand? (Did you know what was being sold and why it is a good thing to buy?)
  - Would you buy this product? (If the answer is no, maybe it is not a successful advert!)
- For Task 2 for Writing, learners write 2 – 3 sentences about their advert and the product they are selling.

DAY 5: Shared Writing (role play) based on television advert

- Each group of learners acts out its advert. The rest of the class can rate each advert ie give a mark. Remind learners of the criteria you agreed the day before.
- At the end, discuss which advert was the most successful.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and speed. Focus also on the use of expression.

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

Use for Assessment Task 2.

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud
- Reads with increasing fluency, speed and expression using correct pronunciation

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

- Expresses a personal response to print and media images

WEEK 4	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 6
MILESTONES	• Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops • Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but') • Sequences text by using words like 'first', 'next' and 'finally' • Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs of own news and about the clothes they like to wear. Other activities focus on phonics and the shared reading of television adverts.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write at least a paragraph of their own news. (2) Phonics activity: Learners copy the ***or*** pictures and write the correct words next to them, underlining the ***or*** in each word.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy and illustrate 4 – 6 sentences underlining the ***orn*** word in each sentence. (2) Learners write 1 – 2 sentences about what they liked / didn't like about an advert.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy 3 – 5 sentences from the board, adding the correct ***ort*** word. (2) Learners write a sentence about which product they would like to buy and why. They could use a writing frame: *I want to buy_____ because _____.*

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Word sums using ***or*** words. (2) Learners write 2 – 3 sentences about their advert and the product they are selling.

DAY 5: Explanation of the writing activity for the Group/Paired Reading session (1) Learners write a paragraph of at least 5 sentences about the clothes they like / don't like to wear.. Give them time beforehand to talk to a partner about what they want to write and later to read their writing to each other. (2) Phonics activity: Learners write two sentences – one each for the words *for/four*.

ASSESSMENT: Informal: unrecorded assessment of learners' paragraph writing.

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Talks about personal experiences and more general news e.g. tells news using descriptive language • Tells jokes and riddles using appropriate volume and intonation • Expresses feelings about a text and gives reasons • Listens to a complex sequence of instructions and responds appropriately • Suggests solutions to a problem especially during Numeracy • Understands and uses appropriate language of different learning areas • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph	4 / 5 4 4 5 4 4 / 5	• Use learners' responses during news time • Use the Listening and Speaking activity • Use the discussions from the story telling and Shared Reading • Use the Listening activities • Use the group problem-solving time in Numeracy • Observations during Literacy time
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	4 4	• Use Day 3 and Day 4's Phonics written tasks. • Handwriting: select one handwriting lesson for assessment

READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Expresses a personal response to print and media images *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 self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud • Reads with increasing fluency, speed and expression using correct pronunciation *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	4 4 - 5 5 5	• Use Day 3's written task • Assess learners during Group reading time (eg 2 - 4 learners per group per day) • Use the Writing activity on Day 5 • Use your observations of learners' independent reading
WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 6	• Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but') • Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops • Sequences text by using words like 'first', 'next' and 'finally' • Builds own word bank and personal dictionary • Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks	5 5	• Use Day 2 and 3's written tasks in Reading • Use the learners' written news and their stories

FOURTH TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Listens to a complex sequence of instructions and responds appropriately • Expresses feelings about a text and gives reasons • Talks about personal experiences and more general news e.g. tells news using descriptive language • Tells jokes and riddles using appropriate volume and intonation • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news <u>Listening and Speaking activities</u> • Weekly focused listening activity (responds to a sequence of instructions) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	<u>Phonics</u> • Teaching of ***ur*** and ***er*** digraphs. • Word building / breaking down words into onset and rime • Completing a crossword <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 2	*Shared reading* • Expresses a personal response to print and media images *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 self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud • Reads with increasing fluency, speed and expression using correct pronunciation *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using short texts to teach the use of the conjunctions *and* and *but* • Activity based on the use of the conjunctions *and* and *but* <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 6	• Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops • Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but') • Sequences text by using words like 'first', 'next' and 'finally' • Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks • Builds own word bank and personal dictionary	• Writes and illustrates sentences ie own news • Writes a story of 1 - 2 paragraphs • Spells words using phonics and personal dictionary

WEEK 5	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 1, 2, 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3
MILESTONES	• Listens to a complex sequence of instructions and responds appropriately • Expresses feelings about a text and gives reasons • Talks about personal experiences and more general news e.g. tells news using descriptive language • Tells jokes and riddles using appropriate volume and intonation • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners share personal news – with every learner telling his or her own news at least once during a two week period. **Use for Assessment Task 2.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- The ability to correctly follow instructions is an important life skill. Learners are developing this every time you give them instructions on how to do a written or practical task. Use this week's listening activities to focus on active listening.
  - Give each learner a sheet of paper and then give them a complex sequence of instructions to carry out. For example, give them three instructions at a time, rather than each one individually – *Draw a house with a red roof and four windows.*
  - On another day, do a practical activity in which learners need to do a sequence of actions, eg *Put your hand on your head, close your eyes and bend over.* **Use these and similar activities for Assessment Task 2.**

AT LEAST ONCE MORE DURING THE WEEK

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

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

- Talks about personal experiences and more general news e.g. tells news using descriptive language

Use your observations of the listening activities to rate the learners against the following milestone:

- Listens to a complex sequence of instructions and responds appropriately

Use your observations during weeks 4 and 5 in Literacy to rate the learners, recording specific problems you have noticed, against the following milestone:

- Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph

WEEK 5	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
NOTE	Week 5 focuses on two more digraphs – ***er*** and ***ur.*** These two digraphs, together with ***ir,*** form a group as they make the same sound. This presents a challenge, especially in spelling. Not only do learners need to recognise the different digraphs, they also need to be made aware that there are different ways of spelling the same sound. There are no hard-and-fast rules to guide the spelling of these words. We learn how to spell the words through continued use.
RESOURCES	• Prepare a worksheet containing a crossword using some of the ***ur*** words.

DAILY ACTIVITIES

DAY 1

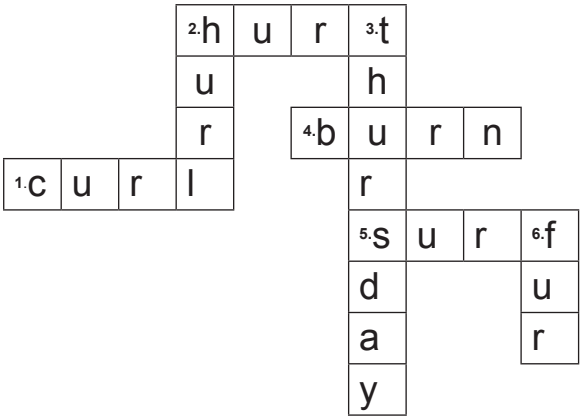
PHONICS

- Begin with the ***ur*** sound as in *fur, surf, curl, spur, burn, turn, hurt, hurl, burst, church, spurt, Thursday.* Remind learners that they have already learnt words containing the same sound – ***ir*** as in **fir** tree. Introduce a few ***ur*** words, using a story, game or by linking the lesson to the shared reading. List these words on the board and sound them, clarifying the meanings.
- For Task 2 for Writing, the learners write 4 - 6 ***ur*** words and illustrate them, underlining the ***ur*** in each word.

DAY 2

PHONICS

- Introduce more ***ur*** words. List them on the board, sound them and clarify the meanings of the additional words. (Remember to use the names of learners, where applicable.)
- Make a simple crossword using the words. Earlier this term, in Week 3, learners did an activity in which they wrote answers to clues, using a horizontal, block format with one letter in each square. A crossword takes this one step further as learners write their answers both horizontally and vertically, putting one letter in each small square. If you have not already done crosswords with your learners demonstrate this on the board before giving them the worksheet. Keep the crossword simple if it is your learners first time to do one. For example:



CLUES:

1. to twist
2. (across) He ____ his leg when he fell.
2. (down) to throw
3. a day of the week
4. I _____ my hand in the fire.
5. the waves of the sea
6. a rabbit's hair

- For Task 1 for Writing, learners complete the crossword.

DAY 3

PHONICS

- Revise the ***ur*** words. Choose 4 -6 of the more difficult word streams containing ***ur*** and break them down into onset and rime, eg ch urch
- Write the onset part in a list on the left and the rime in a separate list to the right BUT in the wrong order,

  eg t urch
  s urt
  ch urst
  h urn
  sp urf
- Use this for Task 1 for Writing.

DAY 4

PHONICS

- Introduce the ***er*** digraph as in *her*, explaining that it makes the same sound as ***ur*** and ***ir.*** You could show learners a word using each digraph as an example. Write a few of the ***er*** words on the board, eg her, herd, fern, herb, kerb. Sound them and discuss their meanings. With the learners, write 3 – 4 sentences on the board using these words. Cover the ***er*** word and use for Task 1 for Writing.

DAY 5

PHONICS

- There are many words that use ***er*** as a suffix. Write 2 – 3 on the board and explain how we can change the meaning of a word by adding extra letters to it. For example: paint + er = painter, clean + er = cleaner, jump + er = jumper. (As this is the first time learners have been identifying such suffixes you may decide to make this only an oral activity and not follow it up with a written application.)

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *She hurt her finger on Thursday. On Thursday she hurt her finger.*

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

ASSESSMENT: Informal: unrecorded assessment of learners' ability to recognise the suffix ***er.***

WEEK 5	READING
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 2
MILESTONES	*Shared reading* • Expresses a personal response to print and media images *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 self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud • Reads with increasing fluency, speed and expression using correct pronunciation *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books
RESOURCES	• A simple story with 6 – 8 short sentences that can be joined by *and* or *but.* • A story in a book that all the learners have access to and have read before.
NOTE	This week a simple story is used as the basis for work on the conjunctions, *and* and *but.* During the year, the teaching of conjunctions has been done in the context of the discussions around the shared writing texts. In Grade 2 learners should be able to join two simple sentences to form a co-ordinate sentence using these two conjunctions. (See the second Assessment Standard of LO 6.)

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a short story.

- Write a story of 6 – 8 short sentences on the board. For example: *I walked to school. I went into the classroom. I saw my friend, Jane. I sat next to her. I forgot my pencil at home. Jane gave me one.* (Leave a little space between each sentence so you can add a conjunction.)
- Read the story with the learners joining in. Let different learners each read a sentence. You could tell the learners that this was one learner's news. Ask them how they think that this news could be improved. Guide learners to see that we can join two sentences to make one longer, better sentence. Ask the learners which word could be used to join two sentences. Work through each pair of sentences, reading them first as two separate sentences and then as one, longer sentence. The conjunction *and* would be best to join the first two pairs of sentences but the word *but* is better for the last pair of sentences. Talk about why *but* is better – it can show the opposite of or alternative to something. To help them to understand when to use the word *but,* you could ask learners to finish a few sentences using the word *but,* eg *I like apples but…. / I saw Jane but… / I have 2 sisters but… / I wanted to go but…*

- For Task 2 for Writing, learners copy the story but join the sentences using *and* or *but.* **Use for Assessment Task 2 for Writing.**

DAY 3: Shared Reading based on learners' group readers

- Continue work on using *and* and *but.* Let learners work in pairs to read a paragraph of their group (or class) reader to find examples of *and* and *but.* Each pair can read aloud one of their sentences, firstly using the word *and,* and, then, the word *but.* Write 3 -4 of the *but* sentences on the board. Use these to help learners understand when to use *but* – to show the opposite of or alternative to something. Erase the second part of each sentence you wrote on the board (the part after the word *but).* Talk about what other endings could be written to complete the sentence – not the same as in the story.
- For Task 2 for Writing, learners copy the sentence beginnings and complete each sentence in a different way to the original. **Use for Assessment Task 2.**

DAY 4: Shared Reading based on a short paragraph

- On the board, write a short story of 3 – 4 sentences that use the conjunction *and* to join single words – rather than sentences. For example: *Last night, my sister and I had meat and potatoes for dinner. Then Mom gave us some ice cream and chocolate sauce. This morning we only had cereal and milk. For lunch it's just bread and jam.*
- Ask learners to point out all the *and* words in the paragraph and underline them. Compare how the word *and* is used differently here – not to join sentences but only single words. Read each different group of words as a class, eg *meat and potatoes.* Ask learners what word can they think of that could follow words such as *fish and…, chips and…, sweets and…, tea and…, apples and…* etc. There is no single correct answer – although certain pairs of words don't go together. For example: *fish and ice cream.* Have fun with the learners finding words that go and don't go together.
- For Task 2 for Writing, on the board write 5 – 7 of such phrases, eg *fish and…, chips and…, sweets and…, tea and…, apples and…* Learners copy them, adding their own choice of word.

DAY 5: Shared Reading based on part of a story from a Learner's Book or Reader

- Use one of the stories that you read with learners earlier in the year – one that learners have a copy of and can see to read. Read it with the learners, asking them to stop when they read either the word *and* or *but.* Make it a game – see who is not paying attention and carries on reading. Ask different learners to re-read the sentence containing *and* or *but.* Talk about what the two sentences would be if they were separated.
  Note: *Use this discussion to remind learners that these words come in the middle of sentences – not at the beginning. Many learners love to begin their sentences with the word 'And…' when they write their own news or stories.*

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and speed. Focus also on the use of expression.

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

As learners are writing their own story on Friday, you may wish to do paired rather than group reading on this day.

Use for Assessment Task 2.

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud
- Reads with increasing fluency, speed and expression using correct pronunciation

Use your observations of learners' independent reading to rate them, recording any problems, against the following milestone:

- Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books

Use the written tasks on Days 2 and 3 to rate learners, recording any problems, against the following **Writing** milestone:

- Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but')

WEEK 5	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4, 6
MILESTONES	• Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops • Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but') • Sequences text by using words like 'first', 'next' and 'finally' • Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing their own news and a story. Other activities focus on phonics and the use of conjunctions.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write at least a paragraph of their own news. **Use for Assessment Task 2.** (2) Phonics activity: Learners write 4 - 6 ***ur*** words and illustrate them, underlining the ***ur*** in each word.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners complete a crossword. (2) Learners copy the story but join the sentences using *and* or *but.*

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners match onset and rime using ***ur*** words. (2) Learners copy the sentence beginnings and complete each sentence in a different way to the original.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy 3 – 4 sentences from the board adding the correct ***er*** words. (2) Learners copy 5 – 7 phrases, eg *fish and…, chips and…, sweets and…, tea and…, apples and…*, adding their own choice of word.

DAY 5: Learners do an independent writing activity: the writing of a story of at least two paragraphs.

- Use the discussions on the structure of a story during previous weeks (You could refer to Term 3 Week 5 and Term 4 Week 3 for more ideas.) as a starting point. This will help learners to plan their writing.
- Give them time beforehand to talk to a partner about what they want to write –the choice of characters and what will happen to them.
- While learners are writing, give extra support to weaker learners so that everyone can write a story.

- When they have finished a first draft give learners time to read their writing to each other and make corrections where necessary. **Use for Assessment Task 2.**

  ***Note**: To develop the ability to write longer stories, learners need to write regularly – every two or three weeks. You should expect a little more from learners every time – in terms of quality as well as length.*
  Use their written stories to identify weaknesses and guide them on a one-to-one basis. For example, you could give extra help on spelling, punctuation, grammar etc. learners may well need help in using the correct punctuation when they write different sentence types eg statements, questions and exclamations. Where you can see that a number of learners have the same problem, do a mini-lesson with either those learners or the whole class. You could also use the group reading time to re-teach different aspects.

ASSESSMENT: Formal: recorded Assessment Task 2: use the learners' written news and their stories on Day 5 to rate them, recording any problems, against the following milestones:

- Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops
- Sequences text by using words like 'first', 'next' and 'finally'
- Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks
- Builds own word bank and personal dictionary
- Reads aloud to a partner (**Reading Milestone)**

FOURTH TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 2, 3, 5 **LO 5** AS 2, 3	• Expresses feelings about text and gives reasons • Listens and responds to a speaker the learner cannot see • Listens for the detail in stories and answers higher-order questions • Talks about personal experiences and more general news e.g. tells news using descriptive language	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news <u>Listening and Speaking activities</u> • Weekly focused listening / speaking activity (responding to the telling of a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Classifies complex word families e.g. dream, scream • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	<u>Phonics</u> • Teaching of ***ou*** and ***ound*** digraphs. • Word building / syllabification • Completing a Word Search. <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2, 3, 4	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a photograph • Oral and written comprehension • Shared reading of a recipe • Revision of prepositions <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Drafts, writes and publishes own story of at least two paragraphs , using language such as 'once upon a time' and 'the end' • Uses informational structures when writing e.g. writes recipes • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	• Writes and illustrates sentences ie own news • Writes a recipe using a writing frame • Writes sentences describing a picture • Spells words using phonics and personal dictionary

WEEK 6	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 2, 3, 5 **LO 5** AS 2, 3
MILESTONES	• Expresses feelings about text and gives reasons • Listens and responds to a speaker the learner cannot see • Listens for the detail in stories and answers higher-order questions • Talks about personal experiences and more general news e.g. tells news using descriptive language
NOTE	• Prepare a short story and 3 – 4 questions to ask learners.

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners share personal news or experiences – with every learner telling his or her own news at least once during a two week period. Use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. In this context, closed questions would involve simply asking for more clarity of detail, ie the facts. Open-ended questions would expect the learner to give an opinion or share feelings. **Use for Assessment Task 3.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Explain to learners that you are going to tell them a short story, after which you will ask them a few questions. Write the questions on the board beforehand and let the learners read them so they are clear about what information they need from the story. One of the questions should ask learners to explain their feelings about the story.
- Tell (or read) the story to the learners. Model how to read a story by using appropriate volume and intonation. Pause at times for learners to digest what they have heard but avoid discussions at this stage.
- Afterwards let learners discuss in small groups the answers to the questions. Let learners from different groups respond.
- Repeat this activity later in the week but use a different story and questions. **Use your observations of the two activities for Assessment Task 3.**

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

- Talks about personal experiences and more general news e.g. tells news using descriptive language

Use your observations of the group discussions about the stories and during Shared Reading to rate the learners against the following milestones:

- Expresses feelings about text and gives reasons
- Listens for the detail in stories and answers higher-order questions

WEEK 6	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Classifies complex word families e.g. dream, scream • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
NOTE	The ***ou*** digraph is taught in Week 6. You can also include activities on different homophones, one or two pairs at a time.
RESOURCES	• Prepare a worksheet containing a Word Search using some of the ***ound*** words.

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce the ***ou*** sound as in *out, about, shout, snout, spout* and even *stout.* This is a new sound – you could link it to the sound we make when someone pinches us or we prick a finger. List some words on the board and sound them, clarifying the meanings. (Remember to use the names of learners, where applicable.)
- For Task 2 for Writing, the learners copy 4 - 6 ***ou*** words and illustrate them, underlining the ***ou*** in each word.

DAY 2

PHONICS

- Introduce more ***ou*** words – this time linked to the consonant blend ***nd*** as in ***ound***. List words such as *round, sound, found, hound (*and possibly also *pound, mound and mountain)* on the board, sound them and clarify the meanings of the words. This is a more complex letter stream but some of the words are common words that learners need to familiar with.
  Make a Word Search using 5 – 7 of the ***ound*** words. (Directions on how to make a Word Search have been included in previous Plans.)
- For Task 1 for Writing, learners complete the Word Search.

DAY 3

PHONICS

- Revise the ***ound*** words. Let learners work in pairs to make up one sentence using one of the words. Let the pairs read their sentences to the rest of the class.
- For Task 1 for Writing, learners can make up 3 – 5 more sentences using different ***ound*** words.

DAY 4

PHONICS

- Using the Shared Reading book as a starting point, discuss one pair of homophones (homonyms) – words that sound the same but are spelt differently and have different meanings, eg son / sun.
- Work on only one or, at the most, two pairs. Talk about the meaning and spelling of the different words and make up sentences with the learners. For Task 1 for Writing, write 4 – 6 sentences using these words as a cloze procedure exercise. For example: Mother gave lunch to her oldest son/sun. It is too hot to stand in the son/sun.

DAY 5

PHONICS

- Do a short, aural exercise to revise word blending:
  - Sound out 3, 4 and 5-letter words – learners must say the correct word eg b-e-d, sh-e-d, t-ea-m, s-oo-n, ch-i-p, f-ee-t, st-i-ck, h-ur-t, c-ar-d, st-or-m.

  Note: Ask either the whole class or different groups or individuals to respond.

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *My brother found a round ball. His sister found a round top.*

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

ASSESSMENT: Informal: unrecorded assessment of learners' ability to blend words.

WEEK 6	**READING**
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2, 3, 4
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics
RESOURCES	• A large picture or photograph in a Learner's Book – either for Literacy or Life Skills – that can be used for discussion. Every learner must have access to the image. • A simple recipe, either written on the board, or written and copied for the learners. • A recipe book if possible.
NOTE	During the year, the teaching of the use of parts of speech has been done in the context of the discussions around the shared writing texts. In Grade 2 learners should be able to identify and use nouns, adjectives, pronouns (my, your, etc) verbs and prepositions correctly. (See the second Assessment Standard of LO 6.) This week the shared writing around print images is used as the basis for the revision of prepositions and, that on recipes, for the revision of nouns and verbs (in the present tense).

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a photograph (or picture)

- Introduce the activity by letting the learners discuss in small groups what they can see in the photograph.
- As a class, let one person from each group tell one thing that the group can see and where they can see it. Capture the information, in point form, on the board, eg *a group of boys under the tree.*
- Underline the prepositions you have written and talk about how these words help us to see *where* something is in relation to something else, i.e. position. (Link this to Numeracy activities.)
- For Task 2 for Writing learners can write 3 – 4 sentences about the picture. They can use what you wrote on the board to help them. Finally, they can add a title to their sentences. **Use for Assessment Task 3.**

DAY 3: Shared Reading based on photograph (or picture)

- Begin by letting the learners read to a partner the sentences they wrote about the picture the previous day. Then ask 3 – 4 learners to read theirs to the whole class.
- Talk about the main idea of the picture. Move from looking at the details in the picture to make a generalisation of what the picture shows. Then focus on one happening or group of people in the story and ask 2 – 3 questions about what might be happening. Ask one question about learners' feelings about the picture, eg Is it a happy or sad picture? Does the picture make the learners feel happy or sad or…? Does the picture remind them of anything that has happened to them?
- For Task 2 for Writing, learners draw their own picture showing something similar that happened to them or that they did, adding a title to their picture.

DAY 4: Shared Reading based on a recipe

- Write a short, simple recipe on flip chart paper. It needs to be a dish that learners would be familiar with at home, eg a stew. (It isn't necessary to actually make the dish – but the learners need to recognise it.) If possible, provide a picture of the dish from a magazine.
- Point out that the recipe is written in two parts – a list of ingredients at the beginning, followed by instructions on how to make the dish. Read through the recipe slowly, stopping after reading all the ingredients. Talk about the different ingredients and the quantities. Learners can share what they put in this dish at home that is different from the listed ingredients. Explain that the ingredients are always listed in this way in recipes. You might show learners one of your own recipe books as an example.
- Then read through the instructions, stopping after each instruction. Point out the use of words such as *'first', 'next'* and *'finally'.* Ask questions so that learners are clear about the different steps in the process. You could help them to divide the instructions into (1) pre-cooking preparations (2) cooking (3) after cooking. Point out that the recipe is written using the present tense, as a series of instructions (commands). Revise nouns and verbs at the same time.
- For Task 2 for Writing, write 3 – 4 simple questions on the board, based on the recipe. Learners answer using 1 – 2 words (not full sentences).
  NB: *The next day, learners will be expected to write their own recipe, either a variation of the recipe they read on this day, OR a different recipe. Finding a new recipe can be their homework!*

DAY 5: Shared Reading based on a recipe

- Re-read the same recipe from the previous day, recapping the structure of writing a recipe. Learners will use this same structure to write their own recipe during independent writing time.
  Use the shared reading activities 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, focusing on identifying cause and effect and the giving of a personal opinion:

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

Use for Assessment Task 3.

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses phonics decoding and comprehension skills to make meaning
- Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud

Use the shared reading sessions this week and next week to rate learners, recording any problems, against the following milestones:

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

WEEK 6	WRITING
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Experiments with words eg writes a simple poem or song • Drafts, writes and publishes own story of at least two paragraphs , using language such as 'once upon a time' and 'the end' • Uses informational structures when writing e.g. writes recipes • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and to describe a photograph. Learners also write a recipe. Other activities focus on phonics and shared reading.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write a paragraph of their own news. (2) Phonics activity: Learners copy 4 - 6 ***ou*** words and illustrate them, underlining the ***ou*** in each word.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners complete the Word Search using ***ound*** words. (2) Learners write 3 – 4 sentences describing the picture, using the phrases on the board to help them. Finally they add a title to their sentences.

DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners make up and write 3 – 5 sentences using different ***ound*** words. (2) Learners draw their own picture showing something similar that happened to them or that they did, adding a title to their picture.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy 4 – 6 sentences using homophones as a cloze procedure exercise. (2) Learners answer 3 –4 questions based on a recipe using 1 – 2 words (not full sentences).

DAY 5: Learners do an independent writing activity: the writing of a recipe. There are two options for this:

(1) The learners can write their own, family variation to the recipe that you gave them during the week. In this case, they can copy the recipe, changing the ingredients and the way it is prepared and cooked OR

(2) The learner can write a different recipe. **NB** This must be their own writing – not simply copying a recipe given by their mothers.

- While learners are writing, give extra support to weaker learners so everyone can complete the task.
- When they have finished a first draft, give learners time to read their recipe to each other and make corrections where necessary. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3: use the learners' recipe from Day 5 to rate them, recording any problems, against the following milestones:

- Sequences text by using words like 'first', 'next' and 'finally'.
- Uses informational structures when writing eg writes recipes
- Builds own word bank and personal dictionary
- Reads own and others' writing (**Reading milestone)**

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 2, 3, 5 **LO 5** AS 2, 3	• Expresses feelings about text and gives reasons • Listens for the detail in stories and answers higher-order questions • Talks about personal experiences and more general news e.g. tells news using descriptive language • Listens and responds to a speaker the learner cannot see	6 6 / 7 7	• Use your observations of the group discussions • Use learners' responses during news time • Use the listening activity
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Classifies complex word families e.g. dream, scream • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	7 7	• Use Day 2's Phonics written task and your observations on Day 5. • Handwriting: select one handwriting lesson for assessment
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2, 3, 4	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others' writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics	6 / 7 6/7 6 7	• Assess learners during shared reading time • Assess learners during Group reading time (eg 2 - 4 learners per group per day) • Use the learner's recipe on Day 5 in Writing • Use your observations of learners' independent reading

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Drafts, writes and publishes own story of at least two paragraphs , using language such as 'once upon a time' and 'the end' • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses informational structures when writing e.g. writes recipes	7 7 6	• Use the learners' poems / songs • Use Day 5's paragraph writing • Use the learners' recipe on Day 5

FOURTH TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 2, 3, 5 **LO 5** AS 2, 3	• Expresses feelings about text and gives reasons • Listens and responds to a speaker the learner cannot see • Listens for the detail in stories and answers higher-order questions • Talks about personal experiences and more general news e.g. tells news using descriptive language	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news <u>Listening and Speaking activities</u> • Weekly focused listening and speaking activity (playing word games) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Classifies complex word families e.g. dream, scream • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	<u>Phonics</u> • Revision of ***ar, ir, or*** and ***ur*** digraphs. • Word building / syllabification • Homophones <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2, 3, 4	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a poem or song • Introduction of new vocabulary <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Drafts, writes and publishes own story of at least two paragraphs , using language such as 'once upon a time' and 'the end' • Uses informational structures when writing e.g. writes recipes • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	• Writes and illustrates sentences ie own news • Writes a poem or song using a writing frame • Writes 2 paragraphs on the past year / the coming year • Spells words using phonics and personal dictionary

WEEK 7	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 2, 3, 5 **LO 5** AS 2, 3
MILESTONES	• Expresses feelings about text and gives reasons • Listens and responds to a speaker the learner cannot see • Listens for the detail in stories and answers higher-order questions • Talks about personal experiences and more general news e.g. tells news using descriptive language

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners share personal news or experiences – with every learner telling his or her own news at least once during a two week period. **Use for Assessment Task 3.**
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- At different times throughout the year, in both Oral and in Phonics, learners should have been participating in word games. They are also very useful as 'fillers' at the end of the day or when learners need a short, fun activity. The Friday activity for Phonics is often an oral one involving word games. Games like Bingo and Dominoes have also been included in Phonics during the year. In Oral, in Week 2 this term, different ideas for word games were given. You can continue to use some these ideas this week but vary them slightly. For example:
  - Use a beanbag or soft object in the classroom to throw to different learners for them to respond. Make it an alphabet game in which the learner holding the beanbag must say a word beginning with one letter of the alphabet, in the correct order. If the response is correct, he/she throws the beanbag to another learner to say a word beginning with the next letter of the alphabet. Alternatively you could ask them for a person's name beginning with a particular letter, or even something we drink or eat. Ensure that every learner has the chance to participate.
  - Another game can involve learners responding to a listener they cannot see. Have the learners close their eyes and turn their backs to you. Ask them to perform a certain action, eg raising their left hand, when they hear a certain sound or word. **Use for Assessment Task 3.**

AT LEAST ONCE MORE DURING THE WEEK

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

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

- Talks about personal experiences and more general news e.g. tells news using descriptive language

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

- Listens and responds to a speaker the learner cannot see

WEEK 7	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Classifies complex word families e.g. dream, scream • Builds and sounds words at level of phonetic knowledge *Handwriting* • Forms upper and lower case letters with greater speed and accuracy • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
NOTE	Use this week to revise and assess some of the digraphs taught this term. Continue with activities on different homophones, one or two pairs at a time.
RESOURCES	• Prepare a worksheet containing 16 words – four for each of the following sounds: ***or, ur, ir, ar***. You might be able to fit 2 – 3 sets of words onto one A4 sheet, thus saving photocopying. Make 16 flashcards containing the same words. • Prepare a worksheet with 6 – 8 sentences containing different homophones.

DAILY ACTIVITIES

DAY 1

PHONICS

- During the term, five new sounds have been introduced - *ar* as in far, *er* as in her, *ir* as in bird, *or* as in short, *ur* as in church. Revise these sounds this week.
- Prepare a worksheet containing 16 words – four for each of the following sounds: ***or, ur, ir, ar.*** For example:

sport	church	skirt	farm
burn	cart	for	star
bird	storm	tart	turn
shirt	hurt	thorn	girl

- Give each learner a copy of these words. Ask learners questions such as:
  - *Which word is something that flies in the sky?*
  - *Which word rhymes with tart?*
  - *Which word starts with **st**? etc*

For Task 2 for Writing, the learners sort the words alphabetically. Give them a frame:

b : _____, _____,
c : _____, _____,
f : _____, _____,
g : _____,
h : _____,
s : _____, _____, _____, _____,
t : _____, _____, _____,

NB: *Collect the worksheet afterwards for use the next day.*

DAY 2

PHONICS

- Display on the board the 16 flashcards on which you have written the same 16 words you worked with the day before. Sound them with the learners, revising the four sounds (***or, ur, ir, ar***).
- Explain to learners that they need to sort / match (classify) the words into groups. Ask individual learners to match two of the words using the middle sound. Put them together on the board so that you now have 8 matching pairs of words. Guide the learners to finish the grouping of the words into the four Word Families.
- Give each learner a copy of the worksheet containing the 16 words that they used the previous day. For Task 1 for Writing, learners cut out the words and sort them into the four Word Families. They can then glue them into their exercise books, writing the Word Family name as a heading (eg The ***or*** Family) **Use for Assessment Task 3.**

DAY 3

PHONICS

- Using the Shared Reading book as a starting point, discuss another pair of homophones (homonyms) – words that sound the same but are spelt differently and have different meanings, eg one / won.
- Work on only one or, at the most, two pairs. Talk about the meaning and spelling of the different words and make up sentences with the learners. For Task 1 for Writing, write 4 – 6 sentences using these words as a cloze procedure exercise. For example: There was only *one/won* cake left to eat. She easily *one/won* the race.

DAY 4

PHONICS

- Continue working with different pairs of homophones (homonyms) eg *sea/see* and *meet/meat.* Use the Shared Reading book as the starting point. Make sure that learners are clear about the different meanings of the words.
- Either write sentences on the board to show the words or, preferably, give learners a worksheet containing 6 – 8 sentences. For example: *I can see/sea you now*. Read the sentences with the learners, discussing which are the correctly spelt words.
- For Task 1 for Writing the learners can either circle the correct homophones on the worksheet or copy the correct sentences from the board.

DAY 5

PHONICS

- Do a short, aural exercise to revise word blending:
  - Say a word and ask learners to break it up into different parts - use similar words to the previous week: eg b-e-d, sh-e-d, t-ea-m, s-oo-n, ch-i-p, f-ee-t, st-i-ck, h-ur-t, c-ar-d, st-or-m.

    Note: Ask either the whole class or different groups or individuals to respond. **Use towards Assessment Task 3.**

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *On Saturday and Sunday I like to sleep late. I sleep late on Saturday and Sunday.* **Use for Assessment Task 3.**

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

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 2's written phonics task, your observations on Day 5 and one Handwriting lesson to rate the learners, recording specific problems you have noticed, against the following milestones:

Phonics

- Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.
- Classifies complex word families e.g. dream, scream
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Forms upper and lower case letters with greater speed and accuracy
- Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation

WEEK 7	**READING**
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5 **LO 5** AS 1, 2, 3, 4
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses phonics decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud *Paired/Independent reading* • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics
RESOURCES	• A song, Christmas carol, poem or praise poem appropriate to your learners. It should be one that has repetition and in which the last word of each line rhymes. • A story in which a child looks back on what he/she has done and then what he/she will do in the future. Use either a printed story, if you can find a suitable one, or write a simple story yourself.
NOTE	This week learners read and experiment with the writing of a song or poem. Thereafter they use shared reading as the starting point for reflecting and then writing about the year that is ending, and, then, their plans for the following year. The Writing activities for the week come directly from the shared reading discussions and are therefore explained here.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on an appropriate song, Christmas carol, poem or praise poem

- Write 4 – 6 lines of a song or poem on the board, or give learners a copy to read for themselves. Read it to the learners twice, with the learners joining in during the second reading. Make sure that they can feel the rhythm (beat) of the song/poem.
- Discuss new vocabulary, the pattern of the poem/song, lines that are repeated (as in a chorus or refrain) and the rhyming words at the end of the lines. Finally, read the poem/song again with the learners clapping to the rhythm.
- Use the song / poem to write a new song or poem. Keep the same format but change some of the words. Work through half the song/poem, line by line, showing learners how to replace some of the words.
- For Task 2 for Writing, learners write their own poem or song by changing some of the words in the original poem/song.

DAY 3: Shared Reading based on a short story

- Write a short story on the board or give learners copies. The story should be about a child who thinks back on what he/she has done and makes plans for the future. An exemplar text could be:

  Jimmy was not a happy boy. He was always arguing with his friends at school. At home he was always in trouble with his mother or his older brother because he never did what he was told. Finally, he decided he would leave home and go to live with his uncle. Instead of going to school he began walking to his uncle's house. He walked all day. He hadn't realised it was so far. He was hungry and thirsty but no-one would give him anything to eat. A woman gave him some water but she had no spare food for him.

  He still hadn't reached his uncle's home when it got dark. He crept behind a tree and hid. Then he really started to feel frightened. He thought of his family and how worried they would be. They should be eating dinner now. He thought of his friends at school and felt bad that he had said such horrible things to them. He wished he had been nicer to them. He fell asleep, crying.

  He felt terrible the next morning. He could hardly walk but he had to keep going. Suddenly, there was a car hooting behind him and he heard his mother's voice calling out. And then, he was in her arms, crying and crying.
- Read and discuss the story through with the learners. Talk about why Jimmy was not a happy boy.
- Let learners talk in pairs about their time at school this year.
  - *Had it been a good year? What was good / bad about it?*
  - *What had they learnt?*
- For Task 2 for Writing, learners write 3 – 5 sentences about the year that is ending. You could give them sentence starters such as:
  - *This year I enjoyed…*
  - *I didn't like…*
  - *I have learnt to…*

  Have them write this first draft on paper. (Point out that they are writing in the past tense – because it has already happened.) They will add another paragraph to it on Day 4.

DAY 4: Shared Reading based on a short story

- Re-read the story of the previous day, with the learners joining in. Talk about the emotions Jimmy felt at school, when he had to sleep behind a tree, and finally, when his mother found him. Ask learners what they think Jimmy learnt from his adventure.
- The previous day the learners talked in pairs about the year that is ending. Repeat the activity but, this time, let learners talk in small groups about what they want to do next year. This might be more difficult than the previous day's discussion so also talk about it as a class. You could write some of the ideas on the board. These ideas could range from learning to do something new to improving behaviour or having more friends.

- For Task 2 for Writing, learners write 3 – 5 sentences about what they want to do the following year. (Again they write this first draft on paper.) This writing will use the future tense – it is still to happen.
  Note: *The children are too young to do serious reflection but they can start to look back at the good things (and perhaps the bad or sad things) of the past year, and then, have some ideas of what they want to do during the coming year.*

DAY 5: Shared Reading based on a short story

- Re-read the short story with the learners. Discuss the tense used and have learners identify parts of speech such as nouns, adjectives, verbs and prepositions. Be specific in your questions so that learners can find the answers more easily. They cannot look through the complete story to find a word. When asking a question direct them to a specific line, eg *Find a verb in line 3*.
  Use the shared reading activities 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, focusing on identifying cause and effect and the giving of a personal opinion:

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

Use for Assessment Task 3.

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses phonics decoding and comprehension skills to make meaning
- Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud

Use the shared reading sessions this week and last week to rate learners, recording any problems, against the following milestones:

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

Use your observations of learners' independent reading to rate them, recording any problems, against the following milestone:

- Reads independently at a more complex level for enjoyment or information from a variety of available texts eg magazines and comics

WEEK 7	WRITING
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Experiments with words eg writes a simple poem or song • Drafts, writes and publishes own story of at least two paragraphs , using language such as 'once upon a time' and 'the end' • Uses informational structures when writing e.g. writes recipes • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for own news and to think about the past year and the coming year. Other activities focus on phonics and poetry writing.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write a paragraph of their own news. (2) Phonics activity: Learners sort 16 words alphabetically using a frame.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners cut out the 16 words and sort them into the four Word Families. (2) Learners write their own poem or song by changing some of the words in the original poem/song. **Use for Assessment Task 3.**

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DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy 4 – 6 sentences using cloze procedure based on homophones. (2) Learners write 3 – 5 sentences about the year that is ending.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners either circle the correct homophones on a worksheet or copy the correct sentences from the board. (2) Learners write 3 – 5 sentences about what they want to do the following year.

DAY 5: Explanation of the writing activity for the Group Reading session:

- During days 3 and 4, as part of shared reading, learners wrote two, short paragraphs about the year that is ending and their plans for the coming year.
- Give learners back their draft paragraphs to edit and rewrite. Let them read them to their partners and talk about how they can be improved. They might have spelt words wrongly, forgotten punctuation or capital letters or missed out some words. They might also want to add something extra. Explain to learners how to edit their work – you might want to write some reminders on the board eg *Have you remembered capital letters, full stops? Are the words spelt correctly? Does it make sense?*
- When they are satisfied with their work they can write a neat copy and read their writing to each other. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3: Use the learners' songs / poems from Day 2 to rate them, recording any problems, against the following milestone:

- Experiments with words eg writes a simple poem or song

Use the learners' paragraphs from Day 5 to rate them, recording any problems, against the following milestones:

- Drafts, writes and publishes own story of at least two paragraphs , using language such as 'once upon a time' and 'the end'
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge

FOURTH TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners make a presentation about the year that is ending + their hopes and plans for the holidays / the new year <u>Listening and Speaking activities</u> • Weekly focused listening activity (listens to / answers questions on a story)
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises and uses suffixes e.g. –ly, -ies • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	<u>Phonics</u> • Teaching of ***-ly*** and ***-es*** suffixes. • Word building / syllabification <u>Handwriting</u> • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading and discussions using a story • Introduction of new vocabulary • Oral and written comprehension <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary	• Writes and illustrates sentences ie own news • Writes words and sentences in fun ways • Spells words using phonics and personal dictionary

WEEK 8	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3
MILESTONES	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during the next two weeks. The end of the year is looming – use this time for learners to talk about the forthcoming holidays, their hopes and plans. Prepare them for this so that it becomes a slightly more formal presentation. Explain to them on Day 1 what you want them to talk about, eg
  - What I liked / didn't like in Grade 2. (the good / bad times perhaps)
  - What I've learnt this year.
  - What I want to do / learn next year.
  - What I hope to do during the holidays.
- Write some of these points on the board and give learners a few minutes to talk about them to a partner.
  Note that learners wrote about these things during last week's Writing time. – that will help them to prepare for this.
- On Days 1 and 5 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Choose an interesting story to read to your learners. It should be one that you can read a page or two daily over a period of two weeks.
- Explain to learners that you are going to read them a story during the next two weeks. They need to listen carefully as you will be asking them afterwards about what you've read. Read the first part of the story to the learners. Pause at times for learners to digest what they have heard but avoid discussions at this stage.
- During the first week, ask questions about the characters and the plot. Note that this is a listening and speaking activity – not one where learners read with you using Shared Reading. Your questions should require them to justify their answers. You could either take oral responses or let the learners answer 2 – 3 higher-order questions in writing.
  Use your observations / written responses during the next two weeks for Assessment Task 4.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use your observations of the listening and speaking activities / written responses to rate the learners against the following milestones:

- Listens for the detail in stories and answers higher-order questions
- Answers open-ended questions and justifies answer

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

- Suggests solutions to a problem especially during Numeracy

WEEK 8	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises and uses suffixes e.g. –ly, -ies • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
NOTE	During Shared Reading this term you should have been pointing out different, common suffixes, eg *-ed* (linked to the teaching of the past tense), *–s, -es, -ies* (linked to the teaching of plurals). This week focus on the *–ly* suffix.

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce the *–ly* word ending to the learners. Ask them to work in pairs to look through a page of their reading book to find 1 – 2 words ending in this suffix.
  Note: *You may, or may not, wish to use the term 'suffix' to your learners. It is valuable to introduce learners gradually to "meta-language". (The last Assessment Standard in LO 6 in every grade deals with meta-language, giving examples of what grammatical terms to introduce to learners in a particular grade. It often helps learners to "have a label" for a new concept.)*
- List the *–ly* words learners found in their books and point out the main part of the word and the suffix that has been added. (During this term you should have been pointing out words that describe a verb, ie an adverb. The suffix *–ly* is often added to the end of a word to make an adverb.)
- Ask learners if they know any more words ending in *–ly.* List some of these on the board also.
- Use 4 – 6 of the words in Word Sums eg *love + ly =* _____, *quick + ly =* _____
- For Task 2 for Writing, the learners copy and complete the Word Sums.

DAY 2

PHONICS

- Copy onto the board one of the Shared Reading book sentences that contains a word ending in *–ly*. (Make it a short sentence – or only use part of the sentence, eg He ran slowly to school. Explain that the word 'slowly' describes *how* he ran. Ask them what other word could be put in its place, eg quickly.
- Write the following writing frame on the board:

We	ran	slowly.
You	walk	happily.
They	ate	quickly.
He	drink	sadly.

- Challenge learners to make different sentences using the words, eg They ate slowly.
  For Task 1 for Writing, learners write as many sentences as they can, using different combinations of the three words. **Use this for Assessment Task 4.**
  ***Note**: This is a useful way of getting learners to write sentences – you could add extra columns to make greater variety.*

DAY 3

PHONICS

- Write 4 – 6 high frequency words that end in *–ly*, eg *lovely, crossly, badly, softly, cleverly, clearly*. Break up the words into two parts and sound each of them. Let learners work in pairs to make up a sentence using one of the words. Let the pairs read their sentences to the rest of the class.
- For Task 1 for Writing, learners make up 3 – 5 more sentences using the other words.

DAY 4

PHONICS

- Introduce the *–es* suffix.
- Briefly revise the suffix *–s* that is used to change a word into the plural. Look through the Shared Reading book to find words having the *–s* suffix. Not all words that end in ***s*** are plural words – clarify this where necessary. List some of these words on the board or on chart paper, eg *dress, kiss, hiss, miss, boss, toss.* (There are many other words that end in *–es* in the plural, such as potato, tomato, box, bus, wish, match.) Show learners how we add the suffix *–es* to some of these words to make them into plurals.
- For Task 1 for Writing, learners can write 4 – 6 of these pairs of words (both the singular and the plural forms), eg one dress – three dresses.

DAY 5

PHONICS

- As a class make up some "silly" sentences using lots of adverbs and adjectives. For example, A lazy, tall lady fell slowly off the hard, green chair. The ugly, naughty boy… Make them fun!

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *My mother spoke crossly to me yesterday. Yesterday my mother spoke crossly to me.*

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

ASSESSMENT: Formal: recorded Assessment Task 4:
Use Day 2's written Phonics task to rate the learners, recording specific problems you have noticed, against the following milestone:

- Recognises and uses suffixes, eg –ly, -ies

WEEK 8	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words
RESOURCES	• A story in either a Big Book or a Learner's Book / Reader. All learners need access to the text. Choose one 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 may wish to use a story related to the coming festive season.
NOTE	During this week learners work with a story. The discussions should focus on linking the story with learners' own world, culture and experiences. As the end of the school year is approaching, some of the written activities are less formal.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading based on a story

- Introduce the story by discussing the title and the illustrations on the cover (if applicable). Use the same approach as before. Read half the story and then 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 preparations 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 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: *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
- Read the shared reading story with the learners following in their copies. Ask learners whether they enjoyed the story, and, if so, what they liked about it.
- Introduce new vocabulary and talk about the meaning of the words.

- For Task 2 for Writing, learners write 3 – 4 of the 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. You could also deal with aspects of grammar that need to be revised.
- Use the context of the story to write 2 – 3 short sentences with the learners, eg *My gran loves to eat lamb chops for 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 messages in a fun way. **Use this for Assessment Task 4 for Writing.**

DAY 5: Shared Reading based on a story

- Let individual learners each read one sentence of the story. Re-cap the format of the story – the introduction of the characters, what happens to the characters, how the story ends.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension. Use the time to also assess learners' knowledge of sight words.

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

Use for Assessment Task 4.

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

- Answers higher order questions based on the passage read
- Expresses whether a story was liked and is able to justify the answer
- Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story

Use the Group Reading sessions this week to rate learners, recording any problems, against the following milestones:

- Recognises at least 25 new sight words
- Reads aloud from book at own level in a guided reading group with teacher ie whole group reads same story

Use the Paired Reading sessions this week to rate learners, recording any problems, against the following milestone:

- Reads aloud to a partner

WEEK 8	WRITING
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing paragraphs for news. Other activities focus on phonics and the shared reading story.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write a paragraph of their own news. (2) Phonics activity: Learners copy and complete 4 - 6 Word Sums.

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners write as many sentences as they can, using different combinations of three columns of words in a writing frame. (2) Learners draw a picture of their own experience of an event in the story, adding a suitable caption.

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DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners make up 3 – 5 more sentences using words ending in *-ly*. (2) Learners write 3 – 4 of the new vocabulary 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: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners write 4 – 6 pairs of words (both the singular and the *–es* plural forms), eg one dress – three dresses. (2) Learners write their own messages in a fun way. **Use this for Assessment Task 4.**

DAY 5: Explanation of the writing activity for the Group/Paired Reading session (1) writing / illustrating of two paragraphs of daily news OR about a topic related to your theme / context.

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

- Experiments with words eg writes a simple poem or song

SUGGESTED ASSESSMENT TASKS: TASK 4: WEEKS 8 / 9

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy	8 / 9 8	• Use your observations of and written responses to the Listening and Speaking activities • Use the group problem-solving time in Numeracy
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises and uses suffixes e.g. –ly, -ies • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	8 9 9	• Use Day 2's Phonics written task. • Use Day 1 and Day 3's phonics written tasks. • Handwriting: select one handwriting lesson for assessment
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words	8 8 8 9 8	• Use the shared reading activities • Assess learners during Group reading time (eg 2 - 4 learners per group per day) • Use paired reading • Use your observations of learners' independent reading • Assess learners during Group reading time

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary	8 9	• Use the learners' sentences on Day 4 • Use the learners' written news and their stories on Day 5

FOURTH TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners make a presentation about the year that is ending + their hopes and plans for the holidays / the new year Listening and Speaking activities • Weekly focused listening and speaking activity (listens to / answers questions on a story) • Learners tell jokes and riddles
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises and uses suffixes e.g. –ly, -ies • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	Phonics • Teaching of ***-ies*** suffixes. • Teaching of consonant digraphs making the ***f*** sound: ***ph / gh*** • Word building / syllabification Handwriting • Revision of upper and lower case letters + writing / transcribing sentences.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words	Shared reading and writing / Word and sentence level work • Shared writing of a play script • Activities based on the shared writing Group, guided and independent reading and writing • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary	• Writes and illustrates sentences ie own news, • Writes a story of 1 - 2 paragraphs • Spells words using phonics and personal dictionary

WEEK 9	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3
MILESTONES	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day etc.
- Learners continue to make presentations about the forthcoming holidays, their hopes and plans:
  - What they liked / didn't like in Grade 2 / What they've learnt this year.
  - What they want to do / learn next year.
  - What they hope to do during the holidays.
- On Days 1 and 5 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around a particular topic.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- Continue to read the story you started the previous week as the basis for asking higher-order questions. During the second week, ask questions about cause-effect relations and the way the story ends. Remember that this is a listening and speaking activity – not one where learners read with you using Shared Reading. Your questions should require them to justify their answers. You could either take oral responses or let the learners answer 2 – 3 higher-order questions in writing.

  Use your observations / written responses during the two weeks for Assessment Task 4.

AT LEAST ONCE MORE DURING THE WEEK

- Give learners an opportunity to tell a joke or riddle that they know (in pairs).

ASSESSMENT: Formal: recorded Assessment Task 4:
Use your observations of the listening and speaking activities / written responses to rate the learners against the following milestones:

- Listens for the detail in stories and answers higher-order questions
- Answers open-ended questions and justifies answer

WEEK 9	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises and uses suffixes e.g. –ly, -ies • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
NOTE	Continue with the teaching of common suffixes, eg *–ies.* You can also introduce learners to different ways of spelling the ***f*** sound – ***ph, gh***.
RESOURCES	• Prepare a worksheet containing sentences using the different sounds taught this term. (a cloze procedure exercise)

DAILY ACTIVITIES

DAY 1

PHONICS

- Introduce the *–ies* word ending to the learners. Nouns that end in *a consonant + y* in the singular, drop the *y* in the plural and add the suffix *ies.* List some of the words on chart paper, eg family, story, baby, party, hanky.
- Demonstrate how these words change in the plural. Write them in two lists:

one	**many**
story	stories
family	
baby etc	

- For Task 2 for Writing, the learners copy and complete the lists of words. **Use for Assessment Task 4.**

DAY 2

PHONICS

- Display and revise the lists of words ending in *–ies* that you wrote the day before. As a class, write 3 - 4 sentence using different pairs of words, eg My family likes to dance but other families like to sing. Cover the *–ies* word and use as a cloze procedure activity for Task 1 for Writing.

DAY 3

PHONICS

- Revise the different sounds taught this term: *ar* as in far, *er* as in her, *ir* as in bird, *or* as in short, *ur* as in church, *ou* as in round.
- Prepare a worksheet containing 6 – 8 sentences, each using different sounds, eg *She went to stay on the farm/hurt.* Read and discuss the worksheet with the learners. For Task 1 for Writing, they can circle the correct word in each sentence. **Use for Assessment Task 4.**

DAY 4

PHONICS

- Draw or display pictures of an elephant, a telephone/phone and a photograph/photo on the board. Ask learners what these are. Writes the words next to each picture. Try to sound the words – stopping at the ***ph*** sound. Talk about how these letters make the ***f*** sound. You could also talk about the way we shorten the words photograph and telephone to become photo and phone.
- For Task 1 for Writing, learners draw the three pictures and write the words next to them, underlining the ***ph*** word in each.

DAY 5

PHONICS

- Depending upon the level of your learners, introduce another way of spelling ***f*** – ***gh*** as in rough, cough, tough and laugh. Keep it as an oral activity – learners will consolidate this in Grade 3. You could ask learners to close their eyes and put up their hand when they hear you saying a word containing the ***f*** sound. It doesn't matter whether the word is spelt with a ***f, ph*** or ***gh*** the sound is the same.

HANDWRITING (TWICE PER WEEK)

Use the Phonic sounds of the week and high frequency words as the basis for the sentences for Handwriting. Revise letter formation, spacing and the use of punctuation at the same time. Handwriting/Spelling sentences for this week could be: *Pretty is the baby of the family. The baby of the family is Pretty.* **Use for Assessment Task 4.**

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

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Day 1 and Day 3's written Phonics tasks and one of the Handwriting lessons to rate the learners, recording specific problems you have noticed, against the following milestones:

Phonics

- Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation

WEEK 9	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words
RESOURCES	• Prepare 2 – 3 lines of dialogue to begin a play script. It will help if you also have an idea of a dialogue so that you can guide the shared writing.
NOTE	Use the story from the previous week (or another, more suitable story that the learners know) as the basis for the shared writing of a play script, leading to the learners using it in a dramatisation in Week 10.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAYS 2 - 5: Shared Writing based on story

- Use either the story from the previous week, or another, suitable story to write a play script this week. Before the lesson, write 2 – 3 lines of a dialogue on flip chart paper, using the introduction to the story.
- Begin by explaining to learners that they are going to write and perform a play for other classes. During this week they will be writing the words for the play, the script, based on the story they have been reading. Show them the start of the script that you prepared and talk about the way the dialogue is written. Instead of writing in paragraphs, the script contains only what the characters say. The dialogue has to tell the story (although you could have narrators who read part of the story from the book.) For example:
  Jimmy: Why can't I play with you any more?
  Mike: Because you always spoil the game.
  ***Note:** When writing a dialogue, the name of the person speaking is followed by a colon and then the actual words of the speaker.*
- Use a story as the basis for the dialogue. Read through 1 - 2 paragraphs of the story at a time with the learners and then talk about what the dialogue could be. Write the dialogue on flip chart paper. Often, you will need to make up what the characters say – usually there needs to be more dialogue than in the written story.
- Write the complete dialogue between Days 2 and 5. By the end of the week it must be finished. After writing each day give learners the chance to read the dialogue. You might have different groups read the different parts. Either you or another group could read the narrator's part.

- Use different tasks for the Group Reading session each day (Days 2 – 4). These could include:
  - Copying part of the dialogue to make the learner's own script.
  - Drawing a picture of a scene from the story and adding the dialogue in speech bubbles.
  - Making part of a costume or prop for the play, eg a mask or hat.
  - Practising reading the script with a partner or a small group.

  Note: *By the end of the week the script for the play must be completed.*

GROUP READING ACTIVITIES

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

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

ASSESSMENT: Formal: recorded Assessment Task 4: Use your observations of learners' independent reading to rate them, recording any problems, against the following milestone:

- Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books

WEEK 9	WRITING
LO/ASs	**LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary

DAILY ACTIVITIES

This week's writing tasks involve learners writing news and a story. Other activities focus on phonics and the shared writing of a play script.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all learners write a paragraph of their own news. **Use for Assessment Task 4.** (2) Phonics activity: Learners copy and complete the lists of words (plurals with *–ies* endings).

DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy and complete 3 - 4 sentences using different pairs of words (plurals with *–ies* endings). (2) An activity related to the shared writing of a play script.

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DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners make up 3 – 5 more sentences using words ending in *-ly*. (2) An activity related to the shared writing of a play script.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners write 4 – 6 pairs of words (both the singular and the *–es* plural forms), eg one dress – three dresses. (2) An activity related to the shared writing of a play script.

DAY 5: Explanation of the writing activity for the Group/Paired Reading session: Learners do an independent writing activity: writing of a story of at least two paragraphs. They could use the same story as in the play script or make up their own story. Remind learners how to structure their stories and give them time to discuss them with another learner before they write. When they have finished a first draft they should read their writing to each other and make corrections where necessary. **Use for Assessment Task 4.**

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

- Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story
- Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end'
- Uses correct grammar so that others can read and understand what has been written
- Builds own word bank and personal dictionary

FOURTH TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners share news Listening and Speaking activities • Weekly focused listening activity (dramatises a story)
PHONICS / HANDWRITING **LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1	*Phonics* • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises and uses suffixes e.g. –ly, -ies • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation	Phonics • Revision activities Handwriting • Writing messages in a card or gift.
READING **LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words	Shared reading and writing / Word and sentence level work • Shared reading of the play script • Dramatization of the script Group, guided and independent reading and writing • Guided reading in same ability groups / paired reading / individual reading

WRITING **LO 4** AS 2, 3, 4, 5, 6, 7 **LO 6** AS 1, 2, 3, 4	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary	• Writes and illustrates sentences ie own news, personal experiences, class or school events • Spells words using phonics and personal dictionary

WEEK 10	**ORAL WORK / LISTENING AND SPEAKING**
LO/ASs	**LO 1** AS 3, 4 **LO 2** AS 1, 2, 4, 5 **LO 5** AS 2, 3
MILESTONES	• Listens for the detail in stories and answers higher-order questions • Answers open-ended questions and justifies answer • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

ORAL WORK AT THE BEGINNING OF THE DAY

- Begin by talking about the charts, special happenings for the day or week, holiday plans etc.
- Learners share personal news and experiences.
- On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their news, focus the discussion around what will be happening during the week or the forthcoming holidays.

LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK

- If the story you were reading to the learners during Weeks 8 and 9 is not completed, use this time to finish the story.
- Use the oral discussions to plan the rehearsals for the play for which you and the learners wrote the script the previous week.

WEEK 10	PHONICS / HANDWRITING
LO/ASs	**LO 3** AS 3, 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	*Phonics* • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises and uses suffixes e.g. –ly, -ies • Builds and sounds words at level of phonetic knowledge *Handwriting* • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation
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 Searches 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

  - As an alternative / addition give learners a sheet of squared paper to write their own message. They can pass it round for other learners to decode the hidden message.
- 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:

ships	church	which	third
burn	arm	herd	born
boy	plate	steep	white
broke	flame	string	crack

spoon	feet	three	sea
thorn	tails	plays	boil
home	June	round	stories
clock	dress	boxes	hand

  - 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 / one 7-letter word ? etc

  NB: *Collect the lists of words after each activity so 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.

WEEK 10	READING
LO/ASs	**LO 3** AS 2, 3, 4, 5 **LO 5** AS 2, 3
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books • Recognises at least 25 new sight words
RESOURCES	• The play script you and the learners wrote the previous week. • Props and items of costume the learners made the previous week, eg masks or hats
NOTE	During this last week of the school year, learners use the play script they wrote in Week 9 to rehearse and present a simple play. 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.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAYS 1 - 5: Shared Reading and acting out of a play script

- Use the play script you and your learners wrote the previous week as the basis for learners to rehearse and present a short play to other classes and, possibly, parents.
  Note that this is NOT intended to be a long-rehearsed, polished performance. Learners will not be presenting a concert. It is simply learners dramatising a story that they know. Although there is a written dialogue, it doesn't matter if the learners change this as they practise. The purpose of this activity is for learners to share in the writing of a dialogue and the acting out of a story. It is intended to develop all six Learning Outcomes in a single, integrated two-week activity.
- Steps for the activity will include:
  - Deciding on the number of characters and who will play them and who will read the narrative sections
  - Making or bringing necessary props and costumes
  - Rehearsing
  - Presenting the final version, possible in front of other classes
- 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, 7 **LO 6** AS 1, 2, 3, 4
MILESTONES	• Experiments with words eg writes a simple poem or song • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story • Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end' • Uses correct grammar so that others can read and understand what has been written • Builds own word bank and personal dictionary

DAILY ACTIVITIES

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

- a paragraph of own news / personal experiences
- a paragraph on a recent class/school event eg an outing, prize-giving etc
- 2 – 3 sentences about his/her role in the play

Notes: